

SUBJECT: PLABIFICATION OF SOCIAL ACTION

STUDIES: DIPLOMA IN SOCIAL WORK

CODE: S507

---

TYPE: OU YEAR: second TERM: 1st

CREDITS (hours/week): 6

ECTS CREDITS: 5

PROFESSOR: Jesús Vilar Martin

LANGUAGE: Catalan

---

PREREQUISITES: None

PRIOR KNOWLEDGE: None

SUBJECTS WHICH MUST BE TAKEN SIMULTANEOUSLY: None

DESCRIPTION OF SUBJECT:

Every effective intervention has to be based on good planning of the tasks to be carried out. Imagine that you are working in the field of school absenteeism: you will have to think very carefully about what the coordination will be, how to get in touch with the target population, what type of follow-up to apply with the children and their families, what resources you need, etc., in short, you will have to anticipate everything before intervening.

To take on the theme of planning and preparation of social projects is to move into a world full of needs, of problems, but also of potentialities and utopias. As Froufe says (1994): "In order to collaborate in the transformation of society and especially in improving the quality of life, planning, forecasting and anticipating what we are aiming for and organising all the activities necessary to achieve it." This is one of the principal functions of any social educator. The professional in social action plans, projects and designs in order to deal with social needs, prevent them or intervene, both in collective groups and individually.

Social planning requires prior reflection, an extensive knowledge of reality and the resources available, valid criteria of interpretation and evaluation of the changes produced. This subject seeks to be a outline offering guidelines in understanding and planning social projects from a

theoretical and practical viewpoint, and to contribute to greater precision in rigorously carrying out the work done by the professional in social action; and to give guidelines in the design and preparation of instruments and indicators of evaluation.

For this purpose the subject is divided into two modules, enabling you to acquire theoretical-reflective and practical notions, where you can understand the phases of an intervention project and study in depth some aspects of it, whether as a programming unit or as an intervention plan. To finish, the course ends with the knowledge of instruments enabling us to guarantee the correct follow-up and evaluation of the objectives set.

Thus, at the end of the subject, you will have to know how to make a good study of the reality in which the needs appear, you will have to be able to formulate correctly the situation that you wish to deal with and the type of response most suited to that need, you will have to know how to make a good conceptual design of the proposal and its evaluative follow-up and, finally, you will need to make a working plan where you take into account all the essential aspects for implementing the proposal in reality.

#### SUBJECT OBJECTIVES:

Graduates of our Social Education programme acquire the knowledge and develop the abilities indicated hereunder:

The general objective of the subject is to introduce the fundamental concepts of the planning and design of action in social sciences and education. This principal objective can be broken down into the following terminal objectives—which we would need to have achieved on completing our learning:

- a) Knowing the elements and fundamental moments which have to be taken into account in order to design and carry forward an educational intervention, and to carry out planning in social action.
- b) To apply adequately the methodology of design to programmes in various realities.
- c) Being aware that intervention programmes are constructions which require the integration of knowledge from different disciplines, as they constitute the meeting point between theory and practice.

**CONTENTS:****Module 1. *Introduction to project planning and design***

Unit 1. Planning as an intermediary point between theory and practice: paradigms, models and professional images.

Unit 2. What is a project? Terminology aspects.

Unit 3. Variables to take into account in the contextualisation of a design. The “*principles of planning*”.

**Module 2 . *Phases for the design of a social intervention***

Unit 1. Diagnosis

Unit 2. Planning

Unit 3. Application

Unit 4. Evaluation

Unit 5. Project evaluation

Module 1 introduces the theme referring to the identity of educators as reflective professionals, and theoretical study of fundamental concepts contained in the theme of the design of social programmes. In this first module the theoretical bases of the discipline are established, that is to say, we see what it is and what it is for.

In module 2, we analyse in detail the various phases for the design of a social intervention, and each of the phases in the circle of social intervention. Also we go on to design a unit of programming and/or the development of an intervention plan, specifically this will be the most practical part of the subject.

**METHODOLOGY:**

This subject combines expositions in large groups with work in small groups. While the first are sessions of theoretical foundation, the second are sessions of practical design in the classroom, supervised by the professor. Finally, the group finishes the work by preparing the design outside the classroom.

**EVALUATION:**

- A. Test type examinations
- B. Reports/work done in groups
- C. Practical work done in class

#### D. Preparation of a project

#### CRITERIA OF EVALUATION OF RESULTS:

The evaluation of the subject is made from two elements:

- A final test of questions with multiple-choice response.
- A practical work which will have been set up and directed in class.

These two elements are averaged, after passing them separately. In the event that one of the two parts is not passed, the subject will be failed.

#### BASIC BIBLIOGRAPHY:

Riberas, G.; Vilar, J.; Pujol, P. (2003). *Diseño de las intervenciones socioeducativas*. (Design of social educational interventions) Barcelona. Ed. Pleniluni.

