LEARNING

for democracy

DEMOCRACY

for learning

BOOK OF ABSTRACTS

SEPTEMBER 1–4, 2026 · SAPIENZA UNIVERSITY OF ROME, ITALY

PROMOTERS

Scuola democratica — learning for democracy

Sapienza Università di Roma

il Mulino

PARTNERS

ANP — associazione nazionale dirigenti pubblici e alte professionalità della scuola

ANTIMAFIA POP Academy

BE FOR EDUCATION FOUNDATION

Fondazione per la Scuola

Fondazione Intercultura ets

INDIRE — Istituto Nazionale Documentazione Innovazione Ricerca Educativa

INVALSI

actionaid — REALIZZA IL CAMBIAMENTO

IREF — Istituto di Ricerche Educative e Formative

MEDIA PARTNER

Rai Radio 3

Fourth International Conference of the journal *Scuola Democratica*

Learning for Democracy / Democracy for Learning

SAPIENZA UNIVERSITY OF ROME, ITALY
SEPTEMBER 1–4, 2026

BOOK OF ABSTRACTS

IN MEMORIAM

This conference is dedicated to the memory of children killed in contemporary wars. It recalls the more than 20,000 children who have died in the Gaza Strip since 7 October 2023 and the 38 children killed in Israel during the terrorist attacks of that same day.

It also remembers children whose lives have been taken or shattered by violence in Iran, Lebanon, Ukraine, Syria, Yemen, Sudan, the Sahel, Somalia, and Myanmar, as well as those who died while attempting to cross the Mediterranean in search of safety from war, drought, and poverty.

According to UNICEF, approximately 473 million children today — one in six worldwide — live in areas affected by armed conflict. For them, there was no democracy, and there will be no education.

Page intentionally left blank

PUBLISHED BY

Scuola democratica
learning for democracy

Associazione "Per Scuola Democratica"
Via Francesco Satolli, 30 — 00165 Rome, Italy

OPEN ACCESS

EDITED BY

Leonardo Piromalli
https://leonardopiromalli.it/

APA CITATION FOR THE VOLUME

> SCUOLA DEMOCRATICA (2026). *Book of Abstracts of the Fourth International Conference of the journal Scuola Democratica. Learning for Democracy / Democracy for Learning*. Rome, Associazione "Per Scuola Democratica".

TO CITE AN INDIVIDUAL ABSTRACT

> Author, A. (2026). «Abstract Title». In SCUOLA DEMOCRATICA (Eds.), *Book of Abstracts…*. Rome, Associazione "Per Scuola Democratica".

This book is digitally available at:
https://www.scuolademocratica-conference.net

ISBN 979-12-985016-1-4

PROMOTERS

Scuola democratica
learning for democracy

Sapienza Università di Roma

il Mulino

PARTNERS

ANP - Associazione nazionale dirigenti pubblici e alte professionalità della scuola

ÀP – Antimafia Pop Academy

Be For Education Foundation

Fondazione Compagnia di San Paolo

Intercultura APS

INDIRE

INVALSI

ActionAid Italia

IREF - Istituto di Ricerche Educative e Formative

MEDIA PARTNER

Rai Radio 3

TABLE OF CONTENTS

Conference Venues — Campus Map 57

STREAM A · DEMOCRACY, GOVERNANCE AND EDUCATION POLICY 58

SPECIAL EVENT · **A.00. Separated At School: Which Challenges for Policies? (Presentation of SD Special Issue suppl/2025)** 59

Separated At School: Which Challenges for Policies? (Presentation of SD Special Issue suppl/2025) 59
Costanzo Ranci Ortigosa (Politecnico di Milano) · Marta Cordini (Politecnico di Milano) · Gianluca Argentin (Università di Milano-Bicocca)

SPECIAL EVENT · **A.01. A Passion for Education Policy: The Research Journey of Luciano Benadusi** 60

A.02. Alphabets of Peace As Transformative Devices 60

The other's history. Pedagogical reflections about Shoah and Nakba memories 61
Alessandro Vaccarelli (Università degli Studi dell'Aquila, Italy) · Lorenzo Zaffram (Università Sapienza di Roma, Italy)

Third Narrative, Joint Grief, and Shared Future: Symbolic Disarmament in Israel–Palestine 61
Ilaria Olimpico (University La Sapienza, Rome, Italy)

Pacifism and Nonviolence: Limits, Aporias, and Political Control 62
Michele Longo (Università degli Studi di Napoli (Federico II), Italy)

Peace Education and Unaccompanied Children with Migratory Backgrounds in Italy 63
Filippo Iapadre (Università La Sapienza di Roma, Italy)

Reinventing Language as a Tool of Nonviolent Practice in Various Educational Settings 64
Paola Rigoni (Università di Bologna, Italy) · Carmel Berendi (University of Pecs, Hungary)

A.03. The Global Right and Education: Hegemony, Social Justice, and the Post-Liberal Turn 65

Higher Education Priorities Engineered by the Trump-Musk Phase of the Second Trump Administration 65
Iryna Kushnir (Nottigham Trent University, United Kingdom) · Sujith Kumar (King's College London, United Kingdom)

Student Politics In The UK Media: Whose Voices Are Heard, And Whose Are Left Out? 66
Franziska Lessky (University of Oxford, United Kingdom) · Xuedan Yan (University of Oxford, United Kingdom) · Rachel Brooks (University of Oxford, United Kingdom) · Tom Fryer (University of Manchester, United Kingdom) · Rille Raaper (Durham University, United Kingdom)

Undoing Democracy in Education in Ontario, Canada: From Policy to Governance 67
Sue Winton (York University, Canada)

Popular Education Against the New Right: Grassroots Experiences and Democratic Struggles in Post-Authoritarian Chile 68
Diego Cabezas Bravo (Universidad Metropolitana de Ciencias de la Educación, Chile)

The Social and Economic Conditions for Democratic Education 69
Hugh Lauder (University of Bath, UK, United Kingdom)

New Right Narratives on Teachers' Role in Education in Argentina: Symbolic Convergences, Negotiations and Tensions in Secondary Education Policies 69
Juana Sorondo (Universitat Autònoma de Barcelona, Spain) · Silvia Alucin (Instituto de Ciencias de la Educación de Rosario, Argentina; CONICET, Argentina)

Education as a Culture War Arena: The Conservative Assault on Knowledge Institutions in the Trump Era 70
Mattia Diletti (Sapienza University of Rome) · Alice Fischetti (Università della Tuscia, Italy) · Luca Massidda (Università della Tuscia, Italy)

Delegating Educational Justice? Neoliberal Governance and the Transformation of Inequality Policies 71
Cintia Indarramendi (université paris 8, France)

Emotional School Regimes in Neoliberal Times: Conceptions, Practices and Resistances over Student Wellbeing at Madrid's Public Secondary Education 72
Veda Krüger Ruiz (Universitat Autònoma de Barcelona, Spain)

A.05. Education, Democracy and Resistance in Occupied Palestine 73

When School Becomes a Space of Silence: Democratic Costs of Suppressing Palestinian Identity Learning in East Jerusalem 73
Safaa Debs (Hebrew University of Jerusalem (Jerusalem))

Co-designing Inclusion: A Participatory Model for Evaluation and Empowerment in El Salvador, Palestine, and Cameroon 74
Alessandro Soriani (Department of Education Studies, Alma Mater Studiorum - University of Bologna, Italy) · Elena Pacetti (Department of Education Studies, Alma Mater Studiorum - University of Bologna, Italy)

Reframing Education Systems in Settler Colonial Contexts: Lessons from Area C, West Bank 75
Mahmoud Soliman (Coventry University, United Kingdom)

SPOCs for Gaza: Designing Community-Oriented Online Learning as Resistance to Scholasticide 75
Carmelo Presicce (Massachusetts Institute of Technology, United States of America) · Ayat Abodayeh (Massachusetts Institute of Technology, United States of America)

Art and Resistance 76
Mohammed Timraz (University of Parma, Italy) · Emanuela Pettinari (University of Bologna, Italy)

Democracy Under Restrictions: A Phenomenological Study of the Experiences of Teachers and Students in Palestine 77
Nidaa Jibril (Al-Quds University, Palestinian Territories) · Buad Khales (Al-Quds University, Palestinian Territories)

Resistance through Education: Experiences of Palestinian Schools in Jerusalem 77
Nihad Abu Irmeleh (Al Quds University, Israel)

Refusing Erasure: Gazan Women Engaging in Educational Resistance 78
Ayat Abodayeh (Massachusetts Institute of Technology, United States of America) · Carmelo Presicce (Massachusetts Institute of Technology, United States of America)

When Play Becomes an Act of Resistance: Informal Education and Democratic Agency in Aida Camp 79
Dario Ruggieri (Primary school teacher, Italy) · Sofia Torresani (Sapienza, University of Rome)
Digital Bridges for Civic Peace: Virtual Exchange as a Catalyst for Pan-Palestinian Democratic Education 80
Rawan Tahboub (Friedrich Schiller University Jena, Germany)
International Cooperation For Inclusion And Empowerment: A Participatory Research Framework For Inclusive Education In Emergency 81
Ilaria D'Angelo (University of Macerata, Italy) · Arianna Taddei (University of the Republic of San Marino, San Marino) · Tommaso Santilli (University of Macerata, Italy)
Learning Palestine Solidarity: The Jewish National Fund as pedagogical case study 82
Eurig Scandrett (Queen Margaret University, United Kingdom)
Meaningful Learning as a Pathway to Democratic Education: Evidence from English Language Classrooms in the Jerusalem Suburbs 83
Raneen Alkhanafsa (Al.Quds University, Palestinian Territories) · Prof. Buad Khales (Al.Quds University, Palestinian Territories)
From Independent Living to Rethinking Humanitarian Response: Beyond “Leave No One Behind”. Disability, Participation, and Inclusive Humanitarian Action in Gaza 84
Yousef Hamdouna (EducAid, Italy)
The Daily Journey: A Phenomenological Study of Students' Lived Experience Crossing Military Checkpoints as an Everyday Democratic Act and Resistance to Enforced Ignorance 85
Haneen Bostanje (Al-Quds University, Palestinian Territories) · Bu'ad Muhammad Al-Khalis (Al-Quds University, Palestinian Territories)

A.06. Learning to Learn for Democracy, Empowerment and Equity 86

From Study Skills to Learning to Learn: Evidence-Informed Approaches to Inclusion in Lower Secondary Schools 86
Marianna Valente (Università degli Studi Roma Tre) · Marina Chiaro (Università degli studi Link) · Amalia Lavinia Rizzo (Università degli Studi Roma Tre)
Learning to Learn in the School-to-University Transition: Educational Counselling as a Context for Observing and Supporting Strategic Autonomy 87
Sofia Torresani (Sapienza, University of Rome, Italy) · Carlotta Casacci (Alma Mater Studiorum, University of Bologna) · Massimo Marcuccio (Alma Mater Studiorum, University of Bologna)
Teacher Professional Development For The Use Of Evidence-Informed Teaching Strategies: A Quasi-Experimental Study In Primary School 88
Marianna Traversetti (Sapienza, Italy) · Alessio Schiavone (Università degli Studi Roma Tre, Italy) · Amalia Lavinia Rizzo (Università degli Studi Roma Tre, Italy)
Learning To Learn Within Research Infrastructures: Transformative Training For Community Building In FOSSR 89
Serena Fabrizio (CNR-IRCrES – Research Institute on Sustainable Economic Growth, National Research Council of Italy, Rome, Italy) · Rita Giuffredi (CNR-IRCrES – Research Institute on Sustainable Economic Growth, National Research Council of Italy, Rome, Italy) · Erica Rizziato (CNR-IRCrES – Research Institute on Sustainable Economic Growth, National Research Council of Italy, Rome, Italy)
Fostering Learning to Learn in Preschool and Primary Education: An Investigation of Teachers’ Conceptions, Practices, and Professional Needs 90
Annamaria Gentile (Università degli Studi di Modena e Reggio Emilia, Italy) · Lucia Scipione (Università degli Studi di Modena e Reggio Emilia, Italy) · Agnese Vezzani (Università degli Studi di Modena e Reggio Emilia, Italy)
Observing Learning to Learn in Higher Education: Perceived Study Strategy Gaps and Educational Support in Initial Teacher Education 90
Sofia Torresani (Sapienza, University of Rome, Italy) · Marianna Traversetti (Sapienza, University of Rome)

A.08. Nonviolent Education and Demilitarization of Schools: Practices, Tools, and Pedagogical Perspectives Towards Universalist Humanism 92

Reopening History: Capitini’s Intergenerational Antifascism and Nonviolent Pedagogy for Democratic Civic Education 92
Gabriella Falcicchio (University of Bari Aldo Moro, Italy) · Daniele Taurino (University of Bari Aldo Moro, Italy)
Non-Collaboration with War as Pedagogical Praxis: Aldo Capitini’s Nonviolent Framework for Peace and Disarmament 93
Emanuele Follenti (Liceo Scientifico Lorenzo Respighi, Piacenza, Italy)
Archives for Peace: Using Historical Sources to Foster Nonviolence Education in Primary Schools 94
Pamela Giorgi (INDIRE) · Rubina Bazzani (INDIRE) · Alberto Biondo (Centro per lo sviluppo creativo Danilo Dolci) · Tiziana Rita Morgante (Centro per lo sviluppo creativo Danilo Dolci) · Annabella Coiro (Rete ED.UMA.NA.) · Gabriella Fanara (Rete ED.UMA.NA.)
Disarming Education: Transformative Pedagogy, University Public Engagement, and Practices of Active Citizenship 95
Federica Zanetti (University of Bologna, Italy)
Fostering Peace and Nonviolence Through School-Community Partnerships: A Case Study Of Best Practices. 96
Tiziana Landra (Energia per i diritti umani, Italy) · Dino Mancarella (Mondo senza guerre e senza violenza)
Autobiography: A Device at the Service of Peace and Nonviolence 97
Dino Mancarella (Mondo senza guerre, Italy) · Caterina Benelli (Università degli Studi di Firenze)
Peace Education In The Discourse Of Education Policy Of Lithuania 98
Vidmantas Tūtlys (Vytautas Magnus University, Lithuania) · Povilas Dievaitis (S. Ignacius of Loyola College, Lithuania)
Mapping Changes: The Theatre of the Oppressed as a Transformative and Emergent Practice in a Nonviolent Training Pathway. 98
Maria Sangaletti (University of Bergamo, Italy) · Agnese Graticola (University of Bergamo, Italy)
Returning Research Findings in School-based Psychological Research: Participatory and Generative Practices 99
Lucia Irene Porzio (Università degli Studi di Napoli Federico II) · Jacopo Postiglione (Università degli Studi di Napoli Federico II) · Filomena Carillo (Università degli Studi di Napoli Federico II) · Elisabetta Fenizia (Università degli Studi di Napoli Federico II) · Andrea Baroncelli (Università degli Studi di Perugia) · Enrica Ciucci (Università degli Studi di Firenze) · Valentina Grazia (Università degli Studi di Parma) · Ilaria Grazzani (Università degli Studi di Milano Bicocca) · Santa Parrello (Università degli Studi di Napoli Federico II)
From Rigid Identity to Narrative Identity - Nonviolent Education as a Condition for Reconciliation 100
Vito Correddu (Centro Studi Umanista Salvatore Puledda, Italy)
Pedagogy Of Nonviolence Between Theory And Practice: The Significance Of "Energia Per i Diritti Umani" 101
Vittoria Suriano (Energia per i Diritti Umani aps, Italy) · Francesca De Vito (Energia per i Diritti Umani aps, Italy) · Mirko Vecchiarelli (Sapienza University of Rome, Italy)
Nonviolent Teacher Training: A Narrative Review 102
Agnese Graticola (Università degli Studi di Bergamo, Italy)

Nonviolence as a Public and Political Category of Education: Collective Reflections 103
Annabella Coiro (rete EDUMANA, Italy)

A.09. Citizenship, Social Justice and Playful Learning for Economic Awareness and Social Change 104

Enhancing Financial Literacy Through Board Game-Based Learning 104
Duccio Martelli (University of Perugia, Italy)

A Place To Belong: Fostering Computer Science Identity And Social-Emotional Competencies Through Play In Rural Preschools 105
Lori Caudle (The University of Tennessee, Tennessee, United States) · Cathy Grist (Western Carolina University, North Carolina, United States) · Hannah Thompson (Texas A&M University, Texas, United States) · Frances Harper (The University of Tennessee, Tennessee, United States) · Margaret Quinn (Texas A&M University, Texas, United States)

CapitanAVIS: A Randomised Pilot Study on Gamification, Blood Donation Awareness and Pro-Social Attitudes in Primary School Children 106
Cristiana Angelini (University of Florence, Italy) · Ennio Bilancini (IMT School for Advanced Studies Lucca, Italy) · Roberto di Paolo (University of Parma, Italy) · Folco Panizza (IMT School for Advanced Studies Lucca, Italy) · Lina Rinaldi (IMT School for Advanced Studies Lucca, Italy) · Dario Menicagli (University of Florence, Italy)

A Framework For An AI-Supported Design Of Game-Based Learning Units Aimed At Enhancing Prosocial Behaviour And Recognition Of The Others 107
Francesco Claudio Ugolini (Università degli Studi Guglielmo Marconi, Italy) · Flavia Di Donato (Università degli Studi Guglielmo Marconi, Italy) · Domenico Morreale (Università degli Studi Guglielmo Marconi, Italy) · Alessia Travaglini (Università degli Studi Guglielmo Marconi, Italy)

How Play Develops Beauty, Skills, and Belonging 108
Paolo Lucattini (University of Molise, Italy) · Krystina Castella (ArtCenter College of Design Pasadena, California, United States of America) · Ivana Rivero (Universidad Nacional de Río Cuarto (UNRC), Argentina) · Marcelo Ducart (Universidad Nacional de Río Cuarto (UNRC), Argentina)

A.10. Privatization of Education, Segregation and Inequalities 109

Private Education as an Exit Strategy in a Gentrifying City: School Choice and Educational Transitions in Barcelona 109
Sheila Gonzalez Motos (University of Barcelona, Spain) · Xavier Bonal (Autonomous University of Barcelona, Spain)

The Secret Garden of School Segregation in the UK: Private Schools, Social Class and Geography 110
Hakan Forsberg (Uppsala University, Sweden) · Sol Gamsu (Durham University, United Kingdom)

Spatial Inequalities of Educational Opportunity and Political Discontent: Longitudinal Evidence from Urban Chile 111
Maela Guillaume Le-Gall (Nuffield College, Oxford Universtiy, UK) · Quentin Ramond (Centre for Economics and Social Policy, Universidad Mayor, Chile)

Enabling Residential Mix, Reinforcing School Segregation? Private School Choice in Gentrifying Working-Class Neighbourhoods in Paris Metropolitan Area 112
Lise Lecuyer (Sciences Po Paris, France)

The Emergence of a New Private Higher Education Path : the French “bachelors” 113
Tristan Ingrao (Université de Bourgogne Europe, France)

Private Logics in Public Schools: Marketisation and School Segregation in Bologna 114
Irene Giunchi (University of Bologna, Italy)

Are Public and Private Schools Urban Amenities in French Regional Cities? 115
Audrey Chamboredon (Sciences Po Paris, France)

A.11. School Evaluation For Improvement, Equity, Inclusion And Well being 116

Critical Issues and Inclusive Perspectives to Promote the Participation of People with Disabilities and Neurodiversities in Educational Contexts 116
Fabiola Palmiero (Università degli Studi della Campania "Luigi Vanvitelli", Italy) · Davide Di Palma (Università degli Studi della Campania "Luigi Vanvitelli", Italy) · Gianluca Gravino (Università degli Studi della Campania "Luigi Vanvitelli", Italy) · Giovanna Scala (Università degli Studi della Campania "Luigi Vanvitelli", Italy) · Generoso Romano (Università degli Studi di Napoli "Parthenope")

Gamification Inclusive Teaching Methods And Participatory Democracy 118
Giovanna Scala (Università degli studi della Campania Luigi Vanvitelli, Italy) · Davide Di Palma (Università degli studi della Campania Luigi Vanvitelli, Italy) · Gianluca Gravino (Università degli studi della Campania Luigi Vanvitelli, Italy) · Fabiola Palmiero (Università degli studi della Campania Luigi Vanvitelli, Italy) · Giovanni Tafuri (Università degli studi di Napoli Parthenope, Italy)

Systematic Quality Work As A Tool For Improving Equity? A Study On Local Educational Authorities In A Decentralized School System 119
Anna Maria Swärd (Stockholm University, Sweden)

Evaluating Inclusion Quality In Early Childhood Education And Care: Tools And Reflective Practices For a Democratic Community 120
Claudia Lichene (Università degli Studi di Bergamo, Italy) · Nicole Bianquin (Università della Valle d'Aosta)

The 4+2 Education Pathway as a Multilevel Governance Framework: A Design-Based Analysis of a Cascade Professional Support Initiative 121
Francesca Storai (INDIRE, Italy) · Paola Nencioni (INDIRE, Italy) · Antonella Zuccaro (INDIRE, Italy)

From Distal RAV to Proximal RAV: Peer Review for Actionable School Improvement 122
Laura Evangelista (Istituto Nazionale per l’Analisi delle Politiche Pubbliche (INAPP), Italy) · Diego Boerchi (Università Cattolica del Sacro Cuore, Italy) · Concetta Fonzo (Istituto Nazionale per l’Analisi delle Politiche Pubbliche (INAPP), Italy)

Graduate Students’ Views on Infrastructure and Teaching Stuff in Greek Secondary Education System 123
Christos Militsopoulos (University of Thessaly, Greece)

Student Surveys and School Evaluation for Improvement: a Provincial Analysis and a Case Study from Trentino 124
Francesco Pisanu (Provincia Autonoma di Trento, Italy) · Paolo Pancheri (ITT Marconi Rovereto, Italy) · Daniela Depentori (ITT Marconi Rovereto, Italy) · Francesco Rubino (Provincia Autonoma di Trento, Italy) · Giuseppe Rizza (Provincia Autonoma di Trento, Italy)

How do Secondary Schools in Liguria Assess the Well-Being of Students? Possible Paths of Equity, Participation and Reduction of Socio-educational Risk. 125
Graziella Arazzi (Ufficio Scolastico Regionale per la Liguria, Italy)

School Self-Evaluation Data in 'Scuola in Chiaro (Open School)' Platform between Rigor and Participation: the Students’ Perspective 126
Michela Freddano (Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione (INVALSI), Italy) · Beba Molinari (Università degli Studi di Roma Tor Vergata, Italy)

A.12. When Research Becomes Policy Instrument: Academic Knowledge in Educational Governance and Possibilities for Resistance 127

Research-Based Support in a Cité éducative: Navigating Uncertainties and the Demands of Public Commission 127
Laurie Genet (Cergy Paris Université, laboratoire EMA) · Julie Pelathe (Cergy Paris Université, laboratoire EMA; Insei, laboratoire Ghrapes) · Audrey Boulin (Cergy Paris Université, laboratoire EMA)

Educational Policy Instruments and Territorial Attractiveness: The Political Dimension of Educational Action Tools 128
Aude-Line Gervais (Aix-Marseille Université, France)

Academic Research as an Additional Partner in Local Educational Action: Instrumentalization vs. Reflexivity? 129
Cintia Indarramendi (université paris 8, France)

Playing Both Sides? Between Requests For Expertise And Sociological Research: Opportunities And Constraints For Education Researchers 130
Renaud Cornand (Aix Marseille Université, France) · Ariane Richard-Bossez (Aix Marseille Université, France)

Collaborative Research Approaches – Opportunities for the Practical Implementation of Recommendations 130
Haxhere Zylfiu (Kosovo Pedagogical Institute, Kosovo)

Ecosystemic Mapping As A Democratic Research Practice: Beyond The Legitimation Of Educational Governance 132
Alberto Righi (University of Macerata) · Arianna Taddei (University of the Republic of San Marino)

Researching an Elite Institution from Within: A Reflexive Perspective on Sciences Po Paris 133
Alice Pavie (Université de Nantes, CREN, France) · Mathieu Rossignol-Brunet (Université Bourgogne Europe, IREDU, France) · Marco Oberti (Sciences Po Paris, CRIS, France)

Ordering The Research, Researching The Orders. Turning Funding-related Obstacles Into Heuristic Elements 134
Raphaël Godefroid (Aix-Marseille Université, France)

Operationalizing Educational Disadvantage: Social Indices and Governance Instruments in the Startchancen Programme 134
Lea Wistuba (University of Siegen) · Livia Jesacher-Rößler (Friedrich-Alexander University Erlangen-Nuremberg) · Sebastian Hösch (Friedrich-Alexander University Erlangen-Nuremberg) · Charlotte Assmann (Friedrich-Alexander University Erlangen-Nuremberg) · Anne Julia Klein (Friedrich-Alexander University Erlangen-Nuremberg) · Nina Bremm (Friedrich-Alexander University Erlangen-Nuremberg)

Governing Skills Through Quality: Knowledge, Data Infrastructures And The Politics of European VET Coordination 135
Concetta Fonzo (Istituto Nazionale per l'Analisi delle Politiche Pubbliche (INAPP), Italy) · Laura Evangelista (Istituto Nazionale per l'Analisi delle Politiche Pubbliche (INAPP), Italy) · Eleonora Zecca (Luiss, Italy)

A.13. Which (Democratic) Professionalism in Neoliberal Times? 137

Research And Education, An Integral Approach To Democracy 137
Mieke Vos - Van der Linden (Utrecht University of Applied Sciences, Netherlands, The)

AI As Policy Instrument: Technocracy, Data, And Democratic Legitimacy In Public Administration 138
Dimitri Ruggeri (Independent Researcher, Italy)

Professionalised School Governance and the Evacuation of Politics: Reclaiming Parental Voice in Multi-Academy Trusts in England 139
Karen Healey (University of Manchester, United Kingdom)

Professionalism, Social Services and the Political Role of Social Workers in Welfare Organizations 140
Maria Pia Castro (University of Catania, Italy)

