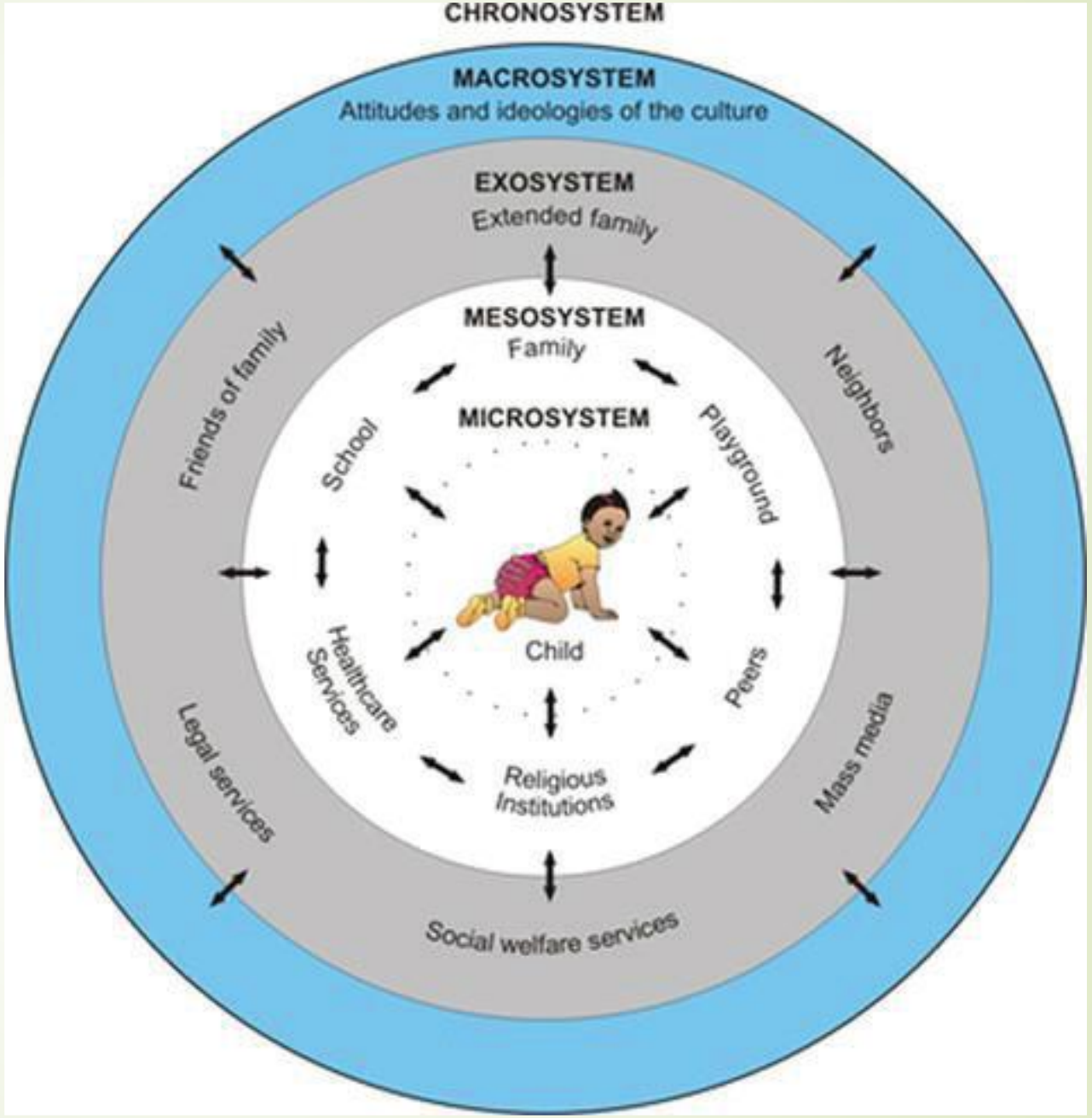
SUMMER SCHOOL

GENOA 24-28 JULY 2023

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Social Cohesion

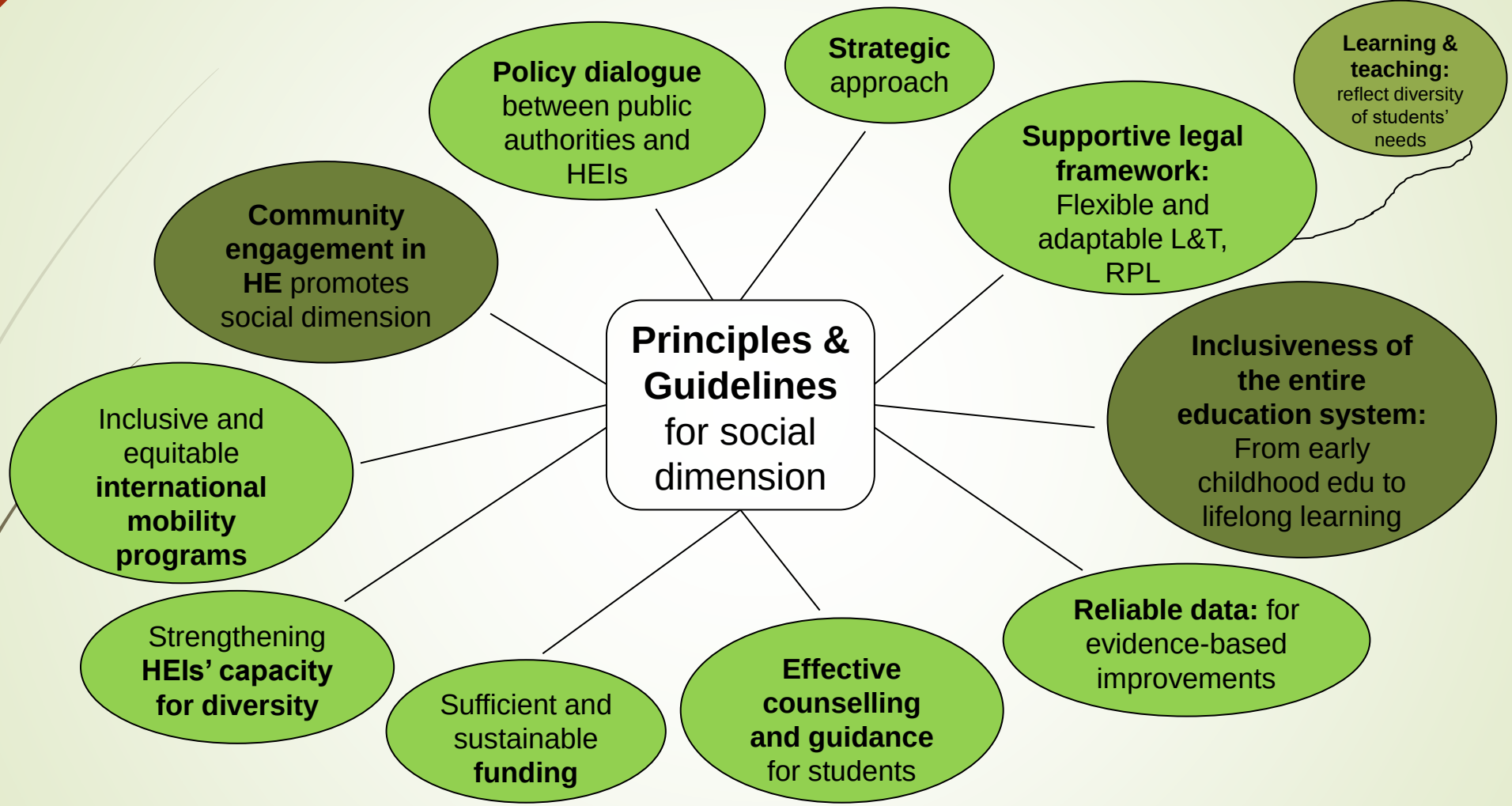
- Diana Spulber
- University of Genoa


CHRONOSYSTEM
MACROSYSTEM
Attitudes and ideologies of the culture
EXOSYSTEM
Extended family
MESOSYSTEM
Family
MICROSYSTEM
Child
Friends of family
School
Playground
Neighbors
Healthcare Services
Peers
Legal services
Religious Institutions
Mass media
Social welfare services

