

Management of Social Intervention Projects II

Code: 101123
ECTS Credits: 6

Degree	Type	Year	Semester
2500262 Sociology	OB	3	2

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

Ariadna Fito Frutos

Prerequisites

We advise students to register in GPIS I before taking this subject.

Objectives and Contextualisation

These courses, GPIS I & II, have been designed to introduce the students into the professionalizing side of the Sociology degree. Devising, managing and evaluating social intervention projects have been, throughout the last years, one of the main ways of getting into jobs in the labour market for sociologists, whether they plan to work in the public administration or in the Third Sector.

In order to further the acquisition of the skills and capabilities that our students will need to professionalize themselves as sociologists within the fields of social intervention and policy-making, the GPIS I course offers a wide perspective of the context in which those projects should be developed, whereas GPIS II has as its main objective the design, implementation and evaluation of social interventions considering the role of stakeholders in these processes.

In GPIS II we will transform the classroom so as to resemble a workshop. This will allow the students not only to know the different parts of a project in a theoretical way but to create them. It is intended that the students apply all the theoretical knowledges acquired throughout the Sociology degree and use concepts and views from sociological theory, specially those linked to social class, gender, and ethnic and cultural inequalities. Nonetheless, we shall also consider those other hidden forms of inequality which emerge much more silently and are often unperceived, or insufficiently attended, by the professionals of the social intervention sector.

The GPIS II course offers tutorials within the classroom and a space of collective discussion for students to debate on the complexity of social phenomena and on social responses to them.

Competences

- Analysing the problems arising from the implementation of public policies and conflict situations by recognising the complexity of the social phenomena and political decisions affecting democracy, human rights, social justice and sustainable development.
- Applying the concepts and approaches of the sociological theory, specially the explanations of social inequalities between classes, between genders and between ethnic groups, to the implementation of public policies and to the resolution of conflict situations.
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Generating innovative and competitive proposals in research and professional activity.
- Respecting the diversity and plurality of ideas, people and situations.
- Searching for documentary sources starting from concepts.
- Students must be capable of managing their own time, planning their own study, managing the relationship with their tutor or adviser, as well as setting and meeting deadlines for a work project.

Learning Outcomes

1. Demonstrating to what extent their influence is important to the design or evaluation of a social intervention project.
2. Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
3. Differentiating the underlying inequalities of specific policies or conflicts.
4. Generating innovative and competitive proposals in research and professional activity.
5. Relating the concepts, methods and techniques used to analyse culture with general theoretical and methodological debates.
6. Respecting the diversity and plurality of ideas, people and situations.
7. Searching for documentary sources starting from concepts.
8. Students must be capable of managing their own time, planning their own study, managing the relationship with their tutor or adviser, as well as setting and meeting deadlines for a work project.

Content

PART I. THE DESIGN OF SOCIAL INTERVENTION PROJECTS

- 1.1 Conceptualizing a social intervention project
- 1.2 Detecting needs: tools for gathering and analysing information.
- 1.3 Project definition and planning
- 1.4 Resources: the budget and ways of getting funds
- 1.5 Supervision and monitoring
- 1.6 Project evaluation

PART II. THE PARTICIPATORY APPROACH IN SOCIAL EVALUATION

- 2.1. Foundations of participatory methodologies
- 2.2. Participatory designs. diagnosis, deliberation, planning.
- 2.3. Working with stakeholders
- 2.4. Participatory tools
- 2.5. Participatory evaluation

Methodology

Given the subject's practical character, teaching methods and formative activities are of central importance in the process of teaching-learning. That is to be done through four types of strategy: a) expositive sessions in the classroom where teachers shall explain the theoretical context, b) practical workshops in the classroom, that allow the application of several concepts which have been previously acquired, c) tutorials, d) autonomous work by the students.

