

**COURSE DATA****DATA SUBJECT****Code:** 33472**Name:** Comparative social education**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2026-27**STUDY (S)**

| Degree | Center | Acad. year | Period |
|-----------------------------------|------------------------------------------------|------------|---------------|
| 1306 - Degree in Social Education | Facultat de Filosofia i Ciències de l'Educació | 2 | First quarter |

SUBJECT-MATTER

| Degree | Subject-matter | Character |
|-----------------------------------|-----------------------|------------|
| 1306 - Degree in Social Education | Comparative education | COMPULSORY |

COORDINATION

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SUMMARY

The subject COMPARATIVE SOCIAL EDUCATION, maintains close ties with other theoretical disciplines of foundation characters and relationships with virtually all of the subjects that make up the Degree: Social Education. In the second year of degree, the student meets the need to base from the theoretical perspective of their future professional educational intervention, so they need to know the context of intervention by social educators and how it's developed in the European context to conform to various environments and even methods of intervention based on the same principles. In that sense, it is relevant to know and compare the socio models developed in other countries, especially what concerns the European social convergence.

So, after a review to remember the areas of intervention of educators, especially in the Spanish context, it is essential a first knowledge of the basic tools of the comparative method to be applied later in the analysis of the European situation.



From this axis, a number of areas of intervention is articulated, and also a practical development of tools, techniques and possibilities for action, either by population groups, specific groups, specific issues, etc., which form the content of other subjects in the Degree, that need the foundation offered by our subject, along with others in the same line, as "Subjects, contexts and learning processes", "Socio-institutional organization", "History of Social Education", "Social Education Policy", etc.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

The Subject has not prerequisites for registration. However, its necessary to update knowledge and skills acquired in the first academic year in subjects as Social Pedagogy, Historical foundations of education and Introduction to Educational Research.

COMPETENCES / LEARNING OUTCOMES

1306 - Degree in Social Education

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

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 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.

DESCRIPTION OF CONTENTS

1. Evolution of Social Education in the 20th Century

This topic addresses the origins of the training of social educators throughout the 20th century, with special attention to the French-speaking European context (France, Belgium, Switzerland), where the first structured models of socio-educational intervention were developed. The first schools for social educators are presented, along with the consolidation of a professional profile linked to action pedagogy. At the same time, the Spanish trajectory is analyzed, marked by welfare-based models, the interruption caused by Francoism, and the reactivation during the Transition. The emergence of social educator schools in the



1960s and 1970s is reviewed, as well as the creation of the Social Education Diploma in 1991. The influence of European social pedagogy on Spanish training programs is assessed. This study helps to understand the gradual professionalization and social recognition of the sector.

2. Units, Criteria and Comparative Methodologies in Social Education

This unit introduces the methodological foundations of comparative analysis as applied to social education. It defines the units of analysis, criteria, and indicators used in comparative studies. It reflects on the purpose of multi-criteria comparisons and addresses the main types of comparisons (synchronous, diachronic, between systems or training models). Documentary sources and the tools needed to establish comparison frameworks are examined. Common methodologies such as case studies, documentary analysis, and comparative interviews are presented. This approach enables a rigorous interpretation of the differences and similarities between educational contexts and allows for the development of transferable proposals.

3. Organizations of Social Educators and Documentation Sources

This topic focuses on the main organizations and professional networks that have promoted the identity and consolidation of social education as a profession. The AIEJI is presented as a key international reference, and FESET as a European network of socio-educational training centers. At the national level, the role of professional associations in their representative and regulatory functions is analyzed. Resources such as the Eduso portal and other European digital platforms are studied, which act as repositories of professional knowledge, research, and educational materials. These sources are essential for continuous training, methodological updating, and connecting academia with professional practice.

4. Educational Approaches in Social Education in Europe and Latin America

This topic explores the diversity of training models in social education across Europe and Latin America. It examines the relationships between political, cultural, and economic contexts and the curricular design of training programs. University, technical, and mixed models are compared, focusing on the relative importance of theoretical, practical, and ethical knowledge. Case studies from countries such as Germany, France, Brazil, Chile, and Mexico are presented, highlighting tensions between academic professionalization and social commitment. The role of regional bodies such as the EU and MERCOSUR in the harmonization of competencies is considered. A comparative perspective helps to understand both local and global logics of professional training.

5. Professionalizing Documents and Training Plans in Spain

This topic examines the main documents that define the profession of social educator in Spain: the professional definition, the Code of Ethics, and the Catalogue of Functions and Competencies. The role of these texts in identity building and professional practice is analyzed. Recognized intervention areas, deontological principles, and the criteria guiding ethical practice are reviewed. In addition, a comparison of university study plans from various Spanish universities is carried out, evaluating content, methodologies, internships, and competency-based approaches. These elements allow reflection on the coherence between training and professional practice.

