



PI-02-F-16 ED.00

TEACHING GUIDE FOR THE SUBJECT
Socio – Cultural Animation and Youth Engagement

Faculty of Teacher Education and Sciences

Degree in Social Education
Catholic University of Valencia

Year 2024/2025



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TEACHING GUIDE OF THE SUBJECT

		ECTS
SUBJECT: Socio- Cultural Engagement and participation programs and Facilitation		6
FIELD: Education in a Non formal and informal context		12
MODULE: SOCIO-EDUCATIONAL INTERVENTION IN NON-FORMAL AND INFORMAL CONTEXTS		30
		YEAR: 3 Semester: 2
Teaching Staff: Tamar Shuali Trachtenberg PhD	Department: General Didactics, Theory of Education and Technological Innovation	
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MODULE ORGANIZATION

SOCIO-EDUCATIONAL INTERVENTION IN NON-FORMAL AND INFORMAL CONTEXTS				30 ECTS
Fields and Subjects				
Field	ECTS	Subject	ECTS	Course/semester
PSYCHOLOGY	18	Development Psychology	6	1º/ 1º
		Specific Educational Support Needs	6	1º/ 2º
		Education Psychology	6	3º/ 1º
BASES FOR INTERVENTION IN NON-FORMAL AND INFORMAL CONTEXTS	12	Socio-Cultural Engagement and participation	6	3º/ 2º
		Social Skills Of The Social Educator	6	1º/ 2º



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THE TEACHING GUIDE:**Socio Cultural Engagement and Participation Programs and Facilitation****Prerequisites:** None**GENERAL AIMS**

1. To analyze the fundamentals of sociocultural animation from a pedagogical perspective considering the cultural diversity and socio economical contexts.
2. To design proposals of sociocultural animation based on critical pedagogy and adapted to minority and vulnerable groups, contributing to community development.
3. To apply diverse participatory methodologies proposals and develop skills for SCA the implementation of SCA based dynamics and project.
4. To develop a commitment to social participation and justice, democratic values and an integral ecology for the development of an inclusive, sustainable and multicultural society.

TRANSVERSAL COMPETENCES**Competence measuring scale**

	1	2	3	4
1. Capacity for analysis and synthesis				X
2 Organization and planning			X	
8 Critical and self-critical capacity				X
10. Recognition of and respect for diversity and multiculturalism				X
11 Interpersonal interaction Skills				X
12 Ethical commitment				X

SPECIFIC COMPETENCES**Competence measuring scale**

	1	2	3	4
2. Developing Knowledge and skills for the analysis and understanding of social were- fair policies and social justice processes as of addressing socio educational processes and intervention.				X
11. Develop and implement community engagement, active citizenship, and participation				x
15. demonstrate knowledge in the deployment and implementation of diversity of participatory and engaging technics and facilitation skills				X
18 Design, initiate and manage cultural social and environmental projects in the field of non-formal education participation and leisure time.				X
20. Demonstrate an emphatic approach, respect and solidarity towards social education institutions and beneficiaries.				X



LEARNING OUTCOMES	COMPETENCES
LO1. Demonstrate knowledge of socio- cultural and pedagogical epistemological foundations and its application in the diversity of its contexts and settings	TC1, TC2, TC6, TC10, TC12 SC6, SC11, SC18
LO2. Design and implement socio- cultural educational programs and facilitation skills following community and cultural and educational context.	TC6, TC10, TC11 SC6, SC11, SC18, SC15
LO3. Foster the commitment with participation and enhance the engagement with democratic values multicultural society and inclusion	TC1, TC8, TC10, TC12 SC2, SC11, SC15, SC18, SC20



