



## COURSE DATA

### DATA SUBJECT

**Code:** 44365  
**Name:** Children's rights, human development and social justice  
**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	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**

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

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.

**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
<b>Total hours</b>	<b>21,00</b>

**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
<b>Total hours</b>	<b>54,00</b>

## 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 / M<sup>a</sup> del Rosario Carmona Luque. Dykinson. Cvejič Jančič, 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 Martínez, 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 convención sobre los derechos del niño 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 Martínez, J. (2020). Políticas educativas 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.