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**COURSE GUIDE**  
**Universidad Católica de Valencia**

ORGANIZATION AND MANAGEMENT OF  
ASSOCIATIONS AND SOCIO- EDUCATIVE  
EQUIPMENT

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Year 2023-2024



## COURSE GUIDE TO ORGANIZATION AND MANAGEMENT OF ASSOCIATIONS AND SOCIO- EDUCATIVE EQUIPMENT

		ECTS
<b>MODULE:</b> Design, Management and Evaluation of educational intervention programs		18
<b>FIELD:</b> Planning and design of educational intervention programs.		12
<b>Subject:</b> Organization and management of associations and socio-educative equipment.		6
<b>Type of learning:</b> Obligatory	<b>YEAR:</b> 3 <sup>o</sup> <b>Semester:</b> 1 <sup>o</sup>	
<b>Teacher:</b> Dra. Sara Cebrián Cifuentes	<b>Department:</b> Inclusive Education, Socio-Community Development and Occupational Sciences	
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### MODULE ORGANIZATION

DESIGN, MANAGEMENT AND EVALUATION OF EDUCATIONAL INTERVENTION PROGRAMS				Nº ECTS: 18
<b>Duration and temporal location within the curriculum:</b> This module is taught in 3 of Social Education. The materials that comprise it are: Planning and Design educational intervention program with 18 ECTS. The subjects are part of this "organization and management of associations and socio-educational equipment" and "development of socio-educational programs and projects" with 6 ECTS each and are taught in Year 3 in the 1 st semester. The other matter that forms part of this module is: Management and evaluation of socio-educational programs. The subject that forms the subject is "Design and evaluation of programs and educational action projects", 6 ECTS, taught in Year 3 in the 2nd half.				
Field and Subject				
Field	ECTS	Subject	ECTS	Course/ semester



Planning and design of educational intervention programs	12	Organization and management of associations and socio-educational equipment	6	3/1
		Development of socio-educational programs and projects	6	3/1
Management and evaluation of socio-educational programs	6	Design and evaluation of programs and educational action projects	6	3/2

### COURSE GUIDE TO THE SUBJECT: Organization and management of associations and socio-educational equipment

**Prerequisites: None**

#### GENERAL GOALS

- Analyze the fundamental aspects of an organization and its operation from different perspectives and models.
- Learn the basics of organization and management of an entity socioeducativa.
- Assess the factors involved in good management of human and material resources of an entity.
- Design a plan to create socio association or entity.
- Use different dynamics of team dynamics and work, adapted to the different realities of socio-educational societies or organizations.
- Acquire strategies that will allow part of a multidisciplinary team.
- Encourage thoughtful analysis and understanding of the realities of the socio-educational institutions.
- Encourage the student to search for current and continuing information on subsidies, regulations, etc.. Partnership and socio equipment.

CROSS-SECTIONAL COMPETENCES	Competence measuring scale			
Instrumental	1	2	3	4
1. Ability to analyze and synthesize.		X		
2. Ability to organize and plan.				X
3. Ability in oral and written in mother tongue Communications.			X	
5. IT skills for the academic and professional contexts	X			
6. Information management skills.				X
7. Ability for problem-solving and decision-taking			X	



<b>Interpersonal</b>				
8. Ability for general assessment and self assessment.			X	
11. Interpersonal skills.			X	
12. Ethical commitment.		X		

<b>Systemic</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
13. Independence in learning.				X
15. Creativity.				X
16. Leadership.	X			
17. Entrepreneur spirit and initiative.				X
<b>SPECIFIC COMPETENCES</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
4. Ability to know and diagnose the special needs and main interests to plan the social educational performance.				X
8. Ability to manage, coordinate and supervise organizations and equipments according to the different contexts and needs.				X
9. Ability to know and use the tools and necessary resources in the different performance areas.	X			
10. Ability to manage the performance structures and processes.				X
18. Ability to design, organize and manage cultural projects and services as well as those dealing with leisure and environment.				X

<b>LEARNING OUTCOMES</b>	<b>COMPETENCES</b>
R1 The student knows and identifies the basic elements needed for optimal management of an organization.	G2, G5, G6, G7, G8, G11, G15, E4, E9



R2 The student knows and properly identify the process for creating an association.	G1, G3, G13, G15, G16 E8, E9, E10, E18
R3 The student is able to create a socio association serving all the elements necessary for this action, including the characteristics of the group to which it is addressed.	G2, G3, G16, G17 E5, E15
R4 The student creates and develops strategies for teamwork, streamlining the active participation of all members.	G15, G16 E9, E10
R5 The student knows and uses techniques of analysis and diagnosis of complex social and educational realities.	G2, G5, G6, G7, G8, G11, G15, E4, E9
R6 The student shows interest to search for information on building partnerships and seeking grants.	G6, G13
R7 The student shows leadership in teamwork and the involvement of the activities taking place throughout the learning process.	G11, G17 E18

ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship With Learning Outcomes for the subject	ECTS
ON-CAMPUS CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.	R1, R2, R5	1
PRACTICAL CLASSES	Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity.	R3, R5, R6,	1
GROUP PRESENTATION OF PAPERS	Application of multidisciplinary knowledge	R3	0.5



ASSESSMENT	Set of oral and/or written tests used in initial, formative or additive assessment of the student	R1, R2, R3, R4, R5, R6, R7	0.2
Total			2.7

INDEPENDENT WORK ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship of Course with Learning Outcomes	ECTS
GROUP WORK	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions.  Work done on the university e-learning platform ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> )	R3, R4, R5, R6, R7	2
INDEPENDENT WORK	Student study: Group Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions.  Work done on the university e-learning platform ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> )	R1, R2, R5	1.3
Total			3.3



<b>SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM</b>		
<b>Assessment Tool</b>	<b>LEARNING OUTCOMES ASSESSED</b>	<b>Allocated Percentage</b>
<b>Group practice activity:</b>	R3, R4, R7	<b>60%</b>
<b>- Wirtten Test</b>	R1, R2, R5, R6	<b>30%</b>
<b>- Class attendance and active participation</b>	R1, R2, R3, R4, R5, R6, R7	<b>10%</b>
<p>To pass you must obtain a total score greater than five, having to have passed all parts by 50% or more.</p> <p>The evaluation will include a long essay question in the final exams and a reading book related to the subject.</p> <p>Criteria for granting the license plate of Honor: From obtaining a 9 and the result is always the result of an excellent academic achievement coupled with an effort and interest in the matter.</p> <p>In case there are more candidates than possible tuition grant, there will be a development test consisting of a single open question about the content of the course.</p> <p>To pass you must obtain a total score greater than five, having to have passed all parts by 50% or more.</p>		

\* Other skills will be acquired and evaluated through the practice in schools.

<b>DESCRIPTION OF CONTENTS</b>	<b>COMPETENCES</b>
<b>UNIT 1. ANALYSIS OF THE REALITY</b>	G2, G5, G6, G7, G8, G11, G15, E4, E9



<b>UNIT 2:</b> The socio-educational organizations or entities. 2.1 What is an organization? 2.2 Types of organizations. 2.3 Why organize? 2.4 What is a partnership? 2.5 Legal framework for partnerships.	G1, G2, G5, G6, G7, G8, G11, G15, E4, E8, E9, E10, E17
<b>UNIT 3:</b> Create an association or socio equipment. 3.1 How to create an association? 3.2 What are the laws? 3.3 What are the organs of an association? 3.4 How to manage an association?	G2, G3, G16, G17 E5, E15
<b>UNIT 4. Socio-educational equipments: Coordination and organization.</b> 4.1 Types of socio-educational equipment 4.2 The coordination and organization of work teams.	G15, G16 E9, E10
<b>UNIT 5. Leadership: Conceptualization, need and characteristics</b> 5.1 Definition of leadership 5.2 Leadership models 5.3 Relevant aspects for organizing and coordinating work teams	G16, G17 E9, E10
<b>UNIT 6. The framework of the grants.</b> 6.1 Search for Grants: When and for what. 6.2 How to prepare and justify grants. 6.3 Scope of the grants.	G6, G13 E1, E3, E5, E7

REFERENCES
<b>Basic</b> Caride Gómez, J. A. (2002). Construir la profesión: la Educación Social como proyecto ético y tarea cívica. <i>Pedagogía Social. Revista interuniversitaria</i> , 9, 91- 125. Castillo Esparcia, A., Castellero-Ostio, E. y Castillo-Díaz, A. (2020). Los think tanks en España. Análisis de sus estrategias de comunicación digitales. <i>Revista Latina de Comunicación Social</i> , 77, 253-273. <a href="https://nuevaepoca.revistalatinacs.org/index.php/revista/article/view/386">https://nuevaepoca.revistalatinacs.org/index.php/revista/article/view/386</a>