Governing Suffering. Genealogy Of Neoliberal Rationality In Territorial Mental Health Services: The Emilia-Romagna Case 141
Leandro De Padua (Univesrity of Bologna, Italy)

Social Work Education at the Crossroads: Professional Identity, Neoliberal Governance, and the Challenge of Democratic Professionalism 142
Alessia Brunetto (University of Turin, Italy)

Crises, Uncertainty and Risk – the Role of Democratic Professionalism 143
Jane Lethbridge (University of Greenwich, United Kingdom)

A Decentralised Tutoring Model in Initial Teacher Education: A Case Study on the Democratic Governance of the School-Based Tutor Role 143
Giovanna Malusà (Free University of Bozen, Italy)

Professionalism, Resilience and Sharing: the Case of a Community of Practice at the Time of COVID-19 144
Fabio Lucchini (eCampus University, Department of Human and Social Sciences (DiSUS), Novedrate - Como, Italy)

A.14. Citizenship, social justice and quality in education since early childhood 145

Quality in Family Childcare Services. An Empirical Study 145
Alessio Schiavone (Università degli Studi Roma Tre, Italy) · Concetta La Rocca (Università degli Studi Roma Tre, Italy) · Arianna Lodovica Morini (Università degli Studi Roma Tre, Italy) · Amalia Lavinia Rizzo (Università degli Studi Roma Tre, Italy)

Quality of Ecec Settings, Services and Systems: Theory and Measurement Challenges in Italy. 146
Cristina Stringher (INVALSI, Italy)

Promoting Peace and Citizenship Education. From School to Community. 148
Carla Podda (University of Cagliari, Italy)

Measuring Parental Play Attitudes in Early Childhood: What an Imperfect Quasi-Experimental Design Can Still Tell Us 148
Marco Spampinato (VoisLab - Istituto degli Innocenti, Italy)

Wellbeing in Schools: Lessons from the Italian National Evaluation System. 150
Cristina Stringher (INVALSI, Italy) · Michela Freddano (INVALSI, Italy)

Educating the Imaginary: Narrative, Childhood, and Symbolic Disarmament in Peace-Building Processes 151
Silvestro Malara (Università Mediterranea degli Studi di Reggio Calabria, Italy) · Fabiana Milardi (Università Mediterranea degli Studi di Reggio Calabria, Italy)

Education: a Tool for Peace in Times of Genocide 152
Emanuela Pettinari (University of Bologna, Italy)

STREAM B · DEMOCRATIC SCHOOLING AND PEDAGOGICAL INNOVATION 153

B.01. Building Inclusive and Democratic Schools Through Students' Psychological Resources 154

Beyond National Canons: Japanese Literary Narratives as a Resource for Emotional Regulation and Democratic Citizenship in Italian Schools 154
Rosa Tiziana Bruno (Universidad "Complutense" Madrid, Spain, Italy)

The Daily Emotional Impact of Online Hate Speech in Adolescence: The Role of Migrant Background 155
Serena Verbena (University of Florence, Italy) · Giuseppe Corbelli (UniNettuno University) · Di Brango Noemi (University of Roma La Sapienza) · Virzì Alessia (University of Roma La Sapienza) · Mariotto Michela (University of Roma Tre) · Igor Marchetti (University of Florence, Italy) · Di Bari Cosimo (University of Florence, Italy) · Ioverno Salvatore (University of Roma Tre) · Antonio Zuffianò (University of Roma La Sapienza) · Benedetta Emanuela Palladino (University of Florence, Italy)

Looking To The Future: A Comparison Of Adolescents' And Parents' Experiences And Opinions On Comprehensive Sexuality Education 156
Valeria Bruno (Università degli Studi dell'Aquila, Italy) · Roberto Baiocco (Sapienza Univeristà di Roma) · Jessica Pistella (Sapienza Univeristà di Roma)

Can Social Support Buffer Inequality? Evidence from PISA 2022 on Objective-Subjective Status Gaps and Perceived Social Mobility 157
Althea Bianca Dal Ben (University of Milano-Bicocca, Department of Sociology, Italy) · Marta Branda (University of Milano-Bicocca, Department of Psychology, Health and Sustainability Lab, Italy)

Youth Political Disengagement and Socio-Political Attitudes: Findings from a Croatian National Study of Political Literacy 158
Jelena Matić Bojić (Institute for Social Research in Zagreb, Croatia) · Nikola Baketa (Institute for Social Research in Zagreb, Croatia) · Lorelaj Lukačin (Institute for Social Research in Zagreb, Croatia)

Links between Positivity and Students' Perceptions of Peer Climate at School: A Daily Diary Study in Early Adolescents 159
Simone Zasso (Sapienza University of Rome, Rome, Italy) · Giulia Sailis (Sapienza University of Rome, Rome, Italy) · Lucia Manfredi (Sapienza University of Rome, Rome, Italy) · Giulia Gaggero (University of Trento, Rovereto, Italy) · Lavinia De Marco (Sapienza University of Rome, Rome, Italy) · Stefania Sette (Sapienza University of Rome, Rome, Italy) · Enrico Perinelli (University of Trento, Rovereto, Italy)

Caring for Others in Late Childhood: Self-Regulation, Reward Sensitivity, and Cultural Values as Predictors of Prosocial Behavior in Rural Schools. 160
Eleonora Palliccia (Sapienza University of Rome, Italy) · Laura Di Giunta (Sapienza University of Rome, Italy) · Clementina Comitale (Sapienza University of Rome, Italy) · Giuseppina Cannella (INDIRE, Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa)

B.02. Participatory and Challenge-Based Learning for Educational Innovation, Active Citizenship and Democratic Transformation 162

Convergent Tasks As A Means Of Integrating Biological, Mathematical And Digital Knowledge: A Systematic Approach And Monitoring Of Achievements 162
Dinara Chkambayeva (NIS, Kazakhstan) · Anar Tayapbergenova (NIS) · Anar Sovetova (NIS) · Yekaterina Vyushkova (NIS)

Piloting And Evaluating Challenge-based Learning In Vocational Education A Socio-anthropological Participatory Approach 163
Marta Villa (University of Trento, Italy) · Chiara Bassetti (University of Trento, Italy)

Photovoice and Participatory Democracy: Promoting Agency and Empowerment in the University Community 164
Iva Marino (Department of Psychology, Educational Science and Human Movement University of Palermo, Italy) · Gaetano Di Napoli (Department of Psychology, Educational Science and Human Movement University of Palermo, Italy) · Cinzia Novara (Department of Psychology, Educational Science and Human Movement University of Palermo, Italy)

GEOCIVIS – Geography and Socially Acute Questions for Democratic Citizenship in Primary Education 164
Giacomo Zanolin (University of Genoa, Italy) · Marco Lupatini (SUPSI, University of Applied Sciences and Arts of Southern Switzerland) · Matteo Puttilli (University of Florence, Italy) · Angeliki Kokkoni (University of Florence, Italy)

Monitoring Inference Generation: An Exploratory Study in Paper-Based and Digital Text Comprehension. 165
Agnese Vezzani (University of Modena and Reggio Emilia, Italy)

Building a European Consortium for Intercultural Prison Education: The SPARK Erasmus+ Project 167
Candelas Bayón Cenitagoya (University of Alcalá, Spain) · Andrea Sanz de la Rosa (University of Alcalá, Spain) · Sofía Antequera Manzano (University of Alcalá, Spain) · Carmen Merino Cabello (University of Alcalá, Spain)

From Classroom to Civic Action: Challenge-Based Learning and the TEACH Experience in Democratic Education 167
Claudio Tagliabue (Trentino Social Tank soc. coop., Italy) · Elisa Poletti (Trentino Social Tank soc. coop., Italy)

What Drives Erasmus Mobility Choices? EU vs. Non-EU Destinations Among Italian Students 168
Valeria Caviezel (Università di Bergamo, Italy) · Anna Maria Falzoni (Università di Bergamo, Italy) · Mara Grasseni (Università di Bergamo, Italy)

Third Mission, Interreligious Dialogue And Transversal Pathways To Counter anti-Semitism, Anti-Gypsyism, And Islamophobia: A Historical-religious, Socio-political, And Intersectional Perspective 169
Bernadette Fraioli (Sapienza University, Italy)

Challenge-Based Learning in Practice: A First-Person Reflection in Higher Education 170
Elena Mazzaccara (Università degli Studi di Trento, Italy)

Challenge-Based Learning as a Catalyst for Social Innovation and Agency 171
Francesca Odella (University of Trento, Italy) · Alessandra Scroccaro (University of Trento, Italy)

Queering Educational Spaces: The Intersection of Futures Studies and Challenge-Based Learning for Active Democratic Citizenship 172
Gianpiero Monittola (Univeristy of Trento, Italy) · Stafano Turrini (Univeristy of Trento, Italy) · Lorenzo Angeli (Univeristy of Trento, Italy)

Roma Design Experience: A Systemic Challenge-Based Learning Model for Active Citizenship and Social Innovation in Design Education 172
Valerio Pasquazi (ISIA Roma Design, Italy) · Giovanna Merialdo (ISIA Roma Design, Italy) · Sara Andreozzi (ISIA Roma Design, Italy) · Sonia Massari (Università di Pisa) · Massimiliano Datti (ISIA Roma Design, Italy) · Tommaso Salvatori (ISIA Roma Design, Italy)

B.03. Childhood and Democracy in the Digital Age: Building the Foundations of Active Citizenship 174

Emotions In Digital Environments: Building Critical And Preventive Educational Practices In Sardinian Schools 174
Laura Pinna (Università degli Studi di Sassari, DUMAS, Italy) · Maria Luisa Lasio (Università degli Studi di Sassari, DUMAS, Italy)

Building Interpersonal Trust in Digital Contexts to Enhance Democratic Engagement. The Role of Gender 175
Isabella Quadrelli (Univeristy of Urbino Carlo Bo, Italy) · Maria Gabriella Pediconi (Univeristy of Urbino Carlo Bo, Italy) · Michela Brunori (Univeristy of Urbino Carlo Bo, Italy)

Connecting Generations. Using Grandparents' Memories to Build Classroom Community 176
Stefano Costantini (Dipartimento di Formazione, Lingue, Intercultura, Letterature e Psicologia (FORLILPSI) - Università degli studi di Firenze, Italy)

Cultural Heritage and Active Citizenship: Transmedia Ecosystems for Democratic Education in Early Childhood 177
Ilaria Curci (Università degli Studi di Napoli Federico II, Italy)

Digital Competence in Early childhood: the Guidelines for Digital Education in the Di.Co.Each Project 178
Cosimo Di Bari (University of Florence, Italy) · Claudio D'Antonio (University of Florence, Italy)

Digital Observation In Preschool Settings: Between Ethical Complexity And Educational Innovation 178
Emilia Restiglian (University of Padova, Italy) · Paola Zoroaster (University of Padova, Italy)

Democracy in the Early Years of Life: The Contribution of Social Work to Building Educating Communities within the Integrated 0–6 System 179
Francesca Schir (Libera Università di Bolzano, Italy) · Diletta Mauri (Libera Università di Bolzano, Italy)

Protecting Children from the Risks of Algorithmic Bias and Amplified Discrimination of AI Through Educational Strategies and Debiasing Techniques 181
Rosaria Capobianco (Università degli studi di Napoli Federico II, Italy) · Maria Rosaria Strollo (Università degli studi di Napoli Federico II, Italy)

Indicators of Peace Education in Primary School: A Systematic Literature Review 182
Alessandra Priore (Università degli Studi Mediterranea di Reggio Calabria) · Federica De Marco (Università di Roma "La Sapienza", Italy; Università degli Studi Mediterranea di Reggio Calabria)

Competences, Bildung Education and Evolution: How Can Humans Adapt to a Changing Digital Habitat? 183
Alessia Marabini (Fondazione Francis Bacon, Italy)

Digital Technologies and Social Robots in Heritage Education: Development of a Research Protocol 183
Marta Pirro (Università degli studi di Napoli Federico II, Italy)

B.04. Democratic Access to Scientific Knowledge through Graphic Reasoning and Visuo-Quantitative Literacy 185

Visual Organization and Cognitive Load in Digital Mathematics Instruction: An Experimental Study in Lower Secondary School 185
Maddalena Galas (Università Iuav di Venezia, Italy) · Bruno Calza (Università degli studi di Macerata) · Luciano Perondi (Università Iuav di Venezia, Italy)

How Can Mathematics Education Help With The Problem Of Social Injustice 186
Karolina Tytko (FCIPS WA, |Krakow Poland)

Graphic Neutralization As A Tool For Democratic Access To STEM Knowledge: Empirical Evidence And Implications For Early Childhood Materials 187
Laura Sisti (Istituto Tecnico Tecnologico Paritario “Abate Zanetti” indirizzo Grafica e Comunicazione, Murano (VE), Italy)

Beyond Graphicacy: Toward a Framework of Graphic Design Equity in STEM Education 188
Bruno Calza (University of Macerata, Macerata, Italy) · Agnese Addone (Institute for Globally Distributed Open Research and Education (IGDORE), Roma, Italy)

Flowcharts As Visuo-Operational Tools For Algorithm Thinking Development 189
Giuseppe Romagno (Università Iuav di Venezia, Italy)

Comparing Human and Artificial Scientific Images for Learning Enhancement 190
Flavia Politi (Université de Liège; Università di Bologna) · Jeanne Marlot (Université de Liège) · Maria Giulia Dondero (F.R.S.- FNRS; Université de Liège)

Articulating Narrative Problems in AAC: Logical–Mathematical Representation in Word Problems and Story Problems through Symbols and Spatial Relations 191
Beatrice Scanferla (Università degli Studi di Urbino Carlo Bo, Urbino, Italy; Alpaca Società Cooperativa, Ferrara, Italy) · Berta Martini (Università degli Studi di Urbino Carlo Bo, Urbino, Italy) · Giampiero Dalai (Alpaca Società Cooperativa, Ferrara, Italy) · Agnese Addone (Institute for Globally Distributed Open Research and Education (IGDORE), Gothenburg, Sweden)

Science Education for Democracy: Unveiling Epistemological and Learning Constraints to Enhance the Didactic Efficacy of Scientific Visual Representations 193
Monica Tombolato (University of Urbino Carlo Bo, Italy) · Giampiero Dalai (University of Urbino Carlo Bo, Italy)

B.05. Democratic Education and Critical Thinking: Innovative Practices in School 194

Sabir: a Codesign Process To Foster Inquiry Based-Learning In The Mediterranean 194
Stefano Sandrelli (INAF, Italy; IAU Office of Astronomy for Education Center Italy) · Gloria Tirabassi (INAF, Italy; IAU Office of Astronomy for Education Center Italy) · Dunja Fabian (University of Ljubljana, Slovenia) · Hassane Darhmaoui (School of Science and Engineering, Al Akhawayn University in Ifrane,Morocco) · Aysegul Yelkenci (Istanbul Kultur University, Turkey) · Nayra Rodriguez Eugenio (Instituto de Astrofísica de Canarias, Spain) · Jean-Pierre Saghbini (UniversCiel Liban, Lebanon) · Zakaria Belhaj (HPS Foundation, Morocco) · Marc Bou Zeid (UniversCiel Liban, Lebanon) · Alejandra Goded Merino (Instituto de Astrofísica de Canarias, Spain)

From Diversity to Democratic Competence: Teaching for Democracy in Unequal Societies 195
Manuela Mendoza (Universidad de O'Higgins, Chile)

The "A Suon di Parole" Tournament: Evaluation of a Success 196
Tatiana Arrigoni (IPRASE, Italy) · Chiara Tamanini (IPRASE, Italy)

Teaching Social Studies Education in a World on Fire: Reflexive Journaling as Democratic Method with Pre-Service Teachers 197
Kathy Whynot (University of New Brunswick, Canada) · Melissa Keehn (University of New Brunswick, Canada)

Fostering Democratic Resilience through Civic Education: Insights from the Role-Play "In Search of the Lost Past" 198
Mattia Zeba (Institute for Minority Rights - Eurac Research, Italy)

Una Costellazione Luminosa: Cooperative Learning And Expressive Languages To Foster Critical, Creative, And Caring Thinking in Primary School. 198
Annalisa Liuzzi (Università degli Studi di Modena e Reggio Emilia, Italy; Fondazione Reggio Children) · Benedetta Melloni (Università degli Studi di Modena e Reggio Emilia, Italy; Fondazione Reggio Children) · Vittoria Martignago (Università degli Studi di Modena e Reggio Emilia, Italy; Fondazione Reggio Children)

Educating for Democratic Culture: The Role of Personal Epistemologies in Curriculum and Pedagogy 199
Manuele De Conti (Università Mercatorum, Italy)

Cultivating Democratic Agency in Primary School: the MiniGiunta project in Rovereto Municipality 201
Chiara Tamanini (University of Trento, Italy) · Paolo Bonafede (University of Trento, Italy) · Sabrina Madeddu (University of Trento, Italy)

Does Democracy Require Humanistic Education? 201
Martin Strouhal (Charles University, Faculty of Arts, Czech Republic (Czechia))

Experience as Essence: A "FuoriClasse" Journey. For a Democratic School Outside and Inside the Classroom 202
Federica Bruzzone (IC Pegli, Ada Negri Primary School, experimental project "FuoriClasse", Genoa, Italy)
Democracy as Deliberative Practice. Ethical Dilemmas and Platone 3.0 AI in the PATHS Model of Critical Democratic Education 203
Samuele Calzone (INDIRE, Italy) · Dario De Santis (INDIRE, Italy)
Which Factors Shape the Development of Critical Thinking Skills at University 204
Guillaume Cuny (Nantes Université, France)
Teaching as Inquiry: Philosophy for Children as a Path to the Transformation of Professional Habitus in Early Childhood and Primary Education 205
Daniel Mastrosimone (University of Turin, Italy) · Valerio Ferrero (University of Turin, Italy)
Philosophy for Children in School-Work Training: Teaching critical thinking through observation and dialogue 206
Nicolò Valenzano (University of Turin, Italy) · Carlo Maggi (University of Turin, Italy)
An Innovative and Holistic Approach in The Magic of Knowledge – The Night of the Little Explorers: Embodied Cognition, Dynamic Learning, and the School as an Experiential Archipelago 207
Eleonora Spada (università degli studi di Palermo, Italy) · Rosalba Ventura (università degli studi di Palermo, Italy) · Eliana Danzì (università degli studi di Palermo, Italy) · Alida Cosenza (università degli studi di Palermo, Italy) · Elena Mignosi (università degli studi di Palermo, Italy)
Service Learning as a Pedagogical Approach to Foster Democratic Citizenship and Critical Thinking 208
Lorenza Orlandini (INDIRE, Italy)
Cultivating Critical Thinkers for Democratic Life: Innovative Practices in Schooling 209
Tawanda Mataka (CAPE PENINSULA UNIVERSITY OF TECHNOLOGY, South Africa)
Neosocratic Dialogue and Democratic Culture in Education - A Pedagogical Approach for Cultivating Democratic Competences 210
Evelina Ivanova-Vardzhiyska (Sofia University St. Kliment Ohridski, Bulgaria) · Paolo Dordoni (Liceo Pascoli, Bolzano; LIA, Rovereto)
Structured Discourse Workshops as a Tool for Fostering Democratic Competencies in Schools 211
Patrik Geloneck (Goethe University Frankfurt, Germany) · Monika Oberle (Goethe University Frankfurt, Germany)
Life Skills Education and Democratic Classroom Practices: Teachers' Experiences of Implementing the Life Skills Training Programme in Primary Schools 212
Elisabetta Nigris (Università degli Studi di Milano-Bicocca, Italy) · Barbara Balconi (Università degli Studi di Milano-Bicocca, Italy) · Sofia Bosatelli (Università degli Studi di Milano-Bicocca, Italy) · Matilda Morosini (Università degli Studi di Milano-Bicocca, Italy)
From Grammar Reflection To Active Citizenship: The Educational Impact Of Valency Grammar In Italian Schools. 213
Loredana Camizzi (INDIRE, Italy) · Francesco Perrone (INDIRE, Italy) · Valentina Bambini (IUSS PAVIA, Italy) · Chiara Battaglini (IUSS PAVIA, Italy) · Elena Didoni (IUSS PAVIA, Italy) · Chiara Pompei (IUSS PAVIA, Italy)
Redefining Education in Marginalized Contexts: Innovative Practices in School in Catania 214
Ilaria Piovesan (University of Milan, Italy)

B.06. Dialogic Teaching in Education: Practices, Languages, and Conditions for Democratic Learning 216

Valuing, Practicing deliberately of Regional Language Varieties as an Essential Democratic Actor: The Case of French-Speaking Belgium 216
Corinne Gillon (Haute École de la Ville de Liège, Belgium)
Didactics of Discussion and Professional Development of Teachers. A Research-training Path in Primary School 217
Beatrice Carbè (Sapienza Università di Roma, Italy) · Giordana Szpunar (Sapienza Università di Roma, Italy) · Patrizia Sposetti (Sapienza Università di Roma, Italy)
Weaving New Linguistic Patterns And Spaces As A Community 218
Liboria Pantaleo (MCE, Italy)
Voices in the Lab: Reimagining the Italian EFL Classroom through Dialogic Inquiry and Democratic Practice 218
Alexandra Covaci (University of Salento, Italy; University of Glasgow)
Seeing Together, Experiencing Together, Thinking Together: Civic Education through the Collaborative Exploration of Images 219
Evelina Ivanova-Vardzhiyska (Sofia University St. Kliment Ohridski, Bulgaria)
Dialogic Teaching in STEM Education: Supporting Conceptual Progression from Preschool to Secondary School 220
Valentina Paterna (Istituto Comprensivo King Grugliasco) · Angela Piacente (Parole della Scienza) · Enrica Miglioli (Parole della Scienza) · Paola Valentina Gatto (Parole della Scienza) · Maddalena Zafettieri (Parole della Scienza) · Rosanna Mostrucchio (Parole della Scienza) · Felicita Carenini (Parole della Scienza) · Marco Falasca (Parole della Scienza)
Discussion as a tool for STEAM learning in ECEC. Reflections and examples from the Scuola Bambini Bicocca 221
Antonella Pezzotti (Fondazione Bambini Bicocca Impresa sociale, Italy) · Michela Pontina (Fondazione Bambini Bicocca Impresa sociale, Italy) · Sara Castellani (Fondazione Bambini Bicocca Impresa sociale, Italy)
Democratic connectivism through dialogues in Collaborative Online International Learning (COIL): An empirical case study at Italian and US Universities 222
Tunde Szecsi (Florida Gulf Coast University, United States of America) · Debra Giambo (Florida Gulf Coast University, United States of America) · Marianela Rivera (Florida Gulf Coast University, United States of America) · Flavia Stara (University of Macerata, Italy)
Using Discussion and ODIS in Science Teaching: Action Research in a Primary Classroom 223
Lara Didonè (Università degli Studi di Milano Bicocca, Italy)
An approach to Children's and Young Adult Literature Didactics: texts, dialogue and cooperative learning. 224
Maria Chiara Mattacchione (Università degli Studi Roma Tre, Italy) · Susanna Barsotti (Università degli Studi Roma Tre, Italy) · Amalia Lavinia Rizzo (Università degli Studi Roma Tre, Italy)
Training Future Teachers for Classroom Discussion: A Lesson-Study-Inspired Practicum within the "Talking To Learn" Project 225
Andrea Zini (Università degli Studi di Modena e Reggio Emilia, Italy)
"Rise! – Voices and Bodies of Democracy": when a Performance Becomes a Pretext for Discussion at School 226
Mariangela Scarpini (University of Parma, Italy)
Singing the Dialogue: Musical Languages and Collaborative Meaning-making as a Tool in Multicultural L2 Classrooms 226
Eleonora Betti (Università degli Studi di Roma Tor Vergata, Italy)

B.07. Educators as Agents of Change: Enacting Transformative Education in Practice 228

Thinking Together – Critical Reflexivity to Strengthen Diversity-Sensitive Competences in Teacher Education 228
Julia Dr. Ha (PH St.Gallen, Switzerland)
Empowering Educators as Agents of Change: A Transnational Ecosystem for Transformative and Democratic Schooling 229
Daniela Ferrari (University of Trento, Italy) · Tiziana Faitini (University of Trento, Italy) · Giuseppe Zorzi (University of Trento, Italy) · Michele Nicoletti (University of Trento, Italy)

Understanding Transformative Education through Invisible Pedagogical Mindsets in Indian Classrooms 230
Sudeshna Roychoudhury (Dream a Dream, India) · Joseph Thomas Rijo (Dream a Dream, India) · Sreehari Ravindranath (Dream a Dream, India) · Apoorva Bhatnagar (Dream a Dream, India) · Amit V Kumar (Dream a Dream, India)

Stored in the Body: Embodiment, Power and Transformative Learning in Adult Education 231
Virginia Signorini (University of Milano, Italy)

Students as Agents of Change? Transformative Education in Democratic Schooling 232
Luisa Conti (University of Jena, Germany) · Julian Conti (Free School Leipzig, Germany)

ChillOut: an Example of Best Practices in Rehabilitation and Transformative Education 232
Gabriele Brancaleoni (Cadiai Cooperativa sociale, Italy) · Maria Drusiani (Cadiai Cooperativa sociale, Italy)

Developing Cultural Awareness and Expression in Youth: Dance Teachers' Experiences and Perspectives 233
Ilze Kačāne (Daugavpils University, Latvia) · Oksana Kovzele (Daugavpils University, Latvia)

The ELCRA Project as a Space for Environmental Literacy and Critical Reflection on Climate Activism 234
Claudia Banchetti (University of Siena, Italy)

Transformative Practices for Democratic and Sustainable Education in everyday school life: Empirical insights from German schools 235
Nina Goretzko (Freie Universität Berlin, Germany) · Luisa Girnus (Freie Universität Berlin, Germany)

Educational Emergencies As Transformative Opportunities: Teachers' Perspectives From An Ethnographic Study 236
Anna Chiara Mastropasqua (University of Padova, Italy) · Emilia Restiglian (University of Padova, Italy)