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			
Lectures	16	0.64	1, 2, 3, 5, 6
Workshop	20	0.8	7, 1, 3, 4, 8, 5
Type: Supervised			
Group tutorials	6	0.24	4, 8, 5
Type: Autonomous			
Individual work: gathering information, analysis, writing.	15	0.6	7, 2, 8, 5
Reading	18	0.72	7, 2, 3, 8
Team work	25	1	7, 4, 8, 5

Assessment

To pass this course, the following requirements should be met:

- The qualification of each activity must be "5" or more.
- A second-chance examination is allowed for written exam. In this case, the maximum possible qualification will be "5".
- The final average qualification should reach a minimum of "5".

In the final evaluation form, students will get a "non attended" qualification only if they have failed to deliver more than 50% of the evaluation process.

Plagiarism practices are not tolerated. In this case, activity will get a mark of "0".

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Design of a social intervention project	30%	20	0.8	7, 1, 2, 3, 4, 8, 5, 6

Practical exercises and oral presentations	20%	10	0.4	7, 1, 2, 3, 4, 8, 5, 6
Written exam	50%	20	0.8	1, 2, 3, 8, 5

Bibliography

Basic

Mille Galan, J. M. (2002). [Manual bàsic d'elaboració i avaluació de projectes](#). Útil Pràctic 25. Torre Jussana. Barcelona: Ajuntament de Barcelona.

Martí, J. (2016). Investigación-acción. Introducción a la perspectiva, diseño y métodos. Barcelona: Universitat Autònoma de Barcelona (disponible al Campus Virtual)

Complementary

Project design and project evaluation

Ander- Egg, E. (2011). Evaluación de servicios y programas sociales. Ed. Lumen Humanitas, Madrid.

Ander-Egg, E. y Aguilar, M. (2000). Como elaborar un proyecto: Guía para diseñar proyectos sociales y culturales. Editorial ICSA, Madrid.

Blasco, J. (2009). [Com iniciar una avaluació: oportunitat, viabilitat i preguntes d'avaluació](#). (Guies pràctiques sobre avaluació de polítiques públiques; 1). Ivàlua, Barcelona.

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Casado, D. (2009) [Avaluació de Necessitats. \(Guies pràctiques sobre avaluació de polítiques públiques; 2\)](#). Ivàlua, Barcelona.

Cohen, E. i Martínez, R (2004) [Manual de formulación, evaluación y monitoreo de proyectos sociales](#). Edita: División de Desarrollo Social- CEPAL.

Coll-Planas, G. i Solà-Morales, R. (2019). [Guia per incorporar la interseccionalitat a les polítiques locals](#). Terrassa: Ajuntament de Terrassa.

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Rebollo, O., Morales, E., Gonzalez, S. (2014) Guia Operativa d'avaluació de l'acció comunitària. Àrea de Qualitat de Vida, Igualtat i Esports. Ajuntament de Barcelona. Barcelona

Participatory methods

Ander-Egg, E. (2002). Cómo hacer reuniones de trabajo. Madrid: CCS

Brydon-Miller, M., Greenwood, D., Maguire, P. (2003). [Why action research?](#) Action research, 1(1), 9-28.

Callejo, J., Viedma, A. (2006). Proyectos y estrategias de investigación social: la perspectiva de intervención. Madrid: McGraw-Hill.

Fals Borda, O. (1993): [La investigación participativa y la intervención social](#). Documentación Social, 92, 9-22.

Malo, M. (2004). Prólogo. In M. Malo (ed.), [Nociones comunes: experiencias y ensayos entre investigación y militancia](#). Madrid: Traficantes de Sueños.

Martí, J. (2000). [La investigación acción participativa: estructura y fases](#). A: Villasante, T.R.; Montañes, M; Martí, J. La investigación social participativa. Construyendo ciudadanía. Vol I. Barcelona: El Viejo Topo, pp. 73-117.

Martí, J., Jorba, L. (2011). [Tècniques participatives per al debat grupal](#). Barcelona: Diputació de Barcelona. 2a ed. rev.

Park, P. (2006): Qué es la investigación-acción participativa. Perspectivas teóricas y metodológicas. En M. C. Salazar (ed.), La investigación-acción participativa. Inicios y desarrollos. Caracas, Ed. Popular.

Reason, P., Bradbury, H. (eds.). (2008). Handbook of action research: Participative inquiry and practice. London: Sage Publications.

Software

Not applicable