



Universitat de Lleida

DEGREE CURRICULUM
**THIRD SECTOR AND SOCIAL
INTERVENTION**

Coordination: BLÀVIA GALINDO, CAROLINA

Academic year 2023-24

Subject's general information

Subject name	THIRD SECTOR AND SOCIAL INTERVENTION			
Code	101737			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Social Worker	2	OPTIONAL	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	1.8		4.2
	Number of groups	1		1
Coordination	BLÀVIA GALINDO, CAROLINA			
Department	PSYCHOLOGY, SOCIOLOGY AND SOCIAL WORK			
Important information on data processing	Consult this link for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BLÀVIA GALINDO, CAROLINA	carolina.blavia@udl.cat	2,4	
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Subject's extra information

IMPORTANT

This subject deals with social entities, associations, NGOs, and foundations.

There is an increasing number of professionals in the social field working in social entities, which is why we believe it is an important subject for Social Work students.

Most of you will work in the third sector at some point in your professional lives. This subject closely examines the day-to-day realities of social workers in the third sector.

There is no exam in this subject, but it requires student involvement. Please carefully review the guide and the proposed evaluation before enrolling.

ABOUT THE SUBJECT:

The aim of this subject is to provide students with a general understanding of the third sector and its current implications in the welfare state.

We will explore basic concepts (definitions, legislation, typology, etc.) and provide an introductory overview of the main theories from collective action to social movements and social entities.

We will also review the main forms of social intervention employed by third sector entities.

Special attention will be given to the role of professionals in the field of the third sector and the relationships and work involved with members, volunteers who accompany us in our work, or whom we will have to support in most organizations in the field. Working with volunteers will be one of the focal points of the subject.

We will examine the relationship between the third sector and the administration, as well as the synergies and forms of collaboration between entities, both public and among themselves.

We will touch upon the role of online social networks and the impact of new technologies on the reality of the third sector. We will explore the relationship between the third sector and social movements, as well as new strategies for mobilization using ICT.

Finally, we will ensure that students gain a firsthand understanding of the reality of the third sector "in situ" through the completion of tasks related to the third sector in our province.

The ultimate goal is for students to critically review the reality of the third sector using the data and information obtained throughout the course, and to be able to relate it at the micro-social level, in relation to the network of entities in Lleida.

NO PRESENT

It was agreed upon in the degree and master's commission of the Faculty that starting from the 2021/22 academic

year, the grade of "not presented" will be applied to all subjects in the various degrees and master's programs of the FEPTS (Faculty of Social Sciences and Humanities) whenever the student has completed less than 30% of the assessment activities for the subject. If the student has completed 30% or more of the assessment activities, the corresponding grade will be recorded in the transcript. This percentage or information is subject to change, and any updates will be communicated accordingly.

Learning objectives

OBJECTIVES

1. Understand the scope and dimension of the Third Sector (especially in social action) in addressing social needs.
2. Familiarize oneself with the legal framework that governs Third Sector entities.
3. Understand the structure of a Third Sector entity, as well as the types of entities and areas of action within the social action third sector.
4. Understand the role of Social Workers (referred to as SW from now on) in the Social Action Third Sector (referred to as SASTS from now on).
5. Critically analyze the activities promoted by the Third Sector and the synergies established among different entities.
6. Acquire skills and tools for work within the SASTS framework.
7. Analyze the role of volunteering and the dynamics of working in mixed teams (professionals and volunteers).

Competences

Competences:

CG1 Develop critical thinking, analysis, and synthesis skills.

CT4 Promote respect for fundamental rights, gender equality, the promotion of Human Rights, and the values of a culture of peace and democratic values.

CE3 Critically understand intervention models in social work.

CE6 Analyze and evaluate social problems and needs present in society.

CE13 Familiarize oneself with new phenomena and scenarios in which some form of intervention can be carried out.

Subject contents

MODULE 1: CONTEXTUALIZATION AND DEFINITION OF THE SECTOR

Topic 1. Introduction.

1.1 Definition, areas of action, and contextualization of the Social Action Third Sector (SATS).

1.2 Historical introduction to social action, non-profit institutions, social movements, and associations.

1.3 Basic functions of SATS entities: Social action, awareness raising, and political dimension.

Topic 2. Organizational and legal aspects.

2.1 Legal framework and legislation impacting the sector.

2.2 Legal forms of organizations: associations, foundations, social insertion enterprises, and social initiative cooperatives.

