

Degree	Type	Year
Social Education	OB	3

Contact

Name: Diego Castro Ceacero

Email: diego.castro@uab.cat

Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

Non-formal education organizations represent a series of very diverse forms, functions and purposes that require a specific study in the field of Organization of Educational Institutions. In recent years, this area has become a true emerging sector that has represented new forms of professionalisation. This, however, has meant an increase in lines of research, expansion to new sectors and job profiles and a change in certain forms of socio-educational intervention.

The subject Management of Socio-Educational Institutions has an eminently professionalizing character, which is why it is oriented from a practical and applied perspective that will involve students in a process of socio-educational management of a program with real activities. Learning in an experiential case articulates the training proposal of this subject.

It starts from the theoretical assumptions and skills acquired in previous subjects, especially: Educational contexts (first year) and Organization and groups (second year) of the Degree of Social Education. Therefore, it is recommended to master the contents worked on in these subjects linked to the Beginning Area of Educational Organization.

It should be considered that the focus of the subject is closely linked to the development of the Practicum, so some activities, methodology and content will be related to the Practicum Guide 1.

To finish, to say that the orientation of the subject is radically different from that of other subjects of the Degree, the development of the sessions is the responsibility of the students with motivation, work, dedication, respect and involvement.

Objectives and Contextualisation

Non-formal organizations representing a range of forms, functions and very different purposes that require a specific study within the scope of the Organization of Educational Institutions. This area has become a veritable industry in recent years has represented emerging new forms of professionalism. However this has meant an increase in research, expansion into new sectors and job profiles, and a change in certain forms of educational intervention.

This course acquired a series of knowledge and skills related to the field of institutional management, more specifically, students in this course should be able to:

- Relate the specific concepts and processes of the Management of institutions with the Organization of Institutions
- Identify the variables involved in the management of centers and their systematicity and globality.
- Understand the organizational dynamics and organizational processes that take place in social education centers.
- Apply different intervention strategies in institutional management processes.
- Improve organizational processes based on scientific evidence.
- Learn to manage conflicts and dysfunctions.

Competences

- In an articulated manner, design plans, programs, projects, activities and tasks in various socio educational contexts.
- Manage social education institutions.
- Participate and get involved in the events, meetings and events of the institution to which one belongs.
- Understand and become involved in institutional realities in order to integrate and develop professionally.

Learning Outcomes

1. Apply techniques and resources to the different levels of planning.
2. Contribute one's thoughts and ideas about sociocultural processes in the immediate environment to academic activities.
3. Contribute viable and plausible ideas and alternatives to conflictive or critical institutional situations.
4. Demonstrate competence in institutional planning processes.
5. Disseminate and promote institutional services and initiatives through different channels and media.
6. Establish systematic models between different organizational functions: planning, delegation, resource management, coordination, control and improvement.
7. Identifying synergies between organisational processes and institutional management.
8. Know elements of culture in relation to the participation model.
9. Master the specific theories, tools and resources for managing schools.
10. Perform specific actions for institutional management through the processes of: Analysis, performance and improvement.
11. Properly formulate aspects of planning in schools.
12. Reflecting on and analysing the phenomena of the institutional environment in order to understand the key factors that participate in them and to intervene in order to improve them.

Content

1. ORGANIZATION AND MANAGEMENT OF SOCIO-EDUCATIONAL INSTITUTIONS: THE ORGANIZATIONAL /MANEGEMENT FUNCTIONS
2. PLANNING: FROM STRATEGY TO THE OPERATIONALIZATION OF ACTION
3. DISTRIBUTION OF FUNCTIONS AND TASKS
4. INSTITUTIONAL COORDINATION
5. THE EXECUTION AND CONTROL OF THE ACTION
6. INSTITUTIONAL EVALUATION AND IMPROVEMENT

Activities and Methodology



Title	Hours	ECTS	Learning Outcomes
Type: Directed			
APLICACIONES	30	1.2	1, 3, 8, 4, 5
PLENARY SESSION	15	0.6	8, 9, 12
Type: Supervised			
SUPERVISION GROUPAL TASK	30	1.2	1, 2, 4, 5, 12
Type: Autonomous			
REPORT	75	3	1, 4, 9, 6, 12

The proposal of this subject is based on active, competence-based and experiential learning based on challenges, which conditions the training activities that are proposed. The design of the activities has considered the inclusive perspective:

1) Participatory master classes

To introduce theoretical aspects, reflect on the tools and instruments for the management of centers, services and programs and, above all, analyze cases, reflect, debate and transfer learning.

