UAB
Universitat Autònoma de Barcelona

Socio-political Bases of Education

Code: 101657
ECTS Credits: 15

2025/2026

Degree	Type	Year
Social Education	FB	2
Education Studies	FB	2

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Teaching groups languages

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document.

Prerequisites

It is particularly recommended to have passed the subject "Education and Educational Contexts" in first grade.

Objectives and Contextualisation

The subject gives a sound overview of the concepts, the approaches and the sociopolitical reality of education, in formal settings as well as non-formal settings. Furthermore this final aim, the subject gives a ground for contents to be taught in higher courses. The main goal of the subject is to understand and to analyse a territory, in multilevel approach (local, regional, national...), as well a concrete reality, in a global socioeducatioal framework.

Other focused aims are:

- To know the theoretical background of Sociology of Education and Educational Policy.
- To enlarge the knowledge about the educational reality, in a sintetical way coming from a sociopolitical perspective.
- To develop the critical thinking about the current issues in education.
- To understand the origin and the consequences of social, legal and political boundaries shaping the pedagogical activity.

Competences

Social Education
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Develop processes to obtain, record, analyse and make decisions for educational action.
- Generate innovative and competitive proposals in research and professional activity.
- 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Work in teams and with teams (in the same field or interdisciplinary).

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.
- Identify educational approaches and problems, inquire about them: obtain, record, process and interpret relevant information to issue supported judgments that enhance education and training.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Manage information related to the professional environment for decision-making and reporting.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse a situation and identify points for improvement.
3. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
4. Assessing the value of correction, adaptation and acceptability in oral and written productions.
5. Communicate using language that is not sexist or discriminatory.
6. Coordinate with other people to study a territory.
7. Describe, analyse and present ideas and proposals in the field of education policy and sociology of education, based on scientific pedagogical literature existing today.
8. Drawing up a map of an area's socio-educational institutions.
9. Identify situations in which a change or improvement is needed.
10. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
11. 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.
12. Writing reports about the socio-educational context in an area based on the data obtained from this area.

Content

The subject has three modules: Sociology (module A), Education Policy (module B), Socioeducational analysis of one territory (module C)

A) Sociology

A.1) Socialization: agencies and processes

    Social rols adquisition and deviance

    School as a secondary socialisation

A.2) Social structure in advanced societies and Catalonia

    Social stratification, schooling and school inequalities

    Evolution of poverty, margination and social exclusion

A.3) Social and educational inequalities and territory

    Urban segregation and social and educational impact

    Social indicators at local level

A.4) Welfare state and social policies

Market, state, third sector and new forms of governance

Ideology frameworks and social and educational policies

B) Education Policy

B.1) Theoretical concepts of education policy

State, policy, politics and educational system

Education policy: goals and key concepts

Educational reforms and decision-making

B.2) Education policy in the Catalan and Spanish contexts

Education policies: Spanish context

Education policies: Catalan context

B.3) Education policy and International Organisms

Education policy and globalization

Education policies: International Organisms and their contributions

B.4) Education policies and their influence on a territory

Education policies in the local context

Local Government Education Policy in Catalonia and other Autonomous Communities

C) Socioeducational analysisof one territory

C.1) Statisticsanalysis at local level

C.2) Fields and users tipologies in socioeducational intervention

C.3) Socioeducational network at local level

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
1. Enlarged grup module A	30	1.2	7
2. Seminars module A	15	0.6	7
3. Enlarged group module B	30	1.2	7
4. Seminars module B	15	0.6	7
5. Enlarged group module C	7	0.28	8, 4
6. Seminars module C	15	0.6	6, 8, 12, 4
Type: Supervised			
Supervision and guidelines for assignments	75	3	6, 7, 8, 12, 4
Type: Autonomous			
Individual assignments and working groups	188	7.52	6, 7, 8, 12, 4

A variety of methodologies will be used in this course:

Lectures with a large group: Presentations by lecturers about basic subject items. During these sessions the entire group will be together in the class. It allows the explanation of the main contents through an open and active students' participation.

Seminars modules A and B: Workspaces in smaller groups supervised by lecturers. In order to go deeper into the contents previously addressed within the entire group; documents analysis and case resolution activities are developed in these smaller groups.

Seminars section C: Workspaces in small groups supervised by lecturers. In these seminars, students are offered tools and methodologies to develop their collaborative projects.

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
1. Exam module A contents	30%	0	0	3, 5, 7, 10, 4
2. Seminar exercices module A	10%	0	0	3, 5, 7, 10, 4

3. Exam module B contents	30%	0	0	3, 5, 7, 10, 4
4. Seminar exercices module B	10%	0	0	3, 5, 7, 10, 4
5. Report module C	20%	0	0	1, 2, 6, 9, 8, 12, 4, 11

The module A and the module B have each two individual assessment tasks: an examination and a portfolio of seminar assignments, according to the teacher explanations at the begining ot the course. To be allowed to do the examinations, it is necessary to submit all seminar assignments in each module. The minimum grade of the examination is 5 (out of 10) to calculate the average with the seminar assignments grades. The global seminar assignments must have a mínimum of 5 (out of 10). The average of module A and module B grades counts the 80% of the subject. In case of failing one exam, a re-sit exam will be made available. The seminar assignments could be done in second chance.

The exam date for module A will be on 23/1/2026 for the Pedagogy group and at 21/1/2026 for the Social Education group, for the module B the exam will take place on 5/6/2026 for the Pedagogy group and on the 3/6/2026 for the Social Education group. The date of the retake exam will be the 26/6/2026 for the Pedagogy group and on the 17/6/2026 for the Social Education group.

