

Degree	Type	Year
2500260 Social Education	OT	3
2500260 Social Education	OT	4

## Contact

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

No requirements

## Objectives and Contextualisation

- Analyze the processes that lead to social inclusion and labor integration for people with support needs and the variables involved.
- Assess curricular proposals to the social and labor inclusion of people with disabilities.
- Be aware of the role to be assumed towards social inclusion and labor integration of people with disabilities and support needs.

## Competences

### Social Education

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- 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.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Master the theoretical and applied knowledge of Educational Sciences to develop the capacity for analysis and observation of the social and educational reality.
- Promote autonomy among participants and seek a balance between roles as advisor, facilitator and promoter of socio-educational dynamics.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.

## Learning Outcomes

1. Acquire socio-emotional and communicative skills for working with people at risk of exclusion.
2. Acquire values and attitudes of respect for the different social and cultural environments that are unique to our contemporary societies.
3. Analyse a situation and identify points for improvement.
4. Analyse the ethical aspects of social education when working with people at risk of exclusion.
5. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
6. Apply strategies and interventions to promote the autonomy and social integration of people at risk of exclusion.
7. Critically evaluate the personal prejudices and stereotypes that prevent an intercultural view of the social reality.
8. Design and implement educational measures to prevent discriminatory attitudes and actions.
9. Design guidance programs for social inclusion and finding employment.
10. Design plans and programs for groups at risk of exclusion.
11. Explain the explicit or implicit code of practice of one's own area of knowledge.
12. Identify situations in which a change or improvement is needed.
13. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
14. Learning to adapt the knowledge related to the educational sciences in order to intervene in the field of social re-education.
15. Maintaining an attitude of respect for practices and types of behaviour that address fairness and inclusion.
16. Promoting initiatives and programmes for the socio-professional development of individuals and groups for the purpose of their professional fulfilment and insertion.
17. Understand legislation related to the integration of people with disabilities.
18. Understand the causes and consequences of social exclusion.
19. Using guidance resources and strategies that promote the progressive participation of people.

## Content

1. Disability and functional diversity
2. Causes and consequences of social exclusion of disabled people. Barriers to social inclusion for people with disabilities
3. The insertion of disabled people in the world labor and social systems, processes and legislation
4. Bases educational intervention. Plans and programs for employment and social inclusion to people with disabilities
5. The entry into the world of work of disabled people. Approaches to transition from school to work
6. Curricular guidelines and transition programs for people with disabilities

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Target group	45	1.8	1, 2, 4, 6, 7, 8, 9, 10, 14, 15, 16, 17, 18, 19
Type: Supervised			
Task analysis	30	1.2	1, 2, 4, 6, 7, 8, 9, 10, 14, 15, 16, 17, 18, 19

Type: Autonomous				
lesson	75	3	1, 2, 4, 6, 7, 8, 9, 10, 14, 15, 16, 17, 18, 19	

The protagonist in the teaching-learning process is the student, and under this premise is planned methodology of the subject as shown below:

- Exhibitions by the teachers of the contents and basic issues of the contents. It is carried out with the whole group class and allows the exhibition of the main contents through an open and active participation by the students, taking into account the multivariate methodologies.
- Individual and group work strategies and case analysis

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.

## Assessment

### Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Oral presentation (group)	15%	0	0	3, 4, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19
Practical paper (group)	35%	0	0	3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
Written test	50%	0	0	1, 2, 4, 6, 7, 8, 9, 10, 14, 15, 16, 19

The evaluation of the subject will be carried out throughout the academic year, through the activities that are shown in the grid below. The class attendance is mandatory; the student must attend a minimum of 80% of classes, otherwise it will be considered unevaluable.

Evaluation Activity	Grades %	Learning Results	Evaluation dates
Practical work (group)	35%	RE1.1.1., RE1.1.2., RE.1.1.3., RE1.1.4., RE2.1.1., RE2.1.2., EP8.1, EP8.2, RE3.2.1., RE3.2.2., RE3.2.3.	Delivery: 10-06-2025
Oral presentation (group)	15%		3/10-06-2025
Written test (exam)	50%	RG3.1., RG3.2., RG3.3., RG3.4., RE2.1.1., RE2.1.2., RE3.3.1, RT4.1., RT8.1. RE3.3.1.,	17-06-2025  Recovery:01-07-2025

In order to pass the subject, all the assessment activities of the subject will be approved (although the sum of weighted notes of the different assessment activities is greater than 5, the note presented will be 4).

Recovery will only be feasible for those who have not reached sufficiency (5) in the written test (exam) or have not been presented, and will be entitled to a final mark of a maximum of 7 in this activity to recover. Practical work is not recoverable, since it will be reviewed throughout the semester. The oral presentation is not recoverable.

The works must be delivered on the dates set in the program. Work outside the term is not accepted.

The exam notes will be published within a maximum of 2 weeks from its completion.

Plagiarism is a cause for suspense.

The subject includes the option of a single evaluation. In case of choosing this option, a motivated request must be made to the Faculty within the established deadlines. The teaching staff of the subject must be informed at the beginning of the course. It will consist of an exam (written test) on the content block (50% of the grade), the completion of an individual practical assignment (35% of the grade) to be submitted on the same day as the group practical assignment for continuous assessment, and it will not be reviewed until this submission. The oral presentation will take place on the same day as the submission of the practical assignment (15% of the grade). The rest of the considerations are similar to those of continuous assessment.

## Bibliography

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Heron, R. y Murray, B. (2003). *Cómo ayudar a las personas discapacitadas a encontrar un empleo. Guía práctica*. O.I.T.

Ibáñez López, P. y Mudarra Sanchez, M.J. (2008). *Integración sociolaboral*. Dykinson.

IMSERSO (2004). *Transición escuela-empleo de las personas con discapacidad*. Mo. de Trabajo y Asuntos Sociales.

Miguel Badesa, Sara de y Cerrillo Martín, Rosario (coords.). (2010). *Formación para la inclusión laboral de personas con discapacidad intelectual*. Dykinson.

Rosell, I. y Belzunegui, A. (2020). *Polítiques d'inserció sociolaboral*. Publicacions URV.

Schalock, R. y Verdugo Alonso, M.A. (2014). *El cambio en las organizaciones de discapacidad: estrategias para superar sus retos y hacerlo realidad*. Alianza Editorial.

Symeonidou, S. (2018). *Evidence of the Link Between Inclusive Education and Social Inclusion: A Review of the Literature*. European Agency for Special Needs and Inclusive Education, [www.european-agency.org](http://www.european-agency.org)

Storey, K. & Miner, C. (2017). Systematic instruction of functional skills for students and adults with disabilities. 2n Ed. Charles C. Thomas Publisher LTD.

Vega Fuente, A. (2014). La educación social ante la discapacidad. Aljibe Edcs. SL

## Software

It is not required

## Language list

Name	Group	Language	Semester	Turn
(TE) Theory	3	Catalan/Spanish	second semester	morning-mixed

PROVISIONAL