

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**:

L.1 YOUTH (NOT) ON THE MOVE

Convenors

Valentina Cuzzocrea (Università di Cagliari); David Cairns (University of Lisbon); Ewa Krzaklewska (Jagiellonian University in Cracow)

Keywords

mobility; immobility; transitions; structured mobility; unstructured mobility

In the last decade, youth research has frequently reflected on young people's projected futures, with spatial mobility granted a significance stretching far beyond the mere acquisition of a few additional work competences to be employed in integrating into highly competitive labour markets. Within structured programmes and the unstructured field of free movement, youth were encouraged to pursue individualized success, with mobility seen as an almost magical means of unlocking the fulfilment of personal and professional desires. Needless to say, in practice, this mobility took place with varying intensity, blurring the boundaries between mobility and migration, and extending into various pedagogical and non-pedagogical domains, including education, work, training, leisure or attempts to realize active citizenship. In regions such as the European Union but no doubt elsewhere, mobility became a way of imagining the future (Cuzzocrea and Mandich 2016), with biographies often imagined outside one's spatial context of origin. This dislocation of self-actualization was hence an idealized situation, and in reality, youth mobility was characterized by disappointment, as employers, educators, policymakers and stakeholders sought to profit from cultivating greater numbers of young mobile subjects capable of generating economic and political capital for institutions and, only in some cases, the participating individuals. What might have once been a relatively coherent and linear migration trajectory, oriented around settlement and integration within a specific local, was broken down into commodified mobility episodes, offered à la carte, revealing the neo-liberal underpinning of emerging mobility systems. In consequence, the youth mobility field became characterized by economic and socio-demographic pitfalls, with what felt like endlessly prolonged mobile trajectories at times leading nowhere (Cuzzocrea and Cairns, 2020). With the Covid-19 pandemic, youth mobility fetishism has, temporarily, suspended. However, even prior to this event, youth researchers had started to interrogate their own taken-for-granted assumptions about the value and values of mobility in youth life, trying to make sense of the complex array of meanings produced out of the interjunction between youth studies and mobility studies, encompassing education studies, sociology, geography, and extending into policymaking and the practice of youth work, particularly in shared European space. We are now living in an era of effectively proscribed non-essential travel; for students, trainees and early career stage workers, to become mobile now places a black mark upon a curriculum, and for the most motivated, in one's soul. At present, the challenge seems to refine an educational trajectory within the limits of what is possible without mobilities.

In more practical terms, difficulties are raised in regard to seeking ways to practice demobilized versions of youth transitions, whether inside structures of formal, and non-formal education, within the confines of one's immediate community, via virtual platforms or even the domestic sphere. Equally in need of addressing are incomplete or interrupted mobility trajectories, including stranded mobile subjects, and

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others in possession of now devalued mobility capital. While long-term strategies have not yet emerged, we are beginning to recognize the importance of a reconceptualized mobility-immobility dyad, retaining a place for aspects of mobility capital such as interculturality. In the new conditions of disimagined mobility it may appear difficult to construct clear and desirable visions of a grounded transition to adulthood, taking into account the ethics of pandemic era corporeal travel (Krzaklewska, Czerska-Shaw, in review; Cairns et al., 2021). This panel nevertheless seeks to address this challenge, and explore issues related to a possible paradigm shift in youth mobility, playing on the complexity and contradictions of research, practice and policymaking in the mobility field at this time within and outside education, looking towards viable means of enabling young people to sustain their hopes and dreams of the post-pandemic future.

References

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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)

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- If possible, write your ABSTRACT/PAPER highlighting methods, outcomes, references. Word count is affected by inclusion of references.
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