

**COURSE DATA****DATA SUBJECT****Code:** 33473**Name:** International 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	3	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1306 - Degree in Social Education	International education	COMPULSORY

COORDINATION

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SUMMARY

The subject of 'International Education' is one of the disciplines that brings diverse knowledge in order to students research, analyze and interpret the transnational scenery collated from national and international educational policies applied to countries and regions.

Thus, 'International Education' put the student in contact with diverse educational realities embedded in the social realm and promotes reflective and critical knowledge on current issues, which are structured under the bipolarity offered from the context of developed countries and developing countries: the European dimension of higher dimension, in the first case, and the work of international organizations from the educational point of view, the relationship between globalization and education, the concept of development and its translation in terms youth workers, in the second, are good examples of what it is noted.

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 of "International Education" maintains clear ties with other disciplines that students may have taken previously or simultaneously, and provides it with a certain conceptual background that will help consolidate the theoretical frameworks for analysis and study: "Comparative Social Education," a compulsory subject in the second year, and "Development Cooperation in Education," an optional subject in the fourth year, along with other optional subjects in the same year, such as "Education for Sustainability" and "Socio-Educational Diagnosis and Care," among the most significant. However, its unique purpose is somewhat determined by its object of study: the different and varied international contexts in which education is developed.

Based on this focus, a series of topics are articulated that aim to understand and connect students with the reality of social and educational policies in both developed and developing countries.

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. World Education Outlook, 1945-2010

This unit provides an introductory overview of the evolution of general educational problems in the developed and developing world since 1945. It offers a global overview of education, particularly from the 1960s, marked by the massive incorporation of the developing world into the international education arena, to the present day, seeking to identify, identify, and understand its most important and determining trends. Finally, it seeks to understand the contextual factors that have shaped the recent historical evolution of these educational problems and the educational policy responses proposed to address them.



2. Educational reform processes in OECD countries

The central objective of this unit is to study the educational reform processes undertaken in recent decades in OECD countries, seeking to identify the major trends that have defined and currently characterize them. To reflect on their key explanations, we address in-depth case studies of the United States and Japan, without neglecting the necessary understanding of the evolution of educational reforms and trends in some of the European education systems that have attracted the most attention from politicians and education experts, such as Finland, for example. We also find it necessary and interesting to analyze the role that, particularly over the last decade, the OECD itself has played in defining educational policies in developed countries, as an increasingly influential and decisive organization in this regard.

3. The European Union and Education

In this topic, we seek to study in depth the origin, approaches, characteristics, and developments of the European Union's education policies and programs as a supranational institution, which began in the mid-1990s and currently largely guides the ultimate direction of the national education policies of its member countries. We are particularly concerned with understanding the educational significance and scope of the 2000 Lisbon Summit and the subsequent strategy of the same name, which led to the definition of Common Objectives for EU Education Systems between 2000 and 2010, and now between 2010 and 2020.

4. The Reality of Development: Development Models and the UNDP's HDI (Human Development Index)

Starting from the necessary conceptualization of underdevelopment as an economic, social, and cultural context that conditions and defines the educational reality of developing countries, the following are studied and analyzed, both from the perspective of Human Development and from a Human Rights approach projected onto the educational sphere: illiteracy; unschooling; early school leaving; low quality, relevance, and pertinence of the education offered; deficient teacher training and qualifications; discrimination based on class, gender, ethnicity, or culture; child labor; child soldiers, etc.; the fight against discrimination against women in access to education, etc., establishing the challenges that they pose on various levels..

5. International organizations and educational policies in the developing world

In the growing context of globalization in which the world's various regions evolve, with the inexorable interdependence that this framework defines when establishing educational policies, especially for the developing world, and considering the influential role that international organizations play in its establishment and development, it is absolutely necessary to understand the meaning, orientation, significance, and objectives of their intervention strategies in the field of education. To this end, we study the approaches and actions developed in this area by the World Bank, and all those operating within the United Nations: ECLAC, FAO, ILO, UNESCO, WHO, UNDP, UNICEF, which have intervention programs;general or sectoral;in the field of education..

6. The «Educació per Tots» program (1990-2000).

To understand and analyze what is the oldest and best-known of the international programs, which, among other objectives, seeks to achieve universal quality education without discrimination in access and the



eradication of illiteracy, we will study the two major milestones that define and delimit it: its entry onto the international scene in Jomtien, Thailand, in March 1990 with the World Declaration on Education for All, and its ratification, by 2015, with the six objectives approved in the Dakar Framework for Action during the "World Education Forum" held in the capital of Senegal in April 2000. We will do so with the necessary contrast between the defined objectives and their current situation in the different regions of the developing world.

