Socio-educational Intervention Project Design

Code: 106980
ECTS Credits: 6

2025/2026

Degree	Type	Year
Sociocultural Gender Studies	OB	3

Contact

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Teaching groups languages

You can view this information at the end of this document.

Prerequisites

No prerequisites are required.
It is counted that most students have already previously studied subjects related to both education and intervention and planning methodologies.

Objectives and Contextualisation

- Assess educational environments as complex spaces for socialisation, reproduction and the disarticulation of inequalities.
- Critically review the methodologies, spaces, contents and subjectivities of socio-educational environments with a decolonial and intersectional perspective.
- Analyse the needs and challenges of socio-educational contexts in order to design intervention projects.
- Design proposals for socio-educational intervention with a feminist perspective according to a careful diagnosis and an adequate design.

Learning Outcomes

1. KM19 (Knowledge) Recognise the gender and feminist perspective in public policies, programmes, projects and socio-educational actions.
2. KM20 (Knowledge) Distinguish between fact and opinion and between theoretical and methodological assumptions in order to correctly analyse the principles underpinning gender policies and equality plans.
3. KM21 (Knowledge) Analyse the theoretical framework in question and the presence or absence of the gender perspective in existing research, projects or experiences of psychosocial, educational and community intervention.
4. KM22 (Knowledge) Review the commonalities between feminism and teaching methods in order to detect trends, models and frameworks for socio-educational intervention.
5. KM23 (Knowledge) Examine the diversity of socio-educational environments (both formal and non-formal, with a focus on leisure time) to analyse processes of knowledge construction and methodologies in feminist pedagogies.
6. SM15 (Skill) Design proposals, spaces and resources for feminist socio-educational action that involve citizen participation.

7. SM61 (Skill) Design proposals to implement measures aimed at achieving a good work-life balance in professional environments.

Content

0. INTRODUCTION TO THE DESIGN OF SOCIO-EDUCATIONAL INTERVENTION PROJECTS

0.1. Educational environments in our lives and in society

0.2. Challenges, lights and discomforts in socio-educational spaces.

0.3. Socio-educational intervention: ethics, objectives and horizons

1. DIAGNOSIS

1.1. Analysis of socio-educational contexts: study of the collective and the context of the intervention

1.1.1. The contexts of regulated education: peculiarities, dynamics and explicit and hidden curriculum

1.1.2. The contexts of non-regulated education: peculiarities, dynamics and policies

1.2. Identification of factors of vulnerability, discrimination or exclusion

2. DESIGN

2.1 Definition of intervention and learning objectives

2.2. Delimitation of key agents and their role

2.3. Selection and methods for intervention

2.3.1. Coeducational methodologies

2.3.2. Methods of feminist pedagogies

2.3.3. Relational and contact methods

3. IMPLEMENTATION AND EVALUATION

3.1. Implementation: peer learning

3.2. Evaluation of socio-educational intervention projects

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			

Theoretical Reflection Sessions	15	0.6	KM19, KM20, KM21, KM22, KM23, SM15, KM19
Seminari Sessions	30	1.2	KM19, KM20, KM21, KM22, KM23, SM15, SM61, KM19
Type: Supervised			
Assessment activities	40	1.6	KM19, KM20, KM21, KM22, KM23, SM15, KM19
co-assessment and co-learning	15	0.6	KM21, KM22, KM21
Tutoring	10	0.4	KM19, KM21, KM19

To carry out this subject, the presence, dialogue and co-construction of knowledge among the people in the classroom are very important, based on experiences, reflections, readings, and questioning of the theoretical framework.

The seminar spaces provide us with more participatory methodologies based on joint and group work.

We will have a virtual classroom in a complementary way, to recover materials, readings, and for the delivery of some activities. However, it is the shared space in the classroom that has the main weight of the development of the subject.

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
Critical analysis of a socio-educational intervention programme in a non-formal context	25 % (I)	10	0.4	KM19, KM20, KM21, KM23
Critical reflection through a non-academic communicative context	10 % (I)	5	0.2	KM20, KM21
Design and realization of a training workshop with a feminist perspective	40% (G)	15	0.6	KM19, KM22, KM23, SM15, SM61
Knowledge co-construction activities in seminars	25 % (I)	10	0.4	KM19, KM20, KM22, KM23

How is the evaluation?

Assessment is a fundamental tool of learning: it helps us to regulate it and to regulate ourselves, and it must allow us to assess whether the competencies have been developed and achieved the expected objectives.

That is why the evaluation will be continuous, because it must allow us to establish the mechanisms of regulation, correction and modification necessary to improve learning. In addition, much of this return will also be collective, and learning and peer evaluation will be fundamental for the development of the subject.

In this subject, the single assessment cannot be requested.

The use of generative artificial intelligence tools must be specified, with transparency. Lack of honesty in the use of the same or its inappropriate use can invalidate the activity.

The evaluation, which takes the formative sense with the qualitative return, will have a numerical equivalence at the end of the subject.

Assessment calendar

The co-construction activities will be carried out during the seminar sessions, with a one-week delivery margin and a feedback of between 10 and 15 days.
The analysis of the intervention program will be delivered before Friday, November 7, 2025.
The training workshop will take place in December 2025.
The critical reflection can be delivered until Friday, November 28.

Conditions and requirements to pass the subject

To pass the subject it will be necessary to achieve all the objectives set, as well as to master the linguistic and communicative skills.
It will not be approved by weighted average calculation if there is any objective left unachieved. When it is considered that the student has not been able to provide sufficient evidence of evaluation, since they have not delivered the activities that represent 75% of the evaluation, it will be considered non-evaluable.

Recovery

The recovery will be carried out during the month of January 2026, and the evaluation activity will depend on the objectives that have been approved or to be achieved.

Bibliography

Agud Morell, Ingrid et al. (2020). *Perspectiva de gènere en educació. Marc conceptual.* Univeristat Autònoma de Barcelona

Garcés, Marina (2020) *Escola d'aprenents*. Galàxia Gutenberg

Guàrdia Torrents, Montserrat; Igual Cuní, Montse; Lama Castro, Rosa; Maroto Sales, Sara, i Roig Miret, Anna (2024). *Bases per a l'acció d'orientació i acompanyament integral.* Diputació de Barcelona.

hooks, bell (1994). Teaching to transgress: education as a practice of freedom. Routledge

hooks, bell (2003). Teaching community: a pedagogy of hope. Routledge.

Llos, Berta; Caravaca, Alejandro; Franquet, Mireia, i Gavaldà, Xènia (2025). *Benestar i malestar a l'escola: Una exploració interseccional de les experiències de l'alumnat de secundària a Catalunya.*

Massip Sabater, Mariona i Sant, Edda (2022). Gendering citizenship education. Feminist-relational approaches on political education. *REIDICS. Revista de Investigación en Didáctica de las Ciencias Sociales* 11, 35-51

Stein, S., Ahenakew, C., Jimmy, E., Andreotti, V., Valley, W., Amsler, S., Calhoun, B. & Gesturing To-wards Decolonial Futures Collective. (2021). *Developing stamina for decolonizing highereduca-tion: A workbook for non-indigenous people*. University of British Columbia.

Software

Students will be able to use the software they deem necessary for the realization of the activities, provided that they make a justified use and that they take into account the ethical implications of the same.

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	11	Catalan	first semester	morning-mixed
(SEM) Seminars	12	Catalan	first semester	morning-mixed
(TE) Theory	1	Catalan	first semester	morning-mixed