

**COURSE DATA****DATA SUBJECT**

Code: 33479
Name: Initiatives and models of youth politics
Cycle: Undergraduate Studies
ECTS Credits: 4.5
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1306 - Degree in Social Education	Facultat de Filosofia i Ciències de l'Educació	4	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1306 - Degree in Social Education	Education policy III	ELECTIVES

COORDINATION

LLUCH ALEMANY PABLO

SUMMARY

The subject focuses on a relatively specific aspect of current reality: youth politics. Young people today constitute a significant sector of the population that, unlike what happened just a few decades ago, remain in this situation for a much longer period of time than was usual. This situation has generated different expectations, new considerations, and has led to the emergence of contradictions and the clarification of new conflicts. This is precisely the space in which the subject will be developed.

Expanding and clarifying a bit more, we understand specific to youth policy as the various actions carried out by different agents (public and private) to address the demands and meet the needs presented by young people in today's society. These initiatives also include all kinds of socialization initiatives carried out by religious, political, trade union, social entities, etc., which are accessible to young people in any locality in our surroundings. However, for methodological reasons, this subject will not address the proposals made by the formal education system directly linked to educational policy, focusing exclusively on those carried out outside of educational classrooms.

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**



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

OTHER REQUIREMENTS

It is an optional training subject and therefore has no prerequisites.

COMPETENCES / LEARNING OUTCOMES

1306 - Degree in Social Education

Acknowledge and respect diversity and promote interculturality.

Design and implement processes of social participation and community development.

Design and manage means and resources for socio-educational intervention.

Have critical and self-critical capacity.

Have problem-solving skills and decision-making capacity.

Identify and make reasoned judgments about socio-educational problems in order to improve professional practice in non-formal contexts.

Intervene in socio-educational and community projects and services.

Know and understand the current educational and training systems in the international context.

Lead and coordinate socio-educational plans, programmes and projects.

Show active ethical commitment to human rights, gender equality and sustainability.

Show commitment to professional identity, development and ethics.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

Teach in different socio-educational contexts.

Train agents and educators in socio-educational and community intervention.



DESCRIPTION OF CONTENTS

1. Youth and Society in the Contemporary World. Early Models of Intervention

- 1.1. Some Conceptual Aspects
- 1.2. Youth in History
- 1.3. The Conquest by the Elites
- 1.4. The Patronage Model

2. Organizations, Youth Movements, and State Intervention

- 2.1. Youth Organizations: Catholic Action
- 2.2. Youth Movements: The Contribution of Scouting
- 2.3. Party Youth Wings
- 2.4. Youth Policies in Spain
 - 2.4.1. The Paternalistic Model
 - 2.4.2. Early Organizations

3. Early Francoism and Youth Policy

- 3.1. The Falange and Youth
 - 3.1.1. The Youth Front
- 3.2. Catholic Action Youth
- 3.3. Underground Scouting

4. Francoism. Organic Democracy

- 4.1. Demands of the New Political Context
- 4.2. The Spanish Youth Organization
- 4.3. Expansion of Services: Organic Participation
- 4.4. Non-Governmental Associations

5. Youth in Democratic Spain: Co-Participation

- 5.1. From the National Youth Delegation to the National Youth Institute
- 5.2. Establishing Co-Participation
- 5.3. Creation of Youth Councils
- 5.4. Service Policies

6. Comprehensive Youth Plans

- 6.1. The Situation of Youth in Postmodernity



6.2. Support for Emancipation

6.2.1. Possibilities and Limitations

6.3. Affirmative Policies: New Approaches

7. Youth Policy in the Valencian Community

7.1. IVAJ and Service Provision

7.2. Youth Councils in the Valencian Community

7.3. The Youth Plan

8. Concrete Examples of Intervention

8.1. Housing Access Support

8.2. The Draft for a New Youth Law

8.3. Current State of Youth Associations

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	30,00
Classroom practices	15,00
Total hours	45,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	67,50
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	67,50

TEACHING METHODOLOGY

Depending on the objectives and each of the topics, various procedures and working methods will be used, including the following:

- ¿ Professor's explanation
- ¿ Reading of essays or articles assigned by the professor
- ¿ Text analysis, problem-solving, and case studies



- ¿ Individual or group work
- ¿ Presentations and debates
- ¿ Dialogic Pedagogical Discussions (We must find a work)

Initially, the professor will explain the main content of each topic. The explanation will be complemented by practical activities; text commentaries, case studies, experiences, etc. to which a time limit will be set each week. Students may also complete any type of work or contribution, individually or in groups, to analyze and work on the subject content, subject to consultation and agreement with the professor (end of October).

EVALUATION

The assessment will include:

70% theoretical + 30% practical

- SDG GROUP WORK RELATED TO YOUTH

- GROUP WORK ON YOUTH IN THE TOWN, NEIGHBORHOOD, etc.

