



**COURSE DATA**

**DATA SUBJECT**

**Code:** 44364  
**Name:** Intenational perspectives of social and educational programmes for early childhood  
**Cycle:** Master's Degree  
**ECTS Credits:** 3  
**Academic year:** 2026-27

**STUDY (S)**

Degree	Center	Acad. year	Period
2192 - Master's Degree in Social and Education Action	Facultat de Filosofia i Ciències de l'Educació	1	Second quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
2192 - Master's Degree in Social and Education Action	International perspectives of social and educational programmes for early childhood	ELECTIVES

**COORDINATION**

ANCHETA ARRABAL ANA

**SUMMARY**

The subject proposes an approach to education and childcare from a multidisciplinary perspective of a historical, political, legislative and comparative nature, articulating its contents so as to allow an approach to the knowledge of its theoretical foundations and models, of its historical evolution and of the corresponding political and legislative conditions, also describing and explaining the reasons for its location in the Spanish system, in the European and international context, and providing the possibility of an approach to international experiences and examples of innovative practices in early childhood care.

**Previous knowledge. Relationship with subjects of the same degree:**

Together with the rest of the subjects of the 'Minor' specialty, it forms the common formation of the Master in Social and Educational Action, which will facilitate the acquisition of the basic, general and transversal competences of the master.No enrollment restrictions specified with other subjects in the curriculum.

**PREVIOUS KNOWLEDGE**



## RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

## OTHER REQUIREMENTS

## COMPETENCES / LEARNING OUTCOMES

### 2192 - Master's Degree in Social and Education Action

Analizar críticamente los discursos de la relación educativa, y construir los elementos de revisión de la propia identidad profesional y de la relación con el otro.

Analizar las políticas socioeducativas en los diversos contextos e interpretar las formas de intervención que plantean.

Analizar los entornos, los contextos y las experiencias de la acción social y educativa, para revisar críticamente, diseñar y desarrollar los principios y presupuestos de la intervención.

Analizar y sintetizar situaciones, aportaciones teóricas y metodológicas, y estrategias diversas de intervención.

Anticipar consecuencias y situar en el desarrollo histórico las problemáticas concretas del contexto de intervención socioeducativa.

Asumir la responsabilidad de su propio desarrollo profesional y de su especialización en el ámbito social y educativo.

Comprender y utilizar conocimientos avanzados en el contexto de la investigación socioeducativa.

Conocer y analizar las tendencias de la intervención socioeducativa y sus consecuencias en las políticas públicas.

Desarrollar estrategias para la problematización, el análisis y la investigación de la acción social y educativa, con el objetivo de diseñar y revisar vías para la intervención.

Evaluar teorías y metodologías para formular juicios críticos sobre la propia práctica socioeducativa y el contexto en el que se desarrolla.

Obtain an in-depth knowledge of the psychological nature of human behaviour and of the social and biological factors that can affect it.

Problematizar realidades sociales complejas e intentar resolver situaciones y conflictos, que desde una perspectiva socioeducativa requieren la comprensión y puesta en relación de intereses divergentes.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities



associated with the application of their knowledge and judgments.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Students should possess and understand foundational knowledge that enables original thinking and research in the field.

## DESCRIPTION OF CONTENTS

1. Historical approach to early childhood education and care in European societies.

2. The conception of education and care for the integral development of early childhood in the global context.

3. The promotion of policies favorable to the provision and expansion of early childhood education and care from an international perspective.

4. Advances, challenges and trends in early childhood policies in the current reality of the European Union (EU).

5. Early childhood education and care in Spain: current challenges and trends

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	5,00
Seminar	10,50
Classroom practices	5,50
<b>Total hours</b>	<b>21,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	54,00
Independent study and work	0,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>54,00</b>



## TEACHING METHODOLOGY

MD5 - exhibitions and debates

MD7 - Study and student work to integrate the skills of the module (linked to self-employment)

## EVALUATION

Portfolios, in which the different works carried out by the student will be included -

Exhibitions in class of work done -

Participation in the different class activities. -

Group work -

In exceptional situations, classified as such by the CCA of the MASE, the teaching staff will establish specific evaluation systems.

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

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