

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

## Contact

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## Teaching groups languages

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

## 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 and its critics.
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, and specially in the area of education.
- 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: concept, approaches and its critics. Postdevelopment.
- 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.

## Activities and Methodology

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

In issues 1, 2 and 3 the teacher will share his presentation and students will discuss about readings.

The last theme is going to be worked by Service Learning methodology. Each group of students will design an educative campaign for an organization or a ngo. The last day each group is going to present his campaign to the roganizations.

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
Activities of evaluation - Debate	20%	0	0	2, 4, 1, 5, 6, 7, 9, 10, 11, 12
Activities of evaluation . ESD Project	30%	0	0	1, 3, 6, 8, 9, 10, 11, 12
Final exam	50%	0	0	2, 4, 1, 5, 6, 10, 11

The evaluation of this course includes a final exam and two exercises: participation in a debate on development and one work group (project design) throughtout the semester (Novembre, December, January). The last exercise will be done using Service Learning methodology. In each item, the student has a personalize 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 3 items are not delivered, the student would not have a mark on the global subject ("No presentat").

If one of the three pieces of evidence is not submitted, the overall result for the course will be recorded as "Not submitted".

To pass the subject the student must demonstrate good oral and written communication skills in Catalan.

The use of Artificial Intelligence (AI) tools is allowed as long as the final result reflects a meaningful personal contribution from the student. Students must clearly indicate which parts were generated using AI, specify the tools used, and include a critical reflection on their impact. Failure to disclose AI use will be considered academic dishonesty and may result in grade penalties or more serious consequences.

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

The student will receive the grade "Not assessable" if they have not submitted more than 20% of the assessment activities

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

Students taking the course for a second time may complete a single synthesis test to evaluate the learning outcomes described in the course guide.

In the case of taking the SINGLE ASSESSMENT, students must take it on January 10th. They will have to take an oral exam (50%), present an infographic on the right to education(25%) and an education campaign for global citizenship (25%).

Avaluation activities of recuperations will be done in January 29th.

## 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. Habitus 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. (acces 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.

## **Groups and Languages**

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

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