2.3 The Third Sector within the framework of the European Union.

2.4 Organization of SATS in Catalonia and Spain; The Table of the Social Action Third Sector.

MODULE 2: HUMAN RESOURCES IN SATS

Topic 3. Tasks of the Social Worker in SATS.

3.1 Purpose, role, and basic functions of the Social Worker and its application in SATS.

3.2 Frameworks and areas of action for professionals in the field of SATS.

3.3 Professional competencies and action in entities.

3.4 Multidisciplinary and teamwork. Coexistence of roles and relationships among professionals.

3.5 Human team management; projects that include volunteering.

Topic 4. The figure of volunteering.

4.1 Volunteering organizations and the role of volunteering in them.

4.2 Law 25/2015 on volunteering and promotion of associative life.

4.3 Volunteering Plan and Volunteering Training Plan.

4.4 Rights, duties, and limits of voluntary action.

MODULE 3: THIRD SECTOR ORGANIZATIONS

Topic 5. Structure and organization of a Third Sector entity.

5.1 Structure of associations and foundations; statutes, organizational chart, and roles.

5.2 Objectives, vision, mission, and principles of entities.

5.3 Project planning and management: Plan/Program/Project.

5.4 Management of mixed teams; volunteering and professionals.

Topic 6. Introduction to financing. Basic aspects.

6.1 Sources of public and private financing for SATS.

6.2 Economic planning; the budget. 6.3 Grants and private aid.

MODULE 4: CHAPTER

Topic 7. Responses and future projections of SATS.

7.1 Challenges facing the sector in the coming years.

7.2 Opportunities presented by the sector in the coming years.

Methodology

METHODOLOGY

Presentation of works and studies by the professor and/or students (theoretical presentations, seminars, work presentations) - in some cases, flipped classrooms - 20%

Classroom dynamics, activities, and practical case studies - 15%

Reading of articles and books related to the subject - 15%

Debates/discussions in the classroom based on proposed cases or readings - 15%

Sessions with professionals and entities from the sector and subsequent debate - 15%

Group and individual project work - 20%

The methodology will be primarily participatory and requires the involvement of the students.

The proposal is that through readings, video presentations, teacher-led discussions, as well as contributions from students, debates, and assigned projects, we can gradually build a clear and comprehensive understanding of what the Third Sector is and the role it currently plays in society.

The following types of dynamics and activities will be conducted in the virtual classroom:

Reading of articles and books related to the subject.

Researching resources and other information online.

Creating a blog and sharing information on social networks.

Engaging in practical case studies in the classroom, whether in the form of texts or testimonies.

Debates/discussions in the classroom based on proposed cases or readings.

Visits to social entities and/or visits from professionals to the Udl. Group and individual project work.

Presentations by both the professor and students, individually and in groups.

Other dynamics proposed by the professor or the class (as long as they are relevant to the topic being studied).

Development plan

FEBRUARY-MARCH

Basic concepts and contextualization of the Third Sector.

Introduction to the concept. Associations and Foundations. Legal framework.

MARCH-APRIL

The role of volunteering. Social Work in the Third Sector. In addition, we will have presentations from different Social Workers from organizations in Lleida.

APRIL-JUNE

Tasks and work areas.

Structure of an organization. Volunteer and training plans. Recruitment and communication. Fundraising. Financing. Presentation of your work.

Evaluation

CONTINUOUS ASSESSMENT (GENERAL)

It is structured into four blocks.

BLOCK 1 25%

CREATION OF FREE ENTRIES IN THE BLOG CREATED BY THE STUDENT

3 entries on any topic

ADDITIONALLY: You should comment on two entries from your classmates. You can choose any entry, but they must be worked on; contribute something, provide a well-founded critical comment, among other things.

BLOCK 2 25%+ 5%

ENTRIES ABOUT THE VISITED ENTITIES

ENTITIES 25%

Compilation of visits to the entities or outings that we will undertake to get to know them.

One entry will be required for each entity.

These entries will highly value data expansion and research.

FIGHT AGAINST POVERTY VIDEO 5%

After visiting the entities, we will create a video for "Classrooms Against Poverty" and you will upload it to Youtube to later link it in the blog.

The blog must be created continuously. Leaving everything for the last minute will be penalized in the assessment. We will complete the blog by April 30, 2024.

