

INVENTING EDUCATION

second international conference

<http://www.scuolademocratica-conference.net>
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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**:

H.10 QUALITY ECEC IN ITALY: TEACHING AND LEARNING IN THE NEW 0-6 SYSTEM

Convenors

Cristina Stringher (INVALSI); Maria del Carmen Huerta Guerra (Imperial College London)

Keywords

Funding and governance; ECEC leadership and workforce; Local and national curriculum; Monitoring and evaluation; Quality indicators

Internationally, the importance of ECEC attendance for children's development and for their future life outcomes is well established from studies pertaining to very different traditions (developmental psychology, pedagogy, economy, sociology). One central feature of ECEC for the delivery of what it promises is its quality. For this reason, the United Nations, the World Bank, the European Union, trade unions and child advocate think tanks, such as the European Alliance for investing in children, all support the UN Sustainable Development Goal number 4 and target 4.2 for equal access to free pre-primary education for all. The provision of at least one year of free and compulsory quality pre-primary education is encouraged and should be delivered by well-trained educators. Early childhood development and care for younger children aged up to three years is also encouraged. Within the international landscape, Italian Early Childhood Education and Care (ECEC) is considered of good quality. Recent preschool self-evaluation data, from the Italian Institute for the Evaluation of the Educational System of Instruction and Training (INVALSI, 2020), seem to support this statement for the preschool sector, albeit certain weaknesses seem to emerge. Among them: low qualification of the workforce; low intensity of in-service teacher training; uncertainties in leadership skills and in preschool evaluation and observation practices, all converge towards possible improvements. Considering the 0-3 segment of Italian ECEC, the data on quality are practically non-existent or just very local. Only rare studies explored the impact of children's attendance to Early Childhood Education and Development (ECED) centres on their developmental trajectories. The integration of the so far split Italian ECEC system is facing additional challenges and adds to the complexity: institutional and normative arrangements for ECEC governance and funding are slowly progressing through several ministries rotated in the past 5 years, after the ECEC transformation was started with the so called "Good School" reform. To add to these difficulties, the pandemic is playing an ambiguous role: on the one hand, it has forced families and ECEC services to reinvent relationships online with potential threats to children's early acquisitions; on the other, the pandemic has been a giant opportunity to appreciate the painstaking daily work of educators and teachers in ECEC centres and preschools. The Italian Alliance for investing in children is proposing the use of 4.2 billion euros of EU Next Generation funds to make this system fully available for children and their families. This panel would like to invite researchers, practitioners and experts from different disciplinary fields to join forces and tackle one simple question with complex answers. How can the Italian ECEC system take this wave of interest and funding as an occasion to re-think itself? Specific questions that this panel addresses have one common objective: to present new scientific evidence from different disciplines regarding the relevance of early childhood for social

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development, as well as to reflect on the design and implementation of public policies to promote child development and well-being in Italy. We would like contributors to address theoretical and empirical research on the five panel keywords linked by the overarching concept of quality ECEC, as conceived in the most influential European grey literature. We are particularly interested in studies stemming from the economic sector and with a longitudinal perspective. Papers and presentations should be submitted in English only and will be reviewed based on the following criteria:

- Overall coherence of the proposal;
- Solid empirical methodology and sampling, better if on a national basis;
- Theoretical grounding coherent with the objectives of the study and with study methodology;
- Clarity of language, especially for discussion and conclusions;
- Relevance of results for their practical implementation in ECEC settings.

References

Alleanza per l'Infanzia (2020). [Investire nell'infanzia: prendersi cura del futuro a partire dal presente. Razioni e proposte per l'ampliamento e il rafforzamento dei servizi educativi e scolastici per i bambini e le bambine tra 0 e 6 anni e degli interventi a sostegno della genitorialità.](#)

ISTAT (2020). Asili nido e servizi educativi per la prima infanzia, Report del 12 dicembre 2019, in www.istat.it; Dipartimento per le politiche della famiglia, Istat, Università Ca' Foscari, Mipa, Nidi e servizi educativi per l'infanzia. Stato dell'arte, criticità e sviluppi del sistema educativo integrato 0-6.

INVALSI (2020), Rapporto sulla sperimentazione del RAV per la Scuola dell'Infanzia, Roma, INVALSI.

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.