

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: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

The subject "Reception and inclusion of immigrants" is part of "Adult Education" track. We encourage students have completed "Functional Literacy" and "Second Language Learning".

Objectives and Contextualisation

The course helps to understand the complexity of migration processes and their management, identifying some of the most important issues in the reception and inclusion of immigrants in multicultural societies.

Some of the goals that we highlight are:

Understanding the reality of migration processes and the multiplicity of factors that promote

Understanding the factors that influence the development of processes of reception and inclusion of immigrants.

Knowing the regulatory framework and its implications for education.

Understanding the value and significance of cultural policies and management models of cultural diversity in the process of inclusion of the immigrant population

Knowing intercultural programs and projects in social education in the field of formal and informal education

Skills

Social Education

- Accompany people in their processes of growth and emancipation.
- 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.
- Contextualize educational action based on the different theoretical paradigms that have developed in science and education in accordance with the socio-historical context of individuals, groups and institutions.
- Design and develop processes for citizen participation and socio-community action.
- 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.

- Participate in the theoretical debates that affect the profession and affect different policy areas.
- Respect the diversity and plurality of ideas, people and situations.
- Use information and knowledge from different sources and contexts (reports, articles, etc.) specific to the social sciences.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning outcomes

1. Accept, understand and be sensitive to people in social difficulty.
2. Acquire values and attitudes of respect for the different social and cultural environments that are unique to our contemporary societies.
3. Analyse the ethical aspects of social education when working with people at risk of exclusion.
4. Apply simple mediation strategies to increase autonomy and quality of coexistence in multicultural groups.
5. Clarify the ethical dilemmas and debates raised when working with immigrant populations in a situation of social inequality as exists today.
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. Develop critical analysis of cultural diversity that involves the assumption of a dynamic concept of culture, identity and diversity in itself.
9. Distinguish between an intercultural model and a multicultural model for the management of cultural diversity in the social sphere.
10. Identifying and assessing the multiplicity of historical, social, political and legal references pertaining to inclusive education.
11. Know and use the main sources of generation of scientific knowledge on social exclusion in Catalonia and Spain.
12. Know the main plans and programs of educational administration for social and educational inclusion of the immigrant population.
13. Know the rich and wide variety of situations of immigrant women in the country.
14. Knowing how to find and interpret statistical data relating to the foreign population.
15. 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.
16. Recognising the assimilating, segregating, integrating or inclusive nature of the proposed socio-educational initiatives aimed at working with the immigrant population.
17. Respecting and valuing the potential of all people regardless of the functional limitations that they may have.
18. Understand and respect diversity as a factor of educational enrichment.
19. Understand the characteristics and conditions that make up educational proposals in contexts of diversity.
20. Understand the different stages of the migration process to identify the different social and emotional needs arising from the process for each stage.
21. Understand the existing public participation structures Catalonia today.

Content

1. The process of reception and inclusion
 - 1.1. The migration process: meanings and conditions for the reception and inclusion
 - 1.2. Migration: family and community dynamics
 - 1.3. Migration: gender and intersectionality
 - 1.4. Images of immigration on the host society
2. Migration in Catalonia in the current global context.

- 2.1. The current migration: characteristics and dimensions
- 2.2. The demographic characteristics of current migrations in Catalonia
- 2.3. Context of origin, migration and settlement of the main migrant groups in Catalonia
3. Regulatory framework and implications for the host. European, Spanish and Catalan dimension
 - 3.1. Immigration and integration policies: models and trends
 - 3.2. Migration policies in the EU and Spain and the implications for education
 - 3.3. The National Agreement for Immigration in Catalonia
4. The models of diversity management
 - 4.1. Political and cultural diversity management
 - 4.2. The management model of cultural diversity in Catalonia
 - 4.3. The management of cultural diversity at the local level
 - 4.4. Programs and intercultural projects in and out schools

Methodology

Training activities directed (large group in attendance) will be developed from:

- Expositions by teachers for the contents of the syllabus.
- Discussions on relevant issues prior reading of articles, reports and documents

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Presencial large grup	45	1.8	15, 17, 14
Type: Supervised			
Team work	30	1.2	5, 15, 14
Type: Autonomous			
Individual work, articles and activities	75	3	3, 5, 15, 17, 14

Evaluation

The final grade is the weighted average of the two planned activities. In order to apply this criterion will be necessary to obtain at least 5 in each of these activities.

Class attendance is mandatory. To obtain a positive final evaluation student must have attended um least 80% of classes.

The return of the works of evaluation will be a maximum of 15 days after the delivery date

Plagiarism is considered a major infraction, if detected plagiarism in this work will be suspended and will not be repeated. For a definition of plagiarism see: http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Team work	50%	0	0	1, 2, 3, 4, 6, 5, 18, 19, 20, 12, 11, 13, 21, 8, 7, 9, 10, 16, 15, 17, 14
Test	50%	0	0	3, 6, 5, 18, 19, 20, 21, 8, 9, 10, 16, 15, 17, 14

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