

INVENTING EDUCATION

second international conference

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The **2nd INTERNATIONAL CONFERENCE of the JOURNAL SCUOLA DEMOCRATICA "REINVENTING EDUCATION"** will be hosted online **June 3 through 5 2021**, by **Scuola Democratica, Centro Interuniversitario per la Ricerca Didattica** (University of Cagliari and University of Sassari), **il Mulino**. The challenges posed by the contemporary world have long required a rethinking of educational concepts, policies, and practices. The question about education 'for what' as well as 'how' and 'for whom' has become unavoidable and yet it largely remained elusive due to a tenacious attachment to the ideas and routines of the past which are now far off the radical transformations required of educational systems. Scenarios, reflections, and practices fostering the possibility of change towards the reinvention of the educational field as a driver of more general and global changes are centerstage topics at the Conference and will have a multidisciplinary approach from experts from different disciplinary communities, including sociology, pedagogy, psychology, economics, architecture, political science, etc. We hope with this opportunity to confirm the participation obtained at the first edition of the conference. Organizers, promoters and partners of the Conference wish to invite educators, teachers, researchers, scholars, academics, scientists, professionals, experts and policy makers to join the conversation and bring the disciplines towards a more integrated set of alliances by:

- promoting a trans and inter disciplinary discussion on urgent topics;
- fostering debates among experts and professionals;
- diffusing research findings all over international scientific networks and practitioners' mainstreams;
- launching further strategies and networking alliances on local, national and international scale;
- providing a new space for debate and evidence to educational policies.

We invite you to submit ABSTRACT/PAPER for your presentation at the **Panel session**:

D.3 YOUNG PEOPLE OF FOREIGN ORIGIN AND EDUCATIONAL FAILURES: KEY-ROLES AND ACTIONS TO CONTAIN DROPOUT'S RISK AND PROMOTE INCLUSION

Convenors

Antonello Sicaldone (INAPP), Riccardo Morri (Sapienza Università di Roma)

Keywords

Educational dropout; Students with immigrant background; Second generations; Unaccompanied foreign minors; Early school leavers

As shown by Eurydice reports, education systems all over Europe face the challenge of weak performances linked to students with immigrant background. Italy ranks among EU top places for what concerns number of early school leavers: relevance of this phenomenon has grown from 13,8% in 2016 to 14,5% in 2018. Even more alarming are educational failures data referred to second generations (mostly born in our country), which went from 32,8% to 37,6% in two years according to ISTAT. For these children and young people -who represent almost 10% of school population- school system is the first context for the challenge of integration. Scholars should concentrate many efforts on determining factors of dropout and analyze paths taken by those dropped out of the training circuits, together with the identification of practices and policies to combat early school-leaving.

General objective of this panel is to increase availability of international data relating to targets of foreign origin and students from migrant background, broadening the knowledge framework on integration effectively achieved in school/training systems and taking into account also inclusion issues. Analysis of these phenomena, also comparing results from different countries, must consider incidence of subjective variables and factors related to contextual systems and local situations (inclusive capacity of educational agencies and local resources, targeted policies). Focusing particularly on high risk of educational failure for minors in out-of-home-care (mostly with immigrant background), we need to reflect on many problems, including lack of attention received in adolescence phases and frequency of school transfers due to changes of foster care projects: institutions rarely hold information to understand peculiarities characterizing lives of young people grown alone or in dysfunctional families, who end up being placed in communities (or hetero-family foster care). Italian Parliament has recently defined measures to support care-leavers' transition to adulthood: it would be appropriate in this perspective to experiment with accompanying actions aimed at autonomy and detect major problems in different territorial areas.

Finally regarding unaccompanied foreign minors, there is a lack of data on effective exercise of right to education recognized by international conventions, while it would be useful to monitor school/training courses actually followed. Also in this case it's necessary to emphasize that concrete enforceability of access to learning and qualification opportunities is for these subjects first guarantee of protection from the risk of falling into circuits of illegality and exploitation.

Starting from international literature on each of the target groups, from background reviews on qualitative and quantitative data and/or ad hoc surveys related to national and European contexts, multidisciplinary

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paper proposals may include:

- comparative analyses on initiatives implemented to contain the risk of dropout of young people of foreign origin and modeling of practices to combat early leaving;
- case studies aimed at investigating criticalities of inclusion in education circuits, socialization models, risks of educational failure, methods of prevention/contrast;
- insights into the correlation between levels of inclusion and training success in different countries;
- analysis of skills of the actors involved in the fulfillment of compulsory education and training system, with particular attention to 'mediation figures' (counselors, mediators, teachers, "autonomy tutors" etc);
- identification of tools and experiences for promoting school inclusion and support for educational success, through the enhancement of citizenship education and intercultural mediation.

References

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- Schachner M.K. et al., Schools as Acculturative and Developmental Contexts for Youth of Immigrant and Refugee Background, *European Psychologist* 23/1, 2018
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ABSTRACTS/PAPERS SUBMISSION

HOW TO SUBMIT

ABSTRACTS/PAPERS should be submitted by **April 4, 2021** ([check Conference Dates and Deadlines](#)).

ABSTRACTS/PAPERS should be submitted via the [pre-conference tool](#).

Please **do not submit your ABSTRACT/PAPER by e-mailing it to the Convenor(s)** of the Panel session you chose. Convenor(s) will receive submitted ABSTRACTS/PAPERS automatically from the [pre-conference tool](#) and they are going to reject ABSTRACT/PAPER submitted to their e-mail addresses.

Language for ABSTRACTS/PAPERS is English.

You can submit an ABSTRACT or in case you prefer a PAPER. **Be careful: DO NOT SUBMIT BOTH ABSTRACT AND PAPER. EITHER YOU SUBMIT THE FORMER OR THE LATTER.**

ABSTRACT/PAPER should include:

1. Title (limited to 20 words in UPPER CASE)
2. Author's name and surname, institution, and email address
3. Five keywords
4. ABSTRACT's text (limited to 500 words). In case you decide for the PAPER, text will be 3.500 words min. 5.000 words max. In the submission text, please write: ABSTRACT or PAPER after the title. Example: FAMILY BACKGROUNDS AND STUDENT ENGAGEMENT IN SECONDARY SCHOOLS. A CASE STUDY (PAPER)

The Conference formula is: **1 SUBMISSION = 1 FEE** ([check FEES webpage](#))

It is possible to submit a maximum of 2 ABSTRACTS/PAPERS per person (double submission must concern 2 different Panel Sessions). Each ABSTRACT/PAPER is eligible if it is backed by an **APP FEE**.

Co-authors who do not submit ABSTRACT/PAPER as first author may access to the Conference via the discounted P FEE ([check FEES webpage](#))

The submitting and presenting author must be listed as the first author in the [pre-conference tool](#). Please note that the submitting author will receive all correspondence about the ABSTRACT/PAPER. Therefore, we recommend that the submitting author details that are entered are the same details as those of the presenting author.

ABSTRACTS/PAPERS may not be edited/uploaded after final submission.

Before you submit, please make sure the following requirements are met:

- ABSTRACT/PAPER must be allocated to a specific Panel session. Therefore, you must select the proper Panel when submitting. For a complete listing of Panel sessions please [click here](#).
 - If possible, write your ABSTRACT/PAPER highlighting methods, outcomes, references. Word count is affected by inclusion of references.
 - Convenors and the Scientific Committee will review all submitted ABSTRACTS/PAPERS. Notification regarding acceptance and scheduling will be sent to the submitting author via the [pre-conference tool](#).
- Please note, if your ABSTRACT/PAPER is accepted, you will be permitted a maximum of 20 minutes for oral presentation.