

Globalisation, Education Policies, and Inequality

Code: 44040
ECTS Credits: 6

Degree	Type	Year	Semester
4313228 Social Policy, Employment and Welfare	OT	0	1

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: Helena Troiano Gomà
Email: Helena.Troiano@uab.cat

Use of Languages

Principal working language: spanish (spa)

Teachers

Xavier Bonal Sarró
Maribel García Gracia
Aina Tarabini-Castellani Clemente

Prerequisites

None

Objectives and Contextualisation

This module explores the impact of globalization processes on education systems and policies at the international level. It aims to familiarise students with the main actors involved in the definition of the global educational agenda, to identify the main educational policies and reforms that are being expanded and standardised worldwide, and to highlight their main effects on social and educational inequalities. The module will explore the current debates on globalisation, poverty and inequality as a key element for situating and understanding the global education agenda. Specific policies in the field of education privatisation, accountability, the fight against poverty, educational success or compensatory policies will be analysed. Students at the end of this course should be able to understand the link between policy paradigms and their consequences for educational policy planning and policy making.

Competences

- Design, implement and evaluate social policies and processes for resource redistribution and improvement of citizens' welfare, in different contexts and from a European perspective.
- Recognise the main economic, political, social and cultural transformations of complex societies in order to analyse the fundamental challenges they pose to equality and welfare.
- Work individually and in multidisciplinary, international teams.

Learning Outcomes

1. Analyse the political and social processes that affect education policies at the local, national and global levels of social action.
2. Apply theoretical knowledge of education policies to international case studies.
3. Design and assess the impacts of education policies pursued by governments, regions and international bodies.
4. Identify and analyse the interactions between education and all facets of human development and multi-dimensional poverty.
5. Link the concepts used to analyse globalisation and its implications for education to general theories of development.
6. Work individually and in multidisciplinary, international teams.

Content

Sessions:

S1. GLOBALISATION AND EDUCATION. DIMENSIONS AND IMPACTS ON POVERTY AND INEQUALITY. Definitions of globalisation and its impact on education. Debates on globalisation and its effects on poverty and educational and social inequality.

S2. EDUCATION, PRIVATISATION AND INEQUALITY. Trends in the privatisation of education. Public/private partnerships in education. School choice policies and their effects.

S3. THE UNIVERSITY AND ITS RECENT REFORMS. The evolution of the university in Europe. Recent reforms and transformations: expansion, differentiation, professionalisation and European convergence

S4. STUDIES ON UNIVERSITY SUBJECTS. Social composition of the student population in the university, horizontal stratification within the university and students' trajectories.

S5. EDUCATIONAL REFORMS IN SECONDARY EDUCATION. Differentiated educational models and their effects. Educational reforms and vocational training in Spain.

S6. EDUCATIONAL PATHWAYS IN POST-COMPULSORY TRANSITIONS. Transitions and training itineraries of young people: a longitudinal and biographical perspective. Early school drop-out itineraries in Spain.

S7. THEORIES OF JUSTICE, EDUCATION AND INEQUALITY. Dimensions of justice and educational exclusion. School drop-out and school justice. School segregation. Attention to diversity. Teaching expectations.

S8. MICROPOLITICS OF EDUCATIONAL TRANSITIONS. Sociology of educational policy. Post-compulsory education. School orientation. Young people's imaginaries.

Methodology

The methodology will combine master classes and practical exercises.

The students must attend previously prepared sessions, having made the mandatory readings and, where appropriate, preparing the practical sessions individually or collectively.

The practical sessions will consist of debates, case analysis, data analysis and other participatory methodologies.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
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Type: Directed			
master classes	75	3	1, 2, 3, 4, 5
Type: Supervised			
tutorials	40	1.6	1, 2, 3
Type: Autonomous			
seminars	35	1.4	1, 3, 6

Assessment

1) Option 1: Development of a paper based on a case study analysis of an education policy. Option 2: Development of the first part (theoretical framework and model of analysis) of the research of the master's thesis, provided that it deals with educational issues. Option 3: Reflective work or essay based on the knowledge acquired in the course. (80%)

2) Proposal and justification of the work of the module. (20%)

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assignment	80%	0	0	1, 2, 3, 4, 5, 6
Proposal	20%	0	0	1, 2, 3, 6

Bibliography

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Software

No specific software is required.