

Education, School and Territory

Code: 101160
ECTS Credits: 6

Degree	Type	Year	Semester
2500262 Sociology	OT	4	0

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

Name: Maribel García Gracia
Email: Maribel.Garcia@uab.cat

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

Teachers

Rafael Merino Pareja

Prerequisites

It is recommended to have taken the Sociology of Education course.

Objectives and Contextualisation

To analyze the educational reality of a territory using the knowledge and tools of the sociology of education, as well the intervention in social policies at the local level. In this way, an applied approximation of the theoretical and conceptual frameworks to the socio-political reality of education is sought, both in the formal and non-formal dimension.

The specific objectives are as follows:

- To know how to apply the theoretical foundations of the sociology of education and of education policy to the socio-educational diagnosis of a particular territory.
- To recognize, at local level, the main educational issues as a synthesis of the socio-political viewpoint.
- To develop critical thinking in analysing the current educational challenges.
- To understand the origin, the consequences and the social, legislative and political constraints that frame the socio-educational intervention at the local level.

Competences

- Analysing the problems arising from the implementation of public policies and conflict situations by recognising the complexity of the social phenomena and political decisions affecting democracy, human rights, social justice and sustainable development.

- Applying the concepts and approaches of the sociological theory, specially the explanations of social inequalities between classes, between genders and between ethnic groups, to the implementation of public policies and to the resolution of conflict situations.
- Assessing the contributions of sociological approaches to the study of culture, education, interaction between society and environment, social policy, and work.
- Demonstrating a comprehension of the approaches of the sociological theory in its different aspects, interpretations and historical context.
- Describing social phenomena in a theoretically relevant way, bearing in mind the complexity of the involved factors, its causes and its effects.
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Developing self-learning strategies.
- Generating innovative and competitive proposals in research and professional activity.
- Respecting the diversity and plurality of ideas, people and situations.
- Searching for documentary sources starting from concepts.
- Students must be capable of managing their own time, planning their own study, managing the relationship with their tutor or adviser, as well as setting and meeting deadlines for a work project.

Learning Outcomes

1. Comparing the different theoretical approaches about education.
2. Comparing the reading of educational phenomena from several ideologies of the social reality of Spain and Catalonia.
3. Defining the appropriate sociological concepts in order to interpret the educational and school phenomena.
4. Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
5. Developing self-learning strategies.
6. Distinguishing sociological concepts concerning education adopted by the actors involved in the educational system.
7. Distinguishing sociological concepts, as well as the methods and techniques of social investigation commonly used to analyse education.
8. Distinguishing the explanations of educational inequalities between classes, between genders and between ethnic groups that these actors take for granted.
9. Distinguishing the social interpretations of education according to these approaches.
10. Distinguishing the underlying social phenomena of educational policies and conflicts.
11. Expressing the debates regarding these approaches, that refer to education.
12. Generating innovative and competitive proposals in research and professional activity.
13. Relating the explanations of educational inequalities with general theoretical and methodological debates.
14. Relating the theoretical approaches with debates about social order, inequality and social strategies.
15. Respecting the diversity and plurality of ideas, people and situations.
16. Searching for documentary sources starting from concepts.
17. Students must be capable of managing their own time, planning their own study, managing the relationship with their tutor or adviser, as well as setting and meeting deadlines for a work project.

Content

1. Introduction. Analysis of local educational policy and fields of intervention.
 - 1.1. Local education policy and fields of intervention
 - 1.2. Analysis and evaluation of socio-educational programmes, resources and devices in the territory.
 - 1.3. Educational inequalities in the territory. Urban and school segregation.
2. Regulatory and competence frameworks of the public administration.

- 2.1. Normative and regulatory framework of the Educational System in Spain and Catalonia.
 - 2.2. The competences (and incumbencies) of the municipalities.
 - 2.3. Education policy, multilevel governance and decentralisation in Europe.
3. The School and its setting.
 - 3.1. Participation in schools. The role of the families associations. School Councils. Learning Communities.
 - 3.2. School and Environment: Local Plans and Educational Plans Environment: Towards intersectorality of policies?
 - 3.3. The educating city: The children's city. The City's Educational Projects and the Charter of Educating Cities.
4. The School and the Territory.
 - 4.1. Conceptual framework and intervention criteria for the accompaniment of educational transitions: the biographical and life cycle perspective.
 - 4.2. Early childhood.
 - 4.3. Compulsory schooling
 - 4.3.1. Accompanying the transition from primary school to secondary school: remedial classes and improving success
 - 4.3.2. Local plans to combat truancy and improve success
 - 4.4. Local devices to accompany transitions after compulsory school
 - 4.4.1. Educational, training and early school leaving pathways.
 - 4.4.2. "Second Chance" programmes
 - 4.4.3. Vocational training and local labour markets
 - 4.4.4. Dual Vocational Training.
 - 4.5. Further education
 - 4.5.1 "Life Long Learning".
 - 4.5.2. Training for job.
 - 4.5.3. Education and citizenship

Methodology

Classes are structured into three types of activities:

1. Presentations, by the teachers, of the contents and basic questions of the syllabus. It is carried out with the whole class group and allows the identification of the main problems and the exposition of the main contents through an open and active participation of the students.
2. Working seminars in the classroom.
3. Presentations of assignment by students.

Beyond the face-to-face sessions, autonomous work will be requested for the elaboration of the course work and the preparation of seminars and presentations.

Our teaching approach and assessment procedures may be altered if public health authorities impose new restrictions on public gatherings for COVID-19

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Seminars	15	0.6	16, 1, 3, 5, 4, 7, 10, 12
Teacher exhibitions	30	1.2	1, 3, 4, 6, 7, 9, 14
Type: Supervised			

Tutoring and monitoring of the work	30	1.2	1, 4, 6, 7, 11, 13
Type: Autonomous			
Reading, field work, report writing.	75	3	16, 1, 3, 10, 9, 17, 14

Assessment

The evaluation will be continuous and will be based on the following evidence:

- Elaboration and delivery of a reflexive synthesis (learning portfolio) (20%).
- The realization of a course work about a territory, which will have a group work part (25%) and an individual part of identification and analysis of a program, resource or socio-educational service (25%).
- The oral presentation of the work, which will have a group part (15%) and an individual part (15%).
- The topic of the assignment will be agreed upon with each student and located in a small or medium municipality or a large city district.

In order to be able to make an average with the evaluation activities it is necessary to obtain, at least, a 5 in each one of the empirical evidences that integrate the evaluation system. Class attendance is compulsory: the student must attend a minimum of 80% of classes in order to benefit from the continuous evaluation modality.

The result of the evaluation activities will be available within twenty working days after their presentation.

To participate in the recovery of the student must have been previously evaluated in a set of activities the weight of those equivalent to a minimum of two thirds of the total avaluation activities.

From the second registration onwards, the assessment of the subject could be a test of syntheses that will allow the assessment of the learning results foreseen in the teaching guide of the subject. In this case, the qualification of the subject will correspond to the qualification of the syntesi test.

Copying or plagiarism constitutes a crime that may represent suspending the subject. A work, activity is considered to be "copied" when it reproduces all or part of the work from one / to another / to a colleague / to. A work or activity is considered to be "plagiarized" when part of an author's text is presented as one's own without citing the sources, regardless of whether the original sources are on paper or in digital format. (More information on plagiarism at http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_0_1.html).

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exhibition of the work	30	0	0	3, 5, 4, 10, 12, 17, 14, 13, 15
Portfoli Delivery	20	0	0	16, 1, 2, 3, 5, 4, 8, 6, 7, 10, 9, 11, 12, 17, 14, 15
Work about a territory	50	0	0	1, 3, 5, 8, 11, 17, 14, 13, 15

Bibliography

Ajuntament de Barcelona (1990) La Ciiutat Educadora. ISBN: 84-7609.397-7 653 pp.

Ajuntament de Barcelona (1999) Per una ciutat compromesa amb l'Educació. Institut Municipal d'educació.

