


Updated On	2023/09/21																															
Curricular Year / Period	2023/24 / S1																															
Course	Special Education																															
Curricular Unit	Vulnerability and Inclusion Policies																															
Language(s) of Instruction	Português																															
ECTS/tempo de trabalho (horas)	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">ECTS</th> <th rowspan="2">Total</th> <th colspan="9">Horas de contacto semestral</th> </tr> <tr> <th>T</th> <th>TP</th> <th>PL</th> <th>S</th> <th>TC</th> <th>E</th> <th>O</th> <th>OT</th> <th>EC</th> </tr> </thead> <tbody> <tr> <td>7</td> <td></td> <td>15</td> <td>30</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>15</td> <td>0</td> </tr> </tbody> </table> <p>T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; ; EC - Clinical teaching; O* - Other hours typified as Clinical Training under the Directive 77/453/EEC of June 27, adapted by Directive 2005/36/EC.</p>	ECTS	Total	Horas de contacto semestral									T	TP	PL	S	TC	E	O	OT	EC	7		15	30	0	0	0	0	0	15	0
ECTS	Total			Horas de contacto semestral																												
		T	TP	PL	S	TC	E	O	OT	EC																						
7		15	30	0	0	0	0	0	15	0																						
Teacher in charge (GDPR consent) <small>[complete name, email]</small>	Maria Luísa De Sousa Panaças / mlpanacas@ipportalegre.pt																															
Prerequisites <small>[Curricular Units that must precede and specific entry competences]</small>																																
Learning outcomes <small>[Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]</small>	<ol style="list-style-type: none"> 1. To acquire in-depth theoretical knowledge about how human vulnerabilities have been worked on by scientific and political agendas. 2. To enable master's students with the scientific skills necessary to interpret the evolutions of conceptual frameworks and ideological and normative conceptions around disability and vulnerability 3. To mapp and problematize public policies that hinder the social inclusion of the most vulnerable people 4. To understanding the historical and scientific evolution of concepts from an internationally compared perspective 5. To know the evolution of Special Education and Inclusive Education in Portugal 6. To understand Inclusive Education, current principles, regulations and educational policies 																															
Sustainable Development Goals																																
Syllabus	<ol style="list-style-type: none"> 1. About the vulnerable: an introduction. Brief history of disabilities - evolution of attitudes and ideas From the Medical model to the Biopsychosocial model 2.Social Inclusion People with disabilities and social policies Vulnerability, Poverty and Social Exclusion - Concepts Disability and Social Inequalities 3. Disability and Human Rights Rights of Persons with Disabilities Citizenship, identity and empowerment Promoting autonomy and independent living Vocational training and employment National Strategy for the Inclusion of Persons with Disabilities 2021 - 2025 4. Inclusive Education <ol style="list-style-type: none"> 4.1 History of Special and Inclusive Education in Portugal: from segregation to inclusion 4.2 Inclusive Education - Diversity and inclusion 4.3 From the Salamanca Declaration to Cali's Commitment <p>Educational Policies: Decree-Law 54/2018</p>																															

<p>Teaching methodologies (including assessment)</p> <p>[Specify the types of assessment and the weights and evaluation criteria]</p>	<p>1 - Teaching methodologies</p> <p>The contents are transmitted orally during contact classes. The contents are based on bibliographic sources (main bibliography and other complementary references) and documentary sources (statistics, reports, legislation, projects, press articles...). The texts and support materials are provided to the master's students in advance in order to favor a previous familiarity with the contents exposed that enriches the discussion and active participation during classes.</p> <p>2 - Period assessment</p> <p>The assessment consists of a 20-page individual written work: the master's student must select a social policy scenario implemented in Portugal and be able to characterize it (through existing public documentation), compare it internationally and reflect critically on the normative conceptions that support it. The work will conclude with the theoretical foundation of the studied scenario, using the most relevant bibliography for the purpose</p> <p>3 - Examination assessment</p>
<p>Bibliography</p>	<p>1 - Main Bibliography</p> <p>2 - Complementary Bibliography</p>
<p>Special Situations</p> <p>[Students with special status]</p>	<p>1 - Period assessment - Students with special status</p> <p>2 - Examination assessment - Students with special status</p>