Programme Summer School Human Sciences and social justice 2022

ACT_00: Welcome session (Federica de Cordova, Chiara Sità + teaching staff)
Welcome to the participants by the organisers, presentation of the group and general introduction to the summer school.

ACT_01: Opening lectures (Philippe van Parijs, Eva von Rodecker)
Opening lectures outlining interpretative frameworks on the topic of social justice. This will be followed by a debate with local representatives.

ACT_02: Round table and discussion with participants (Philippe van Parijs, Eva von Redeker + teaching staff)
Guided group discussion on the themes that emerged during the morning, with the opportunity to ask questions to the speakers.

ACT_03: Introduction to the project work (Federica de Cordova, Chiara Sità)
Introduction to individual and group working tools and methods for outlining the project work.

ACT_04_05: Aging and social justice: a balance between personal autonomy and protection of the fragile person (Valentina Moro, Stefania Amato, Davide Butturini, Stefano Catalano, Federica Faraoni, Sara Scola, Mauro Tescaro)
The aim of the activity is the introduction of students to the field of aging in the western society, in a multidisciplinary perspective. The students will discuss with experts in the clinical, psychological and legal fields the main challenges associated with individual aging and an aging society, with focuses on elderly people rights and cultural changes needed for their active inclusion in society.
Contents
Aging-based discrimination
The Aging Active in Multilevel System
Informed consent in elderly people
The assessment of decision making: between self-autonomy and protection of fragile people
The court-appointed limited guardianship: case-law and future challenges
Case studies

ACT_06: Politicising social spaces (Sergio Cecchi)

ACT_07_08: Contrasting children's educational poverty through the promotion of educational opportunities (Elena Florit)
The lecture is mainly aimed at providing a definition of educational poverty and analyzing its contextual causes (e.g., underprivileged familiar, socio-economic and cultural contexts; effects of the COVID-19 pandemic), and consequences for children's development in the short- and long-term. The lecture is also aimed at identifying useful tools and actions for creating an educating community to fight against educational poverty.
Learning outcomes
Students will acquire key knowledge to understand the complexities of educational poverty. They will also be able to apply this knowledge to act on educational and cultural contexts to contribute to eliminating educational poverty.

ACT_09: Round table/Questions & Answers time (teaching staff)
A time for discussion with teachers to review the themes that emerged during the week, according to specific application perspectives.

ACT_10: Fil rouge (Federica de Cordova, Chiara Sità + teaching staff)

Group work of re-elaboration of the materials using tools provided ad hoc beforehand, to highlight elements of connection and discontinuity in the concepts learnt, in relation to the specific areas of application of the participants.

ACT_11: Verona between social justice, conflict and inclusion (Federica de Cordova, Chiara Sità + teaching staff and touristic guide)
A professional tour guide will take us on a discovery of Verona through places and moments significant for the themes of the summer school

ACT_12_13: Migration, cultural diversity and inclusive workplaces (Giorgio Gosetti, Giulia Selmi)
This workshop aims at providing theoretical and operational tools to frame the notion of diversity management in the labor market and to explore how and to what extent this approach is capable of fostering the actual inclusion of migrants in the workplace, and in society at large. Aim of the first session will be threefold: getting to know the morphology of contemporary migrations and how and to what extent they affect the European labor market; understanding the prejudices and cultural models through which migration is framed and how this affects the process of inclusion; finally, exploring how diversity can be managed effectively in the workplace through a diversity management approach. The afternoon session will be devoted to an educational visit to some firms in Verona that have developed a set of best practices to foster inclusion and promote migrant workers' wellbeing.

ACT_14_15: Educational and care contexts in the face of sexual minorities (Chiara Sità, Federica de Cordova)
This activity aims to provide tools for reflection and analysis of educational, care and treatment practices in relation to inclusion and social justice. In particular, it will address the issue of sexual minorities and their families, what constitutes an inclusive environment, and how professional practices can be implicitly discriminatory, or instead facilitate access and use by "unexpected" subjects. The methodology applied will be active, with direct involvement of students in the construction of processes and tools for analysis and evaluation of the inclusion of professional practices and contexts.

ACT_16: LGBT+ Equality Policies: Objectives, Opportunities and Obstacles (Massimo Prearo)
The activity will provide an overall understanding of the translation into equality policies of the principle of social justice, in the specific case of issues related to sexual orientation and gender identity, at the European and Italian levels. In a first step, we will track the trajectory of the construction of sexual orientation and gender identity into categories of public action. The second part will examine the critical strategic and normative documents adopted at the European and Italian levels. In a third step, we will study policy-making processes, with particular attention to the participation of social movement organizations in the design and implementation of these policies. Finally, in the fourth part, we will reflect on the obstacles that hinder the fight against violence and discrimination against LGBT+ people and the promotion of equality, particularly on the so-called "anti-gender" mobilizations.

ACT_17: Round table/Questions & Answers time (teaching staff)
A time for discussion with teachers to review the themes that emerged during the week, according to specific application perspectives.

ACT_18: Fil rouge (Federica de Cordova, Chiara Sità + teaching staff)
Group work of re-elaboration of the materials using tools provided ad hoc beforehand, to highlight elements of connection and discontinuity in the concepts learnt, in relation to the specific areas of application of the participants.

ACT_19_20: Intercultural Dialogue and Conflict Management through Cooperative Learning (Marta Milani)

The workshop aims to provide students with a space for reflection and discussion on the educational aspects of working with people from different cultural backgrounds, through video materials, case studies, testimonies, critical incidents, cultural shocks and, in general, cooperative activities.

Through an interactive and experiential mode (especially through Cooperative Learning) the following themes will be addressed:

- epistemological foundations of intercultural pedagogy;
- cultural systems and implicit culture;
- critical incidents;
- educational work in situations of heterogeneity: methods and tools for managing categorization, stereotypes, prejudices and "cultural shocks".

Learning Outcomes:

Knowledge

1. Knowing and understanding the fundamental concepts and theories of intercultural education approach.

2. Understanding the limits and potentials of the intercultural education approach as a strategy to manage dialogue with people from different cultural backgrounds.

4. Understanding the potentials and critical aspects of working in different cultural settings.

Skills

1. Developing the ability of learning from own personal, cultural and professional experience in heterogeneous contexts.

2. Developing conflict management skills.

3. Using the Cooperative Learning method as a strategy to manage conflicts.

ACT_21: Final group work, wrap-up and conclusion (Federica de Cordova, Chiara Sità + teaching staff)