At the end of the semester, students will present each of the practical activities for the different topics in a single document.

¿ Practical activities in which participation will be especially valued and which will account for 30% of the final grade.

¿ Theoretical content will be assessed through the exam indicated in the school calendar, or a project agreed upon with the professor, which will account for 70% of the final grade. All content covered in class, both in theoretical and practical sessions, will be included in the exam.

¿ Students who have completed projects and/or presentations, individually or in groups, with a positive evaluation, may have their exam content reduced in whole or in part, at the professor's discretion.

¿ The assessment percentages indicated will be applied in both the first and second call by speaking with the professor.

¿ The work must be marked taking into account the following criteria:

¿ Theoretical foundation

¿ Understanding of the presentation

¿ Methodological rigor

¿ Conceptual precision

¿ Ability to summarize

¿ Clarity of presentation

¿ Personal elaboration, including critical elements and well-founded arguments

¿ Expository accuracy

Given the purpose of the course, with regard to individual or group work, students must refrain from making literal copies of texts in any format: books, magazines, printed materials, documents, etc. All documentation used, whether printed or electronic, must be treated with the appropriate citation system.

*Students who do not participate in class regularly (not in person) must attend a tutorial with the professor to agree on the method of work and assessment. Theoretical portion 70% and practical portion 30%.

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for



Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

REFERENCES

Referència b1: COMAS, D., Las políticas de juventud en la España democrática, Madrid, INJUVE, 2007.

Referència b2: CRUZ, J. I., Del autoritarismo a la coparticipación. La transición a la democracia y políticas de juventud en España en Historia de la Educación, nº 22-23 (2003-2004) 195-212.

Referència b3: CASANOVAS, J., COL, J. y MONTES, P., Razones y tópicos de las políticas de juventud. Qué quieren ser las políticas afirmativas en Revista de estudios de Juventud, nº 59, diciembre 2002, pp. 21-34.

Referència b4: MARTÍN SERRANO, M., Historia de los cambios de mentalidades de los jóvenes entre 1960-1990, Madrid, Instituto de la Juventud, 1994.

Referència b5: MARTÍNEZ SANMARTÍ, R., Ilusión y reflexividad en el campo de juego de las políticas de juventud en España en Revista de estudios de Juventud, nº 59, diciembre 2002, pp. 9-20.

Referència b6: MIGUEL, A., Dos generaciones de jóvenes, (1960-1988), Madrid, Instituto de la Juventud, 2000. Introducción, pp. 11-24.

Referència b7: SÁEZ MARÍN, J., El Frente de Juventudes. Política de juventud en la España de la postguerra (1939-1960), Madrid, Siglo XXI, 1988.

Referència b8: SOLER I MASÓ, P. Les poliques de joventut a Catalunya durant el període democràtic en Educació i Història: Revista d'Història de l'Educació, nº 8 (2005), pp. 283-307

Referència b9: Ayer. Revista de Historia Contemporánea, nº 59/2005 (3) Dossier. Juventud y política en la España contemporánea

Referència c1: CONSEJO DE LA JUVENTUD DE ESPAÑA, Bases para una política de juventud, Madrid, Consejo de la Juventud de España. 1995.



Referència c2: CRUZ, J. I., Escultismo, educación y tiempo libre. Historia del asociacionismo scout en Valencia, Valencia, Fundació Scout Sant Jordi, 2008

Referència c3: CRUZ, J. I., El Yunque azul. Frente de Juventudes y sistema educativo. Las razones de un fracaso, Madrid, Alianza, 2001

Referència c4: FEIXA, C. y PORZIO, L. Los estudios sobre culturas juveniles en España (1960-2003) en de juventud, revista de estudios e investigaciones nº 64 (marzo, 2004) pp. 9-28.

Referència c5: FULLANA, P. y MONTERO F., Los modelos educativos juveniles del movimiento católico en España (1868-1968), en Historia de la Educación, nº 22-23 (2003-2004) 33-51.

Referència c6: GONZÁLEZ CALLEJA, E. Y SOUTO KUSTRÍN, S., De la Dictadura a la República: Orígenes y auge de los movimientos juveniles en España en HISPANIA. Revista española de historia, 2007, vol. LXVII, núm. 225, enero-abril, pp. 73-102

Referència c7: GONZÁLEZ, R. S. y MARTÍN SERRANO, M., Joventut Valenciana 1996, Valencia, IVAJ-Generalitat Valenciana, 1999

Referència c8: MARTÍN SERRANO, M., Historia de los cambios de mentalidades de los jóvenes entre 1960-1990, Madrid, Instituto de la Juventud, 1994.

Referència c9: MARTÍNEZ SANMARTÍ, R., Ilusión y reflexividad en el campo de juego de las políticas de juventud en España en Revista de estudios de Juventud, n.º 59, diciembre 2002, pp. 9-20.