7. From the United Nations Millennium Declaration (2000) and the Millennium Development Goals (MDGs) to the 2030 Agenda and the Sustainable Development Goals (SDGs)

This topic begins with a study of the meaning and nature of the eight Millennium Development Goals resulting from the 2000 Millennium Summit, and concludes with the 17 Sustainable Development Goals, whose 2030 agenda is established for the coming years. Although their interrelationship is quite clear, to the extent that the Goals most directly related to education can serve as catalysts for achieving almost all of them, we will pay special attention to those linked to achievements in the field of education. Specifically, Goal 2 seeks the establishment of universal primary education, ensuring that all children worldwide will complete a full cycle of that level of education by 2015. And number 3 aims to promote true gender equality, empowering women, and eliminating gender inequalities at all levels of education by the end of 2015. As with topic six, we will seek to assess the achievements and failures of the MDGs across the globe, taking into account the immediate time horizon for which they were established.

8. Education in Latin America: trends and regional organizations.

In the last of the proposed topics, we aim to study the state of education in Latin America at its different levels and modalities to understand and understand its evolution from the 1960s to the present. This includes both the national educational policies proposed and developed, as well as the concrete realities that define it in a region marked by contextual diversity and by the fact that it is a subcontinent where inequalities are the greatest in the developing world. This includes educational inequalities. We will also explore the approaches, programs, and objectives defined in the 2021 Education Goals of the Organization of Ibero-American States for Education, Science, and Culture. Finally, we will study the important role played in the region by organized civil society in demanding from governments the right to education as a human right, represented by all the NGOs grouped in the "Latin American Campaign for the Right to Education" (CLADE).

WORKLOAD

PRESENCIAL ACTIVITIES

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

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	4,00
Individual or group project	0,00
Independent study and work	30,00



Preparation of lessons	22,00
Preparation for assessment activities	28,00
Resolution of case studies	6,00
Total hours	90,00

TEACHING METHODOLOGY

Teaching Methodology

- Lectures (and preparation): Lectures.
- Group work (and preparation): Cooperative and project-based work, group journals, service learning.
- Seminars: Reading, study, and discussion of topics guided by the faculty.
- Workshops (and preparation): Group work; debates; report writing; case studies, problem-solving, program and materials development.
- Tutorials (and preparation): Personal interviews with the stakeholders involved or electronic consultation (via virtual classroom, email, forums, etc.).
- Exam preparation and administration.
- Individual student work: analysis, synthesis, reflections.
- Oral interviews with the faculty.

EVALUATION

Course Assessment System

Students will be assessed using different methodologies: exams, class journals, group presentations, development cooperation projects, workshop dossiers, service-learning group work, etc. The assessment system will be consistent with the methodology used and will consist of different percentages proportional to the importance given to each.

Assessment Criteria

Theory:

- ¿ Mastery of specific terminology and conceptual precision.
- ¿ Clarity in written presentation and ability to summarize.
- ¿ Orderly, systematic, and documented presentation of the subject's content.
- ¿ Personal, critical, and substantiated elaboration of what has been learned.
- ¿ Grammatical and syntactical accuracy of expression.

Group Work:

- ¿ Class attendance
- ¿ Active participation, commitment, and interest
- ¿ Quality of the work presented: adequacy to the theoretical concepts explained, elaboration, originality, incorporation of additional information, etc.
- ¿ Meeting established deadlines.
- ¿ Clarity of presentation, organization of ideas, and ability to summarize.
- ¿ Richness, originality, and relevance of personal ideas and opinions.

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

- Referència b1: MARTÍNEZ USARRALDE, M. J. (coord.): Educación Internacional. Valencia: Tirant lo Blanch, 2009.
- Referència b2: LÁZARO, L. M. (Ed.) (2013). Lecturas de Educación Comparada e Internacional. Valencia: Universitat de València
- Referència b3: Bibliografía procedente de los informes de organismos internacionales: UNESCO, BANCO MUNDIAL, PNUD, OCDE, UNIÓN EUROPEA, ETC. ¿

- Referència c1: LÁZARO, L.M. Y ANCHETA, A. (eds.) (2021). La educación en América Latina en la perspectiva de 2030. Valencia: Tirant Lo Blanch
- Referència c2: MARTÍNEZ USARRALDE, M.J., VIANA, M.I Y VILLAROEL, C. (2015). UNESCO, educación con todos los sentidos. Valencia: Tirant lo Blanch-Patronat Sud Nord.
- Referència c3: TOMASEVSKI, K. (2006). Human Rights Obligations in Education: The 4-A Scheme. Nijmegen: Wolf Legal Publishers.