# . - Educational Methodologies for Prevention of Marginalisation

## Prof. Roberto Franchini

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The context in which the pedagogical reflection applied to social problems operates is characterised by profound transformations: the traditional approach to the phenomenon of marginality and vulnerability has proven to be largely ineffective, as it is simply “restorative”, rather than preventive.

Namely, the traditional welfare and the professional logics that derive from it, tend to wait for social and health problems to emerge, and then attempt to resolve them, becoming constitutively insufficient.

In this context, the course aims to provide the skills for designing "second welfare" initiatives and interventions, with a view to the increasing the capacities of people and networks.

The preventive methodologies will be applied to the different life cycles, starting from early education up to the life plan for the elderly, including support for the life of the disabled in their transition towards adulthood.

And finally, through case analyses, the course then seeks to stimulate reflection on the profile of the educator who works with marginality and deviance, with particular emphasis on pedagogical planning tools and teamwork.

At the end of the course, students will be able to

* Know and understand the fundamental elements which structure marginality and the main interpretative theories of the phenomenon
* Know and understand the historical and social scope of welfare models and educational organisations which translate on an institutional level;
* Learn the organic framework of the fundamental elements of the aims of educational action and the nature of educational and training processes in relation to personal development and different life situations;
* Understand the educational needs and resources of people in a complex and articulated manner, in relation to their age and condition, with particular reference to people living in difficult conditions and marginalised people.
* Understand the nature, scope and constraints of different educational agencies, their aims and their role in the current social context, envisaging the necessary changes for tackling new generative scenarios;
* acquire the design logic corresponding to the most effective strategies and techniques for early educational intervention
* design the inclusive curriculum in a school environment
* acquire the design logic to create and sustain inclusive educational environments
* acquire the logic of the life project, both in disability and in the senile condition.

***COURSE CONTENT***

1. Epistemological issues and conceptual clarifications on marginality, deviance, and social exclusion.

2. People at risk of marginalisation, deviance, and social exclusion.

3. From the Welfare State to Community Welfare: networks care

4. The profile of the educator: knowledge, skills, and operational tools.

5. The role of early education (cycle 0-6) in preventing marginality: models and lines.

6. The inclusive school:

7. The life project for people with disability between inclusion and self-determination

8. The life project of the elderly, between housing and ageing

9. Rethinking residential contexts after the pandemic

***READING LIST***

Compulsory text:

L. D’Alonzo, *Pedagogia speciale per l’inclusione,* Scholè, Brescia, 2018.

A textbook chosen from the following:

S.Coluccelli, S.Pietrantonio, *Il metodo Montessori oggi. Riflessioni e percorsi per la didattica e l’educazione,* Erickson 2017

A.Canevaro, M.Gianni, L.Callegari, R. Zoffoli, *L’accompagnamento nel progetto di vita inclusivo,* Erickson 2021

K.Robinson, *Scuola creativa. Manifesto per una nuova educazione,* Erickson 2016

G.Avancini, C.Bertoglio, *Il PAI passo dopo passo. Strumenti per la costruzione del Piano Assistenziale Individualizzato con l’anziano,* Erickson 2022

F. Iurlaro, *Sarà un paese per vecchi. Idee per valorizzare l’età anziana, innovare le politiche di cura, costruire il futuro dei servizi,* Dapero 2021

***TEACHING METHOD***

Lectures with materials made available in advance to the student on the Blackboard platform. Furthermore, students will carry out some project work, according to the work assignments provided by the lecturer.

***ASSESSMENT METHOD AND CRITERIA***

The exam is oral.

The elements considered for the assessment will be: clarity of presentation, knowledge of the general lines of the subject, critical reflection, ability to connect general issues to the issues relating to the insights specified in the reading list.

***NOTES AND PREREQUISITES***

There are no prerequisites for attending the course.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG, or on the Faculty notice board.