

**COURSE DATA****Data Subject**

<b>Code</b>	42772
<b>Name</b>	Social action organisations and volunteering
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	3.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
2204 - M.D. in Social Economics (Coop.and Non-Profit Organisations)	Faculty of Economics	1	Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2204 - M.D. in Social Economics (Coop.and Non-Profit Organisations)	17 - Social action organisations and volunteering	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
SALINAS TOMAS, MANUEL FRANCISCO	350 - Social Work and Social Services
SAVALL MORERA, TERESA	110 - Applied Economics

**SUMMARY**

This course addresses the serious study of Supreme Social and Voluntary Action, from a multidisciplinary perspective, drawing on both theoretical and practical. This covers the legal, human resources and management. This is complemented by the invaluable contribution of the institutions themselves and the presentation of their practice and daily reality. These social enterprises and voluntary organizations active in the provision of social welfare services, especially for socially disadvantaged groups such as: the elderly, disabled, children, and also the attention to the vulnerability and social exclusion.

The history and the deployment of what is known as the welfare state is recent, just sixty years, for centuries, have been the associated entities and foundations that have been responsible for social action services offer different types of marginalized social groups economically. Under the substrate and within the mature welfare states, currently a resurgence happening these entities under widely varying models of collaboration with the public offering of social welfare. The recent Law 39/2006, the Promotion of Personal Autonomy and Care for dependent people, has become a priority for the different social actors



and public officials, fertile ground for the use of trained professionals matter. The traditional triad of being described by authors like Esping-Andersen, in which the family the state and the market took care of the needs of citizens, is giving way, in postindustrial societies, the incorporation of the third sector as a increasingly important element, so it is essential to know the role they have played Entity for Social Action and all that can happen to occupy in the near future.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

Having completed the core subjects of the master

## OUTCOMES

### 2127 - M.U. en Economía Social (Coop.Entidades No Lucrativas)

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Comprender el funcionamiento de las entidades y empresas que conforman la Economía Social
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Know how to work in multidisciplinary teams reproducing real contexts and contributing and coordinating their own knowledge with that of other branches and participants.
- Participate in, lead and coordinate debates and discussions, be able to summarize them and extract the most relevant conclusions accepted by the majority.
- Use different presentation formats (oral, written, slide presentations, boards, etc.) to communicate knowledge, proposals and positions.
- Proyectar sobre problemas concretos sus conocimientos y saber resumir y extraer los argumentos y las conclusiones más relevantes para su resolución.



- Ser capaces de buscar, ordenar, analizar y sintetizar la información, seleccionando aquella que resulta pertinente para la toma de decisiones.
- Saber trabajar en equipo con eficacia y eficiencia.
- Ser capaces de tomar decisiones tanto individuales como colectivas en su labor profesional y/o investigadora.
- Have a proactive attitude towards possible changes that may occur in their professional and/or investigative work.
- Be able to integrate new technologies in their professional and/or research work.
- Know how to write and prepare presentations to present and defend them later.
- Ser capaces de analizar de forma crítica tanto su trabajo como el de su compañeros.
- Be able to integrate into teams, both as managers or coordinators and for specific and limited functions and in support of the team or of others.
- Entender el ámbito de actuación de la Economía Social desde sus diferentes puntos de vista y perspectivas: jurídica, social, económica y empresarial, fundamentalmente.
- Conocer la realidad sectorial de las entidades no lucrativas (asociaciones y fundaciones): su funcionamiento y peso dentro de la Economía Social.
- Entender el funcionamiento y la utilidad de las empresas de inserción y de las entidades de acción social y servicios sociales.

## LEARNING OUTCOMES

Understand the conceptual framework of Supreme Social and Voluntary Action (EASV) and its relation to the deployment of social policies in advanced societies.

Understand and master their legal framework.

Know and master the different processes and techniques involved in planning and management in basic and advanced EASV.

Know and apply their tools and management techniques.

Know and apply the tools of human resource management

Understanding the interrelationships between government and EASV, with special emphasis on the financing.

To know the reality of EASV in their daily practice.