Conceptions in Education: Making Unexamined Logics Visible for Transformative Practice 237
Lisa Bugno (University of Padova (Italy), Italy)

Land of the Future or Land of Departure? Dreams, Needs, and "Restanza" Among Students in Agrigento 238
Centro Studi Giuseppe Gati (Centro Studi Giuseppe gati, Italy) · Alessandra Polidori (Centro Studi Giuseppe gati, Italy; Université de Neuchâtel) · Giorgia Giudice (Centro Studi Giuseppe gati, Italy; Wageningen University) · Alessandro Giambrone (Centro Studi Giuseppe gati, Italy)

Community-Based Experiential Learning for Democratic Education: Promoting Transformative Learning Through City as Text in Higher Education 239
Debra Giambo (Florida Gulf Coast University, United States of America) · Marianela Rivera (Florida Gulf Coast University, United States of America) · Tunde Szecsi (Florida Gulf Coast University, United States of America)

B.08. Knowledge, Data, and Democracy: Towards Systemic Innovation in School (INDIRE) 240

Reading School through Data: Reflex as a Tool for Democratic Governance and Systemic Innovation 240
Silvia Panzavolta (INDIRE, Italy) · Andrea Nardi (INDIRE, Italy) · Valentina Toci (INDIRE, Italy)

Generative Artificial Intelligence and Formative Assessment: Designing Learning Pathways for Cognitive and Metacognitive Growth 241
Roberto Trinchero (Università di Torino) · Maria Luisa Boninelli (Università degli studi di Catania) · Susanna Piacenza (Università Telematica eCampus)

Measuring and Building Data Literacy in Schools: A Multilevel Perspective from EVIDALI and Città dell'Educazione 242
Veronica Mobilio (Fondazione per la Scuola, Italy) · Fabrizio D'Ovidio (Fondazione per la Scuola, Italy)

Leadership in Education: Lead for Democracy 243
Anna Cristina D Addio (GEM Report UNESCO, France)

Performing Data Citizenship: Theatre-Based Pedagogies for Critical Data Literacy in Democratic Education 243
Elena Sorba (IULM UNIVERSITY, Italy) · Elisabetta Risi (IULM UNIVERSITY, Italy)

Data Use in Italian Schools: A Qualitative Analysis of Data Use Processes and Attitudes Towards Data Beyond National assessments 244
Giulia Montefiore (Universitat Autònoma de Barcelona (UAB), Spain) · Antoni Verger (Universitat Autònoma de Barcelona (UAB), Spain) · Gerard Ferrer-Esteban (Universitat Oberta de Catalunya (UOC), Spain)

B.09. Learning Communities as Transformative Environments: Bridging Local Action and Global Challenges 246

Nature-based Solutions (NBS) as Climate Adaptation Measures: A Green Privilege for Some Schools? 246
Isabel de Maurissens (INDIRE, Italy) · Maria Chiara Pettenati (INDIRE, Italy)

From Local Communities to Global Challenges: Community Learning and Youth Participation in Cross-Border Alpine Territories 247
Paola Menotto (Università degli studi di Torino, Italy) · Federico Zamengo (Università degli studi di Torino, Italy)

Educational Community Pacts for Democratic Society 248
Martina Bonci (university of macerata, Italy)

Learning Communities as Infrastructures for a Just Transition: Climate Education, Youth Participation and Multi-Level Governance 249
Caterina Vetrugno (Italian Climate Network, Italy)

The RETI Project: Actors' Perspectives on a Community Educational Pact in Porto Torres 250
Irene Culcasi (Lumsa University, Italy) · Italo Fiorin (Lumsa University, Italy) · Marcello Tellini (Porto Torres Municipality's social services) · Maura Benedetti (Lumsa University, Italy)

The Educating City As An Urban Learning Community: Inclusion And Cultural Tourism In The Case Study Of Palma De Mallorca 251
Alberto Righi (University of Macerata) · Arianna Taddei (University of the Republic of San Marino)

The Functions of Professional Teams in Addressing the Challenges of Reception Work with Young Migrants 252
Matteo Alpini (Sapienza University of Rome, Italy) · Francesca Alby (Sapienza University of Rome, Italy) · Marilena Fatigante (Sapienza University of Rome, Italy) · Cristina Zucchermaglio (Sapienza University of Rome, Italy)

Transnational Learning Communities for Active Citizenship: Lessons from 'Schools Beyond Regions and Borders' 253
Giuseppe Zorzi (University of Trento, Italy) · Daniela Ferrari (University of Trento, Italy)

Transformative Challenges Between Decolonial Educational Research and Learning Communities: Longitudinal Explorations in Socio-educational Contexts in Kenya 254
Rosita Deluigi (Unimc - Università di Macerata, Italy)

The Value of Community Networks in Disadvantaged School Settings: lessons from Two Italian Case Studies 255
Cristiano Caltabiano (Fondazione Terzjus ETS, Italy)

Shifting Educator Perspectives On Challenging Behavior Through A Research–Practice Partnership In Rural Early Childhood Settings 256
Cathy Grist (Western Carolina University, United States of America) · Hannah Thompson (Texas A & M University) · Lori Caudle (University of Tennessee, Knoxville)

From Media Literacy to Democratic Practice: Youth Learning Communities Confronting Disinformation and AI 257
Laura Bullon-Cassis (Geneva Graduate Institute, Switzerland) · Christine Lutringer (Geneva Graduate Institute, Switzerland)

Student Co-Research, Learning Communities And The Democratization Of Evidence In Educational Research 257
Juliana Elisa Raffaghelli (Università degli Studi di Padova, Italy)

"Classi In Rete": A Form Of Extended Schooling To Support Teachers' Collaboration And Technological Skills 258
Michelle Pieri (Università degli Studi di Trieste) · Stefano Cacciamani (Università della Valle d'Aosta) · Stefania Chipa (INDIRE - Italian National Institute for Documentation, Innovation and Educational Research, Italy) · Serena Greco (INDIRE - Italian National Institute for Documentation, Innovation and Educational Research, Italy) · Giuseppina Rita Jose Mangione (INDIRE - Italian National Institute for Documentation, Innovation and Educational Research, Italy)

Families as Partners: Learning Communities in Socio-Economically Disadvantaged School Contexts 259
Samy-Jo Kuhn (Friedrich-Alexander-Universität Erlangen-Nürnberg, Germany) · Livia Jesacher-Roessler (Friedrich-Alexander-Universität Erlangen-Nürnberg, Germany)

Human-Centred AI and Collective Learning in Socio-Educational Communities: Insights from the TEACH-AI Project 260
Federica Emanuel (eCampus University, Italy) · Marco Rondonotti (eCampus University, Italy)

Creative Coding for Inclusive Making: Building Transformative Learning Communities Through Digital Fabrication, Mathematical Thinking, and Sustainable Design 261
Federica Selleri (Liceo STEAM International Bologna, FabLab Valsamoggia APS)

B.10. Learning Democracy And Democratic Competencies Through Service Learning And Youth Lead Participatory Methods 263

Valuing Learners' Voice For Democratic Culture: A Case Study On Service Learning Within Plurilingual Education At Primary School 263
Giorgia Fattori (Ca' Foscari University of Venice, Italy)

Rethinking Youth Participation And Democracy: Lessons From The CINI Method 264
Andrea Plata (Scuola universitaria professionale della Svizzera italiana (SUPSI), Switzerland) · Furio Bednarz (Child in Need Institute - CINI Switzerland) · Eliana Riggio (Child in Need Institute - CINI India)

Intergenerational Participation in School and Civil Society: Two Implementations of the IPARD Approach 265
Mario Ederoclite (Department of Education Studies, Alma Mater Studiorum University of Bologna, Italy) · Iana Ivanova Tzankova (Department of Education Studies, Alma Mater Studiorum University of Bologna, Italy) · Christian Compare (Department of Psychology, Alma Mater Studiorum University of Bologna, Italy) · Cinzia Albanesi (Department of Psychology, Alma Mater Studiorum University of Bologna, Italy) · Elvira Cicognani (Department of Psychology, Alma Mater Studiorum University of Bologna, Italy)

Learning Democratic Citizenship Through A European Homelessness Count Service-Learning Project 266
Annalisa Pasini (UNIVERSITA' CATTOLICA DEL SACRO CUORE, Italy) · Monica Amadini (UNIVERSITA' CATTOLICA DEL SACRO CUORE, Italy)

Developing Democratic Competencies Through Service-learning: Evidence from Six Case Studies in Ukrainian Universities 267
Irene Culcasi (Lumsa University, Italy) · Valentina Furino (Lumsa University, Italy) · Maria Cinque (Lumsa University, Italy) · Fulvio Natalini (Lumsa University, Italy) · Ioana Zagrean (Lumsa University, Italy)

Service Learning and Teacher Training: Analysis of a Blended Learning Experience 268
Paola Zini (Università Cattolica del Sacro Cuore, Italy) · Simona Ferrari (Università Cattolica del Sacro Cuore, Italy) · Alessandro Sacchella (Università Cattolica del Sacro Cuore, Italy)

B.11. Psychopedagogical Perspectives on Motivational Processes and Participation in Contemporary Learning Environments 270

Descriptive Feedback From INVALSI National Tests And Student Motivation To Learn 270
Antonella Mastrogiovanni (INVALSI, Italy) · Cristiana De Santis (INVALSI, Italy)

Integrated Teaching and Motivation: Preliminary Findings from Ongoing Research 271
Alessandro Barca (Università degli Studi Link Campus, Italy) · Maria Concetta Carruba (Pegaso University, Italy)

Outdoor Education and Digital Technologies: Promoting Metacognition and Motivation in Students through Hybrid Learning Environments 272
Alessandra Natalini (Link Campus University, Italy)

Teachers' Self-Efficacy and Emotional Intelligence: Exploring the Implementation of Self-Regulated Learning Strategies in Inclusive Classrooms 273
Sara Gabrielli (Link Campus University, Italy) · Riccardo Mancini (Link Campus University, Italy) · Riccardo Sebastani (Link Campus University, Italy)

School, Territory, and Data-Informed Alliance Against School Dropout: Identity, Meaning, and Motivational Processes Among Adolescents 274
Marco Giganti (University of Bergamo, Italy) · Michela Zambelli (Catholic University of the Sacred Heart, Italy)

Project-Based Learning As A Motivation-Supporting Strategy 274
Ludovico Vespasiani (University of Salerno, Italy) · Rosa Vegliante (University of Salerno, Italy) · Sergio Miranda (University of Salerno, Italy)

Teacher Motivation and Participation in Inclusive Learning Environments: A Survey of Specialist Support Teachers 275
Antonio Balestra (Link Campus University, Italy) · Maria Grazia Simone (e-Campus University, Italy) · Daniela Maggi (e-Campus University, Italy)

B.12. Reimagining Democracy in Schools: Pedagogical and Organisational Pathways to Participatory Renewal 276

A Participatory Renewal Pathway In Schools: Student Voices From An Intercultural Peer Mentoring Project 276
Matteo Umbro (University of Rome "Tor Vergata", Italy)

Student Participation in School Governance: A Critical Literature-Based Reflection on Democratic Spaces 277
Mafalda Villa (Universidade Nova de Lisboa, Portugal) · Susana Batista (Universidade Nova de Lisboa, Portugal)

The "Together" Methodology: Strengthening Child and Youth Participation in Public Decision-Making. 278
Margherita Brasca (SOS Villaggi dei Bambini ETS, Italy) · Marcela Baxanean (SOS Villaggi dei Bambini ETS, Italy)

Challenging Adultcentrism through Pedagogical "Counter-Movements": the Case of the Closlieu Setting within a Public Montessori Primary School 279
Maura Tripi (Lumsa University, Italy) · Alessia Trivigno (University of Milano-Bicocca, Italy)

From Learning for Democracy to Democracy for Learning: Rethinking School Through Student Voice 280
Giulia Pastori (University of Milano-Bicocca, Italy) · Valentina Pagani (University of Milano-Bicocca, Italy) · Chiara Paganuzzi (University of Milano-Bicocca, Italy) · Alessia Lambicchi (University of Milano-Bicocca, Italy)

Towards an Ecosystemic Model of Global Citizenship Education: Between the Capability Approach and Participatory Practices 281
Valeria Catania (Università di Catania, Italy)

Understanding Youth Political Disengagement: Perspectives of Final-Year Secondary School Students 282
Nikola Baketa (Institute for Social Research in Zagreb, Croatia) · Jelena Matić Bojić (Institute for Social Research in Zagreb, Croatia) · Lorelaj Lukačin (Institute for Social Research in Zagreb, Croatia)

The Student's Voice: A Three-Year Study in a School Undergoing Perspective Change Analysis of a School Transformation: Innovation in Learning Environments and Overcoming Sociocultural Prejudice 283
Lucia Tagliaferri (Scuola Secondaria di primo grado, Dante Carducci Piacenza Italy) · Filippo Rebecchi (Scuola Secondaria di primo grado, Dante Carducci Piacenza Italy)

School Libraries and Democratic Learning Environments: Evidence from a National Italian Survey 285
Andrea Nardi (INDIRE, Italy) · Elisabetta Cigognini (INDIRE, Italy) · Francesca Pestellini (INDIRE, Italy)

Empowering Young Patients: co-designing a Charter for the Right to Participation of Hospitalised Children 286
Federico Neri (ActionAid International italia E.T.S., Italy) · Maria Sole Piccioli (ActionAid International italia E.T.S., Italy)

Beyond Representative Participation: Organisational and Pedagogical Configurations of School Democracy 287
Chiara Dina Paganuzzi (University of Milano-Bicocca, Italy)

School Participatory Budgeting: Rethinking Democratic Governance 288
Stefano Stortone (BiPart Impresa sociale srl, Italy)

Changing Schools from within: Levers for Transformation Based on a Case Study from Germany 289
Luisa Girnus (Free University of Berlin, Germany) · Nina Goretzko (Free University of Berlin, Germany) · Anna Schnepper (Free University of Berlin, Germany)

B.13. Schools as Community Hubs. Learning Ecosystems for Democracy across Pedagogy, Health, Architecture, and Urban Planning 290

Opening, Welcoming, Transforming. Small Schools as Community Architecture Labs 290
Flavia Vaccher (Università Iuav di Venezia, Italy)

Exploring Futures Through Territory: Education Outside the Classroom as Pedagogical Leverage for Lifelong Orientation 291
Erica Biagini (University of Modena and Reggio Emilia, Italy)

Roots and Permeable Boundaries: the 0–6 Integrated System Between Community, Space, and Educational Continuity 292
Alessia Rosa (INDIRE, Italy) · Michela Bongiorno (INDIRE, Italy)

Youth Hubs as Community Learning Ecosystems: Student Voice, Community Spaces and Democratic Participation 293
Maria Sole Piccioli (ActionAid Italia, Italy) · Federico Neri (Scaro Community)

The “Rinnovata”: the Shared Construction of a School as a Driver of Social Transformation 294
Franca Zuccoli (Università degli Studi di Milano-Bicocca, Italy) · Anna Teresa Ferri (Istituto Comprensivo Rinnovata Pizzigoni) · Gabriele Locatelli (Cooperativa CAeB)

Educational Living 294
Micaela Donatella Castiglioni (Università Studi di Milano-Bicocca, Italy)

From Classroom to City: Co-designing Educational and Urban Spaces as Democratic Practice 295
Gina Chianese (Università di Trieste, Italy) · Barbara Bocchi (Università di Trieste, Italy)

From 'Atelier Creativi' to Community Hubs: A 10-Year Retrospective on School Makerspaces in Italy 296
Lorenzo Guasti (INDIRE, Italy)

Patrimoni in valigia: Schools as Community Hubs for Democratic and Inclusive Learning Ecosystems 297
Pamela Giorgi (Indire (Istituto nazionale di documentazione innovazione e ricerca educativa)) · Irene Zoppi (Indire (Istituto nazionale di documentazione innovazione e ricerca educativa)) · Valentina Pedani (Indire (Istituto nazionale di documentazione innovazione e ricerca educativa)) · Rubina Bazzani (Indire (Istituto nazionale di documentazione innovazione e ricerca educativa))

RES School Centers in Genoa: a Program of Schools that learn with the local Community 298
Graziella Arazzi (Ufficio Scolastico Regionale per la Liguria, Italy)

Universal Design for Learning as Democratic Infrastructure: Ecosystemic Design in Initial Teacher Education 299
Sabrina Galasso (Link Campus University, Rome, Italy (Tutor Coordinator in Initial Teacher Education Programmes), Italy)

“Wood Snoezelen”. From Research, To Project, To Start-up: A Multisensory Environment With Untreated Wood For Inclusive Schools As Community Hub 300
Massimo Rossetti (Università Iuav di Venezia, Italy) · Agata Tonetti (Università Iuav di Venezia, Italy) · Chiara Carrara (Università Iuav di Venezia, Italy)

Shot-Reverse Shot: Schools as Territorial Hubs, Territories as Learning Ecosystems 301
Valentina Rossella Zucca (Politecnico di Milano, Italy)

School Libraries as Community Hubs: Challenges and Enabling Conditions 302
Andrea Nardi (INDIRE, Italy) · Francesca Pestellini (INDIRE, Italy)

Schools as Community Hubs: A Systemic Approach to Well-being and Inclusion in Tuscany 303
Silvia Panzavolta (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa (INDIRE), Italy) · Lorenza Orlandini (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa (INDIRE), Italy) · Raffaella Carro (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa (INDIRE), Italy) · Antonio Lezzi (Ufficio Scolastico Regionale della Toscana (URST), Italy) · Pierpaolo Infante (Ufficio Scolastico Regionale della Toscana (URST), Italy) · Francesca Gallo (Ufficio Scolastico Regionale della Toscana (URST), Italy)

The Skin of School: A Recognition of Multispecies Schools in Urban Setting 304
Federica D'Amato (Università degli Studi di Bari Aldo Moro, Italy) · Carla Baldissera (Università Iuav di Venezia, Italy)

From Proximity Schooling to Community Hub Reframing the Forme Scolaire through Educational Community Alliances in Italian Small Schools 305
Giuseppina Rita Jose Mangione (INDIRE, Italy) · Stefania Chipa (INDIRE, Italy) · Giuseppina Cannella (INDIRE, Italy)

B.14. Service Learning As A Strategy For Institutional Reflexivity And Student Empowerment 306

Service Learning as a Pedagogical Tool for Student Agency and Autonomy 306
Massimiliano Naldini Indire (INDIRE, Italy)

Reagenti and Strabene: Youth-Led Participatory Practices as Laboratories for Democratic Citizenship. Competencies, Perceptions and Alignment with Service Learning 307
Patrizia Lotti (INDIRE, Italy)

Co-designing Service Learning Ecosystems: Institutional Reflexivity and Student Empowerment through University–Community Collaboration 308
Camelia Radulescu (The University of Bucharest, Romania) · Gabriela Nisipeanu (The University of Bucharest, Romania) · Elena Ungureanu (The University of Bucharest, Romania) · Irini Apostolou (National and Kapodistrian University of Athens) · Sabine Hennig (Paris-Lodron Universität Salzburg) · Barbara Sonzogni (Università degli Studi di Roma "La Sapienza") · Bianca Bonaccorsi (Università degli Studi di Roma "La Sapienza") · Brandușa Fecioru (Foundation of the University of Bucharest Virtute et Sapientia)

Beyond Enthusiasm: Structural Barriers and Critical Tensions in SL in HE 309
María Luisa Santos-Pastor (Universidad Autónoma de Madrid, España) · Nuria Cuenca-Soto (Universidad Autónoma de Madrid, España) · Camelia Radulescu (Universidad de Bucarest) · María Dental (University for Foreigners of Perugia) · Laura Tolentino (Universidad Sapienza de Roma) · Irini Apóstolo (Universidad Nacional y Kapodistriana de Atenas) · L. Fernando Martínez-Muñoz (Universidad Autónoma de Madrid, España) · Pilar Aramburuzabala-Higuera (Universidad Autónoma de Madrid, España) · Rosario Cerrillo-Martin (Universidad Autónoma de Madrid, España) · Elena López de Arana (Universidad Autónoma de Madrid, España)

Educational Networks and Educational Poverty in Catania: Social Network Analysis and Community-Facing Digital Mapping 310
Simona Manuela Antonietta Gozzo (Università degli Studi di Catania) · Elvira Celardi (Università degli Studi di Catania) · Marta Basile (Università degli Studi di Catania) · Simone La Mela (Università degli Studi di Catania) · Agnese Micciché (Università degli Studi di Catania)

Contexts, Mechanisms and Effects in Service Learning Programs: A Realistic Evaluation 311
Matteo Gerli (University for Foreigners of Perugia, Italy) · Stefania Tusini (University for Foreigners of Perugia, Italy) · Maria Dentale (University for Foreigners of Perugia, Italy)

Service Learning between public and civic engagement: the case study of University of Bari Aldo Moro 312
Armida Salvati (Università degli studi di Bari Aldo Moro, Italy) · Valeria Quarto (Università degli studi di Bari Aldo Moro, Italy)

B.15. Shared And Dialogic Reading Aloud And Its Equitable Benefits 313

Enhancing Implementation of Shared-Reading Interventions to Advance Equity 313
Laura Justice (Ohio State University, United States of America)

The Right To Anger And Dialogic Transformation: Reading Aloud As A Device For Narrative Equity 314
Rosa Tiziana Bruno (Universidad "Complutense" Madrid, Spain)

Irony, Desire and Self-Writing: Read-Aloud as a Transformative Practice in Adolescence 314
Chiara Carletti (University of Siena, Italy)

The Teacher's Gaze in Shared Reading Aloud Logbooks: An Analytical Model of Classroom Observation Practices 315
Mattia Iovita (University of Perugia) · Luca Padalino (University of Perugia)

Dialogic Interruptions During Read-Aloud: An Empirical Classroom Study with Collodi's Pinocchio 316
Flahert Joel Dhima (Libera Università di Bolzano, Italy)

Closing the Gap: Dialogic Book-Sharing as a Tool for Developmental Equity in Low-Middle Income Countries 317
Leonardo De Pascalis (University of Bologna, Italy; University of Liverpool, UK) · Hallam Cooper (University of Oxford, UK) · Nicolas Dowdall (Stellenbosch University South Africa) · Lynne Murray (University of Reading, UK) · Mark Tomlinson (Stellenbosch University South Africa)

Shared and Dialogic Reading Aloud in Multilingual Contexts – The Picturebook Die Heule Eule/La Civetta Disperetta in a Ladin Primary School 318
Jeanette Hoffmann (Free University of Bozen-Bolzano, Italy)

B.16. Agency, Citizenship and Transformative Education for Social Justice, Democracy and Sustainability 319

Preventing Peer Violence in Schools: the Applying Safe Behaviours Participatory Approach with Vulnerable Adolescents 319
Teresa Pietravalle (SOS Villaggi dei Bambini ETS, Italy) · Margherita Brasca (SOS Villaggi dei Bambini ETS, Italy)

Youth Practices of Restanza in Southern Italy 320
Alessandra Polidori (University of Neuchatel, Switzerland)

Pedagogy and Generative Teaching for Democratic Participation 321
Mina De Santis (University of Perugia) · Agnese Rosati (University of Perugia) · Edoardo Renzi (University of Perugia)

Steps towards sustainable schools: Understanding the relation between children's Values and their Environmental Orientations 322
Petra Auer (Free University of Bozen-Bolzano, Italy) · Stephanie Mian (Free University of Bozen-Bolzano, Italy) · Elisabeth Gsottbauer (Free University of Bozen-Bolzano, Italy)

Changing School to Change City 323
Lucia Sorce (ICS Rita Borsellino, Italy)

Citizenship and Democratic Principles 324
Agnese Rosati (University of Perugia, Italy) · Edoardo Renzi (University of Perugia, Italy) · Mina De Santis (University of Perugia, Italy)

Words, Poverty, and Shared Reading: Language Between Access and Inequality 325
Keren Ponzo (University of Wien, Italy) · Agnese Rosati (Università degli studi di Perugia)

Bodies In-movement as a Tool for Promoting Transformative Learning 326
Antonina Eugenia Ferruzza Marchetta (University of Palermo, Italy) · Eliana Danzì (University of Palermo, Italy)

Scicafè Transforming a Lower Secondary School into a Community Hub for Scientific Citizenship and Student Agency 327
Paolo Martena (Istituto Comprensivo Calimera, Caprarica, Martignano, Italy) · Elisabetta Dell'Atti (Istituto Comprensivo Calimera, Caprarica, Martignano, Italy) · Flavia Lia Aventaggiato (Istituto Comprensivo Calimera, Caprarica, Martignano, Italy)

Counter-Narratives And Climate Activism: Radical Perspectives And Practices Of Transformative Education 328
Davide Palma (University of Siena, Italy)

School Health Education and Global Citizenship: Integrating the One-Health Approach through Place-Based and Trialogical Learning. A Case Study 329
Luca Fatticcioni (Liceo Don Lorenzo Milani - Romano di Lombardia, Italy) · Elena Raffetti (Karolinska Institutet - Stockolm) · Franca Ida Rossi (Liceo Vittorio Colonna - Roma) · Riccardo Serraino (Università Cattolica del Sacro Cuore - Roma) · Carlo Torti (Università Cattolica del Sacro Cuore - Roma) · Elena Zacchilli (Liceo Statale Niccolò Machiavelli - Roma) · Giovanna Barzanò (Rete Dialogues for Futures)

B.18. Educational Professionals, Teacher Education and Organisational Well-Being 330

Perceived Autonomy Support Among Colleagues and Teachers' Psychological Need Satisfaction: Implications for Motivating Teaching Styles 330
Sara Germani (Link Campus University, Italy) · Ludovico Vespasiani (University of Salerno, Italy)

Multicultural Attitudes and (De)Motivating Teaching Styles in Primary School: A Study with In-Service and Pre-Service Teachers 331
Clara Leone (Sapienza University of Rome, Italy) · Sara Germani (Link Campus University, Italy) · Giordana Szpunar (Sapienza University of Rome, Italy)

