

Comparative Education

Code: 103527
ECTS Credits: 6

2025/2026

Degree	Type	Year
Education Studies	OB	3

Contact

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Teaching groups languages

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

Prerequisites

Students are strongly advised to have completed the course "Bases Sociopolítiques de l'Educació", as its contents and competencies are considered prior knowledge for this course.

Objectives and Contextualisation

This is a compulsory course offered at an advanced stage of the Pedagogy degree. Understanding and analyzing the educational systems of other countries-particularly within Europe-is considered essential for the training of future pedagogues.

The course places international perspectives on educational phenomena at its core. Its main learning objectives are:

- 1.- To understand and apply the theoretical foundations of Comparative Education.
- 2.- To critically examine contemporary educational challenges from an international perspective, recognizing the interplay between economic, political, historical, and cultural factors.
- 3.- To gain knowledge of and insight into the educational systems of selected countries of international significance.
- 4.- To analyze and reflect on the Spanish education system-and education in Catalonia-through international comparative lenses.

Competences

- 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.

- 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.
- Recognize and evaluate the social reality and the interrelation between factors involved as necessary anticipation of action.
- 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. Analyse a situation and identify its points for improvement.
2. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
3. Communicate using language that is not sexist or discriminatory.
4. Consider how gender stereotypes and roles impinge on the exercise of the profession.
5. Critically analyse the principles, values and procedures that govern the exercise of the profession.
6. Evaluate education systems from a political, economic and international perspective.
7. Identify situations in which a change or improvement is needed.
8. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
9. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
10. Incorporating into their analyses the planning, economic and international references linked to specific problems and proposals about the educational system.
11. Planning the educational system using existing data and including them in relation to the context.
12. Propose new methods or well-founded alternative solutions.
13. 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.
14. Propose projects and actions that incorporate the gender perspective.
15. Propose viable projects and actions to boost social, economic and environmental benefits.
16. Understand the processes that occur in educational activities and their impact on training while accepting that the exercise of the educational function must be refined and adapted lifelong to scientific, educational and social changes.
17. 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

Blocks	Contents
I. Introduction to Comparative Education and Essential Concepts	<p>1.1. What is Comparative Education: concept, history, and purposes</p> <p>1.2. Interdisciplinarity in the study of educational systems</p> <p>1.3. The comparative method in education</p> <p>1.4. The educational system as an object of study</p> <p>1.5. The State and educational systems</p>

II. Historical-Political Axis: Emergence and Evolution of Educational Systems	2.1. The emergence of national educational systems: educational models in Europe, North America, Latin America, and Asia 2.2. Educational systems at the beginning of the 21st century: globalization and education
III. Changes in the Governance of Education: Analytical Models	3.1. World Society Theory 3.2. Political and cultural economy of educational reform 3.3. Global education policy studies 3.4. Policy borrowing and anthropological perspectives
IV. Current Educational Debates from a Comparative and International Perspective	4.1. Models of provision, financing, and regulation of educational systems: quasi-markets and quasi-monopolies 4.2. The case of low-cost private schools in Africa, Asia, and Latin America 4.3. Teachers and educational reforms. Autonomy and accountability as global education policies 4.4. Diagnosis and evaluation of educational systems: the PISA study and the 2030 Agenda for Sustainable Development 4.5. Comparative education and gender 4.6. Decolonial critique, development, and reparation in Comparative Education

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master class	30	1.2	2, 6, 9, 10, 11
Seminars (small groups)	15	0.6	2, 6, 9, 10, 11
Type: Supervised			
Tutored projects and activities	30	1.2	2, 6, 9, 10, 11
Type: Autonomous			
Reading articles, books and preparation of papers	75	3	2, 6, 9, 10

Students are expected to carry out a series of autonomous learning activities on a regular basis, such as the prior reading of assigned materials for each session, which are essential for successful progress in the course.

Directed activities are based on lectures by the instructor and the joint analysis of readings and other materials.

Seminars are spaces for small-group work, where various activities are proposed to deepen and discuss the content covered.

In addition to the directed and autonomous activities, the course includes the completion of a supervised project, with guidance provided by the instructor.

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
Individual task	20%	0	0	6, 10, 11
Supervised group work	30%	0	0	5, 2, 1, 6, 16, 3, 9, 8, 7, 10, 11, 12, 13, 14, 15, 4, 17
Written final exam	50%	0	0	2, 6, 16, 9, 10

Final Exam

The final exam will take place on December 11, 2025.

Group Project

The group project will consist of a literature review on a topic in Comparative Education chosen by the team. It must be submitted in written format on December 18, 2025. This activity is not eligible for resit.

Individual Assignment

The individual assignment is based on the analysis of in-depth readings and participation in class debates. This activity is not eligible for resit.

Criteria for Passing the Course

In order to pass the course, students must obtain a minimum grade of 5 (out of 10) in each of the assessed activities. In the case of students who have adequately followed the course, failure to pass the final exam may lead to a resit at the end of the semester. The resit will take place on January 29, 2026.

"Not Assessable" Grade

Failure to submit any of the assessed activities will result in a "Not Assessable" grade.

An activity will be considered "Not Assessable" when it has not been submitted or has been submitted incompletely by more than 80%. This means that if the activity does not provide sufficient evidence to be evaluated according to the established criteria, it cannot be graded and will therefore be recorded as "Not Assessable."

Attendance

Attendance in class is highly recommended.

Plagiarism

Plagiarism in any of the assessed activities will result in an automatic fail and loss of the right to resit.

Communicative Competence and Language Use

To pass this course, students must demonstrate good general communicative competence, both orally and in writing, as well as a good command of the language(s) of instruction indicated in the syllabus. All activities (individual and group) will be assessed with particular attention to linguistic accuracy, writing quality, and formal presentation. Students must be able to express themselves fluently and accurately and demonstrate a

high level of comprehension of academic texts. An activity may be returned (ungraded) or failed if the instructor considers that it does not meet these requirements.

Feedback and Tutorials

Within a maximum of 20 working days from the submission date of the assessed activities, tutorial sessions will be arranged to provide feedback to students.

Single Assessment

Students who wish to do so may opt for a single written and oral assessment. This assessment includes three parts:

- a) Written analytical questions (50% of the final grade),
- b) Written questions connecting the assigned readings (20%), and
- c) An oral presentation providing in-depth analysis of one of the course topics (30%).

To pass the course, all three parts must be passed with a grade of 5 or higher. The single assessment will take place on December 11, 2025. The same resit policy as in continuous assessment will apply: if any part of the single assessment is not passed, it may be resat on January 29, 2026. The procedure for reviewing the final grade is the same as for continuous assessment.

Synthesis Test

This course does not allow a synthesis test for students who are enrolled for the second time.

Use of Generative Artificial Intelligence (GAI)

The use of Generative Artificial Intelligence is not prohibited in this course; however, it must always be critical, responsible, and conscious. Students must be able to justify how they have used such tools and reflect on how they have (or have not) contributed to their learning process.

Nevertheless, the use of GAI is strictly prohibited in the final exam as well as in single assessment activities, due to their nature. Improper or undeclared use of this technology in these cases may result in penalties in accordance with UAB's academic integrity regulations.

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Software

If necessary, Microsoft Teams will be used for online teaching.

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
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(SEM) Seminars	311	Catalan	first semester	morning-mixed
(SEM) Seminars	312	Catalan	first semester	morning-mixed
(TE) Theory	3	Catalan	first semester	morning-mixed