WHY …

- “In a world experiencing rapid change, and where cultural, political, economic and social upheaval challenges traditional ways of life, education has a major role to play in promoting social cohesion and peaceful coexistence” (UNESCO 2007:8)

"All human beings are born free and equal in dignity and rights (...) everyone is entitled to all the rights and freedoms set forth in this Declaration, without limitation of any kind, irrespective of race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status."


Principles & Guidelines for social dimension
Policy dialogue between public authorities and HEIs
Strategic approach
Supportive legal framework: Flexible and adaptable L&T, RPL
Learning & teaching: reflect diversity of students' needs
Community engagement in HE promotes social dimension
Inclusive and equitable international mobility programs
Inclusiveness of the entire education system: From early childhood edu to lifelong learning
Strengthening HEIs' capacity for diversity
Sufficient and sustainable funding
Effective counselling and guidance for students
Reliable data: for evidence-based improvements

- In Italy have 96 universities

Public Universities and Private Universities

Universities :

- Mega more than 40.000,00 students
- Big 20.000,00 – 40.000,00 students
- Medium 10.000,00-20.000,00 students
- Small less than 10.000,00 students
- Polytechnic

1999

- 4000,00 disabled students are studying at Italian Universities
- The Italian Government should consider this situation
- Law about Inclusion of Students in Italian System (Law 28 January 1999, n. 17/99)

The services provided by the Universities to the disabled students enrolled to a course of the Athenaeum aim at supplying:

- - equal opportunities of education, study and research;
- - full integration in every area of university life.

Inclusion versus INTEGRATION

- Students experience inclusive education when they can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by

- integration – students are placed in schools or educational settings with their similar-aged peers but adjustments are not made to meet their individual needs. This limits their ability to fully access or participate in learning. Integration is not necessarily a step towards inclusion.

Intercultural Education and Social Cohesion

- Intercultural education emphasizes social justice and sustainable development as it hopes to provide opportunities for each member of society.
- The types of content from which intercultural education draws its themes therefore include key concepts such as multicultural societies, social, political, economic and cultural contexts, interdependence between regions, countries and continents, natural resource limits, the information society and the media.

Intercultural education

- "is delineated as the promotion of constructive coexistence skills in a multifaceted cultural and social fabric. It entails not only the acceptance and respect of the different, but also the recognition of their cultural identity, in the daily search for dialogue, understanding and cooperation, in a perspective of mutual enrichment."

Incluson and Intercultural education: Family - School

Pedro, Villas-Boas and Fonseca (2000) state that "*...school, the family and the community are three prevailing contexts in the student's world and that the school/ family/community partnership can be a powerful tool for improving the quality of learning, the school's image and promoting social life*" (p. 7).

Despite progress, gaps persist

- Persons with disabilities have the right to full participation in all areas of life, as does everyone else. Yet, despite progress in some areas, many obstacles remain:
- only half (50.8%) of persons with disabilities are **employed** compared to 3 in 4 (75%) persons without disabilities
- more persons with disabilities are **at risk of poverty or social exclusion** compared to persons without disabilities (28.4% compared to 18.4%)
- 4 times more persons with disabilities report **unmet healthcare needs** than those without disabilities
- fewer persons with disabilities attain a **tertiary degree** than persons without disabilities (29.4% compared to 43.8%)
- *(Source: Eurostat)*

Strategy

- In March 2021, the European Commission adopted the Strategy for the rights of persons with disabilities 2021-2030. With this ten-year strategy, the European Commission wants to improve the lives of persons with disabilities in Europe and around the world.