Initial Training of Socio-Pedagogical Educators: Motivation to attend L-19 Bachelor's and Competence Self-Evaluation 332
Maria Grazia Rionero (Università degli Studi di Firenze) · Sara Germani (Link Campus University)
Beyond Bureaucracy: Regenerating Public Administration through Life Skills. A Case Study of a Large-Scale School Network in Southern Italy. 333
Ivano De Luca (Istituto Comprensivo Statale Di Taviano "Francesco Dimo", Italy) · Simone Aldo Buonporto (IDCERT Società Benefit srl)
Early Childhood Teaching Assistants As Partners: Centering Their Lived Experiences And Voices 334
Hannah Thompson (Texas A&M University, Texas, United States) · Lori Caudle (University of Tennessee, Knoxville, Tennessee, United States) · Cathy Grist (Western Carolina University, North Carolina, United States) · Margaret Quinn (Texas A&M University, Texas, United States) · Frances Harper (University of Tennessee, Knoxville, Tennessee, United States)
The Etherogeneous Class: How the Teachers Should be to Face the Complexity of School Groups 335
Alessia Cividin (UCIIM, Italy)

B.20. Governance, Inequalities and Educational Pathways 336

Schooling Under Shifting Rule: Education, Harm Regulation, and Legitimacy in Afrin 336
Marie Kortam (War Child, France)
Career and Educational Guidance Across Theory, Policy, and Practice 337
Teodora Lattanzi (University of Turin, Italy) · Ester Bonomi (University of Milan, Italy)
Between Devaluation And Self-Determination: Migrant And Refugee Women Confronting The Recognition Of University Degrees In Italy And Greece 338
Teresa Ester Cicirelli (Università degli studi di Bari Aldo Moro, Italy) · Enrica Sgobba (Università degli studi di Bari Aldo Moro, Italy) · Anna Fuasta Scardigno (Università degli studi di Bari Aldo Moro, Italy)
The School-Family Partnership for Participatory Renewal: A Collaborative Planning Initiative Between Teachers and Parents 339
Dalila Raccagni (Università Cattolica del Sacro Cuore, Italy) · Paola Zini (Università Cattolica del Sacro Cuore, Italy)
Supporting the Transition from University to Professional Practice: Internship and Lifelong Guidance in Educator Training 340
Roberta Bertoli (Università di Parma, Italy)

STREAM C · TEACHERS, SCHOOL LEADERSHIP AND PROFESSIONAL CULTURES 341

C.01. Continuity, Pedagogical Care, and Educational Justice in Hospital and Home Instruction 342

Healing by Caring: the Educational Relationship in the Hospital School 342
Gemma Errico (Università Niccolò Cusano, Italy)
The AAT Model in Hospital Schools as a Generative Pedagogical Approach 342
Diana Olivieri (Università Niccolò Cusano, Roma, Italy) · Carlo Macale (Università Niccolò Cusano, Roma, Italy)
Augmentative and Alternative Communication in Hospital School: A Matter of Educational and Health Justice for Students with Complex Communication Needs 343
Edoardo Dalla Mutta (University of Genoa, DLCM, Italy; ITD CNR, Italy) · Vincenza Benigno (University of Genoa, DLCM, Italy)
Pain, Temporal Discontinuity, and Educational Continuity: An Ontological, Phenomenological, and Hermeneutic Perspective on Hospital and Home Schooling 344
Letizia Cipriani (Università degli Studi Niccolò Cusano, Italy) · Andrea Velardi (Università degli Studi Niccolò Cusano, Italy)
Teacher Self-Efficacy and Educational Continuity in Hospital Schooling: Professional and Organizational Contexts 345
Elisabetta Faraoni (Università Niccolò Cusano, Italy) · Francesco Maria Melchiori (Università Niccolò Cusano, Italy)
Nietzsche's Great Health and subjective well-being: Autobiographical writing as self-care 346
Giulia Parzani (Laboratorio di metodologia della ricerca e analisi dei dati per le scienze del comportamento) · Maria Vittoria Battaglia (Laboratorio di metodologia della ricerca e analisi dei dati per le scienze del comportamento)
Reading Aloud as Pedagogical Care in Hospital Schooling : a teaching proposal for secondary school beyond literacy 347
Chiara Pastore (Università Link Campus, Italy)
Words That Care: Creative Reading and Emotional Education in Pediatric Contexts – The "Gentle Fairy Tales" Project 348
Federica Gualdaroni (Università Niccolò Cusano-Roma, Italy) · Francesca Favotto (Università Niccolò Cusano-Roma, Italy) · Serena Noè (Università Niccolò Cusano-Roma, Italy)
The Educational Dimension As A Protective Factor In Paediatric Palliative Care At Home 349
Michele Corriero (università Nicolo Cusano, Italy)
Alliances and Boundaries: Networking Between School, Family and Healthcare Team in Hospital Schooling and Home Education 350
Sara Selmi (Università Pegaso, Italy) · Giorgia Cesarini (Università Pegaso, Italy)
Hospital Education. The Overview of a Challenging Situation for Inclusive Processes. 351
Milena Pomponi (Uuniversity Roma Tre, Italy)

C.02. Ethno-racial Diversity and Other Biographical Traits in Educational Professions: Possible Challenges for Democratic Education 352

Roma Teachers' Resilience: A Sociological Study of Life Course Experiences and Professional Impact 352
Tímea Ceglédi (MTA-DE Future Awareness Development Research Group (University of Debrecen, Faculty of Humanities)) · Kitti Kozma (MTA-DE Future Awareness Development Research Group (University of Debrecen, Faculty of Humanities)) · Ilona Dabney-Fekete (MTA-DE Future Awareness Development Research Group (University of Debrecen, Faculty of Humanities))
Culturally Responsive Teaching For Promoting Transformative And Democratic Learning In Higher Education 353
Nicolina Bosco (University of Siena, Italy) · Claudio Melacarne (University of Siena, Italy)
Teachers with Disabilities between Discrimination and Counter-Narrative: Activism Practices and the Redefinition of Professional Identity 354
Francesca Sommaruga (Università degli Studi di Milano-Bicocca, Italy)
Racialized Teachers and Educators in Italy: Barriers, Experiences, and Implications for Inclusive Education 355
Mariagrazia Santagati (Università Cattolica del Sacro Cuore, Italy) · Rahma Nur (Indepent Researcher - Primary Teacher)
The Role of Teaching Staff in Fostering Inclusive, Intercultural Education: Insights on the Impact of Migrant Backgrounds 356
Benedetta Melloni (University of Modena and Reggio Emilia & Reggio Children Foundation, Italy)
Academic Pathways and the Teaching Profession for Young People from International Backgrounds 357
Rita Bertozzi (Università di Modena e Reggio Emilia, Italy) · Basma Aissa (CONNGI)

From Male Shortage to Teacher Diversity: An Opportunity to Challenge the Mainstream Curriculum in Education? 357
Greta Persico (Università degli Studi di Milano Bicocca, Italy)

C.03. Reimagining the Teaching Profession: Well-being, Identity and Community in Transforming Educational Fields 359

Teachers' Professional Wellbeing in Italy: A Critical Literature Review and Policy Proposals 359
Emanuela Spano' (University of Cagliari, Italy) · Marco Pitzalis (University of Cagliari, Italy) · Gabriele Pinna (University of Cagliari, Italy)

Strengthening Professional Identity and Well Being in Professional Teacher Education: Insights from Finland 361
Hanne Mäki-Hakola (Tampere University of Applied Sciences, Finland) · Nina Smolander (Tampere University of Applied Sciences, Finland)

Teacher Professionalism In Italian Secondary Schools: Between Teacher Education Policies and Transformations Of School Work 362
Noemi Palladino (Sapienza, Università di Roma, Italy)

Guiding Teachers: Professional Reflexivity to Support Students 363
Miriam Bassi (University of Foggia, Italy)

Imagining the Future School: Pre-Service Teachers' Narratives on Professional Role and Identity 364
Lia Pappámikail (Santarém Polytechnic University, School of Education, CIEQV, Portugal) · Susana Batista (NOVA FCSH; CICS.NOVA) · Cláudia Urbano (NOVA FCSH; CICS.NOVA) · Ana Kubrusly (NOVA FCSH; Escola Superior de Educação do Instituto Politécnico de Setúbal (IPS); CICS.NOVA) · Lídia Marôpo (Escola Superior de Educação do Instituto Politécnico de Setúbal (IPS); CICS.NOVA)

A Profession Under Strain: Short-term Policy Fixes and Long-term Planning Gaps in Portugal's Teacher Workforce 365
Lia Pappámikail (Santarém Polytechnic University, School of Education, CIEQV, Portugal) · David Beirante (Santarém Polytechnic University, School of Education, CIEQV, Portugal) · Helena Luis (Santarém Polytechnic University, School of Education, CIEQV, Portugal) · Marisa Correia (Santarém Polytechnic University, School of Education, CIEQV, Portugal)

The Reflective Community: Reimagining Teacher Identity and Well-being through Collective Critical Reflexivity in European Educational Fields 366
Alexandra Covaci (University of Salento, Italy; University of Glasgow)

Reconfigurations of the Teaching Vocation: Engagement, Well-Being and Professional Regimes from the Perspective of School Leadership 366
David Beirante (Instituto Politécnico de Santarém, Portugal; Centro Interdisciplinar de Ciências Sociais da UNL, Portugal) · Pedro Caetano (Centro Interdisciplinar de Ciências Sociais da UNL, Portugal) · Ana Neves (Centro Interdisciplinar de Ciências Sociais da UNL, Portugal) · Francisco Ferreira (Centro Interdisciplinar de Ciências Sociais da UNL, Portugal; Universidade de Lisboa Faculdade de Letras, Portugal)

This is the Serious Work: Teacher Joy in Culturally and Linguistically Diverse Teaching and Learning Environments 367
Kathy Whynot (University of New Brunswick, Canada)

Vocation and Emancipation. The Place of Work and Teaching in Students' Utopian Aspirations. 369
Baptiste Legros (Université Paris Est Créteil, France)

C.04. Research-based Teacher Professional Development as a Model of Professional Reflection for Teachers and Researchers 370

Co-designing STEAM Activities: A Participatory Framework for Teachers' Professional Development Through Action Research and Maker Culture 370
Federica Selleri (FabLab Valsamoggia APS, Università di Foggia, Italy)

Graduate Teaching Assistants In The Third Dimension: Identity And Career Continuation 371
Kristyna Campbell (King's College London, United Kingdom) · Kaiyun Feng (King's College London, United Kingdom)

Research-based Teacher Professional Development and Citizenship Education: Insights from a research on Democratic Learning Environments 372
Valeria Damiani (LUMSA University, Italy)

Bridging School and Territory through the Atelier: Teacher Professional Learning in Context 373
Stefania Bettuzzi (University of Modena and Reggio Emilia, Italy)

An Exploratory Analysis of Factors Affecting the Research-based Teacher Professional Development Model: Reflections on a Case Study 374
Alessandro Oro (University of Bologna, Italy) · Elisa Guasconi (University of Bologna, Italy)

Research-Based Professional Development to Contrast Educational Poverty and Cultural Disadvantage: An Exploratory Triangulation of Stated and Perceived Teaching Practices 375
Ira Vannini (University of Bologna, Italy) · Francesca Fioretti (LUMSA University of Rome, Italy) · Alessandro Oro (University of Bologna, Italy) · Marta Cecalupo (Sapienza University of Rome, Italy)

Narrative Construction Of Teacher Identity And University Tutoring: A Case Study In The Primary Education Sciences Degree Program 376
Donatella Visceglia (Roma Tre University, Italy) · Ester Caparrós Martín (Univerity of Malaga (Spain)) · Nieves Blanco Garcia (Univerity of Malaga (Spain)) · Amalia Lavinia Rizzo (Roma Tre University, Italy)

Evaluating Professional Identity Of Teachers: Emerging Issues For Teacher Education 377
Mariella Tripaldi (Università Cà Foscari Venezia, Italy) · Giacomo Zavatta (Università Cà Foscari Venezia, Italy)

Supporting Teachers' Professional Reflection through Pedagogical-Didactic Documentation: Evidence from a Mixed-Methods Study 378
Sofia Bosatelli (University of Milan-Bicocca, Italy)

The Laboratori del Sapere as an Exercise in Research–Training 379
Serena Goracci (INDIRE (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa), Italy) · Alessandra Anichini (INDIRE (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa), Italy) · Loredana Camizzi (INDIRE (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa), Italy) · Rachele Borgi (INDIRE (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa), Italy) · Ciro Minichini (INDIRE (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa), Italy)

C.06. Rethinking Teacher Professional Development Impact: Conceptual, Methodological, and Policy Issues 380

Embracing Peer Culture: Training Teachers in the Collective Version of the Folktale 380
Claudia Chellini (INDIRE - National Institute for Documentation, Innovation and Educational Research, Italy)

School Cultures And Teachers' Professionalization: Research-Based Reflections On Complex Relations 381
Simone Seitz (Free University of Bolzano, Italy) · Giulia Consalvo (Free University of Bolzano, Italy)

Quality, Evidence, and Professional Agency: A Peer-Review-Inspired Approach to TPD in Schools 382
Laura Evangelista (Istituto Nazionale per l'Analisi delle Politiche Pubbliche (INAPP), Italy) · Diego Boerchi (Università Cattolica del Sacro Cuore, Italy) · Concetta Fonzo (Istituto Nazionale per l'Analisi delle Politiche Pubbliche (INAPP), Italy)

Research-Training Professional Trajectories: Self-Assessment and Metaphors as Reflective and Transformative Devices 383
Raffaella Carmen Strongoli (Università degli Studi di Catania, Italy) · Valeria Catania (Università degli Studi di Catania, Italy)

Rethinking the Impact of Teacher Professional Development with a focus on the Ricerca-Formazione Perspective: Insights from a Scoping Review 384
Sofia Bosatelli (Università di Milano Bicocca) · Laura Landi (Università di Modena e Reggio Emilia, Italy) · Alessandra Boscolo (LUMSA)
Beyond Teacher Expertise: Project Scaffolding and the Meaning of "Impact" in eTwinning Professional Development 385
Alexandra Tosi (INDIRE, eTwinning Italian NSO, Italy) · Sara Martinelli (INDIRE, Italy) · Jacopo Condò (INDIRE, eTwinning Italian NSO, Italy) · Elena Bettini (INDIRE, eTwinning Italian NSO, Italy) · Maria Chiara Pettenati (INDIRE, Italy)
Rethinking “Impact” in Teacher Professional Development: A Scoping Review Protocol and Conceptual Map 386
Laura Parigi (INDIRE, Italy) · Maurizio Gentile (CRESPI - “Centro Interuniversitario di Ricerca Educativa sulla Professionalità dell’Insegnante", Italy) · Elisabetta Cigognini (INDIRE, Italy) · Elisa Truffelli (CRESPI - “Centro Interuniversitario di Ricerca Educativa sulla Professionalità dell'Insegnante", Italy) · Margherita Di Stasio (INDIRE, Italy) · Alessandra Rosa (CRESPI - “Centro Interuniversitario di Ricerca Educativa sulla Professionalità dell’Insegnante", Italy)
Exploring the Impact of SCAFFOLD Cards on Teachers’ Design Practices for Competence-Based Education: A Mixed-Methods Study 387
Elena Luppi (University of Bologna, Italy) · Flavio Brescianini (University of Bologna, Italy) · Veronica Mobilio (Fondazione per la Scuola) · Maria Chiara Pettenati (INDIRE) · Aurora Ricci (University of Bologna, Italy) · Alexandra Tosi (INDIRE)
TEACH-AI: A multidimensional analysis of teachers' perceptions of Artificial Intelligence across the concepts of Affordance-in-Practice, Professional Capability, and Sentiment 388
Matteo Adamoli (eCampus University, Italy) · Federica Emanuel (eCampus University, Italy) · Michele Marangi (eCampus University, Italy) · Marco Rondonotti (eCampus University, Italy) · Paolo Raviolo (eCampus University, Italy)
Formative Assessment as a Lever For Teacher Professional Development: Evidence From The Italian Teacher Self-Assessment Framework 389
Sara Martinelli (INDIRE, Italy) · Maria Chiara Pettenati (INDIRE, Italy)

C.07. Teachers and Principals in Contemporary Education Systems: Working Conditions, Professional Dynamics and Effectiveness 390

Middle Leadership and the Political Dimension of Teaching: Insights from the Italian School System 390
Valerio Ferrero (University of Turin, Italy)
Social Recognition, Professional Development, Career and Evaluation of Teachers, The Views of Lombard Teachers and Experts 391
Marcello Soprani (Ministero dell'Istruzione e del Merito - Unibz, Italy)
Teachers’ Professional Narratives and Educational Inequalities: Constructing Migrant Students’ Trajectories in Italian Schools 394
Francesco Camattini (Università La Sapienza, Italy)
Pathways into Teaching: Recruitment, Timing, and Career Stabilization 395
Ivan Blancato (Università degli Studi di Milano Bicocca, Italy)
Better Environment, Better Teaching: The Power of Teachers' Networks 396
Teodora Uberti (Università Cattolica del Sacro Cuore, Italy) · Giulietta Zanga (Università degli Studi di Milano, Italy)
How Teachers Evaluate Their Work: A Multidimensional Analysis of Italian Teachers’ Job Satisfaction 396
Giorgio Piccitto (Università degli Studi di Milano Bicocca, Italy) · Ivan Blancato (Università degli Studi di Milano Bicocca, Italy)
Towards a History of School Leadership Professionalism. The Case Study of Giancarlo Cerini, Primary School Headteacher in Italy in the 1980s 397
Mirella D'Ascenzo (University of Bologna, Department of Education Studies) · Gabriella Pagnotta (University of Bologna, Department of Education Studies)
From Lecturing to Active Learning? Teaching Practices and Professional Self-Efficacy among Italian Teachers 398
Giulia Pastori (UNIVERSITY OF MILAN-BICOCCA, Italy) · Valentina Pagani (UNIVERSITY OF MILAN-BICOCCA, Italy)
Teachers’ Occupational Health and Organisational Support in Italian Schools: Evidence from the “4th Teachers’ Living and Working Conditions” and “HBSC Teachers” Surveys 399
Marta Branda (University of Milano-Bicocca, Department of Psychology, Health and Sustainability Lab) · Luca Piero Vecchio (University of Milano-Bicocca, Department of Psychology, Health and Sustainability Lab) · HBSC Lombardy Research Group (DG Welfare Lombardia (Italy)) · Veronica Velasco (University of Milano-Bicocca, Department of Psychology, Health and Sustainability Lab)
Self-Efficacy and Organizational Levers in Italian Teaching: Profiles, Resources, and Professional Outcomes 400
Iacopo Moreschini (Department of Sociology and Social Research, University of Milan–Bicocca, Italy) · Paolo Guandalini (Department of Psychology and Cognitive Science, University of Trento)
Digital Technologies in Italian Classrooms: Practices, Attitudes, and Emerging Challenges 401
Giovanni Maria Abbiati (University of Brescia, Italy) · Gianna Cappello (University of Palermo) · Emiliano Grimaldi (University of Naples) · Marco Gui (University of Milan-Bicocca)
Education for Democracy in the Civics Classroom – Effects of Teacher Training Courses and Classroom Interventions 402
Marvin Masella (Goethe University Frankfurt, Germany) · Monika Oberle (Goethe University Frankfurt, Germany)
Teachers' Working Conditions And Perceived Effectiveness In Heterogeneous Classrooms: Evidence From A Factorial Survey Experiment 403
Elisa Manzella (Università degli studi di Milano-Bicocca, Italy) · Valentina Tobia (Università Vita-Salute San Raffaele, Italy)
Vocation, Choice or Serendipity? Biographical Paths towards Special Education Profession 404
Anna Carola Freschi (University of Siena, Italy, Department of Social, Political and Cognitive Sciences) · Mario Giampaolo (University of Siena, Italy, Department of Social, Political and Cognitive Sciences) · Francesca Bianchi (University of Siena, Italy, Department of Social, Political and Cognitive Sciences)
School Leadership as an Enabler of Teachers’ Digital Competence for Inclusive and Democratic Support for Pupils with Special Educational Needs 405
Joacim Ramberg (Department of Special Education, Stockholm University, Sweden)
Assessing Learning: Teachers’ Assessment Cultures Across Subject Areas and School Levels 406
Franco Passalacqua (University of Milan-Bicocca, Italy) · Orazio Giancola (Sapienza University of Rome)
Teaching Mathematics in Primary School: Teachers’ Profiles, Attitudes, and Early Educational Inequalities 407
Giulio Di Cicco (Università degli Studi di Napoli Federico II) · Mariagrazia Santagati (Università Cattolica del Sacro Cuore) · Erika Uberti (Università Cattolica del Sacro Cuore)
Mapping Teachers’ Attitudes Towards School–Family Relationships: Social Determinants and Links to Work-Related Well-Being 408
Iacopo Moreschini (Department of Sociology and Social Research, University of Milan–Bicocca, Italy) · Brunella Fiore (Department of Sociology and Social Research, University of Milan–Bicocca, Italy)

Educational Leadership, Teachers' Motivation And Pathways To The Profession In Democratic Schools 408
Arianna Lodovica Morini (Roma Tre University, Italy) · Barbara Ambu (Roma Tre University, Italy) · Maria Grazia Giovanna Chillemi (Roma Tre University, Italy)

C.08. Working in Schools Today: Between Public Space, Mediatization, New Managerialism and Inclusion 410

Teaching on Demand: MAD Teachers in Italy and the Erosion of Professional Boundaries in Italy 410
Valerio Ferrero (University of Turin, Italy)

Teachers' Perceptions of a Changing Profession under New Public Management and Inclusive Education Reforms 411
Serge Katz (Curapp/Upjv, France) · Frédéric Charles (Curapp/Upjv, France) · Florence Legendre (Université Reims Champagne Ardenne)

From Care to Wear and Tear. Representations of Stress and Burnout in Teacher Education 412
Giorgia Coppola (University of Palermo, Italy, Italy)

Teachers as Intellectuals in the Age of Platforms: Mediatization and the Redefinition of Professional Legitimacy in the Italian School System 413
Antonietta De Feo (Università Roma Tre, Italy) · Marco Pitzalis (Università di Cagliari)

Moral Work and Emotional Labour in Marginal Schools: Teachers' Engagement in Italian Vocational Education 414
Gabriele Pinna (Università degli studi di Cagliari, Italy)

STREAM D · EDUCATIONAL INEQUALITY, POVERTY AND SEGREGATION 416

SPECIAL EVENT · **D.00. Learning on the Margins: Early School Leaving, Educational Inequalities and the Politics of Place** 417

Building Educational Communities in Fragile Territories. Local Policies and the Multi-Level Governance of Early School Leaving 417
Maria Sole Piccioli (ActionAid Italia, Italy) · Federico Neri (Scaro Community)

Introduction. Education, Territory and Democracy: Why Early School Leaving Is a Political Issue 418
Claudia Cicciotti (ActionAid Italia) · Gianfranco Zucca (Istituto di Ricerche Educative e Formative - IREF)

Learning on the Margins: Educational Inequalities, Dropout Risk, and School Well-Being in Rome's Sixth Municipality 419
Leonardo Piromalli (IREF - Istituto di Ricerche Educative e Formative, Italy) · Sabina Licursi (University of Calabria) · Emanuela Pascuzzi (University of Calabria)

Roundtable. Beyond Early School Leaving: Educational Justice, New Forms of Citizenship and Policy Recommendations 420
Marco Rossi-Doria (Con i Bambini Impresa Sociale S.r.l.) · Giuseppina Rita Jose Mangione (INDIRE, Italy) · Katia Scannavini (ActionAid International Italia E.T.S.) · Fabrizio Barca (Forum Diseguaglianze e Diversità)

D.03. Economic Constraints in Educational Participation and the Design of New Policies 421

Estimating the Cost of Compulsory Education: Household Expenditure, Perceived Barriers, and Policy Implications 421
Luca Andrea Fanelli (ActionAid Italia, Italy) · Maria Sole Piccioli (ActionAid Italia, Italy)

Grants as Bridge to University Access: The impact of an Information Intervention 422
Federica Laudisa (IRES Piemonte) · Samuele Poy (Università del Piemonte Orientale)

Missed Opportunities And Barriers To Participation In Incentivised Saving Programmes Among Middle-to-low-income Families In Italy 423
Davide Azzolini (Research Institute for the Evaluation of Public Policies (FBK-IRVAPP)) · Olga Gorodetskaya (Research Institute for the Evaluation of Public Policies (FBK-IRVAPP)) · Luigina Jessica Montano (Research Institute for the Evaluation of Public Policies (FBK-IRVAPP)) · Silvia Salier (Research Institute for the Evaluation of Public Policies (FBK-IRVAPP))

Measuring School-Related Economic Difficulties: Development and Validation of a Parent-Reported Scale in Italy 424
Alessandro Concas (Università degli Studi di Cagliari, Italy) · Mariano Porcu (Università degli Studi di Cagliari, Italy) · Isabella Sulis (Università degli Studi di Cagliari, Italy) · Cristian Usala (Università degli Studi di Cagliari, Italy)

Economic Insecurity and Educational Decision-making: The Study of Educational Participation among the Tribal Communities of Karnataka, India 425
Mahima Raj C (Central University of Karnataka, India) · Rupa Rani Sonowal (Central University of Karnataka, India)

Determinants of Educational Inequality: A Systematic Framework for Understanding Socioeconomic, Demographic, and Spatial Disparities 426
Nicola Pontarollo (University of Brescia, Italy)

Effects of a Matched Savings Program to Tackle School Dropout in Italy 426
Davide Azzolini (FBK - IRVAPP, Italy) · Antonina Mazara (FBK - IRVAPP, Italy) · Loris Vergolini (FBK - IRVAPP, Italy; Università di Bologna)

Who Pays for Public Education? Hidden Funding Mechanisms and Territorial Inequalities in Roman Schools 427
Paola Villa (IREF, Italy) · Cecilia Ficcadenti (IREF, Italy) · Gianfranco Zucca (IREF, Italy) · Leonardo Piromalli (IREF, Italy)