WORKLOAD

PRESENCIAL ACTIVITIES



| Activity | Hours |
|-----------------------------------|--------------|
| Theoretical and practical classes | 60,00 |
| Total hours | 60,00 |

NON PRESENCIAL ACTIVITIES

| Activity | Hours |
|---------------------------------------|---------------|
| Attendance at other activities | 10,00 |
| Individual or group project | 20,00 |
| Independent study and work | 40,00 |
| Preparation of lessons | 30,00 |
| Preparation for assessment activities | 30,00 |
| Resolution of case studies | 0,00 |
| Total hours | 130,00 |

TEACHING METHODOLOGY

The methodology of the subject is based on a balanced combination of theoretical and practical activities that favor active, critical and contextualized learning, in coherence with the objectives and contents of the area of Comparative Social Education. This methodological combination responds to the need to develop both conceptual knowledge and students' professional and analytical skills.

1. Teaching strategies include:
2. Presentation by the teaching staff to introduce the basic contents of each topic.
3. Practical work by the students, oriented to the analysis of texts, problem solving, and case studies.
4. Group work, with the aim of promoting cooperative work and the confrontation of perspectives.
5. Reception of guests in the class, to provide a professional and internationalized look at the topics covered.
6. Group presentations on previously established topics that will allow the development of communicative, argumentative and synthesis skills.
7. Autonomous research of documentation, based on academic and professional sources, national and international, to reinforce the autonomy and informational competence of students.
8. Tutorials, aimed at reviewing and guiding individual and group work, offering personalized support to the learning process.

In addition, the teaching staff will schedule weekly practical activities that will complement the theoretical explanations, and the initiative of the students will be encouraged to propose work or contributions (individual or collective) related to the contents of the subject, after consultation with the teaching staff.

All the details of organization, schedule, activities and evaluation criteria will be collected in specific Work Guides that will be posted in the Virtual Classroom, a space for mandatory consultation from the beginning of the course.

EVALUATION

Evaluation system



In accordance with the current regulations of the Universitat de València and the provisions of the official guide of the subject, the evaluation is based on a mixed model, which combines continuous evaluation and written final test. Passing the subject requires having passed the final objective test. Only in this case will the grade obtained in the continuous assessment activities be added.

1. Continuous assessment (up to 60% of the total of the subject):

¿ Group classroom practices (40%): they will be carried out in random groups of 4 to 6 people, with scheduled deliveries.

¿ Group comparative work (20%): it will be evaluated according to the indications available in the Virtual Classroom.

¿ It is required to have attended all the group work sessions and not to have more than one practice not turned in to be able to benefit from this system.

2. Written final test (up to 40%)

It will be held on the official date established and may include different types of questions (development, short films, tests, text analysis or cases). Evaluates the theoretical and practical contents of the program. It is mandatory to pass it in order to add the continuous assessment mark.

General criteria and relevant observations

¿ Continuous assessment activities can be retrieved in the second call by means of a global theoretical-practical test.

¿ If you do not pass the written test in the first call, the internship grade may be maintained if the attendance and delivery requirements are met.

¿ Internships must be delivered exclusively through the Virtual Classroom and within the established deadlines.

¿ Regular attendance, punctuality and active participation can be assessed within the framework of continuous evaluation.

¿ Midterm exams and access to the final test will not be allowed once it has started.

¿ Plagiarism or improper use of sources, including AI, will result in automatic suspension and the possible opening of disciplinary proceedings.

Evaluation criteria for papers and essays

¿ Adequacy of the topic to the focus of the subject and reasoned justification for its choice.

¿ Depth in the documentary search and pertinent use of academic sources.

¿ Clarity in structure, argumentative coherence and ability to interrelate between topics.

¿ Spelling and grammar correction.



Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

REFERENCES

Basic References:

Caride, J.A. (2005). La animación sociocultural y el desarrollo comunitario como Educación Social. *Revista de Educación*, 336, 73-89.

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Senent, J.M. (2021). Investigación sobre los ámbitos de intervención del educador/a social en España. *Interacções*, 56, 31-49.

Egido Gálvez, I.; Martínez-Usarralde, M.J. (2019). *La educación comparada hoy*.



Madrid: Síntesis.

García Molina, José. «Genealogia i vigència dels Documents professionalitzadors de l'educació social I » . *Quaderns d'Educació Social* , 2022 , Núm . 24 , p . 6-15 ,

López, R., Conchell, R. y Villar, M. (2022). *Hoy es el mañana de la Educación Social*. Octaedro.

Complementary References:

Caballero, Á., Manso, J., Matarranz, M., & Valle, JM (2016). Investigación en Educación Comparada: Pistas para investigadores noveles. *Revista Latinoamericana de Educación Comparada*, pp39-56

Garcia Molina, J y Saez Carreras, J. (2021). *Educación Social. Profesión y practica educativa*, Nau Llibres.