



## Teaching Guide

| Identifying Data           |  |               |   | 2023/24        |  |
|----------------------------|--|---------------|---|----------------|--|
| <b>Subject (*)</b>         | Poverty and inequality: debates, measurement and identification of groups at risk of exclusion   | <b>Code</b>   | 615525005d  |                |  |
| <b>Study programme</b>     | Máster Universitario en Políticas Sociais e Intervención Sociocomunitaria (a distancia)  |               |   |                |  |
| Descriptors                |  |               |   |                |  |
| <b>Cycle</b>               | <b>Period</b>  | <b>Year</b>   | <b>Type</b>   | <b>Credits</b> |  |
| Official Master's Degree   | 1st four-month period  | First         | Obligatory  | 6              |  |
| <b>Language</b>            | SpanishGalicianEnglish   |               |   |                |  |
| <b>Teaching method</b>     | Non-attendance   |               |   |                |  |
| <b>Prerequisites</b>       |  |               |   |                |  |
| <b>Department</b>          | Economía   |               |   |                |  |
| <b>Coordinador</b>         | Novo Corti, María Isabel   | <b>E-mail</b> | isabel.novo.corti@udc.es                                      |                |  |
| <b>Lecturers</b>           | Nieto Mengotti, Manuel Vicente<br>Novo Corti, María Isabel<br>Picatoste Novo, José María   | <b>E-mail</b> | m.nieto1@udc.es<br>isabel.novo.corti@udc.es<br>j.pnovo@udc.es |                |  |
| <b>Web</b>                 |  |               |   |                |  |
| <b>General description</b> | The subject aims that students acquire the knowledge to enable them to do a properly analysis and measurement of poverty, as well as identification of groups at risk of exclusion. Transversally, reference will be made throughout the entire contents of the asignatua, to particularidades of different groups at risk of poverty and/or exclusion. The mastery of the subject will help Identifying possible Risks, THUS helping the professional performance in the field of public policies and of Those actions related to social exclusion. |               |   |                |  |

## Study programme competences

| Code | Study programme competences  |
|------|--|
| A1   | CE1 - Determinar as dimensións e categorías axeitadas para o diagnóstico e a análise científica das situacións de exclusión social.  |
| A2   | CE2 - Interpretar os feitos e as políticas sociais desde os distintos paradigmas teóricos vixentes na análise da exclusión.  |
| A3   | CE3 - Diseñar e desenvolver procesos de observación e documentación para o estudo das políticas e os sistemas de benestar social.  |
| A4   | CE4 - Recompilar e interpretar a información suficiente para chegar a diagnósticos fiables sobre os riscos de exclusión e os factores de vulnerabilidade social.   |
| A5   | CE5 - Interpretar as situacións e os procesos de marxinação social e económica de colectivos desde unha perspectiva histórica e macroestrutural.   |
| A6   | CE6 - Avaliar a capacidade e eficacia das medidas de intervención para corrixir ou previr situacións e procesos de exclusión social.   |
| A7   | CE7 - Identificar e valorar a posibilidade de intervención e prevención en procesos de conflictividade social.   |
| A8   | CE8 - Identificar procesos e factores de cohesión social, e deseñar medidas para a súa potenciación.   |
| A17  | CEG3 - Aplicar a perspectiva de xénero como enfoque epistemolóxico e metodoloxía de investigación e de intervención sobre a realidade social.  |
| A23  | CEE3 - Identificar as dinámicas interxeracionais, biolóxicas e socioeconómicas que xeran situacións de exclusión.  |
| B1   | CB1 - Demostrar coñecementos avanzados, de carácter multidisciplinar, para a investigación e o exercicio profesional no ámbito da exclusión social.  |
| B2   | CB2 - Aplicar e integrar os coñecementos a contornos e problemas emerxentes e indefinidos, na práctica investigadora e profesional.  |
| B3   | CB3 - Seleccionar o marco científico adecuado para avaliar as evidencias dispoñibles e postular hipóteses razoadas sobre a avaliación previsible dos feitos sociais estudados.   |
| B4   | CB4 - Identificar os dilemas éticos e a responsabilidade social tras os retos formulados na práctica profesional e investigadora.  |
| B5   | CB5 - Comunicar con claridade os coñecementos e problemas científicos sobre os que se traballa tanto a un público non experto como de especialistas.   |
| B7   | CB7 - Que os estudantes saiban aplicar os coñecementos adquiridos e a súa capacidade de resolución de problemas en contornos novos ou pouco coñecidos dentro de contextos máis amplos (ou multidisciplinares) relacionados coa súa área de estudo. |