2) Reading, reflection and debate of a manual on the management of educational institutions

It involves reading, understanding and reflecting on a reference manual.

3) Development of Training Days

Mandatory activity that involves traveling and staying overnight (x2) outside the Campus. It is based on the principles of competence and experiential learning based on challenges. The Conferences are an unparalleled training space to be able to apply, transfer and check the acquisition of the skills associated with the subject. People who for duly justified and accredited reasons cannot attend part of the Conference will have to do specific work on the development phase of the same number of hours for which the absence has been accredited. This activity could have a specific cost.

The designed methodology requires a regular, daily and responsible presence in large group and seminar sessions. Attendance at large group sessions (plenaries) is mandatory at 80%.

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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EXAM BOOK	25	0	0	9, 7
FIELD DIARY	25	0	0	1, 2, 3, 8, 4, 5, 9, 6, 10, 11, 7, 12
SEMINAR REPORT	50	0	0	1, 2, 3, 8, 4, 5, 9, 6, 10, 11, 7, 12

REGIME OF CONTINUOUS ASSESSMENT

The evaluation of the subject will be continuous and consistent with the active and experiential learning model. For the final qualification, three types of evidence will be considered:

- a) Test (25%). Individual test on the reference manual that will be scheduled for 18/XI
- b) Diary (25%). Individual delivery of a Journal of Sessions with the collection of data, reflections and experiences that will be scheduled for 16/XII
- b) Report (50%). Group work of the Training Days that will be scheduled for 13/I

Other indications:

- To calculate the final grade, a minimum grade of four (4) points must be obtained in each of the 3 pieces of evidence.
- The evaluation evidence can be retrieved on a single occasion if they obtain a lower score of four (4) points.
- The evaluation evidence may be recovered on a single occasion; the evidence that, once the average of the subject is calculated, applying the corresponding percentages, causes the final grade to be lower than 5, will be subject to recovery. Only the evidence that allows obtaining a passing evaluation will have to be recovered. Recovery: 27/I.
- If plagiarism is detected in the evaluation evidence, the grade will be 'failed' (URKUND of more than 60%).
- The evaluation evidence will be reviewed and returned within a period of approximately 20 days, as long as force majeure does not interfere.
- The qualification of 'Not Presented' is applied when any of the 3 evaluation evidences is not presented.
- Attendance at ALL sessions is recommended. In any case, attendance will be mandatory for a minimum of 80% of the large group sessions (plenary sessions).
- The typology of the activities developed at the Training Days obliges to consider in the evaluation of the Report, aspects of an attitudinal nature; thus, in order to approve this evidence, it is necessary to show an attitude compatible with the educational profession.
- For any other reference to the evaluation, we refer to the prescriptions of the "Criteria and general evaluation guidelines of the Faculty of Education Sciences".
- People who enroll for the second -or more- times, may formally request the synthesis test.
- To pass the subject, it is necessary to show sufficient and relevant communicative competence (oral and written) in the different activities.
- The use of generative AI is permitted, as long as the parts of the activities where it has been used are identified.

SINGLE ASSESSMENT REGIME

For the assessment of students in the single assessment regime, the same system will be applied as in the continuous assessment.

The 3 pieces of evidence (Exam 25%; Journal 25% and Report 50%) must be handed in or completed on 13/I

The review of the final qualification will follow the same procedures and deadlines as the continuous assessment.

