

**Bases for the Design of Socioeducational
Intervention Projects and Equality Plans**

Code: 105796
ECTS Credits: 6

Degree	Type	Year	Semester
2503878 Sociocultural Gender Studies	OB	3	1

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Mariona Massip Sabater
Laura Girbau Casajoana

Prerequisites

gender knowledge

Objectives and Contextualisation

The aim of this subject is the contextual application of gender equality knowledge and theoretical approaches when designing social and educational interventions.

Principal aims:

- To identify social realities in theoretical debates, and to mobilise previous knowledge to respond to them.
- To design consultancy programs for educational institutions and laboral relations
- To design educational and laboral interventions

Competences

- Advise on socio-educational action processes to promote citizen participation in equality issues.
- Apply to gender studies the methods, techniques and tools of a quantitative and qualitative nature of social research.
- Demonstrate ability to work autonomously, self-analysis and self-criticism.
- Express correctly and in a non-sexist or homophobic manner both orally and in writing.

- Identify the basic legal concepts, legislation and jurisprudence related to the rights of the collectives affected by gender inequalities.
- Propose and analyze the results of gender policies and plans of equality and equity in institutions, companies, public, private and non-governmental organizations.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Work cooperatively and energize multidisciplinary and diverse teams, assuming and respecting the role and diversity of those who make them up.

Learning Outcomes

1. Analyze the applied theoretical framework and the presence or absence of the gender perspective in existing projects or experiences of psychosocial, educational and community intervention.
2. Apply the fundamentals of law and legal tools to the preparation of plans and projects.
3. Distinguish between facts and value judgments.
4. Distinguish between theoretical and methodological assumptions.
5. Identify the tools to diagnose gender intervention needs in specific contexts.
6. Identify the tools to promote citizen participation in the preparation of intervention projects.
7. Make valuations and corrections of your own work.
8. Produce, collect and interpret empirical data in a gender sensitive manner.
9. Propose the basic lines of programs, coeducational projects and equality plans from a gender perspective taking into account the target persons and the context.
10. Put into practice skills to work in a team: commitment to the team, habit of collaboration, ability to promote problem solving.
11. Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
12. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
13. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
14. Use non-sexist resources and alternatives in work spaces, education and coexistence.

Content

I. EDUCATION

1. Educational Institutions
2. Co-education and Equality Programs
3. Gender perspective in scholar culture
4. Gender perspectives in scholar knowledge
5. Gender, Social Representations and Relevant Social Issues
6. Designing co-educative interventions
7. Advicing and Acompañing transformative practices

II.- EQUALITY PLANS

SUBJECT 1 IINTRODUCTION

- 1.1. Concept and assumptions.
- 1.2. Purpose of equality plans.
- 1.3. Equality plans in the company.
- 1.4. Areas of action of equality plans.

SUBJECT 2. ELABORATION OF A PLAN OF EQUALITY

- 2.1. Phases of the equality plan: diagnosis, design, application and monitoring and evaluation.
- 2.2. Procedure for drawing up an equality plan.

2.3. Subjects involved. Special consideration to Equality Agents.

SUBJECT 3. PLANS OF EQUALITY IN THE COMPANIES

3.1. Particularities of content and negotiation of a business equality plan.

3.2. Examples of Equality Plans.

SUBJECT 4. BALANCE OF THE FIGURE OF THE PLANS OF EQUALITY

4.1. Strengths of equality plans Examples of Equality Plans.

4.2. Criticisms and limits of equality plans.

4.3. Policies to promote equality plans.

Methodology

Lectures are planned to be exploratives, manipulatives and theoreticals. Individual and group autonomy work will be required.

This subject includes theoretical sessions and seminar sessions.

Formative Activities

Due to the exceptional situation caused by COVID19 pandemia, the planification and organization of formative activities can vary. They may be directed, supervised and autonomous.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Seminar	19.5	0.78	1, 5, 6, 10, 8, 9, 13, 12, 11, 14
theoretical classes	19.5	0.78	1, 3, 4, 5, 6, 13, 14
Type: Supervised			
evaluation activities	5	0.2	3, 4, 7, 9, 13, 12
Type: Autonomous			
Individual work	53	2.12	3, 4, 10, 9, 13, 11, 14
Team works	53	2.12	1, 5, 6, 10, 8, 9, 13, 12

Assessment

Evaluation should bring the necessary information to guide the educational process. On the other hand, it should show the conditions to accredit this subject.

Evaluation is planned to promote self reflection about the learning process; coevaluation will be used to value and evaluate the work of partners.

it is essential to attend 80% of the sessions, which include both large group classes and seminars to pass

The correct use of catalan language will be required to pass the subject.

Evaluation will be realized along the semester by these activities. The teacher will give them feedback before 21 days. If any student wants to revise the activities or its evaluation, she should ask for it during the 10 days after its publication.

Passing all the activities is required to pass the subject.

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (the original weighing will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Instructors will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities, the student will receive a zero as the final grade for the class.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Co-educative training design	25%	0	0	1, 2, 4, 5, 10, 8, 9, 13, 14
Coevaluation: educational program design	10%	0	0	1, 2, 3, 7, 5, 8, 13, 11, 14
Individual work	25%	0	0	2, 4, 7, 5, 8, 13, 12, 14
Oral Presentation: educational program design	15%	0	0	4, 5, 6, 8, 13, 12, 14
Team work and oral presentation on the areas and contents of an equality plan	25%	0	0	2, 5, 10, 8, 12, 11, 14

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Software

TEAMS