|     |  |
|-----|--|
| B8  | CB8 - Que os estudantes sexan capaces de integrar coñecementos e enfrontarse á complexidade de formular xuízos a partir dunha información que, sendo incompleta ou limitada, inclúa reflexións sobre as responsabilidades sociais e éticas vinculadas á aplicación dos seus coñecementos e xuízos. |
| B9  | CB9 - Que os estudantes saiban comunicar as súas conclusións e os coñecementos e razóns últimas que as sustentan a públicos especializados e non especializados dun modo claro e sen ambigüidades.   |
| B10 | CB10 - Que os estudantes manexen as habilidades de aprendizaxe que lles permitan continuar estudando dun modo que haberá de ser en gran medida autodirixido ou autónomo.   |
| B11 | CB11 - Participar en proxectos de investigación e colaboracións científicas no ámbito da exclusión social, en contextos interdisciplinares e de transferencia de coñecementos.   |
| B13 | CX1 - Comprender e integrar coñecementos complexos para traducilos en propostas de investigación e programas de intervención en contextos sociais problemáticos.   |
| B14 | CX2 - Realizar unha análise crítica da realidade social e do desenvolvemento profesional vinculada aos feitos sociais sobre os que se traballa.  |
| B15 | CX3 - Diseñar, aplicar e avaliar proxectos de investigación en ciencias sociais relacionados cos procesos e as situacións de exclusión social.   |
| B16 | CX4 - Dirixir e coordinar equipos de investigación e profesionais de carácter multidisciplinar que traballen nos principais ámbitos da exclusión social.   |
| B17 | CX5 - Elaborar e defender informes, proxectos e memorias no campo das ciencias sociais.  |
| B18 | CX6 - Valorar a adecuación das distintas ferramentas teóricas, metodolóxicas e técnicas ás preguntas e os obxectivos específicos formulados sobre a realidade social e as políticas sociais.   |
| B20 | CX8 - Aplicar a perspectiva comparada na comprensión das problemáticas sociais e das respostas e solucións políticas.  |
| B21 | CX9 - Aplicar unha perspectiva interdisciplinar na análise e a valoración de problemáticas de exclusión e políticas sociais de inclusión e cohesión.   |
| C1  | CT1 - Expresarse correctamente, tanto de forma oral como escrita, nas linguas oficiais da comunidade autónoma.   |
| C2  | CT2 - Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.  |
| C3  | CT3 - Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida.  |
| C4  | CT4 - Desenvolverse para o exercicio dunha cidadanía respectuosa coa cultura democrática, os dereitos humanos e a perspectiva de xénero.   |
| C5  | CT5 - Entender a importancia da cultura emprendedora e coñecer os medios ao alcance das persoas emprendedoras.   |
| C6  | CT6 - Adquirir habilidades para a vida e hábitos, rutinas e estilos de vida saudables.   |
| C7  | CT7 - Desenvolver a capacidade de traballar en equipos interdisciplinares ou transdisciplinares, para ofrecer propostas que contribúan a un desenvolvemento sostible ambiental, económico, político e social.  |

| Learning outcomes   |   |                          |
|---|---|--------------------------|
| Learning outcomes   | Study programme competences                                       |                          |
| Identifying the social processes that can cause situations of inequality, poverty, vulnerability, or risk of social exclusion and identifying groups at risk of poverty.  | BC1<br>BC2<br>BC3   | CC1<br>CC4               |
| Generic competencies to develop a critical and creative look when analyzing the problem of poverty: Critical, in the sense of questioning the organizing principles of knowledge and Creative, when considering the social and political implications that the discourses carry, recognizing situations of inequality in developed countries, explain their nature and the influence of the economic environment. | BC7<br>BC8<br>BC9<br>BC10<br>BC11<br>BC14<br>BC15<br>BC20<br>BC21 | CC1<br>CC4<br>CC5<br>CC6 |