Promoting Tertiary Education Through Asset Building: Impact Evaluation of the Percorsi Programme 428
Valentina Battiloro (ASVAPP - Associazione per lo Sviluppo della Valutazione e l'Analisi delle Politiche Pubbliche, Italy) · Luca Mo Costabella (ASVAPP - Associazione per lo Sviluppo della Valutazione e l'Analisi delle Politiche Pubbliche, Italy)

From Transfers to Assets: Asset Building to Reduce the Indirect Costs of Educational Participation 428
Giovanni Vezzoli (Università degli studi di Brescia, Italy; Fondazione Ufficio Pio - Ente Filantropico)

D.04. Educational Poverty, Symbolic Violence and Democratic Fragility 430

Habit, Habitus And Consequences On Participation In Political Life: A Comparison Between Bourdieu And Dewey 430
Andrea Girometti (Università di Firenze, Italy)

Educational Poverty, Symbolic Violence, and Democratic Fragility: A Gramsci–Bourdieu Perspective 431
Emanuela Susca (IULM University, Milan, Italy)

The "Teate Solidale" Project: An Inclusive School Model Against Educational Poverty In Chieti – A Case Study 432
Luca Santonetti (Università degli Studi "G. d'Annunzio" Chieti-Pescara, Italy)

Educational Poverty And the Digital Public Sphere: Cognitive Inequalities And Democratic Participation 433
Stefania Fragapane (Università Mercatorum, Italy)

Cultural Capital and Symbolic Violence in English Early Years Education Regulation 434
Juliette Wilson-Thomas (Manchester Metropolitan University, United Kingdom) · Ruby Juanita Brooks (Manchester Metropolitan University, United Kingdom)

Multiple Ignorances and Low Performers: The Elephant in the Classroom and the Erosion of Democratic Competence 435
Laura Occhini (università di Siena, Italy)

From School to Citizenship: The Role of Education and Social Origin in Shaping Civic Engagement 436
Federica Rizzi (Università "La Sapienza", Italy) · Adamo Lo Cicero (Università "La Sapienza", Italy)
Historical Knowledge and Citizenship Competences in Italian Secondary Schools: An Exploratory Analysis of Educational Opportunity Inequalities in History Education 437
Elena Gremigni (University of Pisa, Italy)
Violence, trauma and Black African women's navigation of Higher Education 438
Kim Heyes (Manchester Metropolitan University, United Kingdom) · Nicola Ingram (University College Cork, Ireland) · Benedicte Brahic (Manchester Metropolitan University, United Kingdom) · Aradhana Mansingh (MANCOSA, South Africa) · Shoba Arun (University of Essex, UK) · Mariam Seedat-Khan (University of Kwa-Zulu Natal, South Africa)
Socio-Educational Interventions in At-Risk Neighborhoods of Catania: A Detection Strategy 439
Agnese Miccichè (Università degli Studi di Catania) · Simona Manuela Antonietta Gozzo (Università degli Studi di Catania) · Marta Basile (Università degli Studi di Catania) · Elvira Celardi (Università degli Studi di Catania) · Deborah De Felice (Università degli Studi di Catania) · Simone Antonino La Mela (Università degli Studi di Catania) · Kristal Martina Crupi (Università degli Studi di Catania)
Outdoor Education and Service Learning as Responses to Educational Poverty in Socio-Economically Disadvantaged School Contexts 440
Simone Consegnati (INDIRE, Italy) · Chiara Giunti (INDIRE, Italy) · Silvia Panzavolta (INDIRE, Italy)
Educational Poverty, Capitals, and Symbolic Violence: Attitudes toward Sociocultural Diversity in Croatian Upper Secondary Schools and Implications for Democracy 441
Iva Odak (Institute for Social Research in Zagreb, Croatia) · Saša Puzić (Institute for Social Research in Zagreb, Croatia) · Josip Šabić (Institute for Social Research in Zagreb, Croatia)

D.05. Evaluating Education and Democracy: Approaches, Methodologies and Practices for Social Justice and Critical Literacy in the Digital Era 442

Can Family Group Conferences Be A Resource In Addressing School Vulnerability? Evidence From A Randomized Controlled Trial In Italy 442
Riccardo Gostoli (Università Cattolica del Sacro Cuore, Italy) · Gian Paolo Barbetta (Università Cattolica del Sacro Cuore, Italy) · Giulia Assirelli (Università Cattolica del Sacro Cuore, Italy) · Gianluca Argentin (Università degli Studi di Milano-Bicocca, Italy)
Human and Artificial Intelligence Compared in Higher Education Assessment: a Standard Research on Semi-structured Tests and Potential Biases 443
Daniela Robasto (University of Turin, Italy) · Lucrezia Bano (University of Turin, Italy) · Sabrina Natali (University of Turin, Italy)
Materialist Civism as an Evaluative Paradigm for Youth Political Activation: The Rizomi Experience 444
Leonardo Parodi (RIZOMI, Italy) · Riccardo Rangone (RIZOMI, Italy) · Francesco Pellettieri (RIZOMI, Italy)
Educational Poverty Across the Life Course: Evaluating Intersections of Inequality in Schooling, Skills and Lifelong Learning 445
Lorenzo Maraviglia (INVALSI, Italy)
Self-Evaluation in the Italian Vocational Education and Training: Evidence from the INVALSI Experiment 446
Emanuela Vinci (INVALSI, Italy) · Michela Freddano (INVALSI, Italy)
Assessment Tools For Digital STEAM Educational Practices: Evidence From The Erasmus+ Edumat + Project 447
Laura Casaldi (Università La Sapienza, Italy)

D.06. Is University Paying Off? Upwardly Mobile Students and the Meaning of Meritocratic Striving 448

Meritocracy From The Top: Elite Students' Perspectives On The Distribution Of Higher Education Opportunities In The UK 448
Paulina Rodriguez Anaiz (University of Oxford, United Kingdom) · Gonzalo Hidalgo Bazan (University of Oxford, United Kingdom)
(Re)assembling The Belief In The University 'Game': First-In-Family Students' Perceptions Of The Value Of Higher Education 449
Sarah O'Shea (Charles Sturt University) · Franziska Lessky (University of Oxford, United Kingdom) · Sally Patfield (University of Newcastle)
Degrees of Value: Cultivating Privilege at an Elite University 450
Fiona Gogescu (London School of Economics, United Kingdom)
Moving Ceilings, Uneven Floors: The Production of transclasses in Higher Education – and why this might be just what we need 450
Elena Attardo (Research Institute Social Cohesion, Germany) · Jakob Hartl (Research Institute Social Cohesion, Germany; Universität Halle-Wittenberg)
Meritocracy's winners? Young women's experiences of 'earning while learning' UK Higher Education 451
Kim Allen (University of Leeds) · Kirsty Finn (University of Manchester, United Kingdom) · Rachel Cohen (City-St. Georges, University of London) · Kate Hardy (University of Leeds)
Meritocracy and University Choice: Decision-Making Logics Among High-Achieving Affirmative Action Students in Ecuador 452
María Francisca Bustamante Sage (Universitat Autonoma de Barcelona, Spain)

D.07. Minorities Political Socialisation At School: Educational Inequalities And Critical Stances 454

"What Do We Do With Them?" Discovering The Roma In Icelandic Elementary Schools 454
Marco Solimene (University of Iceland, Iceland)
Sexuality Education in Schools: Socialization Spheres, Gender Political Socialization, and Inequality Regimes 455
Sarah Gillo (Uclouvain, Belgium)
When Inequalities Foster Critique Stance. Political Socialisation in Unequal Schooling System 456
Maxime Michiels (UCLouvain, Belgium)
Listening Otherwise: Witnessing Narratives of Youth of Color in Urban Education 456
Zehra Colak (Utrecht University, Netherlands, The)
Political Socialization of Urban Lower-Class Youth in Schools: The Encounter Between the Educational Field and the "Subfield" 457
Géraldine André (UCLouvain Belgique, Belgium)

D.08. Practices of Freedom in Democratic Schooling: Policies, Reflections and Actions to Prevent and Counteract Early School Leaving 459

Grounding Democratic Practices: An Alternative School Community Addresses Socio-natural Phenomena 459
Andrea Barrientos Soto (Universidad de Granada, Spain)

Student Participation And School Democracy: A Theoretical-Conceptual Contribution From Practice In Five Secondary Schools In Spain 460
Laura Farré-Riera (Universitat de Vic - Universitat Central de Catalunya, Spain) · Albert Torrent-Font (Universitat de Girona, Spain) · Josep Castillo-Adrián (Universitat de Vic - Universitat Central de Catalunya, Spain) · Marta Garcia-Molsosa (Universitat de Vic - Universitat Central de Catalunya, Spain)

Autonomy, Coexistence, and Participation: The Democratic Value of Peer Relationships in Nursery Schools 461
Berta Vila-Saborit (Universitat de Vic-Univertitat Central de Catalunya, Spain)

Peer Tutoring in a Neighbourhood-Based Service and Teacher Education: Boundaries, Alliances, and Learning Pathways to Counter Early School Leaving 462
Maddalena Cocco (Università degli Studi di Milano-Bicocca, Italy) · Claudia Fredella (Università degli Studi di Milano-Bicocca, Italy) · Franco Passalacqua (Università degli Studi di Milano-Bicocca, Italy)

BRIDGE BUILDERS The Role of Educators in Kindergartens for the early Prevention of School Dropout 463
Marion Lorenzon (Associazione La Strada-Der Weg ONLUS) · Christa Ladurner (Fondazione Forum Prävenzion) · Heidrun Demo (Libera Università di Bozen- Bolzano, Italy) · Silvia Dell'Anna (Libera Università di Bozen- Bolzano, Italy)

"Did You Eat at School?" Action Research with Ethnographic Nature on Full-time Schooling in a Context with High School Dropout Rates 463
Noemi Giulia Dicorato (University of Bologna, Italy)

Building Democratic Bridges to Prevent Early School Leaving. The Role of Non-Formal Education Between Schools and Migrant Families 464
Valeria Cotza (University of Milano-Bicocca, Italy) · Rebecca Coacci (University of Milano-Bicocca, Italy)

Italian L2 Education for Adult Learners: A Collaborative Approach to Social Inclusion and NEET Prevention 465
Petar Lefterov (Fondazione Bambini Bicocca, Italy) · Laura Canil (University of Milano - Bicocca) · Sara Lavazza (University of Milano - Bicocca)

How Poverty in Education Impacts the NEET Phenomenon 466
Margherita Coppola (Università degli Studi di Salerno, Italy) · Rosa Vegliante (Università degli Studi di Salerno, Italy)

Building Educating Communities through Community Pacts: A Case Study 467
Sabina Licursi (Università della Calabria, Italy) · Giorgio Marcello (Università della Calabria, Italy) · Arianna De Bartolo (Università della Calabria, Italy)

Pedagogical Spaces Without Barriers: Analising Responses of educators about questionnaire on Inclusive Science Free-choice Spaces for Children in Spain 468
Gabriel Lemkow Tovias (Faculty of Social Sciences in Manresa (UVic -UCC), Spain) · Fina Carpena Mendez (Faculty of Social Sciences in Manresa (UVic -UCC), Spain) · Meritxell Cano Autet (Faculty of Social Sciences in Manresa (UVic -UCC), Spain) · Mounia Rachdi Errachdi (Faculty of Social Sciences in Manresa (UVic -UCC), Spain) · Miriam Navarro-Rúperez (Universitat Autònoma de Barcelona, Spain)

D.09. Reversing Educational Inequalities: Successful Interventions for Democratic Learning 469

A Comparative Longitudinal Study of Inequalities in Bulgaria: Evidence from Selected Cohorts and Successful School Activities Demonstrating Stable and Improving Outcomes 469
Mariana Sultanova (Institute of Education, Ministry of Education and Science) · Iva Zhivarova (Institute of Education, Ministry of Education and Science) · Natalia Vassileva (Institute of Education, Ministry of Education and Science) · Nina Tomova (Institute of Education, Ministry of Education and Science)

Successful Educational Actions as Democracy in Practice: Longitudinal Successful Trajectories of Vulnerable Students 470
Lidia Bordanoba-Gallego (University of Barcelona, Spain) · Garazi López de Aguileta (University of Barcelona, Spain)

Dialogic Literary Gatherings as an Evidence-Based Educational Practice: Theoretical Foundations, Empirical Evidence, and Implications for Social Inclusion 471
Sabina Leoncini (UNISI, Italy) · Giovanni Giamello (UNISI, Italy)

Reading Aloud as Democratic Practice: Reversing Inequalities Through Irony, Desire and Agency in Tuscan Schools 472
Maria Rita Mancaniello (University of Siena, Italy) · Chiara Carletti (University of Siena, Italy)

When DIMMI MET REVERS-ED: Successful Educational Actions, Family Engagement, and the Co-Construction of Educating Communities 473
Chiara Babetto (Convoi scs, Italy) · Giovanna Placido (Istituto Comprensivo Borsi, Castagneto Carducci, Italy) · Jessica Callaioli (Municipality of Castagneto Carducci) · Michela Soldi (Istituto Comprensivo Borsi, Castagneto Carducci, Italy) · Eleonora Andreani (Convoi scs, Italy) · Matilde Ferri (Istituto Comprensivo Borsi, Castagneto Carducci, Italy) · Neusa Tonini Chivinda (Convoi scs, Italy) · Silvia Rusignuolo (Convoi scs, Italy)

Reversing Educational Inequalities through Community Participation: Building Democratic Learning Environments through Interactive Groups and Parental Involvement 474
Tiziana Chiappelli (University of Siena, Italy)

D.10. School Segregation Effects: the Educational and Social Impacts of Concentrated Vulnerabilities in Schools 475

Inequalities in Educational Pathways: The Role of Lower Secondary School Composition in Upper Secondary School Choice 475
Berenice Scandone (Polytechnic University of Milan, Italy) · Carlotta Caciagli (Polytechnic University of Milan, Italy)

Selecting, Separating, Segregating: a school data-based analysis 476
Lorenzo Luatti (Oxfam Italia, Italy) · Sibilla Filippi (Oxfam Italia, Italy)

Accumulated Teacher Turnover: Approaching Intensified Educational Inequalities in Socially Vulnerable Schools 477
Núria Roca Samon (Universitat Autònoma de Barcelona, Spain) · Xavier Bonal Sarró (Universitat Autònoma de Barcelona, Spain) · Sheila González Motos (Universitat de Barcelona, Spain) · Edgar Quilabert Argudo (Universitat Autònoma de Barcelona, Spain)

Homogeneous Educational Environments Despite 'Free' School Choice – The Influence Of School Admission Policies On The Creation Of Segregated Schools In Hamburg 479
Lea Wistuba (University of Siegen, Germany)

When Disadvantage Concentrates: Students' Achievements, Teaching Practices, and Segregation Dynamics in Milan 480
Andrea Parma (Politecnico di Milano, Italy) · Giulia Marroccoli (Politecnico di Milano, Italy)

The Influence Of Secondary Schools On Academic Performance And Educational Outcomes: A Systematic Literature Review 481
Jonathan Pratschke (University of Naples Federico II, Italy) · Mario Trifuoggi (University of Naples Federico II, Italy) · Berenice Scandone (Politecnico di Milano) · Costanzo Ranci (Politecnico di Milano)

D.11. Schools as Democratic Territories: Spatial Justice, Participation and Co-Governance Across the Whole School-Building Process 482

Learning Democracy by Shaping Space: Children's Co-Creation and Collective Decision-Making in a Primary School 482
Petra Regina Moog (Sophia::Academy, Duesseldorf, Germany) · Evelyn Burchhart (Familengrundschulzentrum Sonnenstrasse, Duesseldorf, Germany) · Sandra Mantica (Familengrundschulzentrum Sonnenstrasse, Duesseldorf, Germany) · Ines Agel (Familengrundschulzentrum Sonnenstrasse, Duesseldorf, Germany) · Kornelius Knettel (Familengrundschulzentrum Sonnenstrasse, Duesseldorf, Germany)

Democratic Territories Are Made, Not Given – Pedagogical Interior Architecture in Educational Spaces 483
René Pier (ECIA/ SCHIENBEIN PIER PARTG MBB INNENARCHITEKTEN, Germany) · Petra Regina Moog (Sophia::Academy, Germany)

School Building as Democratic Governance: A Multi-Actor Framework for Participatory Educational Space 484
Nicole Wentzel (Gebaeudemanagement der Stadt Wuppertal, Germany) · Teun van Wijk (ICS Adviseurs, The Netherlands) · Petra Regina Moog (Sophia::Akademie, Germany)

Edugreen Furnishings: Integrating Plants into Educational Environments 485
Beate Christine Weyland (Free University of Bolzano, Italy)

Post-Occupancy Evaluation for Learning Environments (POELE): A formative assessment tool 486
Michelle Dumont Laux (PH Freiburg, Germany) · Florian Schuberth (TU Twente, The Netherlands) · Kai Schuster (University of Applied Science Darmstadt) · Maik Beege (PH Freiburg, Germany)

The Epistemic School: Educational Architecture as Democratic Knowledge Infrastructure in the Algorithmic Age 487
Karl-Heinz Machat (Architectural Faculty, University of Innsbruck, Austria) · Heike Bablick (Architectural Faculty, University of Innsbruck, Austria)

Space as Studio: Experimental Architecture, Biophilic Infrastructures, and Object-Rich Displays to Catalyze Pedagogical Experimentation in Teacher Education 488
Heike Bablick (University Innsbruck, Austria) · Karl-Heinz Machat (University Innsbruck, Austria)

D.12. The Encounter Between Educational Institutions and Families in the 21st century: Educational Inequalities, New Conflicts and Social Changes 490

'Pressure From Above' and Problematisations of Pupils and Their Families As Disruptive for Equal Access to Educational Support and Driving New Educational Inequalities 490
Carlos Rojas (Stockholm University, Sweden)

Intersectional Inequality Regimes and Reasonable Accommodations: Family Presuppositions and Special Education Pathways in French-speaking Belgium 491
Mervé Ozden (UCLouvain, Belgium)

Educational Inequalities and Precarious Migratory Status 492
Andrew Crosby (Université catholique de Louvain, Belgium) · Mohamed Youjil Chaouki (Université catholique de Louvain, Belgium)

The Clash Between School Field and Young People's Digital Skills from Working-Class Families Some Conceptual Refinements of Bourdieusian Theory 492
Géraldine André (UCLouvain Belgique, Belgium)

How Language Creates Boundaries: Multilingual Families Encountering Monolingual Schools 493
Giorgia Andreolli (Eurac Research - Institute for Applied Linguistics, Italy)

The Encounter Between Schools and Mothers with Disabilities: Addressing Hidden Inequalities and Rethinking School–family Partnerships 494
Barbara Alesi (Univeristy of Macerata, Italy)

When Expectations Fade: Social Inequalities in Family University Expectations across Compulsory Schooling 495
Daniel Bianchi (Universidad de La Laguna, Spain) · Francisco Santana-Armas (Universidad de La Laguna, Spain) · Carmen Pérez (Universidad de La Laguna, Spain)

D.13. The Multidimensionality of Educational Poverty on the Lives of Children Living Outside Their Birth Families. A Focus on Protective Factors 497

Gender And Discrimination In Educational Processes: Invisible Vulnerabilities And Protective Resources 497
Monya Ferritti (INAPP, Italy) · Luca Mattei (INAPP, Italy)

Educational Practices and Policies to promote Inclusion in schools of children living outside their birth families (Adoption - Foster Care) 498
Águeda Ruibal Silva (CORA (Coordinator of adoption and foster care associations - Spain), Spain) · Ma Jesús Vázquez Paredes (MANAIA (Galician Association for Adoption and Foster Care), Spain)

Self-Disclosure and Classroom Climate: A Narrative Intervention in Primary School Classes Including Adopted Children 499
Laura Ferrari (UNIVERSITA' CATTOLICA DI MILANO, Italy) · Sonia Negri (Petali dal mondo odv) · Rosa Rosnati (UNIVERSITA' CATTOLICA DI MILANO, Italy) · Sonia Ranieri (UNIVERSITA' CATTOLICA DI MILANO, Italy) · Martina Petrosino (UNIVERSITA' CATTOLICA DI MILANO, Italy) · Giuliana La Fico (UNIVERSITA' CATTOLICA DI MILANO, Italy) · Sara Ortoleva (UNIVERSITA' CATTOLICA DI MILANO, Italy)

Guidelines for the Right to Education of Children Outside the Birth Family (2017-2023). A Critical-Pedagogical Rereading 500
Margherita Cestaro (Istituto Universitario Salesiano Mestre (IUSVE), Italy) · Fabrizio Pizzi (Università di Cassino e del Lazio Meridionale)

Educational Strategies for the Protection of Children in Complex Situations: Success Cases 501
Paola Ricchiardi (Università di Torino) · Veronica Lucchina (Comune di Torino)

Adopted Adolescents Living Outside Birth Families: Democratic Identity Literacy as a Protective Factor in Schooling 501
Angela Muschitiello (Università degli Studi di Bari, Italy)

Educational Poverty and Protective Factors in Adoptive Families: The Role of Family Digital Mediation in AI-Based Contexts 502
Gaetano Di Napoli (Department of Psychology, Educational Science and Human Movement, University of Palermo (Italy)) · Marco Andrea Piombo (Department of Psychology, Educational Science and Human Movement, University of Palermo (Italy)) · Cinzia Novara (Department of Psychology, Educational Science and Human Movement, University of Palermo (Italy))

Addressing Educational Poverty in Adoption Pathways: Associative Networks, Social Capital, and Educational Justice 503
Alessandra Lo Piccolo (Università degli Studi di Enna Kore, Italia) · Daniela Pasqualetto (Università degli Studi di Enna Kore, Italia)

Protective and Resilience Factors in Alternative and Foster Care: Focusing on the Training of Caregivers and Teachers 504
Alessia Tabacchi (Università Cattolica del Sacro Cuore, Italy)

Everyday School Practices as Risk and Protective Factors for Students Living Outside Their Birth Families: Self-Determination, Narrative Privacy and Inclusive Teaching 505
Anna Guerrieri (Coordinamento CARE, Italy) · Monya Ferritti (Inapp, Italy)

Guidelines to Promote the Right to Education for Pupils Who Have Been Adopted 2023. Resources, Challenges, Proposals 506
Stefania Lorenzini (Università di Bologna, Italy) · Angela Muschitiello (Università di Bari, Italy) · Michele Corriero (Unicusano, Italy)
Italian Adolescents in Residential Care: Educational Poverty and Protective Factors 507
Susanna Papagno (Department of Political Sciences, University of Study of Bari Aldo Moro, Italy) · Caterina Balenzano (Department of Political Sciences, University of Study of Bari Aldo Moro, Italy)

D.14. Tracing Inequalities to Foster Democratic Education: The Value of Longitudinal Data 508

The Global Impact Of The Pandemic On Student Outcomes 508
Louis Volante (Brock University) · Don A. Klinger (Murdoch University)
Educational Inequality in Italy: Persistent Gaps or Emerging Convergence? An Intertemporal Analysis Using OECD PISA Data 509
Adamo Lo Cicero (Università "La Sapienza", Italy) · Federica Rizzi (Università "La Sapienza", Italy)
Unequal Classrooms: The Joint Effects of Ability Peer Effect and Socioeconomic Composition on Academic Track Enrollment 510
Emanuele Fedeli (University of Milan, Italy) · Moris Triiventi (University of Milan, Italy)
Using Longitudinal Data to Monitor the True Dynamics of Educational Inequalities 510
Nadir Zanini (Cambridge University, United Kingdom)
Multi-Agency Data Sharing for School Dropout Prevention: Evidence from a Local Italian Context 511
Arianna Beri (Università degli Studi di Bergamo, Italy) · Laura Sara Agrati (Università Telematica Pegaso, Italy) · Marco Lazzari (Università degli Studi di Bergamo, Italy)
Achievement Gaps across School Stages: Educational Trajectories of Migrant-Background Students in Italy 512
Anna Loi (University of Milan-Bicocca, Italy)
Ethnic Gaps in Tracking Choices Within the COVID-19 Timeline 513
Francesca Carimando (University of Bologna) · Loris Vergolini (University of Bologna; University of Bologna - FBK-IRVAPP)
Student Voice And Data Hermeneutic To Foster Collective Leadership And Therefore Educational Justice. The Monitoring, Evaluation and Learning of Teach For Italy 514
Antonio Piscopo (Teach For Italy, Italy)
School Admission Priority Rules Across Countries: Diffusion Patterns and Segregation Effects 514
Andrea Pietrolucci (Università di Milano, Italy) · Nathalie Vigna (Università di Milano, Italy)

D.15. Urban Education, Gentrification and School Segregation: Implications for Education and Social Justice 516

It Depends on Where You Look From: The Joint Influence of Residential Neighborhoods and Schools' Surrounding Areas on School Choice 516
Quentin Ramond (Centre for Economics and Social Policy, Universidad Mayor, Chile) · Cristóbal Ortiz (Millennium Nucleus Insecurity and Urban Cohesion, Chile)
Elective Belonging and the Gentrifier Habitus: School Choice, Moral Dilemmas, and Urban Inequality 517
Xavier Bonal (Universitat Autònoma de Barcelona, Spain) · Pablo Neut (University of Barcelona, Spain)
Parental Preferences and the Reproduction of School Segregation – Evidence from a Choice Experiment Linked to Register Data 518
Andreas Alm Fjellborg (Uppsala University, Sweden) · Håkan Forsberg (Uppsala University, Sweden)
Analysing School Gentrification in Barcelona: Operating Mechanisms and Implications for Public Policy 519
Andreu Termes (Institut Metròpoli, Spain) · Pablo Neut (Universitat de Barcelona, Spain) · Nur Garcia-Borés (Universitat Autònoma de Barcelona, Spain)
Gentrifying Neighbourhoods and Schools Composition. Diverse Outcomes in a TraNsforming City 520
Marta Cordini (Polytechnic of Milan, Italy) · Andrea Parma (Polytechnic of Milan, Italy)
The Desired, The Saviour And The Intruder: Public Schools' Perceptions And Logics Of Action Under Urban Gentrification 520
Nur Garcia-Borés (Universitat Autònoma de Barcelona, Spain) · Marcel Pagès (Universitat de Barcelona, Spain)
Middle-Classes Facing Desegregation and Diversity in Schools: The Ambivalences of Social Mixing Policies in Catalonia 521
Marcel Pagès (Universitat de Barcelona, Spain)