#### SUPPLEMENTARY BIBLIOGRAPHY AND MATERIAL:

AAVV (1994). *Pla integral de desarrollo de los servicios sociales*. (Integral plan of development of the social services) Barcelona: Barcelona City Hall.

ANDER-EGG, E. (1986). *Metodología y práctica del desarrollo de la Comunit*. (Methodology and practice of the development of the Community) Mexico: El Ateneo.

ANDER-EGG, E. (1991). *Introducción a la planificación*. (Introduction to planning) Madrid: Siglo XXI de España Editoras.

ANDER-EGG, E. (1992). *La animación y los animadoras*. (Animation and animators) Barcelona: Narcea.

ANDER-EGG, E. (1996). *Introducción al trabajo social*. (Introduction to social work) Buenos Aires: Humanitas.

ANTÚNEZ, S.; del CARMEN, L.; IMBERNON, F.; PARCERISA, A.; ZABALA, A. (1991). *Del proyecto educativo a la programación de aula*. (From the educational project to classroom programming) Barcelona: Escalón Editorial.

ANTÚNEZ, S.; GAIRÍN, J. (1991). *La programación general del centro educativo (plan anual)*. (General programming of the educational centre – annual plan) Col. "Herramientas de gestión". Barcelona: Government of Catalonia. Ministry of Education.

COHEN, E.; FRANCO, Rolando. (1993). *Evaluación de proyectos sociales*. (Evaluation of social projects) Madrid: S. XXI editoras.

ELLIOT, J. (1989). *Práctica, búsqueda y teoría en educación*. (Practice, enquiry and theory in education) Vic: Eumo Editorial.

ESPIN, J.V.; RODRIGUEZ, M. (1993). *La evaluación de los aprendizajes a la universidad*. (Evaluation of learning at university) Barcelona: Barcelona University Publications.

FERNÁNDEZ-BALLESTEROS, R. (1995). *Evaluación de programas*. (Programme evaluation) Madrid: Síntesis.

FROUFE QUINTAS, S.; SANCHEZ CASTAÑO, M. A. (1991). *Planificación e intervención socioeducativa*. (Social educational planning and intervention) Salamanca: Amaru.

GARCÍA HERRERO, G.; RAMÍREZ NAVARRO, J. M. (1996). *Diseño y evaluación de proyectos sociales*. (Design and evaluation of social projects) Zaragoza: Certeza.

GIMENO SACRISTAN, J. (1989). *El currículum: una reflexión sobre la práctica*. (The curriculum: a reflection on practice) Madrid: Morata.

IBAR, M.; LONGÀS, J. (1991). *Como organizar y gestionar una entidad*. (How to organise and manage an entity) Barcelona: Pleniluni.

IMBERNON, F. (1994). *La formación y el desarrollo profesional del profesorado. Hacia una nueva cultura profesional*. (The training and professional development of the teaching staff. Towards a new professional culture) Barcelona: Escalón.

KEMMIS, S.; Mc.TAGGART, R. (1988). *Cómo planificar la investigación-acción*. (How to plan the investigative action) Barcelona: Laertes.

MERINO, J. V. (1997). *Programas de animación sociocultural. Tres instrumentos para su diseño y evaluación.* (Programmes of social cultural animation. Three instruments for its design and evaluation.) Madrid: Narcea.

PEIRÓ y GREGORI, S. (1991). *Fundamentos y estrategias para efectuar el diseño socioeducativo.* (Foundations and strategies for social educational design) Madrid: Dickinson.

PÉREZ CAMPANERO, M. P. (1991). *Cómo detectar las necesidades de intervención socioeducativa.* (How to detect the need for social educational intervention) Madrid: Narcea.

PÉREZ SERRANO, G. (1990). *Investigación-Acción. Aplicaciones al campo social y educativo.* (Investigation-action. Applications in the social and educational fields) Madrid: Narcea.

PÉREZ SERRANO, G. (1993). *Elaboración de proyectos sociales.* (Preparation of social projects) Madrid: Narcea.

ROBERTIS, C. (1988). *Metodología de la intervención en trabajo social.* (Methodology of intervention in social work) Buenos Aires. El Ateneo.

STUFFLEBEAM, D; SHINKFIELD, A. (1985). *Evaluación sistemática.* (Systematic evaluation) Barcelona: Paidós. MEC.

TAYLOR, S. J.; BODGAN, R. (1986). *Introducción a los métodos cualitativos de investigación.* (Introduction to qualitative methods of investigation) Buenos Aires: Paidós Studio.

VILAR, J. (1996). "De la planificación a la programación. Instrumentos metodológicos para el diseño de las intervenciones educativas". (From planning to programming. Methodological instruments for the design of educational interventions) *Educación social*, núm. 3, June 1996.

PREPARED BY: Jesús Vilar Martin

DATE OF LAST REVISION: December 2004.