|   |   |                             |                          |
|---|---|-----------------------------|--------------------------|
| Specific knowledge skills allow identifying key factors in poverty and exclusion and the main groups in this situation, and how it affects gender inequality, increasing your social outlook. | AC1<br>AC3<br>AC4<br>AC5<br>AC6<br>AC7<br>AC8<br>AC17 | BC2<br>BC4<br>BC7           | CC1<br>CC2<br>CC3<br>CC4 |
| Competencies related to using and analyzing databases and online resources to calculate indicators: Use of research methods and techniques applied to inequality, poverty, and exclusion.     | AC3<br>AC6<br>AC23                                    | BC10<br>BC18                | CC7                      |
| Competencies related to the analysis of social policies on poverty and exclusion, the comparison between them, the discussion, and the preparation of reports in different media.             | AC2<br>AC3<br>AC5                                     | BC5<br>BC13<br>BC16<br>BC17 | CC7                      |

| Contents                                       |  |
|--|--|
| Topic  | Sub-topic  |
| SECTION 1. Introduction                        | 1.1. Economics and society. Globalization and interdependence.<br>1.2. Main concerns of economics  |
| SECTION 2: Efficiency and equity               | 2.1. Economic efficiency and equity<br>2.2. O Pareto optimality and the basic theorems of welfare economics  |
| SECTION 3: Poverty and inequality              | 3.1. Concepts of poverty, inequality and social exclusion<br>3.2. Main measures of poverty<br>3.3. The measurement of inequality. The Lorenz curve   |
| SECTION 4. Social exclusion                    | 4.1. social exclusion<br>4.2. Measurement of social exclusion: the AROPE rate  |
| SECTION 5. Sustainable Development Goals (SDG) | 5.1. Poverty, inequality and exclusion: social sustainability<br>5.2. Poverty, inequality and the risk of social exclusion in the framework of the Sustainable Development Goals<br>5.3. Human Development Index |
| SECTION 6. Applied Research                    | 6.1. Introduction.<br>6.2. Measurements and indicators.  |

| Planning                       |   |                      |                               |             |
|--------------------------------|---|----------------------|-------------------------------|-------------|
| Methodologies / tests          | Competencies  | Ordinary class hours | Student?s personal work hours | Total hours |
| Workshop                       | A6 B8 B11 B14 B17<br>B21 C1 C3                        | 0                    | 8                             | 8           |
| Guest lecture / keynote speech | A1 A2 A3 B1 B2 B4<br>B11 B13 B14 B15<br>B16 B18 C2 C4 | 0                    | 75                            | 75          |
| Workbook                       | A4 B10 C1 C2 C7                                       | 0                    | 10                            | 10          |
| ICT practicals                 | A4 A5 A8 B2 B3 B7<br>B13 B14 B18 C2 C3<br>C4 C7       | 0                    | 7                             | 7           |
| Collaborative learning         | B5 B9 C5 C7   | 0                    | 12                            | 12          |



|   |  |   |    |    |
|---|--|---|----|----|
| Supervised projects   | A7 A17 A23 B1 B2 B3<br>B4 B7 B8 B10 B11<br>B14 B15 B18 B20<br>B21 C6 | 8 | 24 | 32 |
| Objective test  | A4 A5 A8 B2 B3 B8<br>B10 B20 B21 C3                                  | 0 | 2  | 2  |
| Personalized attention  |  | 4 | 0  | 4  |
| (*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students. |  |   |    |    |

| Methodologies                  |  |
|--------------------------------|--|
| Methodologies                  | Description  |
| Workshop                       | Guests/participants will be organized throughout the course, workshops, or conferences. Guests/participants will be organized with people directly involved in projects or experiences that provide empirical knowledge about the subject's content. Attendance (or contents) at these workshops will be available online.   |
| Guest lecture / keynote speech | The scheduled items will actively be working and will integrate teaching and targeted exposure debates and other practical activities. The order of the meetings may undergo some changes depending on the assistance of invited / as case studies to address specific experiences or lecturers.   |
| Workbook                       | Reading academic or current texts related to the content of the subject will be recommended for students to analyze, interpreting and understanding them based on the knowledge and tools of economic and social analysis, which are studied in the matter.  |
| ICT practicals                 | Students will try to apply the use of ICT to learn effectively, through practical activities based on written, audiovisual and any kind of documentation related to the subject, through the use of information technologies and the communications. It is about expanding knowledge and obtaining information to facilitate autonomous learning and critical reasoning. The Moodle platform will be an essential vehicle for the application of this methodology.                       |
| Collaborative learning         | The teaching-learning methodology allows the division of the class into small groups, promoting joint work to solve academic tasks in a non-competitive way. The teaching person will guide the process of solving tasks either in person or relying on ICT.   |
| Supervised projects            | Autonomous and in-depth study of some of the socio-economic problems detected, based on research work and the consequent foundation in bibliographic sources, under the tutelage of the teacher.   |
| Objective test                 | This methodology consists of a test for learning assessment. It can combine different types of questions: multiple choice, ranking, short answer, discrimination, completion and/or association questions. It can also be made with just a kind of any of these questions. It may include both theoretical and practical questions or problems. It will be solved throughout the course. This is a part of the continuous evaluation. It can be done online through the Moodle platform. |