D.16. Meritocracy, Educational Inequalities and Democratic Transformations Across Contexts 522

Inequalities and Discrimination in Brazilian Education: a 'Racial Democracy'? 522
Lucio Esposito (Fondazione Quarta - De Matteis ETS, Italy) · Sandra Macedo (Petrobras Rio de Janeiro) · Sunil Kumar (King's College London) · De Matteis Alessandro (Fondazione Quarta - De Matteis ETS, Italy)
Educational poverty in Abruzzo and Implemented counter-practices 523
Adele Bianco (Università "G. d'Annunzio", Italy) · Luca Santonetti (Università "G. d'Annunzio", Italy)
Beyond Marginality - Governance and Educational Innovation in Small Schools in Inner Areas 524
Chiara Zanoccoli (INDIRE, Italy) · Laura Parigi (INDIRE, Italy)
Enchantment and Disillusion: Rural Female Students Navigating Meritocracy in Small-Town China 525
Ting Huang (University of Bristol, United Kingdom)
Beyond a Mere Submission to the Meritocratic Doxa: Exploring Undergraduate Students' Perceptions of Meritocracy at Elite Higher Education in England 525
Rodolfo Benites (University of Bristol, United Kingdom)
Who Gets In And Why? Race, Class And Aspiration In South Africa's Schools 526
Samantha Kriger (Cape Peninsula University of Technology, South Africa)

D.17. Rethinking Educational Inequalities and Democratic Practices 527

"Education Starts at Home": Intensive Parenting as a Moral Boundary in the Enactment of Desegregation Policy in Chile 527
Gonzalo Hidalgo Bazan (University of Oxford, United Kingdom)
Generativity and the Public Meaning of Education: A Social Pedagogical Perspective on Family-Institution Relationships 528
Vito Balzano (University of Bari Aldo Moro, Italy)
Participatory Documentation as Civic Infrastructure 529
Monica Amadini (Università Cattolica del Sacro Cuore, Italy)
School Segregation: Beyond Numbers. From Theoretical Perspectives to an Empirical Exploration of Desegregation Strategies 530
Greta Bolzoni (Università Cattolica del Sacro Cuore, Italy) · Enrico Orizio (Università Cattolica del Sacro Cuore, Italy) · Katia Montalbetti (Università Cattolica del Sacro Cuore, Italy)

Neighbourhood conditions and educational opportunities in a Norwegian low-SES neighbourhood: A Freirean perspective 531
Hanne Eikefet Mikkelsen (Western Norway University of Applied Science, Norway) · Rita Agdal (Western Norway University of Applied Science, Norway)

Place, Art, and Community: Building Social Cohesion through the Cultural Commons 532
Ilva Skulte (Riga Stradins University) · Alīna Romanovska (Daugavpils University) · Mairita Folkmane (Rothko Museum)

STREAM E · CITIZENSHIP, PARTICIPATION AND THE EDUCATIONAL COMMONS 534

SPECIAL EVENT · E.00. Citizenship Education and International Pupil Mobility 535

Reframing International Student Mobility for Democratic and Global Citizenship: Findings from Action 2 – Phase 1 of the National Research Project "Civic Education and International Student Mobility" 535
Giuseppe Ricotta (Sapienza Università di Roma, Italy) · Valeria Damiani (LUMSA University, Italy) · Pietro Valentini (ISTAT and Associazione "Per Scuola Democratica")

"Schools in the World, the World in Schools" Integrating International Student Mobility and Civic Education: Insights from a Pilot Project in Secondary Schools 536
Giulia Pastori (University of Milan-Bicocca, Italy) · Alessandra Maiorano (University of Milan-Bicocca, Italy) · Valentina Pagani (University of Milan-Bicocca, Italy)

Citizenship Education and International Pupil Mobility: Theoretical Links 537
Mattia Baiutti (Fondazione Intercultura ETS) · Roberto Ruffino (Fondazione Intercultura ETS)

Crossing Borders, Transforming Attitudes? A Longitudinal Study on Civic and Intercultural Dispositions Among Students in International Mobility Programs 537
Orazio Giancola (Università di Roma "Sapienza", Italy) · Matteo Bonanni (Università di Roma "Sapienza", Italy) · Leonardo Piromalli (IREF – Istituto di Ricerche Educative e Formative)

E.01. Bringing Elias Back To School (And Beyond): Figurational And Processual Perspectives On Education In Troubled Times 538

School as a Figurational Survival Unit: Civic Habitus, Second Generations, and Democratic Resilience in Crisis Contexts 538
Stefano Costantini (Università degli studi di Firenze, Italy) · Alon Helled (Università degli studi di Torinoi, Italy)

Being Active Or Being Performative? An Ethnographic Exploration In How High School Shapes the Decent Sustainable Citizen 539
Lorenzo Pedrini (Università Milano-Bicocca, Italy)

Processes Of Learning For Democracy – Developing A Democratic Habitus 540
Norman Gabriel (University of Essex, United Kingdom)

Learning in the Civilizing Process: A Cultural-Historical and Activity-Theoretical Perspective 541
Aleksejs Šņitņikovs (Riga Technical University, Latvia)

Learning Detachment and Democracy: Understanding Students' Emotional Responses to Climate and Citizenship Education with Elias 542
Katharine Throssell (UClouvain, France) · Florence Delmotte (UClouvain, France)

Learning Autonomy in Troubled Times: Habitus Formation and Functional Democratization in Italian Alpine Club Schools 543
Alicia Chiodi (University of Trento, Italy)

E.02. Children as Political Actors: Rethinking School, Agency, and Democracy 544

Children as Commoners Beyond the Limits of Critical Pedagogy 544
Stelios Pantazidis (University of Thessaly, Greece)

Political Capabilities and Environmental Justice Among Socially and Economically Marginalised Youth in Québec 545
Charles-Antoine Bachand (Université du Québec en Outaouais, Canada) · Partick Joseph (Universidade Federal da Integração Latino-Americana (UNILA), Brazil) · Olivier Royer (Université du Québec en Outaouais, Canada) · Cassiopée Bouret (Université du Québec en Outaouais, Canada)

Towards a Third Space Within a Middle School: a Quest for Subjectivation 546
Enrico Ieroncic (Università degli Studi di Verona, Italy)

Children as Political Subjects: Infrapolitics, War of Position and Democratic Struggle in School 547
Maria Giatsi Clausen (Queen Margaret University, Edinburgh, United Kingdom) · Lorena Elektra Clausen (Independent youth scholar)

Reconfiguring Political Participation: Youth Activism as Decolonial Pedagogy through the Lens of Doing Society 548
Marta Salinaro (University of Bologna, Italy) · Maila Leoni (University of Bologna, Italy)

To Be Or Not To Be A Citizen: How Children Work Around Policies That Disqualify Them As Legitimate Actors 549
Raphaël Godefroid (Aix-Marseille Université, France)

E.04. Civic Education Between Formal And Substantive Democracy 550

Religion And Civic Education At School Between Misunderstandings And Opportunities 550
Andrea Avellino (Università di Roma La Sapienza, Italy)

Democracy, Education, and Centralization in a Post-Socialist Context: Theoretical Triangulation and First Findings from Croatia 551
Monika Pažur (Faculty for Teacher Education University of Zagreb, Croatia) · Nikola Tomašegović (Faculty of Humanities and Social Scientist University of Zagreb, Croatia)

Inside the Classroom and Outside the Nation: Addressing the Epistemic Gap Between History and Civic Education in Italian Upper-Secondary Schools 552
Alessia Frola (University of Bristol, United Kingdom)

Designing as a Framework for Educating for Choice 553
Stefania Maddalena (University Suor Orsola Benincasa of Naples, Italy) · Fernando Sarracino (University Suor Orsola Benincasa of Naples, Italy)

Mapping Civic Education in Italy: A National Study on Student Engagement and Human Rights Education from Nursery to Upper Secondary Schools 554
Augelli Alessandra (Università Cattolica del Sacro Cuore, Italy) · Pagliai Valentina (Università Cattolica del Sacro Cuore, Italy)

Dwelling in Democracy: School, Infosphere and Community Participation 554
Gennaro Balzano (Università degli Studi di Messina, Italy)

Deconstructing the Algorithmic Paradox: Co-writing and Critical AI Literacy in Early Primary Education 555
Fernando Sarracino (Università Suor Orsola Benincasa, Italy) · Lucia Ariemma (Università della Campania "Luigi Vanvitelli")

Civic Forgetting and Civic Amnesia as Elements of Consolidation of New Democratic Elites 556
Bohdan Szklarski (University of Warsaw, Poland)
Formal Civic Education and Democratic Education Through Direct Experience Within the School Place : a Productive Tension or Virtuous Interplay? 557
Marcelline Lejeune (UCLouvain, Belgium) · Ivan Haverlant (UCLouvain, Belgium) · Marie Verhoeven (UCLouvain, Belgium) · Reuchamps Min (UCLouvain, Belgium)
Historical Memory and New Rights in Civic Education the Ventotene Manifesto as a Laboratory of European Citizenship 557
Vincenzo del Giudice (University of Suor Orsola Benincasa, Naples. Italy)
Inclusive Citizenship and the Ecology of Relationship: Educating for Otherness through the Cinematic Medium 558
Lucia Ariemma (Università della Campania Luigi Vanvitelli, Italy) · Fernando Sarracino (Università degli Studi Suor Orsola Benincasa, Napoli)
Cultural Heritage, School, Museum: Educational Practices To Promote Active Citizenship And Democratic Participation 559
Laura Landi (Università di Modena e Reggio Emilia, Italy) · Chiara Pelliciari (Civic Museums of Reggio Emilia)

E.07. Learner Voice for Democratic Learning 561

From Passive Recipients to Co-creators: Learners' Voices Shaping Education for Sustainable Development (ESD) in Irish Higher Education Institutions (HEIs) 561
Hayette Bellakehal (South East Technological University (SETU), Ireland) · Niamh O`Brien (South East Technological University (SETU), Ireland) · Carol O`Byrne (South East Technological University (SETU), Ireland) · Michelle Maher (South East Technological University (SETU), Ireland)
From Voice to Belonging: Reimagining University Community Through Dialogue Tables 562
Giulia Elardo (University of Padua, Italy)
Adult Education And Democratic Learning: Listening To Learner Voice 563
Thomas Murray (AONTAS Ireland's National Adult Learning Organisation, Ireland)
Navigating Digital Barriers: Implications for Inclusion into Lifelong Learning. 564
Kevin McCabe (Dublin College Balbriggan (Adult Education Service), Ireland)
Disability, Social Justice and the Power of Learner Voice 565
Philip Finn (AONTAS, Ireland)
Democratic Participation in Learning Cities. Learning Festivals as Educational Commons 566
Carmel Berendi (ASEM Lifelong Learning Research Network)

E.08. Music and Anthropology a Synergistic Dialogue in School Autonomy: Is It Possible to Co-construct Permanent Values of Active Citizenship? 567

CD as Connection Device 567
Stefano Vaia (Coro Tridentum, Italy) · Giuseppe Calliari (Coro Tridentum, Italy)
The Self-Managed Orchestra: A Civic Education Project in Lower Secondary School 568
Andreina Re (Istituto Comprensivo Roveredo in Piano, Italy; Associazione Antropolis, Italy)
"Founded on Culture": Singing as a Practice of Active Citizenship Between Educational Autonomy and Inclusivity. 568
Elisa Luppi (Armonicà, Italy)
The Role Of Music In The Education Of Children And Young People: Towards The Promotion Of A Conscious Culture And Citizenship 569
Marianna Setti (Associazione Coro Polifonico Castelbarco, Italy)
Musical instrument Study in Adolescence as a Path towards Active Citizenship: The Case of Music High Schools in Italy 569
Federico Bagnasco (Liceo Classico e Musicale Cavour Torino, Italy)
Choral Practice and Participation between Identity and Opportunity: Two Comparative Case Studies from Lombardy and Trentino 570
Marta Villa (University of Trento, Italy)
Broadeining Access To Basic Music Education: The Trentino Experience 571
Silvia Sacchetti (University of Trento, Italy)
The Kingdom of Competence: The Choir as a Mirror of Society Between Vice and Virtue 572
Enrico Correggia (Conservatorio "A. Steffani" di Castelfranco Veneto, Italy)
Understading Each Other's Own Noise: Exchanging Knowledge About Music Between Generations 572
Carlo Centemeri (Independent researcher, classical music editor for Radio Marconi, classical music editor for Radio Popolare) · Francesca Mulas (Independent researcher, author for Rotoclassica-Musica-Le Salon Musical-L'Ape musicale, member of ANCM)

E.09. Spaces of Commons in Education: Learning Democracy through Practices of Togetherness 573

Libraries as a place for Educational Commons 573
Antoine Henry (Lille University, France)
Connecting Local Practices of Educational Commons with Systemic Transformation: The LibCommon case 574
Yannis Pechtelidis (University of Thessaly, Greece) · Stelios Pantazidis (University of Thessaly, Greece)
Bridging Formal and Non-Formal Learning as Educational Commons: The Integration of the Delivery Museum and Scuola Diffusa in Reggio Emilia 575
Laura Landi (Università di Modena e Reggio Emilia, Italy) · Iride Sassi (Officina Educativa, Municipal Educational Services) · Claudia Landini (IC Einstein (Reggio Emilia)) · Chiara Pelliciari (Civic Museums of Reggio Emilia) · Sharon Venturelli (Officina Educativa, Municipal Educational Services) · Irene Lonidetti (IC Einstein (Reggio Emilia)) · Chiara Bertolini (Università di Modena e Reggio Emilia, Italy)
Educational Commons and Youth Activism: Reinterpreting Processes of Change in Rural Schools through a Bourdieusian Lens 576
Mauro Giardiello (University of Roma Tre, Italy) · Rosa Capobianco (University of Roma Tre, Italy)
Schools as Infrastructures for Community Commoning: Participation, shared spaces and community development in Norwegian municipalities 576
Rita Agdal (Western Norway University of Applied Sciences, Norway)
Libraries as Educational Commons for Democratic Culture and Inclusive Learning 577
Arnau Palou (University of Vic, Spain) · Eduard Ramírez (University of Vic, Spain) · Jordi Collet (University of Vic, Spain) · Jasmina Cumeras (University of Vic, Spain)
Learning Together in Public School: Conviviality and the Pedagogy of the Commons 578
Stavroula Stoumpou (University of Thessaly, Greece)
Toddler's Narrative Commons in Aesthetic Literacy Events: Democracy as a Way of Life in Early Childhood Education and Care 579
Robert Lecusay (Stockholm University, Sweden) · Liselott Mariett Olsson (Malmö University, Sweden)

The Educative Community and Educational Commons: a Processual Analysis of Change in a Context of Urban Vulnerability 580
Gianna Cappello (University of Palermo, Italy) · Marianna Siino (LUMSA University, Italy)
Our Carnival!: Children Learning and Living Democracy Through Being Involved in Local Authority Decision Making 581
Emmy Papanastasiou (Democritus University of Thrace, Greece) · Efthymia Penderi (Democritus University of Thrace, Greece) · Katerina Gioftsali (Democritus University of Thrace, Greece) · Ioulia Ntousi (Democritus University of Thrace, Greece) · Sophia Voudilaki (Democritus University of Thrace, Greece)
Learning To Belong? A Qualitative Critical Inquiry Into Spaces Undergoing Urban Regeneration 582
Alessia Polidori (University of Milano-Bicocca, Italy)
Children as Social Actors in Heritage Education Practices: Co-construction of Knowledge in Real-World Labs 583
Ludovica Sebastiano (Free University of Bozen-Bolzano, Italy) · Simone Seitz (Free University of Bozen-Bolzano, Italy) · Francesca Berti (Free University of Bozen-Bolzano, Italy) · Sonia Cabral Matos (Free University of Bozen-Bolzano, Italy) · Ingrid Kofler (Free University of Bozen-Bolzano, Italy)
Spaces and Times of Democratic Education 584
Sergio Leali (LAIF - L'Associazione Istruzione Famigliare, Italy)

E.11. The Child is a Citizen: Democratic Experience, Participation and Rights in the Early Age 585

Democratic Experience and Praxis 585
Dimitris Alexakis (University of Crete, Greece)
Playing Together to Build New Democratic and Inclusive Worlds: the Experience of Officina Koinè 586
Claudia Ciccardi (Università Milano Bicocca, Italy) · Paola Zonca (Università degli Studi di Torino, Italy)
Children's Equality Rights: the Relevance of Educational Guidance from the First Stages of Life 587
Dalila Maria Esposito (University of Florence, Italy)
Beyond Formal Participation: Enacting Agency through Assemblies and Decision-Making in the Co-Design of School Spaces 587
Anna Rita Piazza (Università degli Studi di Firenze, Italy)
Right to Intercultural Childhood: Towards a Socio-Pedagogical Commitment in an Intercultural, Intersectional and Decolonial Perspective 588
Zoran Lapov (University of Florence, Italy)
Pedagogical Professionalism as a Promoter of Inclusion and Rights at School: a Case Study in Tuscany 589
Christian Distefano (University of Florence, Italy)
The Right To Feel: Musical Improvisation As A Practice Of Democratic Participation In Early Childhood 590
Ester Giamberini (University of Florence)
Between Democracy and Autonomy: Educating for the Society of the Future 591
Gabriele Lugaro (CED Centro per l'Educazione al Digitale A.P.S., Italy)
Unschooling For Democracy - Democracy For Unschooling 592
Nunzia Vezzola (LAIF (L'Associazione Istruzione Famigliare), Italy)

E.12. Democratic Participation, Commons and Inclusion in Education 593

Sport As Political-cultural Provocation And Pedagogy For New Criteria For Humanity: The Experiment And Threat Of Enhanced Games 593
Luca Bifulco (Università degli Studi di Napoli Federico II, Italy) · Alberto Maria De Mascellis (Università degli Studi di Udine, Italy)
Citizen Science as a Bridge Between Science Education and Democracy Education 594
Ville Johannes Mäki (University of Jyväskylä, Finland)
Not Technicians of Knowledge but Intellectuals for a Disinterested Education in Sport 595
Castagno Giovanni (Esquilino Fc ASD, Italy)
Youth Policies as Drivers for Urban Regeneration and Social Innovation in the Mediterranean Context: The Case "Galattica" in Puglia, Italy 596
Domenico Emiliano (Università degli Studi di Bari Aldo Moro, Italy)
Paralympic Sport and Inclusive Governance: Practices and Perspectives of Local Actors in Italian Pilot Study 597
Giovanna Russo (University of Bologna - Dept. Education Studies, Italy) · Matteo Bottani (University of Bologna - Dept. Education Studies, Italy)
Youth Social Innovation as a Process of Commoning in the Inner Areas of Basilicata: A Multi-Sited Ethnography 598
Miriam Matteo (University of Salerno (Italy), Italy)

E.13. Democratic Practices, Expansive Learning and the Commons in Education 599

When Open Classrooms Close: Contradictions, Staff Mobility, and Expansive Learning in a Kindergarten Change Laboratory 599
Daniele Morselli (Free University of Bolzano, Italy)
School Principals' Disaster Preparedness Governance: From Bureaucracy to Commoning Practices 600
Magdalini Kolokitha (University of Thessaly, Greece) · Angeliki Lazaridou (University of Thessaly, Greece)
A Change Laboratory Experience with Practitioners Working with Severely Marginalized Populations in Varese 601
Stefano Bonometti (Università dell'Insubria, Italy) · Alessia Tabacchi (Università Cattolica del Sacro Cuore, Italy) · Livia Cadei (Università Cattolica del Sacro Cuore, Italy) · Letizia Ferri (Università dell'Insubria, Italy) · Daniela Germi (Comune di Varese) · Elena Imperiali (Comune di Varese) · Emanuele Serrelli (Università Cattolica del Sacro Cuore, Italy)
Reconceptualizing Social Intervention with Children and Families from Individual and Reactive to Systemic and Participatory. A Change Lab 602
Diego Di Masi (University of Torino, Italy) · Chiara Sità (University of Verona, Italy)
Expansive Learning in Civic Movements: Democractic Activation, Deliberation, and Advocacy to Confront Socio-ecological Crises 603
Mattia Favaretto (Free University of Bozen-Bolzano, Italy)
Cultivating Democratic Education in Schools: Playful Learning and Children's Agency 604
Maria Barbara Donnici (Fondazione Reggio Children, Italy) · Bruna Elena Giacopini (Fondazione Reggio Children, Italy)

STREAM F · INCLUSION, NEURODIVERSITY AND THE POLITICS OF CARE 605

F.01. Ageing with Disability, Life Projects and Democratic Citizenship: Rethinking Special Pedagogy for Older Adults 606

The Excessive Object Of Ageing With Disability: Crisis Of Pedagogical Models Of Development And Reframing Of The Life Project 606
Riccardo Sebastiani (Link Campus University, Italy) · Sara Pellegrini (Link Campus University, Italy)

Virtual Museums as Pedagogical Infrastructures for Inclusion and Democratic Participation in Later Life 607
Alessia Sozio (Unipegaso, Italy) · Rolando Fiore (MIM, Italy) · Tonia De Giuseppe (Università Giustino Fortunato, Benevento, Italy)
Algorithmic Citizenship in Ageing: Artificial Intelligence, Cognitive Delegation and the Democratic Rights of Older Persons with Disabilities 608
Monica Di Domenico (University of Salerno, Italy) · Fabrizio Schiavo (Indire) · Pio Alfredo Di Tore (University of Cassino and Southern Lazio)
“Giving Voice” to Aging: Narrative as a Pedagogical Practice of Democratic Citizenship 609
Giulia Mauti (Università degli Studi di Cassino e del Lazio Meridionale, Italy) · Claudia Spina (Università degli Studi di Cassino e del Lazio Meridionale, Italy)
Progetto di Vita e Relazione di Cura Per L'anziano 610
Daniela Persechini (Università degli Studi di Cassino e del Lazio Meridionale, Italy)
Life Project and Ageing with Disability: Pedagogical Perspectives for Quality of Life 610
Claudia Maulini (Parthenope University, Italy) · Antonio Cuccaro (università Niccolo Cusano) · Enrico Miatto (istituto Universitario Salesiano Venezia)
Life Project in Ageing with Disabilities (AWD): The Role of Animal-Assisted Interventions (AAI) 611
Paola Pela (Università degli Studi di Macerata, Università degli Studi "Gabriele d'Annunzio" Chieti - Pescara, Italy) · Chiara Gentilozzi (Università Pegaso, Italy)
Play for Older Adults with Disabilities, through the Lens of Local Actors and the Scientific Community: An Exploratory Study 612
Laura Menichetti (Università degli Studi di Firenze, Italy) · Dmitry Samoylov (Università degli Studi di Firenze, Italy)
Life Planning in Aging with Disability between Assistance and Caring Relationships 613
Alessandra Lo Piccolo (Università degli Studi di Enna Kore, Italy) · Daniela Pasqualetto (Università degli Studi di Enna Kore, Italy) · Laura Andolina (Università degli Studi di Enna Kore, Italy) · Letizia Pistone (Università degli Studi di Enna Kore, Italy)
Ageing With Disabilities Between Ageism And Ableism: Towards A Special Pedagogy Of Double Vulnerability 614
Giovanna Amendola (University of Cassino and Lazio Meridionale, Italy) · Fortunata Romano (MIM) · Rosa Yessenia Barros (University of Cassino and Lazio Meridionale, Italy) · Pio Alfredo Di Tore (University of Cassino and Lazio Meridionale, Italy)

F.02. Beyond Compensatory Inclusion: Disability, Neurodiversity and Spatialized Inequalities in Education 615

Navigating the normalization apparatus: an Autoethnographic Critique 615
Martina Visentin (University of Padova, Italy)
Indispensable yet Ineducable: Disability, Displacement, and the Spatial Politics of Inclusion in Education in Emergencies 616
Giada Costantini (Boston University, United States of America)
Counteracting the Normalization of Dissident Identities: Pedagogical Reflections Emerging From Neuroqueerness 617
Eleonora Marocchini (Institute for Globally Distributed Open Research and Education) · Chiara Borelli (University of Bologna) · Mariangela Scarpini (University of Parma)
Compensated or Conformed? Spatialized Inequalities in Education 618
Stefania Laguardia (Independent Researcher, Italy)
When They’re All Special Needs: Socially Shaped Educational Need and the Limits of Compensatory Inclusion in Urban Naples 620
Marilena Ricciardi (Università degli studi di Salerno, Italy) · Paola Torrani (Neuro-Gems Neurodiversity Think Tank)
Rethinking Space in Inclusive Assessment: Neurodivergence and the Structural Limits of Supports in Assessment Practices in Higher Education 621
Linda Murphy (University College Cork, Ireland) · Therese Kenna (University College Cork, Ireland) · Blanca Escudero Fontan (University College Cork, Ireland)