- Conde Vélez, S., Calderón Paz, N., Martín Quirós, N., Neto González, P. y Tomás Bermúdez, M. (2018). *Habilidades Directivas y Conductas de Liderazgo. Una Experiencia de Aula en la Formación de las Educadoras y Educadores Sociales. Avances en Democracia y Liderazgo*. Distribuido en Educación [https://repositorio.uam.es/bitstream/handle/10486/682538/RILME\\_002.pdf?sequence=1](https://repositorio.uam.es/bitstream/handle/10486/682538/RILME_002.pdf?sequence=1)
- Galeano Camacho, A. M., Luis Sosa, J., Méndez López, A. J. (2021). El Proyecto de Intervención Comunitaria Intercultural en el municipio de Paterna, provincia de Valencia, España: modelos de referencia en la gestión de la diversidad. *Perspectivas Revista de Ciencias Sociales*, 6, 408-430
- Igelmo Zaldívar, J., González Martín, M. R. (eds). (2020). Participación cívica en espacios socioeducativos. Panorama iberoamericano en un mundo tecnológico. FahrenHouse
- Lasa Gómez, C., Álvarez García, A. y De las Heras del dedo, R. (2017). *Métodos Ágiles Scrum, Kanban, Lean*. Anaya
- Martín, E. (2001). *Manual de las organizaciones educativas inteligentes*. Madrid. McGraw-Hill
- Ripollés, E. (2004). Organización y gestión de instituciones socioculturales. En J. Trilla, (coord.) *Animación sociocultural. Teorías, programas y ámbitos*. ( pp. 157-171) Barcelona. Ariel.
- Morela Escobar, D. (2018). Empoderamiento y educación social de mujeres y líderes comunitarias. *Educació Social. Revista d'Intervenció Socioeducativa*, 72, 151-166.
- Pérez Serrano, G. (2004). *Modelos de investigación cualitativa en Educación Social. Aplicaciones prácticas*. Madrid. Ediciones Narcea.
- Sutherland, J. (2021) (6ª ed.). *Scrum. El arte de hacer el doble de trabajo en la Mitad de Tiempo*. Océano.

### **Complementary**

- Bar, M., & Longas, J.,(1992). *Cómo organizar y gestionar una entidad de animación sociocultural*. Madrid.Narcea.
- Cembrano, F., Montesinos, D. & Bustelos, M. (1988). *La animación sociocultural: Una propuesta metodológica*. Madrid. Editorial Popular.
- Fernández Gutiérrez, A.M. (2003). *La Intervención Socioeducativa como proceso de investigación*. Valencia. Nau Llibres.
- Pérez Serrano, G. (2004). *Modelos de investigación cualitativa en Educación Social. Aplicaciones prácticas*. Madrid. Ediciones Narcea.

### **LINKS OF INTEREST**

- Generalitat Valenciana

[http://www.gva.es/va/inicio/procedimientos.jsessionid=Z1JfZm4CXRzLKrphtJyNtgp7QhcxJ8g2KnvZJ9GBT18CxJVQHs!196169794211504082050559?id\\_proc=83](http://www.gva.es/va/inicio/procedimientos.jsessionid=Z1JfZm4CXRzLKrphtJyNtgp7QhcxJ8g2KnvZJ9GBT18CxJVQHs!196169794211504082050559?id_proc=83)

On this page you can find information about the documents necessary to register an association in Valencia.

- Informative page aimed at entrepreneurs

[Http://www.emprendedores.es/buscador](http://www.emprendedores.es/buscador)



Information about companies, subsidies, etc.

**- Foundation Management and Social Participation**

[Http://www.asociaciones.org/index.php](http://www.asociaciones.org/index.php)

On this page you can find information about the creation of associations and about courses related to the subject.

**- Ministry of Education.**

[Https://sede.educacion.gob.es/catalogo-tramites/becas-ayudas-subvenciones.html](https://sede.educacion.gob.es/catalogo-tramites/becas-ayudas-subvenciones.html)

On this page you can find calls for grants for companies and educational projects.

## **Addendum to the Course Guide of the Organization and management of associations and socio-educative equipment**

### **(SOCIAL EDUCATION)**

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject:

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).



In this case, the following changes are made:

## 1. Educational Activities of Onsite Work:

**All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching.**

Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:



Microsoft Teams



Blackboard Collaborate Ultra



Kaltura

### **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

## 1. Educational Activities of Onsite Work:



**All the foreseen onsite activities described in this section of the Course Guide,** as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:



Microsoft Teams



Blackboard Collaborate Ultra



Kaltura

*Explanation about the practical sessions:*

## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:



The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.



The following changes will be made to adapt the subject's assessment to the online teaching.



Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System:

**The evaluation will include a long essay question in the final exams and a reading book related to the subject.**

#### ONLINE WORK

##### Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used




The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.