

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	1
2500261 Education Studies	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

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. Likewise the course is recommended to those who will do the "Practicum" in any NGOs or institution that works on the field of international cooperation or Education for Sustainable Development and Global Citizenship.

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 Education for Sustainable Development and its local-global connections.

Competences

Social Education

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Education Studies

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse and understand the theoretical, historical, cultural, political, environmental and legal references and situations involved in education and training proposals.
- Evaluate policies, institutions and educational systems.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Learning Outcomes

1. Communicate using language that is not sexist or discriminatory.
2. Critically analyse the principles, values and procedures that govern the exercise of the profession.
3. Design actions to implement education for development.
4. Evaluate policies and programs derived from the same concerning education for development.
5. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
6. Incorporating into their analyses the contextual references needed, linked to specific problems and proposals about education for development.
7. Propose new experience-based methods or alternative solutions.
8. Propose new methods or well-founded alternative solutions.
9. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
10. Propose projects and actions that incorporate the gender perspective.
11. Propose viable projects and actions to boost social, economic and environmental benefits.
12. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.

Content

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

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

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
Type: Directed			
Directed	15	0.6	4, 3, 6
Theoretical-practical sessions	30	1.2	4, 6
Type: Supervised			
Supervised	30	1.2	4, 3, 6
Type: Autonomous			
Autonomous work	75	3	4, 3, 6

Assessment

The evaluation of this course includes a final exam and three exercises: two individual (dissertation and infographic) and one work group (project design) throughout the semester (October, December, January). In each item, the student has a personalized feedback after 20 days of the delivery.

In order to pass the course, every item must have a minimum mark of 4 out of 10. If a lower mark is obtained, a new activity will be programmed in the terms established by the UAB regulations. If one of the 4 items are not delivered, the student would not have a mark on the global subject ("No presentat").

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.

Plagiarism of any item is a reason of failing the subject.

Attendance is a requirement to pass the subject according to the rules of the Faculty.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Activities of evaluation - Critical dissertation	15%	0	0	2, 1, 5, 6, 7, 8, 12
Activities of evaluation - Infographic	25%	0	0	4, 6
Activities of evaluation . ESD Project	20%	0	0	1, 3, 6, 8, 9, 10, 11, 12
Final exam	40%	0	0	2, 4, 1, 5, 6, 10, 11

Bibliography

A specialized bibliography is provided during the course for each subject.

Some of the basic documents are the following:

Andreotti, V. (2010). Global Education in the '21st Century': two different perspectives on the 'post-' of postmodernisme. *International Journal of Development Education and Global Learning* 2(2)

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

Casares, M. i de Castro, G. (2012). *Cambio social y cooperación en el siglo XXI*. Ed. Intervida. (accés 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: Libreria 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.

Verger, A. i Moschetti, M. (2017). *Public-private partnerships as an education policy approach: multiple meanings, risks and challenges*. Paris: UNESCO.

United Nations Reports:

PNUD: HDI Report 2017

UNESCO: Global Education Monitoring Report, 2019

UNESCO: Rethinking Education. Towards a common good, 2015

UN: The Sustainable Development Goals Report 2020

Software

This subject does not require any specific program.