F.03. Deaf Inclusion as a Democratic Imperative 622

Deafblind Inclusion: Tactile Communication and Personalized Approaches as Educational Imperative 622
Samantha Marsili (Marsili, Italy)
Access to Healthcare Services and Democratic Inclusion of the Deaf Community 623
Luigi Sifanno (Università degli Studi di Bari "Aldo Moro", Italy) · Maria Elena Quadrato (Università degli Studi di Bari "Aldo Moro", Italy)
A Phenomenological Investigation Into The Perception Of Loneliness In Deaf Adults 624
Sara Alfia Nicotra (Università degli Studi di Messina, Italy) · Patrizia Giuseppina Longo (Università degli Studi di Catania, Italy) · Paola Pennisi (Università degli Studi di Messina, Italy)
Between Inclusion and Representation. Politics, Power and Agency in the Italian Deaf Community 625
Beatrice D'Aversa (LIS School “Gruppo SILIS”) · Alessio Di Renzo (Lab LaCAM, ISTC CNR) · Anna Lo Bello (LIS School “Gruppo SILIS”) · Amir Zuccala (ENS; Sapienza University)
The Inclusion of Deaf People in the Italian School System: Historical, Educational, and Democratic Perspectives 626
Sofia Montecchiani (University of Chieti-Pescara (Italy), Italy)
The Educational and Societal Value of Diversity Based on LSF 626
Jeremie Segouat (Université Toulouse Jean Jaures, France) · Jean-François Piquet (Université Toulouse Jean Jaures, France)
A Democratic School before Democracy: Charles-Michel L'Épée and the Birth of Sign Language 627
Donata Chirico' (UNIVERSITÀ "MAGNA GRAECIA" - Catanzaro, Italy)
Inclusion of Deaf Individuals in Hospital Settings: LIS and Deaf Culture Training as a Democratic Imperative 628
Daniele Polignano (libero professionista, Italy)
Translation to and from Sign Language as a Democratic Process of Inclusion 629
Pietro Celo (Università di Parma, Italy)
Deafhood: Evaluating An Italian Equivalent 629
Cassandra Dagani (Università di Parma, Italy)
Sign Language and Linguistic Democracy at School: the Case of Italian Deaf Students 630
Maria Tagarelli De Monte (Università degli Studi Internazionali di Roma (UNINT), Italy) · Danilo Del Piro (Università della Calabria, Italy)
Inclusive Design in Education from a Deaf Studies Perspective: Insights on Deaf Epistemologies and Learning Practices 631
Federica Baroni (Università degli studi di Bergamo, Italy) · Luca Des Dorides (Università degli studi di Milano-Bicocca, Italy)
Listening With The Body: The Performativity Of Bobò And Christine Sun Kim 632
Vincenza Costantino (Università degli studi "G. d'Annunzio" Chieti-Pescara, Italy)

F.04. In Praise of the Margin. The Representation of "Other Bodies" Between Disabling Devices and Practices of Self-Determination 633

Why Abnormal? Contemporary Relevance Of The French institutionalist Movement Against Asylum Custody 633
Pietro Savastio (Università di Torino, Italy)

Crip Witches: Reclaiming Power And Knowledge From Marginalized Bodymindes 634
Sofia Righetti Nottegar (University of Verona, Italy)

Liberating the Gaze: Bodily Difference in Sport and the Pedagogical Challenge of Inclusion 635
Martina Petrini (Università degli Studi "G. d'Annunzio" Chieti-Pescara, Italy)

Autism and Prejudice. How Cinema Shapes the Collective Imaginary 636
Martina De Castro (Roma Tre University, Italy) · Carmela Albanese (Roma Tre University, Italy)

Ableism, Ur-Fascism, Media-Social Control and Pseudo-Inclusive Practices. First outcomes of an Exploratory Survey 637
Fabio Bocci (Department of Education, Roma Tre University, Italy) · Virginia Benedetti (University of Macerata, Phd Course in TEACHING & LEARNING SCIENCES (curriculum inclusion)Ableism, Ur-Fascism, Media-Social Control and Pseudo-Inclusive Practices. First outcomes of an Exploratory Survey) · Barbara Centrone (Department of Education, Roma Tre University, Italy) · Martina De castro (Department of Education, Roma Tre University, Italy) · Alessandra Straniero (Department of Mathematics and Computer Science, University of Calabria) · Leonardo Tantari (University of Macerata, Phd Course in TEACHING & LEARNING SCIENCES (curriculum inclusion)Ableism, Ur-Fascism, Media-Social Control and Pseudo-Inclusive Practices. First outcomes of an Exploratory Survey)

Bodies out of frame Film and Television Representation of Disability in the Italian School, Between Objectification and Self-determination. 638
Francesca Caprino (INDIRE, Italy)

Representing Disability and Producing Alterity in Cinema: The Academy Awards as a Case Study of Narrative Recognition 639
Andrea Fiorucci (University of Salento, Italy) · Giorgia Cazzato (University of Salento, Italy)

Going Flat as Collective Self-Determination: Counter-Narratives of Post-Mastectomy Bodies 640
Carla Gueli (Università Roma Tre, Italy)

Disabled Bodies in Cinematic Representations: A Critical Cbservatory to Shed Light on Our Own Views 641
Leonardo Tantari (Università Roma Tre)

F.06. Learning Together, Participating Fully: Inclusion and Difference as Educational Resources 642

A Bridge Between Italy And Japan: The OECD "Infinity Project" for Promoting Inclusion And Shared Educational Perspectives Across Cultures 642
Mariagrazia Marcarini (University of Bologna, Italy) · Isabella Bennardi (University of Bologna, Italy)

Retelling Stories, Restarting Lives: Evaluating University Empowerment and Orientation Trainings through Neurodivergent Young Adult Self-Narrative Turning-Points 643
Giulia Aguzzi (Università per Stranieri di Siena, Italy)

Schooling Inclusion: Genesis, Fragilities, and Perspectives of the Italian Model 645
Francesca Caprino (INDIRE, Italy) · Simone Consegnati (INDIRE, Italy)

Beyond The Language Barrier: An Immersive Serious Game Promoting Equity And Participation In Secondary Schools 646
Fabiola Camandona (Università degli Studi di Torino, Italy)

INDIRE-Training Courses for the Specialisation of Support Teachers: Participants' Final Feedback 647
Serena Greco (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa-INDIRE, Italy) · Sara Mori (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa-INDIRE, Italy) · Francesca Storai (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa-INDIRE, Italy) · Elsa Maria Bruni (Università Telematica degli studi IUL)

The Impact of the EbISS Program for Learning to Study in a Lifelong Learning Perspective 648
Claudia Dirodi (Sapienza Universita` di Roma, Italy) · Irene Stanzione (Sapienza Universita` di Roma, Italy) · Marianna Traversetti (Sapienza Universita` di Roma, Italy)

Training Teachers in Shared Reflexivity Through the Authentic Inclusive Task: a Research-based Training Path in a Comprehensive Institute in Rome 649
Alessia Travaglini (Guglielmo Marconi University, Italy) · Flavia Di Donato (Guglielmo Marconi University, Italy) · Francesco Claudio Ugolini (Guglielmo Marconi University, Italy)

Educational Inclusion and Economic Citizenship: Rethinking Life Plans for Students with Disabilities 650
Luca Refrigeri (University of Molise, Italy)

Scuola Dell'Infanzia As An Educational Interstice: Documentary Action Research On The Italian Early Childhood Curriculum 651
Francesca Capone (Università di Torino) · Maria Gagliano (Università di Torino; I.C. Rivalta (TO)) · Serena Allena (I.C. Rivalta (TO)) · Paola Pagin (I.C. Rivalta (TO)) · Barbara Peretti (I.C. Rivalta (TO)) · Maddalena Zafettieri (Università di Torino; I.C. M.L. King Grugliasco (TO))

Socioemotional development within the Universal Design for Learning Classroom 652
Anna Berti (Libera Università di Bolzano, Italy) · Vanessa Macchia (Libera Università di Bolzano, Italy)

Dancing Among Desks; The Role Of The Body And Movement In The Intercultural School 653
Fernando Battista (Link Campus University, Italy)

The Integrated Theatre Workshop Between Inclusion and Wellbeing: A Study in Primary Schools 654
Eleonora Ferracci (Università di Roma Tor Vergata, Italy)

The Heterogeneity of Needs in the School System: an Analysis of the Levels of Inclusion and Participation of Students with Disabilities 654
Alessandra Battisti (Italian Statistics Institute, Italy) · Sara Corradini (Italian Statistics Institute, Italy) · Lucia Martinez (Italian Statistics Institute, Italy) · Claudia Di Priamo (Italian Statistics Institute, Italy)

AACcessibility: Cognitive Accessibility As A Lever For Equity, Participation, And Democratic Schooling Between School And Community 655
Maria Paola Fortuna (I.C. Guicciardini, Italy)

Inclusive Planning In K-12 Educational Settings Through GenAI: A Systematic Review 656
Silver Cappello (Free University of Bolzano-Bozen, Italy) · Anna Frizzarin (IPRASE, Italy) · Heidrun Demo (Free University of Bolzano-Bozen, Italy)

Between Regulatory Reform And Living Practice: The NUPE 2 Project As An Investigation Into Inclusion And Equity In Primary Schools 657
Amalia Lavinia Rizzo (Roma Tre University, Italy) · Donatella Visceglia (Roma Tre University, Italy) · Alessia Tomei (Roma Tre University, Italy) · Ester Caparrós Martín (University of Malaga (Spain)) · Nieves Blanco Garcia (University of Malaga (Spain))

F.07. Neurodiversity, Education, and Social Justice 658

Unveiling Heterogeneity in Cognitive Fatigue: A Methodological Framework for Assessing Individual Differences in Schoolchildren 658
Margarita Bogdanova (Università degli Studi della Campania "Luigi Vanvitelli", Italy) · Davide Di Palma (Università degli Studi della Campania "Luigi Vanvitelli", Italy)

Inclusive Scholarly Ecologies: Reimagining the School within the Autism Spectrum through Best Practices and Systemic Habilitative Innovation' 659
Valentina Perciavalle (Università degli studi di Catania, Italia) · Maria Luisa Boninelli (Università degli studi di Catania, Italia)

From Clinical Intervention to Universal Education: The STARC Protocol for Socio-Emotional Literacy in an Inclusive School 660
Michele Galloni (CuoreMenteLab Social Enterprise, Italy) · Marco Cadavero (CuoreMenteLab Social Enterprise, Italy; University of Bologna, Italy)

Teaching Physics to Neurodivergent Student: Which Methodologies Foster Effective Learning? 661
Emanuele Zito (Università degli Studi di Palermo, Italy) · Claudio Fazio (Università degli Studi di Palermo, Italy)

Cosmic Roots: Neurodiversity as a Resource for Exploring Connections Between Cosmos and Earth 661
Leonardo De Deo (Dept. of Physics and Astronomy, University of Bologna, Via Gobetti 93/2, 40129 Bologna, Italy; INAF - Osservatorio di Astrofisica e Scienza dello Spazio di Bologna, Via Gobetti 93/3, 40129 Bologna, Italy) · Bartolo Giuseppe Dimattia (Dept. of Food and Agricultural Science, Viale Fanin 46, 40127 Bologna, Italy) · Luca Bergonzini (Dept. of Medical and Surgical Sciences, Via Massarenti, 9, 40138 Bologna, Italy) · Lorenzo Bernini (Conservatorio di Musica "B. Maderna – G. Lettimi", Corso Comandini 1, 47521 Cesena, Italy)

Bloom Is Maslow: Learned Epistemic Helplessness, Neurodiversity, and the False Hierarchy Between Wellbeing and Thought 662
David Vagni (Institute for Research and Innovation in Biomedicine - Italian National Research Council (IRIB-CNR), Italy) · Marco Cadavero (University of Bologna, Italy)

Invisible Targets at School: Camouflaging, Cyberbullying and Overlooked Risks for Girls with Mild Autism 663
Letizia Cavalli (Salesian Pontifical University (UPS) - Rome, Italy) · David Vagni (Institute for Research and Innovation in Biomedicine - Italian National Research Council IRIB-CNR)

Neurodiversity as Epistemic Justice: Cognitive Democracy and Decolonial Perspectives for Transforming Education 665
Giorgio Poletti (University of Ferrara, Italy)

Democratic Schools In The Netherlands: The Blossoming Of Neurodiversity 666
Paola Amoruso (Radboud Universiteit, Netherlands, The)

Narrating Neurodiversity. A Phenomenological Inquiry into the Lived Experiences of Pre-service Educators 667
Marco Cadavero (Alma Mater Studiorum - Università di Bologna) · Anna Salerni (Sapienza Università di Roma) · Silvia Zanazzi (Università di Ferrara, Italy) · Valeria Friso (Alma Mater Studiorum - Università di Bologna)

Opaque For Whom? Neuro-Algo-Divergent Perspectives In The Digital Society 668
Giacomo Astorri (University of Bologna, Italy)

Neurosphere: Designing the "Autistic City" through Neurodivergent Culture and Inclusive Urbanism Outline: 668
Eleononora Varriale (Neurosphere, Italy)

Communicative Accessibility And Social Justice: Co-evolution and Neurodiversity in Primary School 669
Isabella Bennardi (Università degli studi di Bologna, Italy) · Patrizia Sandri (Università degli studi di Bologna, Italy)

A "Door" As An Inclusive, Democratic, Transformative Tool. Neurodiversity, Systemic Perspective, Processes Of Inclusion And Coevolution In The Educational Community 670
Mariagrazia Marcarini (University of Bologna, Italy) · Donatella Di Franco (Istituto Comprensivo F.S. Cabrini - Plesso Tommaso Gulli Scuola Secondaria Primo Grado)

Beyond Compensatory Inclusion: Parents' Perspectives on School And Social Participation Among Neurodivergent Children In Italy 671
Simone Consegnati (INDIRE, Italy) · Enrico Palladino (Associazione Italiana Persone Down (AIPD))

Between Inclusion and Neurodiversity: Future Educators' Conceptions in an AI-Mediated Educational Context 672
Silvia Zanazzi (Università degli Studi di Ferrara) · Massimo Marcuccio (Alma Mater Studiorum - Università di Bologna, Italy) · Maria Elena Tassinari (Alma Mater Studiorum - Università di Bologna, Italy)

Beyond the Score: Embodied Music Learning and Neurodivergence as an Epistemic Resource 673
Susanna Zanella Cavallero (Università degli Studi Roma Tre; Universität Münster – Musikhochschule Münster) · Giuseppe Pantano (Università degli Studi Roma Tre; Université de Lorraine - IDEA research Unit) · Amalia Lavinia Rizzo (Università degli Studi Roma Tre)

F.08. Nurturing Inclusivity: Care Practices and the Transformation of Higher Education 674

Care-less Goverance: Hotspot Approach, Educational Exclusion, and the Politics of Care in Euro-Mediterranean Migration Policy 674
Martina Riccardi (Università degli Studi di Bari Aldo Moro, Italy)

'Now You See Me, Now You Don't'? The In/visibility, Mis/recognition and Intersectionality of Carers in UK Academia 675
Marie-Pierre Moreau (Anglia Ruskin University, United Kingdom)

The Care-Free Researcher Myth: A Comparative Study 676
Martina Visentin (University of Padova, Italy)

Unsustainable Passion. Practices of Care in Academia Between Invisibilization and Radical Resistance 677
Cuerpa In Ricerca (Collettivo femminista, Italy)

Practices of Care and Inclusion in Higher Education: the CABES Questionnaire as a Tool for Institutional Listening 678
Daniela Maggi (Department of Human and Social Sciences, e-Campus University, Italy) · Fabio Lucchini (Department of Human and Social Sciences, e-Campus University, Italy) · Aurora De Biasio (Department of Human and Social Sciences, e-Campus University, Italy) · Tania Moretta (Department of Theoretical and Applied Sciences, e-Campus University, Italy) · Venusia Covelli (Department of Theoretical and Applied Sciences, e-Campus University, Italy)

F.09. Teachers' Emotions, Agency and Professional Capacity for Inclusion within the Education–Democracy Nexus 679

Hybrid Community of Practice for sustainable critical pedagogy in ICT-integrated Mathematics Teaching among Pre-Service Teachers 679
Anastasia Gordon (Cape Peninsula University of Technology, South Africa)

Transdisciplinary Perspectives for Research and Intervention on Teachers' Emotional–Relational Competencies: The LAB-CERD (University of Modena and Reggio Emilia, Italy) 680
Paola Damiani (Università degli Studi di Modena e Reggio Emilia, Italy) · Tommaso Firaux (Università degli Studi di Modena e Reggio Emilia, Italy) · Marco Cavaglià (Politecnico di Torino, Italy)

Building Capable Schools: Enhancing Teachers' Professional Capacity for Inclusion through a National Evidence-Based Training Network 681
Ivano De Luca (Istituto Comprensivo Statale Di Taviano "Francesco Dimo", Italy) · Simone Aldo Buonporto (IDCERT Società Benefit srl) · Sandra Calzolaro (Istituto Comprensivo Statale Di Taviano "Francesco Dimo", Italy) · Fabio De Vita (Istituto Comprensivo Statale Di Taviano "Francesco Dimo", Italy) · Susanna D'Amato (Istituto Comprensivo Statale Di Taviano "Francesco Dimo", Italy) · Federica De Blasi (Istituto Comprensivo Statale Di Taviano "Francesco Dimo", Italy) · Emanuela Tenuzzo (Istituto Comprensivo Statale Di Taviano "Francesco Dimo", Italy) · Simona Belloni (Istituto Comprensivo Statale Di Taviano "Francesco Dimo", Italy)

Teacher Self-Efficacy and Affective Dimensions to Support the Professional Development of Inclusive Teachers: An Exploratory Study 682
Lucia Scipione (Università Modena e Reggio Emilia, Italy) · Paola Damiani (Università Modena e Reggio Emilia, Italy)

Building Inclusive Agency through Teacher Collaboration: Classroom and Special Education Teachers in Italian Schools 683
Sara Romiti (INVALSI, Italy) · Letizia Giampietro (INVALSI, Italy) · Monica Perazzolo (INVALSI, Italy) · Graziana Epifani (INVALSI, Italy) · Donatella Poliandri (INVALSI, Italy)

Building Democratic Contexts: Participation, Engagement, and Transformation Through the TNE Method 684
Silvia Rossi (Comune di Perugia) · Edoardo Renzi (University of Perugia, Italy) · Alessandra Valastro (University of Perugia, Italy)

Teachers' Emotions and Professional Agency in Data-Informed School Governance 685
Donatella Poliandri (INVALSI - Italian National Institute for the Evaluation of Education, Italy) · Graziana Epifani (INVALSI - Italian National Institute for the Evaluation of Education, Italy) · Letizia Giampietro (INVALSI - Italian National Institute for the Evaluation of Education, Italy) · Monica Perazzolo (INVALSI - Italian National Institute for the Evaluation of Education, Italy) · Sara Romiti (INVALSI - Italian National Institute for the Evaluation of Education, Italy)

Teacher Agency and Inclusion: Constraints and Strategies in High Complexity Schools 686
Graziana Epifani (Invalsi - Italian National Institute for the Evaluation of Education, Italy) · Letizia Giampietro (Invalsi - Italian National Institute for the Evaluation of Education, Italy) · Monica Perazzolo (Invalsi - Italian National Institute for the Evaluation of Education, Italy) · Sara Romiti (Invalsi - Italian National Institute for the Evaluation of Education, Italy) · Donatella Poliandri (Invalsi - Italian National Institute for the Evaluation of Education, Italy)

Emotional Demands, Professional Agency And The Democratic Sustainability Of Inclusion: Evidence From TALIS 2024 Italian Data 687
Laura Palmerio (INVALSI, Italy) · Carlo Di Chiacchio (INVALSI, Italy) · Sabrina Greco (INVALSI, Italy)

In Tune With Inclusion - Designing In-service Professional Development for Instrumental Music Teachers in Inclusive Contexts: Teachers' Perspectives 688
Desiree Calzavara (Libera Università di Bolzano, Italy)

Rediscover Human Similarities Throught Diversity. The Narrative Approach To Implement Empathy During Teacher Training Programs For Inclusion 689
Giulia Aguzzi (Università per Stranieri di Siena, Italy)

From Multimedia to Multisensory Room: A Preliminary Investigation into New Perspectives for Inclusion and Teachers' Professional Competencies 691
Paolo Lucattini (University of Molise, Italy) · Filippo Bruni (University of Molise, Italy) · Marta De Angelis (University of Molise, Italy)

Leading for Democratic Intelligence: Teacher Agency, Emotion, and Epistemic Stewardship in Inclusive Schools 692
Chris Brown (University of Southampton, United Kingdom) · Ruth Luzmore (University of Southampton, United Kingdom)

Democratic Professionalism, Teacher Agency, Relational Governance, Professional Capital; Social-Emotional Learning 693
Mohammed Elmeski (Faculty of Educational Sciences, University Mohammed V, Morocco)

Teaching and Inclusion: Finding a Balance Between Empathy and Artificial Intelligence 694
Jessica Mazzuca (University of Catanzaro Magna Graecia, Italy)

Reintroducing the Early Women Sociologists: Effects on University Teaching and Pedagogical Practices 694
Chiara Ferrari (Università Cattolica del Sacro Cuore, Italy)

An Empirical Study of Circle Singing as a Methodology to Promote Inclusion and Enhance Teacher Competences in Higher Education 695
Giuseppe Pantano (Roma Tre University, Italy - Université de Lorraine) · Susanna Zanella (Roma Tre University, Italy - Universität Münster – Musikhochschule) · Amalia Rizzo (Roma Tre University, Italy)

Generative Agency, Capability, and Well-Being in inclusive teaching practices 696
Daniela Gulisano (Università degli Studi di Catania, Dipartimento di Scienze della Formazione, Italy) · Paolina Mulè (Università degli Studi di Catania, Dipartimento di Scienze della Formazione, Italy)

F.10. The Realm of Ableist Meritocracy: Unmasking Practices of Pseudo-Inclusion Within the Italian Education System 697

Deconstructing Ableism in Teacher Education: Reflexivity, Habitus, and Representations of Disability 697
Alessandra Maria Straniero (University of Calabria, Italy)

Practicing Democracy and Inclusive Education through Philosophy for Children in Primary School 698
Arianna Vennarucci (Istituto comprensivo Claudio Abbado, Italy)

The Illusion of Inclusion: Deciphering the Ableist and Performative Apparatus within the New Italian National Guidelines 2025 699
Marianna Piccioli (Università degli Studi di Roma "Foro Italico", Italy)

The Role of Ableism in Producing Micro-Exclusion 700
Francesca Marotti (University of Florence, Italy)

The non-neutrality of The Educational Guidance Of Students With Disabilities: An Ethnography Of School Transitions 701
Luca Fabris (Univeristy of Bologna, Italy)

Achievement and Achievement Differences in Primary Education: Inequality-critical Reflections on a Discourse Analysis of Educational Policy 701
Sara Baroni (Free University of Bolzano-Bozen, Italy) · Simone Seitz (Free University of Bolzano-Bozen, Italy) · Anna Schwermann (Free University of Bolzano-Bozen, Italy) · Aline Lupa (Free University of Bolzano-Bozen, Italy)

Cripping Meritocracy: Ableist Performance and Normative Bodies in Contemporary Education 702
Barbara Centrone (University of Roma Tre, Italy)

Disability Studies and Democratic Schooling 703
Simona D'Alessio (istituto comprensivo Octavia, Italy - GRIDS) · Giuseppe Vadalà (GRIDS - Gruppo di Ricerca Inclusione e Disability Studies) · Marianna Piccioli (Università 'Foro Italico') · Fabio Bocci (Università Roma Tre)

Meritocracy, Inclusion, and the Boundaries of Fairness in Schooling: Evidence from a Survey Experiment in Italy 704
Rosa Bellacicco (University of Turin, Italy) · Tania Parisi (University of Turin, Italy) · Sara Romanò (University of Turin, Italy)

Reflections on Intermediate Leadership as a Resource for Inclusion in Italian Schools: Themes and Issues from a Disability Studies Perspective 705
Maria Antonietta Maggio (Università degli Studi di Parma, Italy)

F.11. Toward an Embodied Crip Pedagogy: Activism, Interdependence, and Democratic Transformation in Educational Spaces 706

Cripping Disparities of Support: Reconfiguring Disability, Support, and Participation in Higher Education 706
Francesca Peruzzo (University of Birmingham, United Kingdom)

Giving “Body” to Research: Embodied Inquiry and Crip Pedagogy for the Democratization of Educational Contexts 707
Giovanni Gottardo (University of Siena, Italy) · Francesca Bulletti (University of Siena, Italy)

Crip Activism as Pedagogy of Resistance: Interdependence, Care, and Collective Learning as Practices of Social Justice 709
Sofia Righetti Nottegar (University of Verona, Italy)

Cripping the Sense of Place: Disability, Urban Accessibility and Spatial Belonging 709
Sonia Bragaglia (Università Roma Tre, Italy) · Barbara Centrone (Università Roma Tre, Italy)

Personal Assistance as Crip Freedom: Care, Autonomy and Self-Determination for Disabled LGBTQ+ Subjectivities 710
Elisa Costantino (Università degli Studi di Genova, Italy) · Barbara Centrone (Università Roma Tre, Italy)

The Pedagogy of Absence: Disability, Artistic Training and the Limits of Access to the Performing Arts 711
Simone Chiacchiararelli (Università degli studi di Bari "Aldo Moro", Italy)

F.12. Inclusion Beyond Crisis: Navigating Diversity, Inequality, and Social Justice in the Schooling of Ukrainian Refugee Students in the Czech Republic 713

“Finding My Place at School”: Pupil Perspectives on the Inclusion of Ukrainian Students in Czech Classrooms 713
Miroslav Jurčík (Masaryk University, Czech Republic (Czechia)) · Martin Fico (Masaryk University, Czech Republic (Czechia)) · Oksana Stupak (Masaryk University, Czech Republic (Czechia)) · Jarmila Bradová (Masaryk University, Czech Republic (Czechia)) · Lenka Ďulíková (Masaryk University, Czech Republic (Czechia))

Navigating the Gap: Sociological Perspectives on the Inclusion of Refugee Students in Czech Schools 714
Lenka Ďulíková (Masaryk University, Department of Education) · Miroslav Jurčík (Masaryk University, Department of Education) · Martin Fico (Masaryk University, Department of Education) · Oksana Stupak (Masaryk University, Department of Education) · Jarmila Bradová (Masaryk University, Department of Education)

Teachers as Border Guards? Narrative Framing of Ukrainian Refugees in Czech Schools 715
Štefánia Sokolová (Masaryk University, Czech Republic (Czechia)) · Martin Fico (Masaryk University, Czech Republic (Czechia)) · Lenka Ďulíková (Masaryk University, Czech Republic (Czechia)) · Miroslav Jurčík (Masaryk University, Czech Republic (Czechia)) · Jarmila Bradová (Masaryk University, Czech Republic (Czechia)) · Oksana Yuriyivna Stupak (Masaryk University, Czech Republic (Czechia))

