

Degree	Type	Year	Semester
2500260 Social Education	OT	3	2
2500260 Social Education	OT	4	1

## Contact

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## Use of languages

Principal working language: spanish (spa)  
Some groups entirely in English: No  
Some groups entirely in Catalan: No  
Some groups entirely in Spanish: No

## Prerequisites

No requeriments

## Objectives and Contextualisation

- Analyze the processes that lead to social inclusion and labor integration for people with support needs and the variables involved.
- Assess curricular proposals to the social and labor inclusion.
- Be aware of the role to be assumed towards social inclusion and labor integration of people with disabilities and support needs.

## Skills

### Social Education

- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Apply the socio-emotional skills needed to manage human relations.
- In an articulated manner, design plans, programs, projects, activities and tasks in various socio educational contexts.
- Maintain a respectful attitude to the environment (natural, social and cultural) to promote values, behaviour and sustainable practices that address gender equality, equity and respect for human rights.
- Master the theoretical and applied knowledge of Educational Sciences to develop the capacity for analysis and observation of the social and educational reality.
- Promote autonomy among participants and seek a balance between roles as advisor, facilitator and promoter of socio-educational dynamics.
- Respect the diversity and plurality of ideas, people and situations.

## Learning outcomes

1. Accept, understand and be sensitive to people in social difficulty.
2. Acquire socio-emotional and communicative skills for working with people at risk of exclusion.
3. Acquire values and attitudes of respect for the different social and cultural environments that are unique to our contemporary societies.

4. Analyse the ethical aspects of social education when working with people at risk of exclusion.
5. Apply strategies and interventions to promote the autonomy and social integration of people at risk of exclusion.
6. Critically evaluate the personal prejudices and stereotypes that prevent an intercultural view of the social reality.
7. Design and implement educational measures to prevent discriminatory attitudes and actions.
8. Design guidance programs for social inclusion and finding employment.
9. Design plans and programs for groups at risk of exclusion.
10. Learning to adapt the knowledge related to the educational sciences in order to intervene in the field of social re-education.
11. Maintaining an attitude of respect for practices and types of behaviour that address fairness and inclusion.
12. Promoting initiatives and programmes for the socio-professional development of individuals and groups for the purpose of their professional fulfilment and insertion.
13. Recognising foreign people or those belonging to minority groups (e.g. gypsies) as citizens with full rights and freedoms on equal terms with the population as a whole.
14. Respecting and valuing the potential of all people regardless of the functional limitations that they may have.
15. Understand and respect diversity as a factor of educational enrichment.
16. Understand legislation related to the integration of people with disabilities.
17. Understand the causes and consequences of social exclusion.
18. Using guidance resources and strategies that promote the progressive participation of people.

## Content

Disabilities and functional diversity, conceptualization, types and characteristics.

The integration of people with disabilities in social and workplace. Barriers. Systems, processes and legislation.

Bases of educational intervention.

Professionals and institutions for social and labor inclusion.

Competency assessment for insertion into the world of work.

Transition from school to work. Transition approaches.

Curriculum guidelines and transition programs for people with disabilities

## Methodology

The protagonist in the teaching-learning process is the student and under this premise is planned methodology of the subject as shown in Table

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Target group	45	1.8	1, 2, 3, 4, 5, 6, 15, 16, 17, 7, 9, 8, 11, 12, 13, 14, 10, 18
<b>Type: Supervised</b>			
Task analysis	30	1.2	
<b>Type: Autonomous</b>			
lesson	75	3	1, 2, 3, 4, 5, 6, 15, 16, 17, 7, 9, 8, 11, 12, 13, 14, 10, 18

## Evaluation

The evaluation of the course will take place throughout the academic year through the activities shown in the table. The class attendance is mandatory.

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
knowledge test (units 1-4)	30%	0	0	4, 5, 6, 16, 17, 7, 9, 8, 12, 13, 14, 10, 18
knowledge test (units 5-8)	30%	0	0	4, 5, 6, 16, 17, 7, 9, 8, 12, 13, 14, 10, 18
Other Indicators	40%	0	0	1, 2, 3, 4, 5, 6, 15, 7, 9, 8, 11, 12, 13, 14, 10, 18

## Bibliography

Gutiérrez Bermejo, B. y Verdugo Alonso, M.A. (2013). Discapacidad intelectual: Adaptación social y problemas de comportamiento. Madrid. Edcs. Pirámide.

Heron, R. y Murray, B. (2003). Cómo ayudar a las personas discapacitadas a encontrar un empleo. Guía práctica. O.I.T.

Ibáñez López, P. y Mudarra Sanchez, M.J. (2008). Integración sociolaboral. Madrid . Dykinson.

IMSERSO (2004). Transición escuela-empleo de las personas con discapacidad. Madrid. Mo. de Trabajo y Asuntos Sociales. Martínez

Rueda, N. (2002). Juventud y discapacidad. Bilbao. Edcs. Mensajero.

Miguel Badesa, S. de y Cerrillo Martín, R. (coords.). (2010). Formación para la inclusión laboral de personas con discapacidad intelectual. Madrid. Dykinson.

Schalock, R. y Verdugo Alonso, M.A. (2014). El cambio en las organizaciones de discapacidad: estrategias para superar sus retos y hacerlo realidad. Madrid. Alianza Editorial.