

**COURSE DATA****DATA SUBJECT****Code:** 33483**Name:** Educational challenges of social exclusion**Cycle:** Undergraduate Studies**ECTS Credits:** 4.5**Academic year:** 2026-27**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	Subject, educational experience and creation of the public spheres II	ELECTIVES

**COORDINATION**

MARHUENDA FLUIXA FERNANDO

**SUMMARY**

In modern times, labour market integration has been one of the pillars of people's social inclusion, although it is debatable whether the paradigm of work of that time is still valid today. Training for employment and accompaniment in the processes of insertion are a form of socio-educational intervention that opens up a range of possibilities for those graduating in Social Education: the diagnosis of employability, socio-occupational intermediation, the design of training programmes, the preparation of the accreditation of professional competences and the training of some modules of preparation and access to employment. This subject aims to provide information, arguments and procedures to understand the role of training within active employment policies and to be able to propose, implement and participate in educational proposals for the pedagogical accompaniment of vulnerable people in their pathways to employment. It is necessary to know on the one hand the active employment policies and resources of the public administration, and on the other hand different methodologies and tools of training for employment oriented to social and labour integration.

This subject will deal with SDG no. 8.

This subject actively participates in the Centre's Innovation Plan.

Note: This subject is not taught in English.

Translated with DeepL.com (free version)



## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

### OTHER REQUIREMENTS

none

## COMPETENCES / LEARNING OUTCOMES

### 1306 - Degree in Social Education

Demonstrate organisational and planning skills.

Design educational plans, programmes, projects, actions and resources in different contexts.

Have capacity for analysis and synthesis.

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.

Know and understand the processes of teaching and learning and their impact on the comprehensive education and development of people and communities.

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 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.

## DESCRIPTION OF CONTENTS

1. Social rules and work precariousness
2. Educational, social and identity effects of work precariousness. Persons and groups that live within vulnerable conditions and risk of exclusion due to lack of training and employment. The evolvement of vulnerability and changing risk profiles as a consequence of crisis and its effects upon the labor market.
3. Employability. Dimensions and assessment of employability. Training and fostering employability.



Competencies: typologies and features.

4. Integration through employment and training: from vulnerability into inclusion.
5. Services, programs and resources for social and labor Integration of people living in vulnerable conditions: Basic vocational training (FPB, PCBC), training for employment, work placements, special employment centers, sheltered employment, work Integration enterprises.
6. On-the-job training and itineraries towards employment.
7. Structures and programs: types and features. Methodologies in vocational education and training. Apprenticeships and work placements. Social education on-the-job.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	30,00
Classroom practices	15,00
<b>Total hours</b>	<b>45,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	10,00
Independent study and work	47,50
Preparation of lessons	10,00
Preparation for assessment activities	0,00
Resolution of case studies	15,00
<b>Total hours</b>	<b>82,50</b>

## TEACHING METHODOLOGY

The course is centred on practice, around specific cases and situations of training, intermediation, socio-occupational integration and accompaniment in the workplace of people coming out of vulnerable situations. The development of the course is structured around:

Group work with practical cases that will be developed throughout the classroom sessions: based on the presentation of a case, a diagnosis of employability will be made and alternatives for training and incorporation into employment will be sought. There will be eight groups of five people. Each practical session will be followed by a personal reflection exercise. Two of these exercises must be presented individually in writing, at the end of October and mid-November approximately, and will be shared and worked on in class.

The completion of the exercises and reflection on them (their own and those carried out by colleagues) will be supported by the following:

- Readings to be done by the students;
- Explanations by the teaching staff;
- Visits to training centres or visits to class by professionals from these centres.

All of the above serves to address the most important concepts, approaches, regulations and methodologies in terms of incorporation into the labour market through training and educational accompaniment; thus seeking to achieve the objectives and competences that justify the subject.



Translated with DeepL.com (free version)

## EVALUATION

The preparation of the subject -both theoretical and practical- will be based on the reading of the bibliography indicated in this programme for each subject; the teacher will give instructions and recommendations at the beginning of each subject.

The grade is obtained by taking the exam at the end of the course.

A criterion common to both theory and practice is the correctness of written expression, which is essential for passing the course.

The criteria for the evaluation of practice are: knowledge of current legislation, adjustment of the employability diagnosis and the training proposal to the conditions for which the intervention is proposed, application of the criteria learned in the reference readings, discussion of these criteria from the reflection on the practice.

The criteria for the assessment of theory are: precision in the handling of the concepts of the subject, knowledge and discussion of current legislation, knowledge of the fundamental elements of a training programme for employment and the articulation between them, argumentation of one's own point of view with respect to training for socio-occupational insertion.

Translated with DeepL.com (free version)

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: Alós-Moner, R. (2011). La inserción laboral de los ex internos de los centros penitenciarios de Cataluña. Barcelona Centre d'estudis jurídics i formació especialitzada.

Referència b2: AVE (2019). El compromiso de los empresarios con la educación. Situación actual y retos de futuro. Valencia, AVE.

Referència b3: Fundación Carmen Pardo-Valcarce (coord.)(2007). Itinerarios integrados de empleo. Guía metodológica para el desarrollo de itinerarios específicos de inserción laboral con perspectiva de género dirigidos a colectivos en riesgo de exclusión. Madrid, Agrupación de desarrollo de la iniciativa comunitaria Equal Aldebarán.

Referència b4: López-Aranguren, L.M. (2007). ¿Por qué hacemos lo que hacemos? Madrid, Fundación Tomillo.



- Referència b5: Orteu, X. (2018). Desafíos en un mercado laboral en transformación. Barcelona, UOC.
- Referència b6: Standing, G. (2013): El precariado. Una nueva clase social. Barcelona: Pasado & Presente.
- Referència b7: Gimeno, Ch. (coord.)(2018). Estrategias para la formación y el empleo en la red municipal de centros sociolaborales. Zaragoza, Universidad de Zaragoza.