- The new strategy therefore contains an ambitious set of actions and flagship initiatives in various domains and has numerous priorities, such as

- accessibility: being able to move and reside freely but also to participate in the democratic process
- having a decent quality of life and to live independently as it focuses notably on the de-institutionalisation process, social protection and non-discrimination at work
- equal participation as it aims to effectively protect persons with disabilities from any form of discrimination and violence, to ensure equal opportunities in and access to justice, education, culture, sport and tourism, but also equal access to all health services
- the role of the EU to lead by example
- the EU's intention to deliver on that strategy
- promoting the rights of persons with disabilities globally

. . .

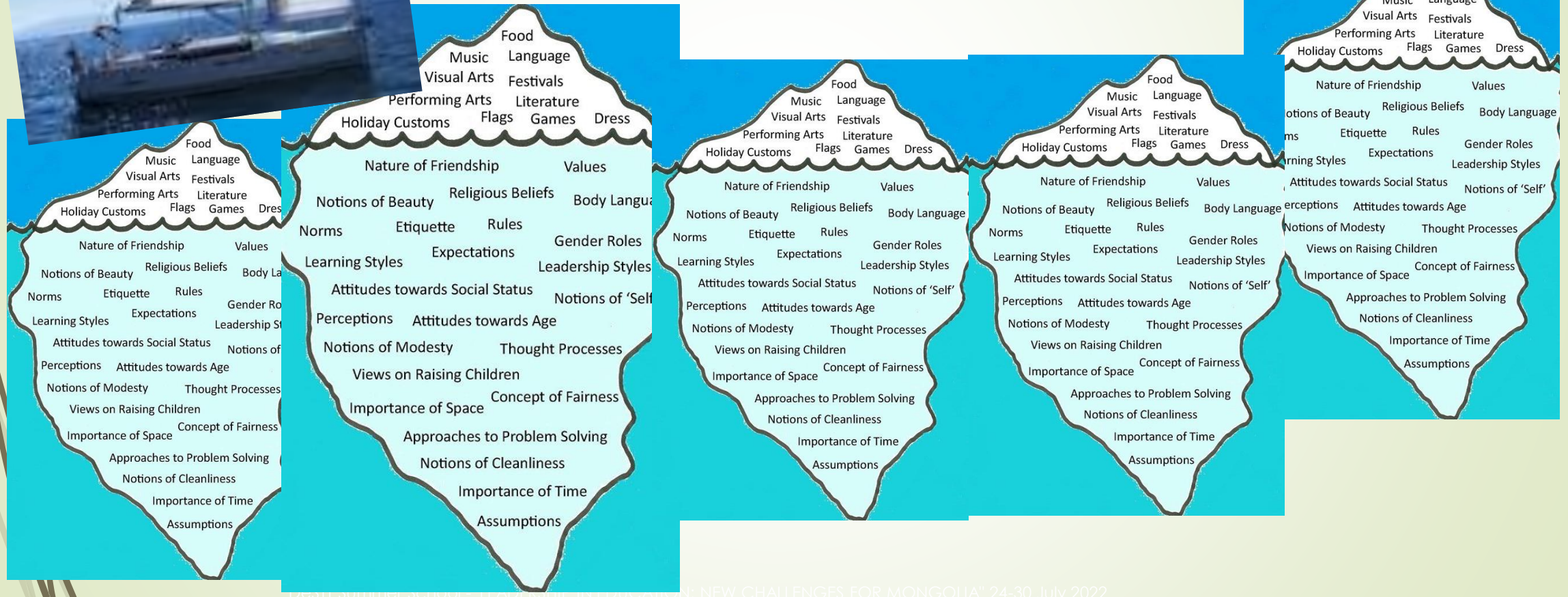
Strategy for the Rights of Persons with Disabilities 2021-2030
3 main themes
Enjoy EU rights
• Be able to move to another EU country
• Participate in political elections
Live independently and autonomously
• Participate in the labour market
• Learn new skills for new jobs
Participate and be protected from discrimination
• Receive an education
• Access justice and legal protection
#EUDisabilityRights
#UnionOfEquality

Figures and Facts EU

- It is estimated that **15%** of the global population have a disability
- In 2019, the EU provided **over €30 million** to projects targeting the needs of persons with disabilities

ITALY

- In the academic year 2020-2021 the number of pupils with disabilities attending Italian schools increased by 4 thousand units with the result that, by now, the percentage now reaches 3.6% of the enrolled pupils.