## DESCRIPTION OF CONTENTS

### 1. Social Policy and Welfare State

- 1.1. Conceptual framework and socio-political concept of the EAS
- 1.2. The emergence of the welfare state and its evolution
- 1.3. The role of Supreme Social Action
- 1.4. Different models in Europe

**2. Latest advances in social protection**

- 2.1. The Law on Autonomy and Care for Dependent People
- 2.2. The role of the Social Action Entities
- 2.3. White Paper and later regulations

**3. Risk groups**

- 3.1. The role of the Social Action Entities
  - 3.1.1. EAS regulations and regime
- 3.2. Practical cases
- 3.3. Purposes, strategies and programs
- 3.4. EAS and programs for the care of families and children in situations of lack of protection
  - 3.4.1. Finnish
  - 3.4.2. Operative and Programs

**4. The human resources and their management in the Social Action Entities**

- 4.1. Competencies and skills for the management of the EAS
- 4.2. Empathic listening as a key competence in the management of people and teams
- 4.3. The influence styles in the management of competences in teams of high performance
- 4.4. Conflict management and assertiveness
- 4.5. Practical cases

**5. xperience workshop**

- 5.1. Associations and foundations of social action in Spain
- 5.2. Social Entities of the Valencian Community

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	15,00	100
Classroom practices	15,00	100
Attendance at events and external activities	2,00	0
Development of group work	3,00	0
Development of individual work	3,00	0
Study and independent work	10,00	0
Readings supplementary material	6,00	0
Preparation of evaluation activities	6,00	0
Preparing lectures	3,00	0





Preparation of practical classes and problem	6,00	0
Resolution of case studies	6,00	0
<b>TOTAL</b>	<b>75,00</b>	

## TEACHING METHODOLOGY

The learning module is organized by:

- Theoretical and practical classes.
- Seminars on practical experiences (workshop experiences).
- Tutorials.
- Evidence of evaluation: test and test performance of work.

1. The theoretical part will be developed through lectures supported telematic elements (ppt, excel ...), and based on and supported by the Basic and complementary bibliography for each topic and specific reading materials will be provided to students through the virtual classroom. It was also positively valued student participation throughout the theoretical sessions, participation may consist of personal reflections and student evaluations of the concepts and theoretical contents spilled by the teacher.

2. The practical part will be developed through sessions based on the active participation of students through case studies concerning specific aspects of the reality of EASV, and studied in the theoretical module. Information concerning the case studies to work in class will be provided to students through the virtual classroom, so that the student will read and analyze this information in advance of the conclusion of the practice session and proceed to search for information supplementary information which may be helpful for the resolution of the practice. The practices must be planned and performed in groups. The practical part will be supported by the resource-based seminars which will be shown to the concrete experience of EASV national or Community.

3. In the tutorials, the coordinator of the course will address all those doubts about the general subject students may have and also establish the general guidelines of the subject. The specific questions contained in each of the teaching units may be served through the electronic tutorials.

## EVALUATION

The evaluation system includes the following:

1. Passing an assessment test (test, or short answers).
2. Realization by a group of students (groups of up to four students) from a case study. The group proposed the statement by the representative of the group. The teacher will review and give approval. The teacher may consider the need for some or all of the students have to make a final module in the event that the quality of the cases presented is insufficient.
3. Ongoing evaluation activities. The objective test score can add up to 30% of it by way of continuous assessment. Only counted the ongoing evaluation activities to people who get together at least five out of ten in the test objective, and have passed the minimum of assistance. Consideration will be given for ongoing evaluation work done by students, and other activities specified above during the course.



4. Attendance and active participation in the same More than 3 sessions of two hours lost: being a Master face, rated as Not Presented to the people in this situation.

## REFERENCES

### Basic

- Esping-Andersen, G. (1993): Los tres mundos del Estado de Bienestar. Edicions Alfons el Magnànim, Valencia.
- García Roca, J. (2004): Políticas y programas de participación social. Editorial Síntesis, Madrid.
- Juez Martel, P. et al. (2009): Economía y Gestión de Entidades No Lucrativas. Editorial Ramón Areces, Madrid.
- Biblioteca de ciencias sociales de la UV "Guía de recursos bibliográficos sobre economía social" <https://cibisoc.blogs.uv.es/recursos-tematics/economia-social/>
- Chaves,R., Fajardo,G, Monzón,J.L. (dir) (2020): Manual de economía social, Editorial Tirant lo blanc, Valencia

### Additional

- Ariño, A., Castelló, R. y Llopis, R. (2001): La ciudadanía solidaria. El voluntariado y las organizaciones de voluntariado en la Comunidad Valenciana. Ediciones Bancaja, Valencia.
- Barea, J. y Monzón, J. L. (2008): Economía Social e inserción laboral de las personas con discapacidad en el País Vasco. Fundación BBVA, Madrid.

## ADDENDUM COVID-19

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

The teaching of the 2020-2021 academic year to which this Teaching Guide refers is programmed in face-to-face mode.

If at any time, during the course, for justified and supervening causes it cannot be carried out as planned, the responsible teaching staff will communicate more specific and detailed information about the changes that should be made through the Virtual Classroom of the subject.