BLOCK 3 20%+15%

INTERVENTION ACTIVITIES IN THE FIELD

DESIGN, IMPLEMENTATION, AND EVALUATION/MEMORY OF AN ACTIVITY IN A TSAS ENTITY (EL PALET)
20%

PREPARATION OF BUDGETS FOR THE ENTITY 15%

BLOCK 4 10%

PARTICIPATION, ATTITUDE, AND ATTENDANCE

ALTERNATIVE ASSESSMENT

ONLY FOR THOSE STUDENTS WHO HAVE FORMAL AUTHORIZATION FROM THE UNIVERSITY.

STUDENTS WITH ALTERNATIVE ASSESSMENT MUST FOLLOW THE COURSE WITH THE RESOURCES (POWERPOINT AND READINGS) AVAILABLE IN RESOURCES.

Tasks to be performed

Creation of the Blog under the same conditions as your peers. Due on April 30.

25% entries on any topic related to TSAS (related to the topics covered and to be posted in resources)

25% entries about 3 entities in Lleida and the role/functions it plays in TS (therefore, there must be a TS contracted)

15% entries about news in the press about TSAS and a critical and well-founded commentary on them

10% commenting on 3 entries from other classmates.

In addition,

25% - Preparation of the Volunteering Plan for an entity and a training plan. Due on May 29, 2024

ATTENTION (This comment is for all students)

It is important that you CITE even if they are entries in a blog, which are more informal. It's important to cite. At the end of the entry, you should indicate the references. Remember that plagiarism is a crime. Your work must be original, and anything you want to cite from others should be placed "in quotation marks" or indicate from whom you "borrowed" the idea. It is important that each work includes its bibliography and reference URL. Citations should be made following APA 7th edition guidelines.

Finally, please note that incoherent writing and spelling errors will be negatively evaluated.

If plagiarism is detected, the respective BLOCK or, depending on the severity of the plagiarism, the course may be suspended.

Bibliography

Bibliography

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Gutierrez, A (Ed) (2010) *Tercer Sector e intervención social*. Ediciones académicas UNED 2010.

Lorenzo, R i López, A (Eds) (2012) *Trabajo Social, Tercer Sector e Intervención Social*. Ed. Universitaria S.A. Uned 2012.

Malagon, JL i Sarasola, JL. (2006) *Fundamentos del trabajo social comunitario*. Aconcagua libros. Sevilla 2006.

López, Emilio (Coordinador) 2011 *Voluntariado; presencia y transformación social*. Revista Documentación Social. nº 160. Ed. Caritas Española.

Ruiz Olabuénaga, JI (dir).

- 2000 *El sector no lucrativo en España*. Fundaciones BBVA.
- 2006. *El sector no lucrativo en España. Una visión reciente*. Fundaciones BBVA.

Guillen, E (Comp.) 2005. *Sobre Problemas y respuestas sociales*. Ed. Hacer.

Mata, A i Roca, LI. 2006 *Bastint ciutadans*, E.de la Universitat de Lleida.

Studies, and works

José Manuel Fresno y Cornelia Rauchberger, (2016) "Estudio del Tercer Sector i provisión de servicios. - prácticas Europeas y lecciones para España- Ed. "Plena Inclusión".

III plan estratégico del Tercer Sector de Acción Social 2017-2021.

Libre blanc del Tercer Sector civicosocial de la Generalitat de Catalunya.

Observatori de vulnerabilitat de Creu Roja Catalunya.

Revista Española del Tercer Sector. <es poden trobar tots els números

a: <http://www.plataformatercersector.es/es/documentosdeinteres/documentos-de-relevancia-para-el-sector/revista-esp%C3%B1ola-del-tercer-sector>

RTS 193. Agost 2011. El tercer sector en el marc de les polítiques socials.

Legislation,

Llei 45/2015 de 14 d'octubre del voluntariat. BOE A-2017-11072

Llei orgànica 1/2002, de 22 de març, reguladora del dret d'associació. BOE n 73 11981

Llei 43/2015, de 9 d'octubre, del Tercer Sector Social de Acción Social BOE -A-2015-10922

Llei 25/2015 del 30 de juliol, del voluntariat i del foment de l'associacionisme. DOGC nº6930-7.8.2015

Llei 4/2008, de 24 d'abril, del llibre tercer del Codi civil de Catalunya

Real Decret 774/2017, de 28 de juliol, per la qual es regula la Comissió per el diàleg civil amb la plataforma del Tercer Sector.

Reial Decret 1740/2003, de 19 de desembre, sobre procediments relatius a associacions d'utilitat pública

URLgrafia

www.tercersector.cat

www.plataformatercersector.es/

www.plataformaong.org

www.barometredeltercersector.cat

www.fresnoconsulting.es