| Personalized attention  |  |
|---|--|
| Methodologies   | Description  |
| Workbook<br>Supervised projects<br>Workshop<br>ICT practicals | The teaching team will be available to provide personalized attention to students, whenever they require it, for those topics they deem appropriate, concerning the subject's content. Particularly for solving problems, readings, etc. This attention may be online through the mechanisms provided by the university. |

| Assessment          |  |   |               |
|---------------------|--|---|---------------|
| Methodologies       | Competencies   | Description   | Qualification |
| Supervised projects | A7 A17 A23 B1 B2 B3<br>B4 B7 B8 B10 B11<br>B14 B15 B18 B20<br>B21 C6 | Students will carry out one or more assignments to evaluate the knowledge and competencies of the entire subject.<br>Distance learning students will participate online through the Moodle platform or other established digital media. | 40            |



|                |                                     |   |    |
|----------------|-------------------------------------|---|----|
| Objective test | A4 A5 A8 B2 B3 B8<br>B10 B20 B21 C3 | Students will be assessed for their knowledge acquired throughout the course. The test may consist of theoretical or practical questions.<br>Distance learning students will participate online through the Moodle platform or other established digital media. | 60 |
|----------------|-------------------------------------|---|----|

### Assessment comments

The following observations are made:

#### A) EVALUATION REGULATIONS:

1. Evaluation conditions: It is prohibited to access the exam room with any device that allows communication with the outside and/or storage of information, except in the case of online exams or so indicated by the teaching team.
2. Student identification: The student must prove her personality in accordance with current regulations.

#### B) TYPES OF RATING:

1. Qualification of not presented: Corresponds to the student, when she only participates in evaluation activities weighted less than 20% on the final qualification, regardless of the achieved qualification.
2. Students with recognition of part-time dedication and academic waiver of attendance exemption: Students with recognition of part-time dedication, even if they are exempt from attendance, will be evaluated with the same criteria as full-time students.

#### C) EVALUATION OPPORTUNITIES:

1. First opportunity: the evaluation criteria previously indicated in this section will be applied.
2. Second Opportunity: The evaluation criteria are the same for all evaluation opportunities. In the evaluation of the second chance (article 18, section 5, of the Norms of Evaluation, Review and Claims of Qualifications of Bachelor and Master Studies) students will have the opportunity to take a final test, consisting of a quiz. Mixed, equivalent to 100% of the evaluation, in which the students must demonstrate that they have achieved the competences of the subject.
3. In Advance call: the conditions of evaluation of the advanced opportunity (art. 19 of the Norms of Evaluation, Review and Claims of the Qualifications of the Studies of Degree and Master) will be specific for this opportunity. This will be evaluated through a mixed test that will represent 100% of the final grade.

#### D) OTHER EVALUATION OBSERVATIONS:

To pass the subject it will be necessary to achieve a grade of 5 out of 10. If the grade of 5 out of 10 is achieved in the continuous assessment (CE) carried out during the course, it will not be necessary to take the final exams. Students who do not pass the continuous assessment may take the final exam, consisting of a mixed test (100% of the total assessment), in which they must demonstrate that they have acquired the knowledge and skills necessary to accredit the skills related to the subject. In case of plagiarism, the corresponding penalty will be applied. The detection of fraud, be it plagiarism or any other action, will give rise to a final grade of 0 points. The fail mark will be applied in the call in which the offense is committed and with respect to the matter in which it was committed: the student will be graded with "fail" (numerical grade 0) in the corresponding call of the academic year, both if the commission of the foul occurs in the first opportunity as in the second. To do this, his rating in the first opportunity report will be modified, if necessary.

