REINVENTING EDUCATION

Scuola democratica · il Mulino

3-4-5 JUNE 2021

second international conference

CALL FOR ABSTRACTS/PAPERS

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.4 ADOPTION, FOSTER CARE, AND THE COMPLEXITY OF EDUCATION

Convenors
Monya Ferritti (INAPP)
Anna Guerrieri (Università degli studi de L'Aquila)

Keywords
intercultural education; inclusion; adoption; foster care; racism

The lives of adopted and foster care students combine multiple differences from the socio-economical, gender, cultural, ethnical, ability, sexual orientation point of view. Even more so the lives of students in protection structures. Their educational success is often hindered by the outcomes of a plurality of unfavorable conditions that characterized the early and sometimes later stages of their lives (biological parents' health and addictions; deprivations and traumas suffered in childhood; genetical conditions that may have increased the possibility of neglect and abandonment, long periods of institutionalization, physical and psychological abuse, etc.). In the case of adopted pupils, the high socio-cultural level of adoptive families is not a predictor of the school performance of children and the data on school dropout seem comparable to those of more disadvantaged families. In the case of pupils in foster care or protective structures, the risk of educational poverty is even greater. International and national research show that adoption, one of the most effective recovery interventions in every area of children's development, fails to guarantee the same in the area of school performance: higher frequency of Specific Learning Disorders (SLD); significantly higher than average attention difficulties, higher repetition rate and disciplinary measures. The greater vulnerability of these students compared to their non-adopted and non-foster care peers, if not adequately addressed, can generate risks of educational failure and social exclusion. How this vulnerability may be connected to other critical issues (different ethnicity, different familiar history, etc.) in interfering with school success, is yet little investigated.

To address the previous issues, to compensate inequalities, and to avoid discriminations, specific and cutting edge policies were implemented in 2014 and 2017 in Italy, insofar the first and unique country (*Linee di indirizzo per il diritto allo studio degli alunni adottati; Linee guida per il diritto allo studio delle alunne e degli alunni fuori della famiglia di origine*). However recent research is showing that too few teachers are properly trained about their contents, or even know about them. This severely reduces the effects of such policies.

The peculiarities of the life-stories of such students are still very often misunderstood leading to over-diagnose learning disabilities in early life and psychiatric conditions later on. Their skin color is often seen too little by adoptive and foster care families and care-givers while it is highly exposed in a society not inclusive enough. This puts them at a crossroad of further possible discriminations that must be addressed

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to minimize pernicious effects that may contribute to crises and disruptions.

The track aims to explore the intersectional dimension of inequalities of such pupils starting from that of gender. In particular, the panel would invite to explore the educational paths and subsequently the work access outcomes of adopted, in foster care and educational communities pupils and students taking into account possible differences due to the policies tools implemented by the education system according to different national contexts.

References

Ferritti, M., & Guerrieri, A. (2020). Adopted students and intersectionality, starting points for a first analysis. Educazione Interculturale, 18(2), 59-69.

Migliarini V., Stinson C. e D'Alessio S., (2019), 'SENitizing' migrant children in inclusive settings: exploring the impact of the Salamanca Statement thinking in Italy and the United States, in "International Journal of Inclusive Education", 23:7-8, 754-767.

Vinnerljung, B., Lindblad, F., Hjern, A., Rasmussen, F. e Dalen, M., (2010), School performance at age 16 among international adoptees: A Swedish national cohort study, in "International Social Work", n. 53(4), pp. 512-527.

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.

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