

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

Contact

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Teachers

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Teaching groups languages

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

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 and inequality, educational success, widening access or compensatory policies will be analysed.

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 horizontal stratification.

S4. INEQUALITIES IN THE UNIVERSITY. Enrolment, social composition of the student population in 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. EDUCATIONAL THEORIES OF REPRODUCTION AND RESISTANCE. Initial proposals and current projections.

S8. PEDAGOGICAL AUTHORITY, DEINSTITUTIONALISATION OF SCHOOLS AND SCHOOL VIOLENCE. New educational inequality forms.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
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

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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assignment	75%	0	0	1, 2, 3, 4, 5, 6
Attending to class sessions	5%	0	0	6
Proposal	20%	0	0	1, 2, 3, 6

The module is assessed on the basis of a course assignment that can be developed in three different formats:
Option 1: Development of a paper in the format of a scientific article based on a case analysis of an educational policy.

Option 2: Development of the first part (theoretical framework and model of analysis) of the research of the Master's thesis, as long as it addresses educational issues.

Option 3: Reflective paper or essay based on the knowledge acquired in the course.

It will be submitted in two phases:

- 1) Proposal and justification of the task to be carried out. After an initial exploration of topics, bibliography and data, before the Christmas holidays, the student will hand in a proposal for the work (20%).
- 2) Course assignment. The last or second to last week of January (to be specified) the student delivers the final assignment (75%).

In addition, attendance to class sessions, in which exercises and group discussions are carried out, will be taken into account (5%).

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Software

No specific software is required.

Language list

Name	Group	Language	Semester	Turn
(TEm) Theory (master)	1	Spanish	first semester	afternoon