LA EDUCACIÓN PARA EL DESARROLLO EN LA UNIVERSIDAD. ANÁLISIS Y ALTERNATIVA

EDUCATION FOR DEVELOPMENT IN THE UNIVERSITY. ANALYSIS AND ALTERNATIVE

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2015, Universidad de Salamanca

This doctoral thesis has the objective of understanding and assess the situation of the education and cooperation for the development at the University of Valladolid, as well as the awareness and the training needs of the teachers in relation to these matters. It particularly goes into details into the education for development and the analysis is confined to the context of the institutions providing initial teacher training. It also aims to articulate proposals of lines of action that allow mainstreaming Education for Development and cooperation in higher education training designs

Try to create a University that deepen values such as equality, solidarity, freedom and participation is the key idea that, in this thesis, constitutes a statement of principles around which is the object of study. This has been submitted to consideration of a sample of University teaching staff and a group of experts in development cooperation. The intention is to obtain their views, their experiences, their arguments,… as support elements and/or contrast to address analysis and formulate proposals concerning the role of the University in the promotion of human development.

In the first part of the work, that constitutes the interdisciplinary theoretical framework that bases it, takes a tour around the debate on development. This is done in order to try to define a concept of the education for the development in line with the perspective of an integral human development. Thus, the first two chapters try to present the situation of the current world and its relationship with the development issues, from a synthetic perspective and linked to the challenges that this situation raises to the educational phenomenon

At the same time, in the third chapter, it is addressed the discourse around the cooperation for the development, which allows us, from this conceptual perspective, analyzing the role of the university as an agent of social transformation to achieve a more humane, fair and sustainable society.

Following the discursive logic of the work, in the fourth chapter deals with the subject matter of the Education for Development understood as education for the change in the strategy of cooperation, trying to gather the aspects most emphasized in the current debate.

It does insist on the delimitation of concepts that facilitate the definition of a development-oriented University model: human development, education for development, university cooperation for development and university social responsibility.

This first part closes with a chapter where the challenges tackle that the context of world globalization and the European Space of Higher education raise to the university today. At the same time, it serves as transition between the theoretical foundation and the object of the research study.

The second part of this work, of a more applied nature, analyzes what is the state of education for development in a particular context such as the University of Valladolid.

The methodological approach of the research adopts a flexible and circular structure that, from a mixed approach, combining qualitative and quantitative procedures.

For this purpose it has been used two instruments: the questionnaire and the interview. The first one has been applied to a sample of 300 teachers belonging to Faculties and Schools of Education; and in the second case, we have interviewed ten university cooperation and development education experts.

The subsequent analysis of the data has allowed us to draw some interesting conclusions that point to the timid institutional factor that these subjects have at the University. It is clear that is possible to establish a high degree of interest and motivation in a significant part of the teachers. Some centers and university departments carry out teaching and investigative proposals in cooperation and Education for the Development, but with but on an ad-hoc basis and unsystematic; they constitute a secondary formative complement, non-priority and closely linked to the interests and personal motivations.

Similarly, it has been noticed, the essential need to include education for development in university training and research. Assuming that in general, the education system and the university in particular, should help to train citizens capable of transforming the world in which they live.