

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

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Teachers

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Teaching groups languages

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

Prerequisites

"Reception and inclusion of immigrants" is addressed to students who are particularly interested in migration studies, integrations policies and process, and oriented to apply culturally responsive pedagogies.

Objectives and Contextualisation

- Develop a better understanding of global migration flow dynamics from the perspective of regimes of mobility.
- Understand integration process and integration policies with a multilevel approach.
- Identify the mediating factors in migrant's reception and inclusion processes.
- Apply the intersectionality, critic intercultural approach and culturally responsive designs in social work interventions.
- Understand the value and significance of cultural policies in the process of inclusion.
- To understand the social factors involved in popularisation of racism, and anti-racist strategies since the educational field.

Competences

- Social Education
- Accompany people in their processes of growth and emancipation.

- 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.
- 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.
- 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.
- Participate in the theoretical debates that affect the profession and affect different policy areas.
- 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.
- Use information and knowledge from different sources and contexts (reports, articles, etc.) specific to the social sciences.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning Outcomes

1. Acquire values and attitudes of respect for the different social and cultural environments that are unique to our contemporary societies.
2. Analyse a situation and identify points for improvement.
3. Analyse the ethical aspects of social education when working with people at risk of exclusion.
4. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
5. Apply simple mediation strategies to increase autonomy and quality of coexistence in multicultural groups.
6. Clarify the ethical dilemmas and debates raised when working with immigrant populations in a situation of social inequality as exists today.
7. Communicate using language that is not sexist or discriminatory.
8. Consider how gender stereotypes and roles impinge on the exercise of the profession.
9. Critically analyse the principles, values and procedures that govern the exercise of the profession.
10. Critically evaluate the personal prejudices and stereotypes that prevent an intercultural view of the social reality.
11. Design and implement educational measures to prevent discriminatory attitudes and actions.
12. Develop critical analysis of cultural diversity that involves the assumption of a dynamic concept of culture, identity and diversity in itself.
13. Distinguish between an intercultural model and a multicultural model for the management of cultural diversity in the social sphere.
14. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
15. Identifying and assessing the multiplicity of historical, social, political and legal references pertaining to inclusive education.
16. Know and use the main sources of generation of scientific knowledge on social exclusion in Catalonia and Spain.
17. Know the main plans and programs of educational administration for social and educational inclusion of the immigrant population.
18. Know the rich and wide variety of situations of immigrant women in the country.
19. Knowing how to find and interpret statistical data relating to the foreign population.
20. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.

21. 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.
22. Propose projects and actions that incorporate the gender perspective.
23. Propose ways to evaluate projects and actions for improving sustainability.
24. Recognising the assimilating, segregating, integrating or inclusive nature of the proposed socio-educational initiatives aimed at working with the immigrant population.
25. Understand the characteristics and conditions that make up educational proposals in contexts of diversity.
26. Understand the different stages of the migration process to identify the different social and emotional needs arising from the process for each stage.
27. Understand the existing public participation structures Catalonia today.
28. 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

1. Migration, Reception and Inclusion processes in Catalonia

- 1.1. Migratory process: Meanings and conditions for the inclusion and reception.
- 1.2. Contemporary migrations.
- 1.3. Migration gender and family.
- 1.4. Migration and State. Border Regimes. Bordering and debordering policies.
- 1.5. Cultural Integration, diaspora, and decolonial movements.

2. Management of sociocultural diversity. Intercultural policies and methodology.

- 2.1. The intercultural approach applied to social action.
- 2.2. Gender and intersectional approach in social work field.
- 2.3. Multilingualism in education.

3. Professional Fields of intervention:

- 3.1. Culture management for social transformation.
- 3.2. Refugees and asylum seekers
- 3.3. Migrant Unaccompanied minors
- 3.4. Migrant women, training and socioeconomic integration.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Presencial large grup	45	1.8	1, 4, 6, 8, 12, 13, 14, 15, 17, 18, 19, 25, 26, 27, 28
Type: Supervised			
Team work	30	1.2	3, 5, 6, 7, 9, 10, 11, 19, 20, 21, 22, 23, 25
Type: Autonomous			
Individual work, readings and discussion circles	75	3	3, 6, 12, 15, 17, 19, 25

Training activities directed (large group in attendance) will be developed from:

- Expositions by the teachers for the contents of the syllabus.
- Discussions on relevant issues prior reading of articles, reports and documents.
- Workshops around the main topics of the subject supported by readings and other exercises (case studies, report analysis, and others).

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
Autonomous work of recommended papers and participation in discussion circles	15%	0	0	1, 3, 4, 6, 7, 10, 12, 14, 15, 16, 18, 19, 25
Test	50%	0	0	2, 3, 4, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 24, 25, 26, 27, 28
Workshops (case studies, and other group activities)	35%	0	0	2, 4, 5, 7, 8, 9, 10, 11, 12, 17, 18, 20, 21, 22, 23, 25, 28

The final grade is the weighted average of the three planned activities.

Continous evaluation:

- individual final test (50%)
- Participation in seminars and follow-up activities (15%)
- A supervised team work (35%)

Single assessment:

- oral examination (30%) and written test (70%)

Examination dates:

- Final exam is scheduled on 21th January 2024. The re-assessment will be held on February 4th.
- Presentations of Team-work and autonomous work of readings, will be held at the end of the syllabus' content.
- Single assessment test, will be held on 21th January 2023. The re-assessment will is sheduled on February 6th. The re-assessment test of single assessment will be the same as the continous evaluation one.

The feedback of each deliverable will be published within a maximum of two weeks after the delivery date.

In order to apply this criterion will be necessary to obtain at least 5 in each of these activities. Re-assessment is possible regarding individual evaluation activities, with a maxim reward of 5.

Class attendance is mandatory. To obtain a positive final evaluation student must have attended um least 80% of classes.

Plagiarism is considered a major infraction, if detected plagiarism in this work will be suspended and will not be repeated. For a definition of plagiarism see: http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html

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Software

Moodle

Language list

Name	Group	Language	Semester	Turn
(TE) Theory	4	Catalan	first semester	morning-mixed

PROVISIONAL