The assessment task of module C is a group report about one local setting; the assignments are divided into four deliveries, two for each semester. Assignments may be retaken. Attendance at the Block C sessions is mandatory; accumulating more than 20% absences from these sessions will result in failing the course.

To pass the subject, it is necessary to have a minimum of 5 in the average of module A and module B, and a minimum of 5 in the module C.

The grades for each paper or exam will be available within 20 academic days after their sumission. Revision of grades will be hold during the same week, or the following, of the feed-back received.

If the student submits a maximum of 50% or less of the assessment evidence, the course will be considered "not assessable" for them.

In accordance with UAB regulations, plagiarism or copying of any seminar exercices will be penalised, the exercice will be not valid and must be repeated. The examination of the affected module will be only possible in the re-sit date. If plagiarism is detected in the assignment of module C, it will be suspended and will have to be done again. An extended definition of plagiarism is avalaible in: http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html

All activities (individual and group) will take into account linguistic correctness, editing and formal aspects of presentation. Students must be able to express themselves fluently and correctly and must show a high degree of understanding of academic texts. An activity may be returned (not assessed) or suspended if the teacher considers that it does not meet these requirements.

In this course, the use of Artificial Intelligence (AI) technologies is permitted as an integral part of the work development, provided that the final result reflects a significant contribution from the student in terms of analysis and personal reflection. The student must clearly identify which parts have been generated using such technology, specify the tools used, and include a critical reflection on how these tools have influenced the process and the final outcome of the activity. Lack of transparency in the use of AI will be considered academic dishonesty and may result in a grade penalty for the activity, or more severe sanctions in serious cases.

The course does not allow a synthesis exam for students enrolling for the second time.

OPTION OF SINGLE ASSESSMENT (to be requested during the available periods at the Faculty of Education)

Students taking the single evaluation must provide the following assessment evidence:

Control of block A syllabus (30%) and control of block A practice lectures (10%).

Control of block B syllabus (30%) and control of block B practice lectures (10%).

The date for these controls will be the same as the date on which the rest of the students take the exams of block B, the 5th of June 2026 for the Pedagogia degree, and the 3rd of June 2026for the Educació Social degree programme.

If any of these tests are failed, there will be the possibility of a make-up exam. The make-up date coincides with the make-up date established for the rest of the students: the 26/6/2026 for the Pedagogy group and on the 17/6/2026 for the Social Education group. The revision of the final qualification follows the same procedure as for continuous assessment.

For block C, a work on the analysis of a territory will be submitted (20%).

It should be borne in mind that the work on a territory is designed to be carried out by a team of 5 people, as it involves analysis of statistical data, field visits, participant observation and interviews. In the case of choosing to carry out the work individually, all the data collection exercises (total of 5 records) must be carried out in the same way.

The date of delivery of the work corresponding to block C is the date of the single assessment exam, i.e. the date on which the rest of the students take block B of the course.

Bibliography

References for modules A and B:

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Bellver, C. (8 abril 2018). Per què ens hauria de preocupar l'augment de les diferències entre escoles públiques? Crític. Recuperat de https://www.elcritic.cat/reportatges/per-que-ens-hauria-depreocupar-laugment-de-les-diferencies-entre-escoles-publiques-10597

Benito, Ricard & Gonzàlez, Isaac (2007) *Processos de segregació escolar a Catalunya*. Barcelona: Fundació Jaume Bofill.

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Fernández Mellizo-Soto, Maria (2005) "Política educativa, igualdad de oportunidades y pensamiento político". En de Puelles, Manuel (coord.) Educación, igualdad y diversidad cultural. Madrid: Biblioteca Nueva (pp. 53-67)

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Merino, Rafael & De la Fuente, Gloria (2007) Sociología para la intervención social y educativa, Editorial Complutense y UAB.

Rotger, Josep Maria (2012) *Sociologia de l'educació per a professorat d'educació secundària*. Barcelona: El Roure.

Sánchez, Jordi, et al. (1996) Aproximació a les reformes dels Estats del Benestar. Barcelona: Fundació Jaume Bofill (pp. 7-19)

Tarabini, Aina (2012). Sociologia de l'educació per a professorat d'educació secundària. Coord: J.M. Rotger. Barcelona: El Roure.

Troiano, H. (2015). Un modelo conceptual para el análisis de la decisión de ir a la universidad y de la elección de estudios. <https://ddd.uab.cat/record/137517> [Consulta: 15 juny 2023].

Valdés, Manuel Tomás (2019) "Diferencias autonómicas en la composición de la desigualdad en la expectativa de matriculación universitaria: efectos primarios y efectos secundarios", a *Revista de Sociología de la Educación-RASE*, 12 (2), 209-227.

Per als seminaris dels blocs A i Bhi haurà lectures obligatòries ques'especificaran el primer dia de cada bloc.

References for module C:

Blasco, Jaume & Casado, David (2011) *AVALUACIÓ DELS PLANS EDUCATIUS D'ENTORN*. Barcelona. Retrieved from http://www.ivalua.cat/documents/1/17_05_2011_10_04_09_informe_PEE_def.pdf

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Diputació de Barcelona (2005) Els projectes educatius de ciutat (PEC): Anàlisi de l'experiència acumulada. Nova proposta metodològica. Col·lecció Guies Metodològiques, n. 7. https://www.diba.cat/web/educacio/recursos/publica/guies/guia_m7

Software

No especific software is neeeded for this course.

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
(SEM) Seminars	111	Catalan	annual	morning-mixed
(SEM) Seminars	112	Catalan	annual	morning-mixed
(SEM) Seminars	211	Catalan	annual	morning-mixed
(SEM) Seminars	212	Catalan	annual	morning-mixed
(TE) Theory	1	Catalan	annual	morning-mixed

| (TE) Theory | 2 | Catalan | annual | morning-mixed |