### Sources of information



|              |   |
|--------------|---|
| <p>Basic</p> | <ul style="list-style-type: none"><li>- OIT (Varios). Página Web.</li><li>- Banco Mundial (Varios). Página Web.</li><li>- Unión Europea (Varios). Página Web.</li><li>- Instituto Nacional de Estadística - España (2006). La pobreza y su medición. Presentación de diversos métodos de obtención de medidas de pobreza. INE. Instituto Nacional de Estadística.</li><li>- Subirats, Joan (2004). Pobreza y exclusión social, un análisis de la realidad española y europea. Colección de Estudios Sociales, 16, Fundación La Caixa</li><li>- Sen, A. (1992). Sobre conceptos y medidas de pobreza. Comercio exterior, 42(4), 310-322</li><li>- Fundación FOESSA (Varios). Informes sobre exclusión y desarrollo social en España. Fundación FOESSA</li><li>- Collier, P., &amp;amp; Dollar, D. (2002). Globalization, growth, and poverty: Building an inclusive world economy. Oxford University Press</li><li>- Naciones Unidas (Varios). Página Web.</li><li>- Villar, A. (2017). Lectures on Inequality, Poverty and Welfare. Springer</li><li>Atkinson, A. B. (1998). Social exclusion, poverty and unemployment. In J. Hills (Ed.), Exclusion, employment and opportunity (pp. 1-20) London School of Economics and Political Science: Centre for Analysis of Social Exclusion (CASE).</li><li>Atkinson, R., &amp; Davoudi, S. (2000). The concept of social exclusion in the european union: Context, development and possibilities. Journal of Common Market Studies, 38(3) doi:10.1111/1468-5965.00229</li><li>Ayala, L. (2006). Lamonitorización de la desigualdad y la exclusión social: hacia un sistemaintegrado de indicadores, en Vidal Fernández, F. (dir.), V Informe FUHEM depolíticas sociales: La exclusión social y el estado del bienestar en España, Madrid: FUHEM, 43-59. Disponible en:<br/><a href="http://www.fuhem.es/media/ecosocial/file/Cohesi%C3%B3n%20Social/Desigualdad,%20pobreza%20y%20exclusi%C3%B3n/AYALA%20CA%C3%91%C3%93N,%20Luis,%20La%20monitarizaci%C3%B3n%20de%20la%20desigualdad.pdf">http://www.fuhem.es/media/ecosocial/file/Cohesi%C3%B3n%20Social/Desigualdad,%20pobreza%20y%20exclusi%C3%B3n/AYALA%20CA%C3%91%C3%93N,%20Luis,%20La%20monitarizaci%C3%B3n%20de%20la%20desigualdad.pdf</a></li><li>Cortina A., Pereira G.(2009). Pobreza y libertad: erradicar la pobreza desde el enfoque de lascapacidades de Amartya Sen. Madrid: Tecnos.Fundación FOESSA (2014).Una mirada de género a la exclusión social. Fundación FOESSA. Disponible en:<br/><a href="http://www.foessa2014.es/informe/uploaded/documentos_trabajo/15102014151359_2687.pdf">http://www.foessa2014.es/informe/uploaded/documentos_trabajo/15102014151359_2687.pdf</a></li><li>Fundación FOESSA (2015). Análisisy Perspectivas 2016: Expulsión Social y Recuperación Económica. FundaciónFOESSA. Disponible en:<br/><a href="http://www.foessa.es/publicaciones_compra.aspx?Id=5279&amp;Idioma=1&amp;Diocesis=42">http://www.foessa.es/publicaciones_compra.aspx?Id=5279&amp;Idioma=1&amp;Diocesis=42</a></li><li>Instituto Nacional de Estadística (2006). La pobreza y su medición. Presentación de diversos métodosde obtención de medidas de pobreza. Instituto Nacional de Estadística.Disponible en:<br/><a href="file:///F:/Docencia/Pobreza%20y%20exclusi%C3%B3n%20social/Gu%C3%ADa%20Carlos%20III/INE_pobreza.pdf">file:///F:/Docencia/Pobreza%20y%20exclusi%C3%B3n%20social/Gu%C3%ADa%20Carlos%20III/INE_pobreza.pdf</a></li><li>Piketty, T., &amp; Saez, E. (2014). Inequality in the long run. Science, 344(6186), 838-843. doi:10.1126/science.1251936</li><li>Picatoste, José Picatoste, Ignacio López Arranz, Mª Asunción (2016). Las políticas públicas de austeridad efectos del Real Decreto-Ley 16/2012, de 20 de abril, en España. Editorial Aranzadi, S.A. ISBN:97884</li><li>Stiglitz J. E., Sen A. yFitoussi J. P. (2009). El informe de la comisión sobre la medición de lasactividades económicas y el progreso social. Institut national de lastatistique et des études économiques. Disponible en:<br/><a href="http://www.ambafrance-es.org/Informe-de-la-Comision-Stiglitz">http://www.ambafrance-es.org/Informe-de-la-Comision-Stiglitz</a></li><li>Subirats, Joan. (dir.)(2004) Pobreza y exclusión social, un análisis de la realidad española yeuropea, Colección de Estudios Sociales, 16, Fundación La Caixa. Disponible en:<br/><a href="http://www.didacqueralt.com/pobreza-sp.pdf">http://www.didacqueralt.com/pobreza-sp.pdf</a></li></ul> |
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|----------------------|---|
| <b>Complementary</b> | <ul style="list-style-type: none"> <li>- Atkinson, A. B. (1998). Social exclusion, poverty and unemployment. In J. Hills (Ed.), Exclusion, employment and opportunity (pp. 1-20). London School of Economics and Political Science: Centre for Analysis of Social Exclusion (CASE)</li> <li>- Goerlich, F.J. &amp; Villar, A. (2009). Desigualdad y bienestar social, de la teoría a la práctica. Fundación BBVA</li> <li>- Martínez Virto, L., &amp; Sánchez Salmerón, V. (2019). Regional inclusion policies in Spain: new approaches and keys to their effectiveness. Investigaciones Regionales ? Journal of Regional Research, 44 (2019/2), 17-28</li> <li>- Collier, P. (2018). El club de la miseria : qué falla en los países más pobres del mundo. Turner Ed.</li> <li>- Rycroft, Robert S. (2018). The economics of inequality, discrimination, poverty and mobility (2nd edition). Routledge - Taylor &amp; Francis</li> <li>- Atkinson, R., &amp; Davoudi, S (2000). he concept of social exclusion in the european union: Context, development and possibilities. Journal of Common Market Studies, 38(3)</li> <li>- Novo-Corti, I; Baña Castro, M (2011). Muller Rural Galega, tecendo redes para un novo milenio. Gesbiblo</li> </ul> <p>Recoméndase facer un seguimento contínuo da plataforma MOODLE</p> |
|----------------------|---|