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TRAINING ACTIVITIES ON-CAMPUS STUDENT WORK			
Activity	Teaching-Learning Methodology	Relationship With Learning Outcomes for the subject	ECTS
KEY NOTES : THEORETICAL FAOUNDATION	Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom.	LO, LO,	1, ECTS
PRACTICAL CLASSES	Group work sessions in groups supervised by the teacher. Case studies, diagnostic analysis, problems, field study, computer classroom, visits, data search, libraries, online, Internet, etc. Meaningful construction of	LO, LO	1, ECTS
GROUP PRESENTAIONS AND PEER LEARNING	Application of interdisciplinary knowledge	LO, LO, LO, LO	0.30 ECTS
PERSONAL MENORING ACTIVITIES	Personalised attention in small groups. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings,	LO, LO,	0,5 ECTS
ASSESSMENT	A set of oral and/or written tests used in the initial, formative or summative assessment of the learner.	LO, LO, LO,	0.5 ECTS
Total			(2,4*)



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TRAINING ACTIVITIES TO SELF STUDENT WORK			
ACTIVITY	Teaching-Learning Methodology	Relationship With Learning Outcomes for the subject	ECTS
GROUP WORK	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the university platform (www.plataforma.ucv.es).	LO1, LO2, LO3, LO4, LO5	2.3 ECTS
AUTONOMOUS STUDY	Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the university platform (www.plataforma.ucv.es).	LO1, LO2, LO3, LO4, LO5	1.3 ECTS
TOTAL			3,6



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SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
ASSESSMENT TOOL	LEARNING OUTCOMES ASSESSED	WEIGHTING
Written or Oral exam on epistemology of the subject	LO, LO	40%
Formative Evaluation of Practical Activities, cooperative learning and peer learning	LO, LO, LO	50%
Engaged approach towards learning and active participation	LO, LO	10%
To pass the course, it will be essential to obtain a grade equal to or higher than 5 out of 10 in the Objective Test. Fulfilling this requirement, the grades in the rest of the evaluation instruments will be considered. The evidence of the different works carried out by the students will be delivered through the Virtual Platform in the time and form established by the teacher of the subject. Criteria for the awarding of Honor Grades: The Honor Grade, as a sign of academic exceptionality, will be awarded to the student who, in addition to obtaining a maximum grade in the above criteria, is considered by the professor to be deserving of such distinction. Exceptionally, those students who, in a justified and accredited way, cannot submit to the continuous evaluation system and request it within the first month of each semester to their teacher, will be able to opt for this evaluation system. In this case, it will be evaluated in the following way: mixed-mode exam composed of two parts: the first part, a multiple-choice test, will be composed of 5 questions that will account for 30% of the final grade of the exam, the second part of development will account for 70% of the grade of the exam. In its totality the exam will have 80% of the final grade. Other 20% of the final grade consist of the submission of portfolio with the course diverse tasks..		



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DESCRIPTION OF CONTENTS	COMPETENCIES
UNIT I. Introduction to critical pedagogy, non-formal education, and socio-cultural facilitation • Pillars, conceptual framework, and challenges of y Socio – cultural engagement and facilitation. • Political, social, and pedagogical foundations and setting for Socio Cultural engagement and facilitation in community context. • Non -formal education, youth participation and active citizenship	TC1, TC2, TC8, TC10 SC2, SC6, SC15
UNITE II. Socio- cultural Engagement and participation in civil society and community context • Non-formal education and community development. • Non formal education and school education • Youth participation, leadership, and vulnerable communities • Non formal education and the Development of competences for democratic culture	
UNITE III Implementation of socio cultural engaging educational projects and programmes • Methodologies, resources, and dynamics for non-formal education activities • Development and implementation of non-formal education socio cultural engaging programs • Socio cultural engaging activities and the development of a participatory youth democratic culture	TC2,TC10, TC11,TC12 SC11, SC15, SC 18, SC20