Food
Music
Language
Visual Arts
Festivals
Performing Arts
Literature
Holiday Customs
Flags
Games
Dress
Nature of Friendship
Values
Notions of Beauty
Religious Beliefs
Body Language
Norms
Etiquette
Rules
Gender Roles
Learning Styles
Expectations
Leadership Styles
Attitudes towards Social Status
Notions of 'Self'
Perceptions
Attitudes towards Age
Notions of Modesty
Thought Processes
Views on Raising Children
Importance of Space
Concept of Fairness
Approaches to Problem Solving
Notions of Cleanliness
Importance of Time
Assumptions

Culture

- The etymology of the word culture, from the Latin colere ('to inhabit', 'to cultivate' or 'to honour') suggests that culture generally refers to human activity. The word takes on remarkably different, even contradictory meanings, depending on how it is used.

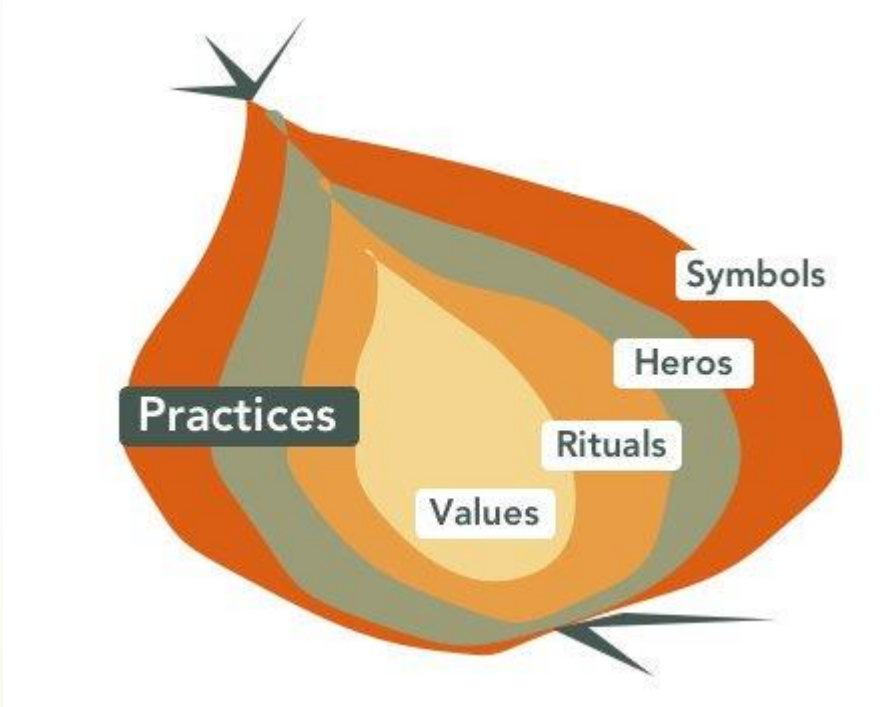
- The term (Latin culture) suggests the action of cultivating, particularly in the field of agriculture: growing flowers... The term culture is also used in ethology.

Culture

- Kroeber and Kluckhohn (1952) listed 163 definitions then grouped them into six categories (descriptive, historical, normative, psychological, genetic, structural).

- For his part, Murdock (1949) catalogued in "Human Relations Area Files (HRAF)" the traits of 250 cultures considered to be separate from each other although he assumed that comparative analyses could reveal similarities that could be explained by universal categories.

Culture



Find Your
Own Place
in the
World

THANK YOU!