**Recommendations**

**Subjects that it is recommended to have taken before**

**Subjects that are recommended to be taken simultaneously**

Information sources and statistical techniques for the analysis of social policies/615525007

**Subjects that continue the syllabus**

**Other comments**

It is recommended to periodically follow the indications and news of the MOODLE platform, since this platform, together with the face-to-face classes, constitutes an essential communication system between the teaching team and the students. In addition, the following general observations and recommendations are made:

1. The delivery of the documentary work carried out in this matter: a It will be requested in virtual format and/or computer support; b. It will be done through Moodle, in digital format without the need to print them
2. The importance of ethical principles related to sustainability values in personal and professional behavior must be taken into account.
3. Work will be done on the identification and modification of prejudices and sexist attitudes, and the environment will be influenced to modify them and promote values of respect and equality.
4. The full integration of students who, for physical, sensory, mental or sociocultural reasons, have difficulties in accessing an adequate, equal and profitable university life will be facilitated.
5. In the classes, the principle of democratic debate will be maintained, listening to and respecting the different opinions on the topics covered, both by teachers and students.
6. As established in the different university teaching regulations, incorporate the gender perspective in this matter (non-sexist language will be used, bibliography of authors of both sexes will be used, student participation in class will be encouraged. . . )
7. Work will be done to identify and modify prejudices and sexist attitudes and influence the environment to modify them and promote values of respect and equality.
8. Situations of discrimination based on gender must be detected and actions and measures to correct them will be proposed.

**ATTENTION TO DIVERSITY** The course may be adapted to students who require the adoption of measures aimed at supporting diversity (physical, visual, auditory, cognitive, learning or related to mental health). If so, you must go to the services available at the UDC/centre: within the official deadlines stipulated before each semester, with the Diversity Attention Unit (<https://www.udc.es/es/cufie/ADI/LGTBIQ/>); failing that, with the ADI tutor of the Faculty.

**ADDITIONAL NOTE** Additionally, it is advisable to have basic knowledge of sociology, economics and law. In particular, you should be aware of the role of transnational organizations (World Bank, United Nations, European Union). There is also basic knowledge of mathematics and statistics applied to the correct interpretation, calculation and management of databases and indicators. It is recommended to have a medium-high level of English for adequate access to information sources. Likewise, an adequate level of ICT use is required.

**(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.**