Ajuntament de Barcelona. Vol. 1. 503 pp. http://www.diba.cat/documents/113230/113692/abs_acomp_esc.pdf

- ALBAIGÈS, B. (2012). "Desigualtats territorials i corresponsabilitat dels ajuntaments en el desplegament de polítiques educatives" dins Leonardo Díaz, ed. *Polítiques públiques dels municipis catalans*, Barcelona: Fundació Carles Pi i Sunyer. http://ddd.uab.cat/pub/lilibres/2012/90296/polpubmuncat_a2012.pdf
- ALEGRE, M.A. i BENITO, R. (2013). "Climes i (sobretot) cultures escolars: Com s'expliquen i què permeten explicar" dins Carme Gómez-Granell i Pau Marí-Klose (Dirs.) *Infància, Adolescència i Família: una anàlisi del Panel de Famílies i Infància. IV Informe del CIIMU 2012*. Barcelona: CIIMU. http://www.ciimu.org/images/stories/CIIMU/newsletters/IV_Informe_CIIMU_complet_def.pdf
- ALVIRA MARTIN, F. (1996) *Metodología de evaluación de programas*. Madrid: Centro de Investigaciones Sociológicas.
- BENITO, R. I GONZÁLEZ, I. (2007). "Lògiques de tria escolar" dins Ricard Benito i Isaac González. *Processos de segregació escolar a Catalunya*. Fundació Jaume Bofill. <http://www.bofill.cat/sites/default/files/464.pdf>
- BOLIVAR, A (Coord) (2009). *Absentismo y abandono escolar. Políticas y buenas prácticas*. En *Monográfico Escuela*. Pp. 3-23. https://www.researchgate.net/profile/Antonio_Bolivar/publication/286884137_Absentismo_y_abandono_escolar_F
- Carta de Ciutats Educadores. <http://www.bcn.cat/edcities/aice/adjunts/Carta%20Ciutats%20Educadores%20%202004.pdf>
- COMASSABAT, M. (Dir) (2014). *Llibre blanc de la participació de les famílies a l'escola*. Fundació Jaume Bofill. Col.lecció Informes Breus, núm.554. <http://www.bofill.cat/sites/default/files/593.pdf>
- DIBA (2014) *Panel de polítiques Educatives Locals*. <http://www.diba.cat/documents/113226/127467/pel2014.pdf/01919ae4-3da0-405a-9655-56e2ead6da7a>
- FUNES I ARTIAGA, J. (2008). "L'acompanyament educatiu dels infants i adolescents, de les seves famílies, de les escoles, des del municipi". De Prop: Revista de política educativa local, núm. 26.
- GARCIA GRACIA, M (2009). *Marc teòric i metodològic per al desenvolupament de plans d'absentisme i acompanyament a l'escolarització*. Àrea d'Educació de la Diputació de Barcelona. 85 p. http://www.diba.cat/web/educacio/recursos/publica/publicacions/p_a_edu
- GARCIA GRACIA, M (2013) "La evaluación de los proyectos de mejora de la escolarización y lucha contra el absentismo" a *Absentismo y Abanono escolar. La persistencia de una problemática escolar y social*. Ed Síntesis, Madrid, 196 pp
- GARCIA GRACIA, M (2013) *Absentismo y abandono escolar. La persistencia de una problemática escolar y social*. Ed. Síntesis. Madrid, 196 pp
- GARCIA GRACIA, M (2014) "Itineraris d'abandonament escolar prematur i acompanyament a les transicions després de l'escola obligatòria". *REVISTA FÒRUM. Organització i Gestió Educativa*. Núm.035 - Setembre,- Desembre 2014. <http://forum.grao.com/revistes/forum/35-l-abandonament-escolar-prematur/itineraris-d-abandonament-escolar-pr>
- GARCIA GRACIA, M (2016) *L'acompanyament a les transicions educatives coma a política contra l'abandonament escolar prematur i la millora de l'èxit*. A *Revista catalanba de Pedagogía*. Vol. 10. Pp.33-45. <http://revistes.iec.cat/index.php/RCP/article/view/142220>
- GARCÍA, M. (2007). "El papel de los Municipios en las Políticas de Educación Inclusiva". *Revista Guix*.núm. 332, febrer 2007. <http://guix.grao.com/revistas/guix/332-experiencias-per-la-practica/el-paper-dels-municipis-en-les-politiques-d-ed>
- GARCIA, M. MERINO, R.(2009). "Las transiciones de los adolescentes después de la escuela obligatoria. Cambios sociales y respuestas socioeducativas en el territorio" *Revista de Educación Social*, núm. 42 (47-60)<https://dialnet.unirioja.es/ejemplar/229989>

