COURSE DATA

DATA SUBJECT

Code: 44365
Name: Children's rights, human development and social justice
Cycle: Master's Degree
ECTS Credits: 3
Academic year: 2025-26

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	Children's rights, human development and social justice	ELECTIVES

COORDINATION

LORENTE RODRIGUEZ MIRIAM

LAZARO LORENTE LUIS MIGUEL

SUMMARY

Throughout this subject, students will understand the conceptual framework that currently defines many of the strategies aimed at Human Development, as well as interpret and assimilate the keys to structural and institutional relations of the essential elements of the policies of development in the perspective of Human Rights and Social Justice, knowing the legislation and the elements that define and condition the reality of the world panorama of childhood within the framework of the Convention on the Rights of the Child.

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

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

DESCRIPTION OF CONTENTS

1. Human Development, Human Rights, Children's Rights and Social Justice. Holistic, multi-sectoral, cross-cutting approach to public policies
and non-governmental actions geared towards development, poverty eradication and education.
2.- The 1989 Convention on the Rights of the Child. Nature, meaning, scope and enforceability.
3.- Education as a catalyst for Human Development. The referential framework of the Convention on the Rights of the Child.
4.- From regulations to reality. A global view: poverty, child mortality, child labor, exploitation, unschooling, childhood and conflict
warlike.
5.- International programs aimed at promoting Human Development, Children's Rights and Social Justice.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	5,00
Seminar	10,50
Classroom practices	5,50
Total hours	**21,00**

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	15,00
Independent study and work	39,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00

Resolution of case studies	0,00
Total hours	**54,00**

TEACHING METHODOLOGY

MD1 - Master Lesson
MD3 - Cooperative learning
MD5 - exhibitions and debates
MD7 - Study and student work to integrate the skills of the module (linked to self-employment)
MD8 - Individualized and / or group care

EVALUATION

The evaluation of the students may include the following aspects:

- Evaluation of personal work and/or in small groups on topics indicated by the teacher, assessing, especially: bibliographic and information search skills; the temporal organization of the work done; the organization of ideas and arguments expressed; adequate writing and exposition; scientific criteria (index, presentation, citations, conclusion, annexes, etc.). It can be done orally or in writing, individually or collectively.

- Participation in the different class activities.

- Common activities (conferences, seminars, etc.).

- An objective test or a test on the development of the topics of the syllabus.

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

Carmona Luque, M.R. (2011).La convención sobre los derechos del niño : instrumento de progresividad en el derecho internacional de los derechos humanos / Mª del Rosario Carmona Luque. Dykinson. Cveji¿ Jan¿i¿, O. (2016), The rights of the child in a changing world: 25 years after The UN Convention on the

Rights of the Child. Springer Dubet, F.(2011). Repensar la justicia social : contra el mito de la igualdad de oportunidades. Siglo XXI. Rodríguez Martínez, C.; Saforcada, F.; Campos Martinez, J.(2020). Políticas educativas y justicia social: entre lo local y lo global. Ediciones Morata. Lázaro González. I.E.; Bernuz Beneitez. M.J.; García Minella. G.; David Pelle W.; Pablo Jiménez, E.: Rodríguez Melénde. R. (2020). La convencio¿n sobre los derechos del nin¿o desde la perspectiva de los derechos humanos. Tirant lo Blanch OACNUDH (2004). Compilación de observaciones finales del Comité de los Derechos del Niño sobre países de América Latina y el Caribe (1993-2004). Naciones Unidas OHCHR (2007). Legislative history of the Convention on the Rights of the Child. United Nations, 2007 Rodríguez Martínez, C.; Saforcada, F.; Campos Martinez, J. (2020). Políticaseducativas y justicia social:entre lo local y lo global. Ediciones Morata. Rodríguez Martínez,F. ; Torres López, J.(2013).Educación, neoliberalismo y justicia social : una revisión crítica del desarrollo humano desde la carta de la tierra y la economía social. Pirámide.