REFERENCES

- Ander-Egg, E. (1992). *La práctica de la Animación Sociocultural*. Tenerife: Centro de la Cultura Popular Canaria.
- Karine Santos, Levi Nauter de Mira (2020) Paulo Freire y la educación social: apuntes para una educación transformadora en Voces de la Educación ,2020. ffhah-03013015f
- Aguirre García, A. Moliner Miravet, L. Traver Martí, J (2017). La Pedagogía Social, la Animación Sociocultural y la Educación No Formal en el tiempo libre y de ocio de la ciudadanía. *Infancia Contemporánea*.pp 1-20. Madrid UAM.
- Consejo de Europea (2018) Competencias Para Una Cultura Democrática Convivir en pie de igualdad en sociedades democráticas culturalmente diversas <https://rm.coe.int/libro-competencias-ciudadanas-consejo-europeo-16-02-18/168078baed>
- Consejo de Europa (2018) *Enseñando temas controvertidos*
https://sede.educacion.gob.es/publiventa/descarga.action?f_codigo_agc=17231
- Quintanal Díaz,J. La integración del educador social en la Escuela. *Revista de Educación social* . Nº24, enero 2017. Madrid
- Soler Maso, P. Pere Soler Maso, Trilla Bernet, J. Jiménez-Morales, M, Úcar Martínez, X. (2017) *La construcción de un modelo pedagógico del empoderamiento juvenil: espacios, momentos y procesos* Revista de Pedagogía social: revista interuniversitaria, ISSN-e 1989-9742, Nº. 30, 2017, págs. 19-3
- Shuali Trachtenberg, T., Bar Cendón, A., (2023), “Los valores europeos y el desarrollo de la competencia democrática e intercultural en el profesorado”, en Arrufat Alberto, Sanz, Roberto (Coor.), *La identidad europea ante el reto multicultural y el pluralismo jurídico: Estudios sobre educación, cultura, seguridad, familia y medioambiente en un escenario de creciente desinformación* (Valencia: Tirant lo Blanch, 2023) (ISBN: 978-84-1130-121-3), pp. 65-102.
- Bar Cendón, Antonio, Shuali Trachtenberg, Tamar (Coords).2023. *La lucha contra el antisemitismo, la islamofobia y el antigitanismo Una tarea inacabada en el marco de la Unión Europea* ISBN: 9788411630207 Editorial: Editorial Aranzadi
- Shuali. Trachtenberg T.Aneas Alvarez, A. Ruiz Garzón F. (2024) Retos y respuestas para educar a la infancia y la juventud de Melilla en un marco inclusivo y democrático. DOI: <https://doi.org/10.14679/3017>

Webgrafía:

- Consejo de Europea recursos departamento juventud: <https://www.coe.int/en/web/youth/resources>
- Shuali Trachtenberg, Tamar, “Unidos en la diversidad: Hacia una sociedad europea inclusiva intercultural y democráticamente competente”, en VVAA, *Open Europe. Recursos Educativos sobre la Unión Europea* (Valencia: Centro de Documentación Europea, Universitat de València, 2021). (ISBN: 978-84-9133-481-1) (DOI: 10.273/PUV-OA-481-1). Accesible en: <https://www.openeuropeuv.es/>
- Consejo de Europa: *Compass Manual de Derechos Humanos* : <https://www.coe.int/es/web/compass>
- Consejo de Europa/ recursos educación no formal: <https://www.salto-youth.net/tools/>
- Naciones Unidas: *Declaración Universal de los Derechos Humanos* :
<https://www.un.org/es/about-us/universal-declaration-of-human-rights>
- Casa Ana Frank Aplicación Stories that move: <https://www.storiesthatmove.org>
- Diccionario de Acción Humanitaria y Cooperación al Desarrollo:
<https://www.dicc.hegoa.ehu.eus/listar/mostrar/83.html>



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TEMPORAL ORGANISATION OF LEARNING:		
	CONTENT BLOCK/ DIDACTIC UNIT	Nº OF SESIONS*
1	INTRODCUTION	4
2	CONTEXTS AND SETTINGS	4
3	DEVELOPMENT AND IMPLEMENTATION	18