- GARCÍA, M., CASAL, J., MERINO, R., SÁNCHEZ-GELABERT, A. (2013). "Itinerarios de abandono escolar y transiciones tras la Educación Secundaria Obligatoria", Revista de Educación -22(Madrid), 361.
<http://www.mecd.gob.es/revista-de-educacion/numeros-revista-educacion/numeros-anteriores/2013/re361.html>
- IVALUA. AVALUACIO PLANS EDUCATIUS ENTORN <http://www.ivalua.cat/generic/static.aspx?id=669>
http://www.ivalua.cat/documents/1/16_02_2010_10_18_20_Guia1_Introduccio_Abril2009versiorevisada_final.pdf
- Ley 15/2014, de 16 de septiembre, de racionalización del Sector Público y otras medidas de reforma administrativa https://www.boe.es/diario_boe/txt.php?id=BOE-A-2014-9467
- Ley 7/1985, de 2 de abril, reguladora de las Bases del Régimen Local.
<https://www.boe.es/buscar/act.php?id=BOE-A-1985-5392&p=20131230&tn=2>
- Ley Orgánica 2/2006, de 3 de mayo, de Educación.
<https://www.boe.es/boe/dias/2006/05/04/pdfs/A17158-17207.pdf>
- Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa.
https://www.boe.es/diario_boe/txt.php?id=BOE-A-2013-12886
- MARÍ-KLOSE,, M. [coo.] (2010) Acompanyament a l'escolaritat. Pauta per un model local de referència. Diputació de Barcelona. Area de Presidencia
- MARÍ-KLOSE, P., MARÍ-KLOSE, M., MARANZANA, L., GRANADOS, F. (2010). Adolescents a Barcelona: estils de vida, àmbit educatiu i conductes relacionades amb la salut Capítol 2: Relacions personals entre els adolescents i els seus progenitors. (pp. 13-33), Barcelona: CIIMU.
<http://ajuntament.barcelona.cat/dretssocials/sites/default/files/arxius-document/Adolescents%20a%20Barcelona>
- MARTÍN CRIADO, E., RÍO, M.A., CARVAJAL SORIA, P. (2014). "Prácticas de socialización y relaciones con la escolaridad de las familias más alejadas de la norma escolar." Revista de la Asociación de Sociología de la Educación, 7(2). <http://rase.ase.es/index.php/RASE/article/view/335>
- PEDRÓ, F. (2009).Descentralització i municipalització de l'educació als països de l'OCDE Àrea d'Educació de la Diputació de Barcelona. CERI-OCDE
- PLANDIURA, R (2009). "La Llei d'educació des del món local". De Prop: Revista de política educativa local, núm. 32.
- ROSSI, P.H.; LIPSEY, M.W.; FREEMAN, H.E. Evaluation: a systematic approach. 7th ed. London: SAGE, 2004.
- SÍNDIC DE GREUGES (2008). Informe extraordinari: La segregació escolar a Catalunya. Capítol 3: Anàlisi de la segregació escolar a Catalunya: El cas de l'alumnat immigrat. pp. 21-37.
http://www.sindic.cat/site/unitFiles/2266/segregacio_escolar_web.pdf
- VALLES, M. (2000): Técnicas cualitativas de investigación social. Madrid, Síntesis.
- VVAA (2009) La familia y la participación,. Monográfico Escuela.
<http://lnx.educacionenmalaga.es/valores/files/2011/12/Revista-Escuela-OCTUBRE-2009.pdf>