COURSE DATA

Data Subject

Code	33474
Name	Cooperation in development and education
Cycle	Grade
ECTS Credits	4.5
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. year	Period
1306 - Degree in Social Education	Faculty of Philosophy and Educational Sciences	4	First term

Subject-matter

Degree	Subject-matter	Character
1306 - Degree in Social Education	314 - Development aid and education	Optional

Coordination

Name	Department
LAZARO LORENTE, LUIS MIGUEL	120 - Comparative Education and History of Education
MARTINEZ USARRALDE, MARIA JESUS	120 - Comparative Education and History of Education
SENENT SANCHEZ, JOAN M.	120 - Comparative Education and History of Education

SUMMARY

`Cooperation to Development and Educación´ can be considered as one of the disciplines inserted within the sociocultural area, and, from this one, social educator has to undertake plans and programs related to the cooperation to the development in education and the local development, either in NGO, or in nonformal surroundings of education, political unions and parties, and from certain knowledge, on the one hand, or to carry out tie programs to the sensitization and the education for the development in connection with determined thematic (defense of human rights, education for Peace, etc.), by another one. From this axis, a series of thematic that we try to know and to put in contact to the pupils with the

reality of the regions of the South, from the North, and under the recognition that inside the North also the South exists. Through different topics of study, pupils are assimilating and including historical, social, economic, cultural and political the processes that surround to the concept of 'development´ and the Cooperation to the Development crystallized in the Official Aid to Development (OAD), at the same time as it discovers the different ways in that this one last one crystallizes in educative matter, or sectorially (political educative in the countries of the South) or institutionally (based on the actions of the different educative organisms or the arisen processes of social participation from initiatives like the World-wide Forum Social that is being celebrated from 2001. At the same time, another one of the objectives that the theme tries is to contact to the student with the reality of the Education for the Development in the classroom, so that they will work diverse thematic (interdependence, images of the South, lobbying, etc.) related to the previous one, at the same time as the methodology for the accomplishment of projects of educative cooperation through Logical Frame of Projects will be introduced (MLP).

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

La asignatura de `Cooperación para el Desarrollo y Educación´ constituye una de las disciplinas que conjuntamente con otras (`Pedagogía para la inclusión social´, Educación para la sostenibilidad,Educación para la salud y prevención de las conductas adictivas, Intervención y mediación educativa, etc.) aporta conocimientos para el alumnado de acuerdo con las diferentes áreas que se configuran como alternativas en los escenarios laborales: el área socioeducativa, e

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

1306 - Degree in Social Education

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

- Have capacity for analysis and synthesis.

- Demonstrate organisational and planning skills.

- Be able to communicate professionally, both orally and in writing, in the Universitat de València's native languages.

- Be able to use ICT in the field of study and in the professional context.

- Have skills for information management.

- Have problem-solving skills and decision-making capacity.

- Have critical and self-critical capacity.

- Be able to work in multi- and inter-disciplinary teams.

- Acknowledge and respect diversity and promote interculturality.

- Be able to develop, promote and revitalise interpersonal communication skills.

- Show active ethical commitment to human rights, gender equality and sustainability.

- Be prepared for independent lifelong learning.

- Be able to conduct educational research in different contexts.

- Understand the theoretical references that constitute the human being as an active player in education.

- Know and understand the current educational and training systems in the international context.

- Know the principles and fundamentals of attention to diversity.

- Conduct prospective and evaluative studies on educational characteristics, needs and demands.

- Identify and make reasoned judgments about socio-educational problems in order to improve professional practice in non-formal contexts.

- Prepare and interpret technical, research and evaluation reports on educational actions, processes and results.

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

English version is not available

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Classroom practices	15,00	100
Attendance at events and external activities	2,00	0
Study and independent work	37,50	0
Readings supplementary material	7,50	0
Preparation of evaluation activities	14,00	0
Preparing lectures	3,50	0
Resolution of case studies	3,00	0
TOTAL	**112,50**	

TEACHING METHODOLOGY

English version is not available

EVALUATION

English version is not available

REFERENCES

Basic

- Referència b1: BONI, ALEJANDRA, BELDA-MIQUEL, SERGIO y CALABUIG, CAROLA (2020). Educación para la ciudadanía global crítica. Madrid. Síntesis.

Referència b2:ALCARAZ, ANA y ALONSO, PAMELA (2019): La contribución de las universidades a la Agenda 2030. Disponible en https://ir.uv.es/B1HDiNM

Referència b3: MARTINEZ USARRALDE, MARÍA JESÚS (ed.) (2011): Sentipensar el Sur. Cooperación al desarrollo y educación. Valencia: Patronat Sud-Nord y Servei de Publicacions de la Universitat de València.

Referència b4: GONZÁLEZ, INMACULADA (2005): La cooperación educativa ante la rebeldía de las culturas. Madrid: IEPALA.

Referència b5: PÉREZ DE ARMIÑO, K. (dir.) (2002): Diccionario de acción humanitaria y cooperación al desarrollo. Barcelona. Hegoa-Icaria.

Additional

- Referència c1: CARPIO ORTEGA, M.L. (1994): Las ONGD y la crisis del desarrollo. Un análisis de la cooperación con Centroamérica. Madrid. IEPALA.

Referència c2: CABRERO, F. (2006): El tercer mundo no existe: diversidad cultural y desarrollo. Barcelona: intermón Oxfam.

Referència c3: BOHORQUES, L. (2008): Diario de una voluntaria (viaje a Anantapur). Valencia: Tirant lo Blanch.

Referència c4 MARTÍNEZ USARRALDE, M.J. (2011) coord.: Monográfico de Revista Española de Educación Comparada, 17. Numero monografico: La Cooperación al Desarrollo en Educación: alianzas con Educación Comparada para una perspectiva de desarrollo.Madrid, NED-Sociedad Española de Educación Comparada.

Referència c5 MESA, M. (1994); Educación para el desarrollo y la paz. Experiencias y propuestas en Europa. Madrid. Popular.