|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **UNIVERSITY OF NIŠ** | | | | | | |
| **Course Unit Descriptor** | | **Faculty** | | | **Faculty of Philosophy** | |
| **GENERAL INFORMATION** | | | | | | |
| Study program | | | | **Sociology, Social Work** | | |
| Study Module (if applicable) | | | |  | | |
| Course title | | | | Problems in education of children from vulnerable groups | | |
| Level of study | | | | Bachelor  Master’s  Doctoral | | |
| Type of course | | | | Obligatory  Elective | | |
| Semester | | | | Autumn Spring | | |
| Year of study | | | | 1st | | |
| Number of ECTS allocated | | | | 6 | | |
| Name of lecturer/lecturers | | | | Natalija Jovanović | | |
| Teaching mode | | | | Lectures Group tutorials  Individual tutorials  Laboratory work  Project work  Seminar  Distance learning  Blended learning  Other | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| Purpose  The objective of the course is to acquaint students with the types and characteristics of sensitive, vulnerable, marginalized social groups and the problems of educating children from these groups; the students should learn about the ways in which society and schools react to marginalization, discrimination and social exclusion. Students should master the basic social categories, defining criteria and theoretical approaches, important for responding to problems in the education of vulnerable groups. At the level of analysis and critical thinking, students should consider the social context of marginalization and sensitivity of particular social groups, as well as recognize the causes and consequences of social marginalization. The aim is for students to adopt knowledge on the phenomenology of socially vulnerable groups and on the social consequences of marginalization of individuals and groups. Students should also acquire knowledge on important social strategies for overcoming marginalization and social vulnerability.  Course outcome  Students will be able to: 1. Recognize a child from a vulnerable social group; 2. List social causes and consequences of social marginalization; 3. List the forms of socially-vulnerable groups; 4. Explain intervention steps in case of discrimination of children from vulnerable groups; 5. Design programs for the prevention of discrimination and marginalization of children from vulnerable groups. | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| Theoretical classes: 1. Social crisis and the emergence of vulnerable social groups; 2. Socially-vulnerable social groups and social marginalization; short-term and long-term social consequences of social exclusion of vulnerable groups; 3. Socially endangered children; identifying and recognizing children from vulnerable groups; 4. Poverty as a condition of social vulnerability and social marginalization; 5. Migrants as socially sensitive groups; 6. Causes of social exclusion of Roma children; 7. Institutional and legal definition of the position of children from vulnerable groups; 8. Characteristics of vulnerable groups; 9. Children affected by family situation; 10. Children and young people with behavioral disorders; 11. Young people with deviant behavior as a socially marginal group; 12. Children with disorders in psychological, intellectual and physical development; 13. Prerequisites for social integration of vulnerable children; 14. Discrimination and types of discrimination against children and young people from vulnerable groups; laws that prevent discrimination; 15. Rights of the child and social measures for the protection of children from vulnerable groups; inclusion and integration; the role of preschool institutions and schools in implementing measures for the protection of children from vulnerable groups.  Practical classes: Tutorials  Tutorials are programmed to follow lectures and active participation of students in analyzing problems in education of children from socially-vulnerable groups, through individual and group work. A part of the tutorials will be held in schools which have children from socially-vulnerable groups – Vuk Karadzic Elementary School, which has children from Roma families | | | | | | |
| **LANGUAGE OF INSTRUCTION** | | | | | | |
| Serbian (complete course)  English (complete course)  Other \_\_\_\_\_\_\_\_\_\_\_\_\_ (complete course)  Serbian with English mentoring Serbian with other mentoring \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **ASSESSMENT METHODS AND CRITERIA** | | | | | | |
| **Pre exam duties** | **Points** | | **Final exam** | | | **points** |
| **Activity during lectures** | **10** | | **Written examination** | | |  |
| **Seminar paper** | **20** | | **Oral examination** | | | **40** |
| **Teaching colloquia** | **30** | | **OVERALL SUM** | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |