

**Education and Cooperation for Development**

Code: 101646  
 ECTS Credits: 6

Degree	Type	Year	Semester
2500260 Social Education	OT	3	2
2500260 Social Education	OT	4	0
2500261 Education Studies	OT	4	0

**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**

This subject is an optional course for students of Social Education and Pedagogy degrees.

It is recommended to students who want to take part into the mobility Programme to Latin America and to those who will follow the "Practicum" in any NGOs or institution that works on the field of international cooperation or Education for Global Justice.

**Objectives and Contextualisation**

The purpose of this subject is to offer an international perspective on the educational phenomena and the international cooperation.

The main goals of the course are:

1. Understanding different theoretical approaches of the concept of development.
2. Understanding the situation of the right to education at international level.
3. Understanding the role of the key stakeholders in the field of international cooperation.
- 4.-Understanding strategies of Global Justice Education and its local-global connection.

**Skills**

**Social Education**

- 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.
- Design evaluation plans and processes in accordance with different purposes, techniques and instruments, moments and perspectives of educational evaluation.

- Develop critical thought and reasoning and be able to communicate them effectively, both in your own language and second or third languages.
- Develop strategies for autonomous learning.
- Respect the diversity and plurality of ideas, people and situations.

### Education Studies

- Analyse and understand the theoretical, historical, cultural, political, environmental and legal references and situations involved in education and training proposals.
- Develop critical thinking and reasoning and know how to communicate effectively both in your own tongues and in other languages.
- Develop strategies for autonomous learning.
- Evaluate policies, institutions and educational systems.

## Learning outcomes

1. Deliver proposed activities on time and in the right way.
2. Design actions to implement education for development.
3. Evaluate policies and programs derived from the same concerning education for development.
4. Incorporating into their analyses the contextual references needed, linked to specific problems and proposals about education for development.
5. Knowing how to express ones ideas and knowledge orally and in writing with sufficient theoretical and argumentative foundation.
6. Orally and in writing express their ideas and knowledge sufficient theoretical foundation and argumentative.
7. Organising the work in a structured way in terms of the demands.
8. Understand and develop critical thinking and reasoning to analyse the complexity of the challenges of social education.
9. Understand the diversity and plurality of ideas, people and situations that make up a community.

## Content

- I. Development: approaches and impact on education; poverty, inequalities and human rights.
- II. The right to education and the international agenda on educational sector.
- III. International cooperation: framework, stakeholders, tools and actions.
- IV. Education for Development (Education for Global Justice): aims, typologies, contents and activities.

## Methodology

The analysis and the discussion have an important role on the methodology of his course.

Activities are based on the professional practice and they are connected to real contexts.

Different experts from specialized organitations on the sector take part on several sessions.

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Directed	15	0.6	3, 2, 4, 1, 7, 5
Theoretical-practical sessions	30	1.2	3, 4, 7

**Type: Supervised**

Supervised	30	1.2	3, 2, 4
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**Type: Autonomous**

Autonomous work	75	3	3, 2, 4, 1, 7
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**Evaluation**

The evaluation of this course includes a final exam and three exercises (including two individual productions) throughout the semester. In every case, the student gets a personalized feedback after 15 days of the delivery.

In order to pass the course, every item must have a minimum mark of 4 out of 10.

The evaluation is in accordance with the "General Assessment Criteria and Guidelines for the Faculty of Education Sciences" (approved by the COA on May 28, 2015 and modified to the Junta de Facultat on April 6, 2017).

Plagiarism is a reason of failing the subject.

Attendance is a requirement to pass the subject.

To pass the subject the student must demonstrate good oral and written communication skills in Catalan and Spanish and capacity to communicate in a foreign language.

**Evaluation activities**

Title	Weighting	Hours	ECTS	Learning outcomes
Activities of evaluation	60%	0	0	3, 8, 9, 2, 4, 1, 7, 5
Final exam	40%	0	0	3, 4, 6

**Bibliography**

A specialized bibliography is provided along the different topics of the course.

Some of the basic documents are the following:

Bonal, X., Tarabini-Castellani, A., Constans, M., Kliczkowski, F., i Valiente, O. (2010) Ser pobre en la escuela. Habitus de pobreza y condiciones de educabilidad. Colección Educación, Globalización y Desarrollo. Buenos Aires: Mino y Dávila.

Casares, M. i de Castro, G. (2012). Cambio social y cooperación en el siglo XXI. Ed. Intervida. (acces en línea).

de Sousa, B. (2008). Descolonizar el saber, reinventar el poder. Montevideo: Ediciones Trilce.

Green, D. (2008). De la pobreza al poder. Madrid: Oxfam.

Llistar, D. (2009). Anticooperación. Interferencias NorteSur. Los problemas del Sur Global no se resuelven con más ayuda internacional. Barcelona: Icaria.

Martinez Usarralde, M.J. (2011). Sentipensar el Sur: cooperación al desarrollo y educación. Valencia: Librería Luces

Naya, L.M. (2003). La educación para el desarrollo en un mundo globalizado. Donostia: Erein

Pogge, Th. (2007). ¿Qué es la justicia global? En Revista Latinoamericana de Filosofía, Vol. XXXIII N° 2.

Sen, A. (2009). The Idea of Justice. London: Alan Dane

Tomasevsky, K. (2004). El asalto a la educación. Barcelona: Intermon-Oxfam.

Informes les Nacions Unides

PNUD: Informe sobre el desarrollo humano, 2016

UNESCO: Informe de Seguimiento de la Educación en el Mundo, 2016

UNESCO: Repensar l'educació. Vers un bé comú universal? (2015)

UNICEF: Estado Mundial de la Infancia 2016.

UN: Informe de los ODS 2016.