Bibliography

BASIC

- a) Fantova, Fernando (2006). Manual para la gestión de la intervención social. Editorial CCS, Madrid

b) Gairín, J. & Castro, D. (2021). El Contexto Organizativo como espacio de intervención. Síntesis, Madrid

COMPLEMENTARY

Andreu, R. y Rosanas, J.M. (2011). Manifiesto para un *management* mejor. Una visión racional y humanista. IESE-Universidad de Navarra, Barcelona.

Aragón-Correa, J. A; Rubio, E. y Casado, A. (2004). Gobierno y gestión de las entidades del tercer sector. Fundación ONCE, Madrid.

Barbosa, E.F. y Moura, D. (2013). Proyectos educativos y sociales. Planificación, gestión, seguimiento y evaluación. Narcea, Madrid.

Cámara, L., Berzosa, B; y Émerson, C. (2005). Planificación Estratégica. Guía para entidades sin ánimo de lucro que prestan servicios de inserción socio laboral. CIDEAL, Madrid.

Cantón, I. & Pino, M. (2014) Organización de centros educativos en la sociedad del conocimiento. Alianza Editorial, Madrid.

Cubedo, M. (2007). El régimen económico de las sociedades cooperativas: situación actual y apuntes para una reforma. *Revista de economía pública, social y cooperativa*, 58, 161-187.

De Asís, A., Gross, D., Lillo, E. & Caro, A. (2000). Manual de ayuda para la gestión de entidades no lucrativas. Fundación Luis Vives, Madrid.

De la Torre, I. (2010). Identidad institucional de las organizaciones del tercer sector. *Revista Internacional de Organizaciones*, 5, 7-29.

Fernández, T. & Ponce de León, L. (2016). Planificación y actuación estratégica de proyectos sociales. Pirámide, Madrid.

Koontz, H. y Weihrich, H. (2004). Administración. Una perspectiva global. 12ª Edición. McGraw Hill Interamericana, México DF.

López, F. (2005). La Educación Social Especializada con personas en situación de conflicto social. *Revista de Educación*, 336, 57-73.

Luján, M. E. (2010). La administración de la educación no formal aplicada a las organizaciones sociales: Aproximaciones teórico-prácticas. *Revista Educación*, 34 (1), 101-118.

Miller, E. W. (2018). Nonprofit strategic management revisited. *Canadian journal of nonprofit and social economy research*, 9(2), 22-32.

Miron, G., Gulosino, C., Shank, C., Elgeberi, N., Davidson, C., Hernandez De Alvarez, F., & Urschel, J. (2021). *Profiles of For-Profit and Non-profit Education Management Organizations. Commercialism in Education Research Unit*. National Education Policy Centre: Colorado.

Naranjo, N. R. (2020). Environmental issues and social work education. *The British Journal of Social Work*, 50(2), 447-463.

Palomo, M^a. T. (2013). Liderazgo y motivación de equipos de trabajo. ESIC Editorial, Madrid.

Pastor, M^a. I. (2001). Orígenes y evolución del concepto de educación no formal. *Revista Española de Pedagogía*, 59 (220), 525-544.

Pérez-Serrano, G. (2010). *Intervención sociocomunitaria*. Editorial UNED. Madrid.

Rey, F. y Urgoiti, A. (2005). Manual de gestió del cicle del projecte en l'acció humanitària. Obra Social 'La Caixa', Barcelona.

Robbins, P. y Coulter, M. (2010) Administración. 10ª Edición. Pearson, México.

Rodríguez, D. (2002). Gestión organizacional. Ediciones de la Universidad católica de Chile, Santiago.

Shemyatikhina, L., Shipitsyna, K., & Usheva, M.(2020). Marketing management of a nonprofit organization. Ekonomicko-manazerske spektrum, 14(1), 19-29.

Zerilli, A. (1985). Fundamentos de organización y dirección general. Editorial Deusto, Bilbao.

Software

NO

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(SEM) Seminars	311	Catalan	first semester	morning-mixed
(SEM) Seminars	312	Catalan	first semester	morning-mixed
(TE) Theory	3	Catalan	first semester	morning-mixed