Educational Support and Public Opinion: Experiences of Ukrainian Children and Parents in Czech lower secondary Schools 716
Oksana Yuriyivna Stupak (Masaryk University) · Martin Fico (Masaryk University) · Jarmila Bradová (Masaryk University) · Miroslav Jurčík (Masaryk University) · Lenka Ďulíková (Masaryk University)

Fictional Classmates, Real Biases: Exploring Peer Ingroup and Outgroup distinctions Through a Vignette-based experiment 716
Martin Fico (Masaryk University, Czech Republic (Czechia)) · Nikol Králová (Masaryk University, Czech Republic (Czechia)) · Lenka Ďulíková (Masaryk University, Czech Republic (Czechia)) · Oksana Yuriyivna Stupak (Masaryk University, Czech Republic (Czechia)) · Miroslav Jurčík (Masaryk University, Czech Republic (Czechia)) · Jarmila Bradová (Masaryk University, Czech Republic (Czechia))

Echoes of Home : How Czech Parental Attitudes Towards Ukrainians in Czech Society Shape Peer Relations Between Czech and Ukrainian Students 717
Jarmila Bradová (Masaryk University, Czech Republic (Czechia)) · Lenka Ďulíková (Masaryk University, Czech Republic (Czechia)) · Miroslav Jurčík Jurčík (Masaryk University, Czech Republic (Czechia)) · Martin Fico (Masaryk University, Czech Republic (Czechia)) · Oksana Stupak (Masaryk University, Czech Republic (Czechia))

Teaching Forced Migrants in Czechia: Challenges of Diversity and Necessary Support Systems 718
Tereza Švadová (Masaryk university, Czech Republic (Czechia)) · Jana Veličková (Masaryk university, Czech Republic (Czechia)) · Alice Brychová (Masaryk university, Czech Republic (Czechia)) · Petr Pytlík (Masaryk university, Czech Republic (Czechia)) · Hana Svobodová (Masaryk university, Czech Republic (Czechia))

STREAM G · CRITICAL PEDAGOGIES, INTERSECTIONALITY AND EPISTEMIC JUSTICE 720

G.01. Bias, Schooling, and Trajectories in STEM: How to Go Beyond the Gender Gap 721

Beyond Aspirations: Gender Stereotypes, Educational Expectations and STEM Choices among Italian Upper-Secondary Students 721
Marialuisa Villani (University of Bologna, Italy) · Alessia Macagno (Università degli Studi di Torino) · Silvia Facchinetti (3Università degli Studi di Milano) · Francesca Arnaboldi (3Università degli Studi di Milano) · Francesca Bianchi (3Università degli Studi di Milano)

Addressing the gender issue in STEM Education 722
Silvia Galano (Università di Napoli Federico II, Italy) · Clementina Sasso (Istituto Nazionale di Astrofisica) · Jacopo Giammatteo (Istituto Superiore di Sanità) · Antonella Pilozzi (Istituto Superiore di Sanità) · Alessandro Rizzo (Istituto Nazionale per l’Analisi delle Politiche Pubbliche) · Floriana Torpedine (Istituto Nazionale per l’Analisi delle Politiche Pubbliche) · Valerio Vagelli (Agenzia Spaziale Italiana) · Daniela Vellutino (Università di Salerno) · Claudia Villante (Istituto Nazionale di Statistica)

Invisible Barriers And Gender Segregation. Voices In Dialogue From A Study On Promoting Female Participation In STEM Fields 723
Chiara Bove (Università di Milano-Bicocca, Italy) · Alessandra Mussi (eCampus University) · Caterina Rapini (Università di Milano-Bicocca, Italy) · Maddalena Sottocorno (Università di Milano-Bicocca, Italy)

Female Educational Expansion Without Convergence in STEM: Persistent Gender Segregation in Italian Higher Education 724
Carmela Spicola (Studiosa indipendente, Italy)

Measuring School-Related Gender Bias: Insights from a New Ad Hoc Italian Survey 725
Alessandro Concas (Università degli Studi di Cagliari, Italy) · Mariano Porcu (Università degli Studi di Cagliari, Italy) · Isabella Sulis (Università degli Studi di Cagliari, Italy) · Cristian Usala (Università degli Studi di Cagliari, Italy)

G.02. Bourdieu and Beyond: Connecting Critical Theories to Rethink Educational Inequalities 726

Habitus Disruption and Relational Justice: Working-Class Parents in Middle-Class Schools 726
Manuela Mendoza (Universidad de O'Higgins, Chile)

Everyday Intimacies of Early Years Practitioners: Gossip as Symbolic Power in the Early Childhood Workforce in England 727
Ruby Juanita Brooks (Manchester Metropolitan University, United Kingdom)

The Affective Field of Schooling: Rethinking Bourdieu through Care 728
Aina Tarabini (Autonomous University of Barcelona, Spain)

Illusio and the misrecognition of belonging in Higher Education 729
Nicola Ingram (University College Cork, Ireland) · Ryan Wilkinson (University of Leeds) · Kirsty Finn (University of Manchester)
Social Mobility as Subjectivation: Bourdieu and Butler in Dialogue 729
Flora Petrik (University of Tübingen, Germany)
Some Insights on Recognition and Higher Education: From Bourdieu's Field-Centred Approach to Honneth's Normative Perspective 730
Carlos Palma-Amestoy (Pontificia Universidad Católica de Chile, Chile)
Structured Hybridity And The Democratic Struggle Over Educational Purpose 731
Shilpi Saini (Dream a Dream, India) · Sreehari Ravindranath (Dream a Dream, India) · Apoorva Bhatnagar (Dream a Dream, India) · Amit V Kumar (Dream a Dream, India) · Joseph Thomas Rijo (Dream a Dream, India)
The Paradox of Institutionalized Care: Habitus, Reflexivity and the Limits of Transformation 732
Jelena Stefanovic (University of Milan, Italy)
Rethinking Educational Inequality through Taste: A Bourdieusian Analysis of Students' Dispositions towards Learning 733
Paula Arboix Caldentey (Autonomous University of Barcelona, Spain)
Roots and Leaves: Rethinking the Relationship Between Habitus and Identity 733
Sara Gil (Universitat Autònoma de Barcelona, Spain) · Martí Manzano (Universitat de Barcelona) · Aina Tarabini (Universitat Autònoma de Barcelona, Spain)
'I Need to Learn How to Talk': Sociolinguistic Reflections on Habitus and Doxa in First-generation University Students Narratives 734
Marco Romito (Università degli Studi di Milano-Bicocca) · Andrea Renee Leone-Pizzighella (Marie Skłodowska Curie Individual Fellow, Eurac Research)

G.03. Can the Children Speak? Ethical Conundrums in Fostering Young People's Participation in Research and Education 735

Reflexivity, Respect, and Classroom Diagrams: Methodological Insights for Exploring Student Perspectives on Student–Teacher Relationships 735
Maria Giulia Tongiani (University of Southampton, United Kingdom)
Questionings, Silences, and Cessions of Power. Practices and reflections through picture books 736
Sara Marini (SCOSSE aps, Italy) · Elena Fierli (SCOSSE aps, Italy) · Giulia Franchi (SCOSSE aps, Italy)
Who Owns the Camera? Student Voice, Visual Power and the Politics of Participation in Schools 737
Chiara Dina Paganuzzi (University of Milano-Bicocca, Italy)
Speaking between Accountability and Protection: Ethical and Methodological Challenges in Participatory Research with LGBTIQ Adolescents 739
Ale Blue Santambrogio (GenderLens APS, Italy) · Elena Tubertini (University of Verona, Italy) · Federica De Cordova (University of Verona, Italy) · Chiara Sità (University of Verona, Italy)
More Than A Thousand Words: The Photographic Archive Of The Pious Institute Of The Deaf In Milan 740
Francesca Di Meo (Pio Istituto dei Sordi, Italy) · Luca Des Dorides (Università degli Studi di Milano - Bicocca)

G.04. Caring Literacy Education: Transforming Hatred and Violence in Divided Societies 741

Caring Literacy as Institutional Practice: Empathetic Inquiry, Reflective Authority, and De-Escalation in Arab School Leadership 741
Maysoun Shehadeh Ershead (Sakhnin College Academic College for Teacher Education, Israel) · Marcel Amasha (Sakhnin College Academic College for Teacher Education, Israel) · Yasser Awad (Sakhnin College Academic College for Teacher Education, Israel)
Caring Literacy in Education - Toward an Emancipatory Rhetoric Beyond Fear and Violent Patriarchal Domination 742
Tammy Shel (Aboody) (Max Stern Academic College of Emek Yezreel, Israel)
Democracy and the Freedom of Expression of Teachers: The Case of Israel 743
Moran Svorai (The Hebrew University of Jerusalem, Israel)
Classroom Power and Democracy: Jewish and Arab Teachers' Responses to School Bullying in Jerusalem 745
Vered Zioni-Koren (Hebrew University of Jerusalem, Israel)
Caring Literacy and Nationalist Masculinity: Informal Education and the Mobilization of Marginalized Youth 746
Natalie Baruch (Natalie Baruch, Israel)
From Authority to Inspiration: Reclaiming Religious Narratives for Democratic Civic Competence and Caring Literacy 747
Miriam Awad Morad (University of Haifa, The Israel Democracy Institute)

G.05. Decolonial Researches between Pedagogical Horizons and Critical-Participatory Methodologies 748

Performing Transensus: Navigating Neoliberal Constraints and Decolonial Horizons in the INTRACOMP Project 748
Marta Milani (University of Verona, Italy) · Sara Salmi (University of Verona, Italy) · Emanuela Piccolo (University of Verona, Italy)
Embracing Plurality: Rethinking Migrant Identities and Educational Practice through a Complex Epistemology 749
Federica Matera (University of Turin, Italy) · Giulia Gozzelino (University of Turin, Italy)
Recentering Epistemologies And Languages In Conditions Of Vulnerability: Reflections From The Perspective Of Critical And Decolonial Applied Linguistics 750
Marta Guarda (Eurac Research, Italy) · Giorgia Andreolli (Eurac Research, Italy)
Becoming Legible: Migrant Women's Situated Narratives between Skill Formation, Work and Recognition 751
Francesco Vittori (University of Verona, Italy) · Paola Dusi (University of Verona, Italy)
Hiding And Seeking The Italian Colonial Past: An Analysis Of Images Inserted In History Textbooks From 1950 To Present Days 752
Alessia Mastropietro (Sapienza Università di Roma, Italy) · Gabriele Di Carlo (Sapienza Università di Roma, Italy) · Ariela Desio (Università degli Studi di Firenze, Italy) · Chiara Prometti (Sapienza Università di Roma, Italy) · Francesco Petraglia (Sapienza Università di Roma, Italy) · Giovanna Leone (Sapienza Università di Roma, Italy)
Decolonising healthcare communication: Intercultural training for providers in the Intercomsalud Project 753
Carmen Merino Cabello (University of Alcalá, Spain) · Sofía Antequera-Manzano (University of Alcalá, Spain) · Andrea Sanz de la Rosa (University of Alcalá, Spain) · Candelas Bayón Cenitagoya (University of Alcalá, Spain)
Educators' Conceptions of Child Participation: Implications for Educational Development in Khartoum State, Sudan 754
Gofran Khalfalla (The Aga Khan University, Institute for Educational Development, Eastern Africa, Sudan)
Community Based Participatory Research: A Methodological Approach as a Practice of Decolonisation. The Experience of the D@rts Horizon Project 755
Cristina Balloi (University of Verona, Italy)
Decolonial Discourses and the Professional Becoming of Teachers in South Africa 756
Zayd Waghid (Cape Peninsula University of Technology, South Africa)

Beyond Academic Hegemony: Undercommons, Popular Education, and Decoloniality 757
Lisa Stillo (Roma Tre University, Italy) · Aurora Bulgarelli (Link Campus University)
Feminist and Decolonial Classrooms: Learning with bell hooks 758
Antonietta De Vita (University of Verona, Italy)

G.06. Decolonizing and Queering Education: Intersections of Power, Epistemic Justice, and School Practices 759

Feminist, Decolonial and Antiracist Youth Activism as Transformative Pedagogies: Reimagining Gender, Citizenship, and Human Rights Education in Italy 759
Tiziana Chiappelli (University of Siena, Italy)
Educating for Plural Desire: Decolonizing Affective and Sexual Education 760
Stella Rita Emmanuele (Università di Enna Kore, Italy)
Universalism and Innocence as Technologies of Childhood: A Queer and Decolonial Reading of Children's Rights 761
Simone Colli Vignarelli (University of Milano-Bicocca, Italy)
Italianness as a Racialised Regime of Truth: Whiteness and Belonging in History and Civic Education 762
Alessia Frola (University of Bristol, United Kingdom)
Queer Stories in the Language Classroom: Arts-Based Literacy Practices and Epistemic Justice in Primary ELT 763
Federica Clementi (University of Stavanger, Norway)
Limits and Conditions for a Decolonial Pedagogy: a Document Analysis of the Italian Guidelines on Interculturality 764
Charaf El Bouhali (Università degli Studi di Padova, Italy) · Roberta Berlingó (Rutgers University, USA)
Beyond Knowledge Hierarchies: A Qualitative Inquiry into Epistemic Justice and Adolescent Participation 765
Giuseppe Li Rosi (università di enna kore, Italy)
Reproducing and Resisting Normativity: Queer and Decolonial Insights from a Lower Secondary School in Andalusia 765
Lavinia Pia Vaccaro (Università Kore di Enna, Italy)
Queer Pedagogy and Children's Literature: Intersectional and Decolonial Readings 766
Marta Selleri (Univeristà degli studi di Enna "Kore", Italy)
Beyond The Canon: Comics, Queerness, And Alternative Literacies As Sites Of Epistemic Resistance In School Curricula 767
Valentina Baeli (University of Catania, Italy)
Intersections of Invisibility: A Quantitative Analysis of the Trans* BPOC Community's School Experiences in Europe 768
Richard Bourelly (Sapienza Università di Roma, Italy) · Ale Blue Santambrogio (Università degli Studi di Enna "Kore", Italy)
Observing the Difference: Pedagogical Observation, Aesthetic Education and Epistemic Queer Justice 769
Emanuele Liotta (Università degli studi di Catania, Italy)

G.07. Democracy of Care: Rethinking Networks and Relationships of Counter Gender-Based Violence 770

Rethinking Masculinity, Care, and Gender-Based Violence: Toward Shared Responsibility in Care Practices 770
Sabina Leoncini (UNISI, Italy)
The Construction Of The Identity Of Women With Disabilities And The Invisibility Of Violence: A Literature Review 771
Federica Lapietra (University of Bologna, Italy) · Elena Malaguti (University of Bologna, Italy)
Biography for Young Readers, Co-Research Networks and Cultural Prevention of Gender-Based Violence: The BIBI Programme as a National Model 772
Marnie Campagnaro (University of Padova) · Ilaria Filograsso (University of Chieti-Pescara, Italy)
Networking: Policies, Strategies and Tools to Combat Gender Based Violence 773
Francesca Dello Preite (Università di Firenze, Italy) · Caterina Mellace (Università di Firenze, Italy)
Violence as a "Form of Love": Internalised Parenting Models and the Development of Emotional Relationships 774
Alessandra Altamura (Università degli Studi di Foggia, Italy)
Risk and Protective Factors in the Resilience of Mothers Survivors of Violence: A Reflexive Thematic Analysis 775
Angelica Disalvo (Università di Foggia, Italy)
From Hegemony to Reciprocity: Philosophies of Education on Gender, Embodiment, and Dependence 775
Giuseppina D'Addelfio (Università degli studi di Palermo, Italy)

G.08. Ecofeminist dialogues across History of Education and Children's Literature 777

Wild Girls and Living Worlds. Ecofeminist Imaginaries of Childhood in Hayao Miyazaki's Cinema 777
Maria Teresa Trisciuzzi (Free University of Bozen, Italy)
Flourishing Desire: Female Sexuality And Botanical Imagery In Contemporary Italian Illustrated Books 778
Valentina Baeli (University of Catania, Italy)
Women and teaching between Sicily and America. The lesson of rural teacher Josephine Delva between the 19th and 20th centuries 779
Rita Baldi (University of Palermo, Italy) · Livia Romano (University of Palermo, Italy)
Ecofeminist Youth Fiction as an Educational Tool for Social and Environmental Change 780
Arianna Sechi (Università degli Studi di Verona, Italy)
Narrating The Non-Human. The Otherness Of The Child Body In Stories For Children 781
Rossella Caso (University of Foggia, Italy)
"An antidote to the logic of domination": An Ecofeminist Reading of Selected Raccontini by Caterina Percoto 782
Francesca D'Alessio (Independent Researcher, Italy)

G.09. Financial Education, Gender and Democratic Empowerment: Rethinking Equity in Economic Learning 783

Family Economic Socialization as a Key to Equitable Financial Education in Italian Primary Schools 783
Giovanna Andreatti (Free University of Bozen-Bolzano, Italy) · Monica Parricchi (Free University of Bozen-Bolzano, Italy) · Giulia Cavrini (Free University of Bozen-Bolzano, Italy)
Powerful Financial Knowledge as Epistemic Justice: Rethinking Financial Education For Democratic Empowerment 784
Emanuel Mizzi (University of Malta, Malta)
Experiential Financial Education. Assessing the Effectiveness of a Banca d'Italia Museum Exhibition 785
Valentina Maria Andreucci (Bank of Italy, Italy) · Alessio D Ignazio (Bank of Italy, Italy) · Francesca Festa (Bank of Italy, Italy) · Marialucia Longo (Bank of Italy, Italy) · Francesco Rossetti (Bank of Italy, Italy)
Integrated Educational Partnerships In School-based Financial Education 786
Monica Parricchi (University of Bozen, Italy) · Doris Kofler (University of Bozen, Italy)

Learning For Democracy And Democracy For Learning: Financial Education As A Transformative Practice In Teacher Training 787
Marzia Leccese (Università degli Studi del Molise, Italy) · Valeria Miceli (Università degli Studi del Molise, Italy)
The Role of Teachers in Financial Education in Italian Schools. 788
Luca Refrigeri (University of Molise, Italy) · Noemi Russo (University of Molise, Italy)
Financial Education Issues for Inclusion, Equity and Democratic Participation 789
Gabriella Aleandri (Roma Tre University, Italy)
Promoting Women's Empowerment through Financial Literacy Education: A Design Experience in Pre-Service Teacher Education 790
Barbara Bocchi (University of Trieste, Italy) · Lisa De Giusti (University of Trieste, Italy) · Alessandra Rea (University of Trieste, Italy)
Finance through Play: 791
A Comparative Study of Play-Based Financial Education in Early Childhood
Riccardo Grazioli (University of Milan, Italy) · Benedetta Melloni (University of Modena and Reggio Emilia, Italy)
Financial Thinking for Reflective Citizenship in Primary School 792
Silvia Della Rocca (Università degli Studi di Firenze) · Christian Tarchi (Università degli Studi di Firenze) · Annalisa Valle (Università Cattolica del Sacro Cuore) · Elisabetta Lombardi (Università eCampus) · Lidia Casado Ledesma (Universidad a Distancia de Madrid) · Pietro Cappelli (Università degli Studi di Firenze) · Giorgia Franchina (Università Cattolica del Sacro Cuore) · Federico Colombo (Università Cattolica del Sacro Cuore)

G.10. Gender and Sexuality Education as Democratic Practice: Bodies, Relations, and Intimate Citizenship 793

Affective Complexity, Intimate Citizenship, and Queer(er) Futures in Sex Education 793
Melissa Keehn (University of New Brunswick, Canada)
For a future Italian Comprehensive Sexualities Education: An analysis of teachers' and future educators' suggestions 794
Valeria Bruno (Università degli Studi dell'Aquila, Italy)
Corporeality, Disability, and Epistemic Injustice: The Transformative Potential of Participatory and Creative Methodologies in Gender and Sexuality Education 795
Federica Lapietra (University of Bologna, Italy)
Gender Inequalities, Co-parenting, and Educational Alliances in Early Childhood Education: Preliminary Findings from a Qualitative Study 797
Chiara Borelli (University of Bologna, Italy)
Gender Education and Intimate Citizenship: Youth Representations of Democracy in Educational Settings 798
Barbara Sonzogni (Sapienza University of Rome, Italy) · Gabriella D'Ambrosio (Italian National Institute of Statistics (ISTAT)) · Laura Falci (Sapienza University of Rome, Italy)
Where Silence Teaches: Hidden Curriculum and Democratic Learning in Italian CSE 799
Eleonora Bonvini (University of Bologna, Italy)
Affective and Sexual Relationships in the Time of Dating Apps. Hookup Culture and the Expectation System of Young People 800
Vitaliano Corbi (Alma Mater Studiorum-Università di Bologna, Italy)
"...La Principessa racconta...": Fabulo-Technological Pathways for Inclusion of Gender Variant/Non-Binary Students in Italian Schools 801
Marco Martucci (IIS "Clara Leardi", Italy)
Are They Ready To Teach Sexuality Education In The Digital Era? 802
Martina Bőhmová (Faculty of Education, Masaryk University, Czech Republic (Czechia)) · Martin Fico (Faculty of Education, Masaryk University, Czech Republic (Czechia))
Interstices of Possibility: Creating Democratic Spaces for Transformative Gender and Sexuality Education in Schools 803
Caterina Rapini (Università di Milano-Bicocca, Italy)
The Teacher as a Body in the Classroom: transfeminist pedagogies and Comprehensive Sexuality Education as democratic practices in Italian Secondary Schools 804
Alice Valenza (Università degli Studi di Bari Aldo Moro, Italy; Gen-Q) · Valeria Piras (Consiglio Nazionale delle Ricerche - Istituto per le Tecnologie Didattiche; Gen-Q) · Susanna Chiulli (Gen-Q) · Emanuele Falcolini (Gen-Q)
'Intruders', 'Transformers' and 'Fallen Soldiers': Experiences of Non-Heterosexual Boys and Trans and Non-Binary Students in Secondary Education 805
Berta Llos (Universitat Autònoma de Barcelona, Spain)
"Piacere di Conoscerci": Youth-led CSE as democratic practice of policy-making in South Italy 806
Francesca Barbino (University of Palermo, Italy) · Giulia La Barbera (University of Palermo, Italy) · Carmen Buglisi (University of Palermo, Italy)
When Inclusion Excludes - Sexuality Education as Democratic Practice Between Non Formal Settings and School Logics 807
Eleonora Dolderer (University of Tuebingen, Germany)
Beyond Standards: Mapping Sexuality Education Approaches in Italy 808
Giuliano Flagiello (University of Naples "Federico II", Italy)
Starting From A Common Vocabulary As An Educational Strategy. Notes For A Glossary Of Sexual And Emotional Education 809
Elena Fierli (Educare alle Differenze, Italy; Scosse aps, Italy) · Rossella Di Benedetto (Educare alle Differenze, Italy; Scosse aps, Italy) · Camilla Girotti (Educare alle Differenze, Italy; Epimeleia, Italy) · Valentina Manca (Educare alle Differenze, Italy; Epimeleia, Italy) · Caterina Rapini (Educare alle Differenze, Italy; Scosse aps, Italy)
Poetic Sexuality Education: Art, Expression and Relational Learning for Democratic Coexistence 810
Chiara Massullo (University of Roma Tre, Italy)
Gender-Expansive Childhoods And The Question Of Epistemic Justice In Early Childhood Teacher Education 811
Antonio Raimondo Di Grigoli (University of Siena, Italy)
Leggere Senza Stereotipi. An illustrated bibliography to combat gender-based violence 812
Sara Marini (SCOSSE aps, Italy) · Chiara Antoniucci (SCOSSE aps, Italy; Università degli studi di Cassino e del Lazio Meridionale) · Elena Fierli (SCOSSE aps, Italy) · Giulia Franchi (SCOSSE aps, Italy) · Cristian Greco (SCOSSE aps, Italy) · Caterina Rapini (SCOSSE aps, Italy; Università degli Studi di Milano-Bicocca)
Searching for Whole-School Approaches in Early Childhood Education and Care (ECEC) Gender Education 813
Carolina Trivelli Díaz (University of Verona, Italy)

G.11. Gender Representations And Democracy: Violence, Media And Cultural Resistance 815

Frames of Injustice: How Italian Journalism Shapes Democratic Learning on Gang Rape 815
Lucia Pelle (University of Tuscia, Italy)
The New Feminine Mystique: a Study on the Platformization of Everyday Care 817
Antonia Cava (University of Messina, Italy) · Debora Maria Pizzimenti (University of Calabria, Italy)

Between Indian Education and Society: Hattee Girls of Himachal Pradesh 817
Kashmir Kashyap (Higher Education, H.P. (Outsourced), India)
Naming Femicide, Reproducing Bias: Media Representations of Ilaria Sula's Case and Their Democratic Implications 818
Flaminia Saccà (Sapienza University of Rome, Italy) · Maddalena Carbonari (Sapienza University of Rome, Italy)
Critical Media Literacy and Gender Equality: Fostering Democratic Agency through Gaze Theory and Standpoint Epistemology 819
Giulia Lombardo (Istituto nazionale di documentazione innovazione e ricerca educativa (INDIRE), Italy)
Victims, Perpetrators and Media Narratives: Gender-Based Violence in Rome newspapers 821
Rosalba Belmonte (Unitelma Sapienza, Italy)
Gender and the Construction of “the People”: Radical Right Narratives and Anti-Democratic Imaginaries in the Digital Public Sphere 821
Natale Feo (università degli studi di messina, Italy)

G.12. Intersectional Methodologies: Approaches, Methods and Tools for Research in Educational and Organisational Contexts 823

Intersectional Body Shaming. A Tool For Quantifying A Relational Phenomenon 823
Laura Occhini (università di Siena, Italy) · Maria Rita Mancaniello (università di Siena, Italy)
Operationalising Intersectionality through Transdisciplinary Research: Methodological Reflections from the INTERGEN Project 824
Mariella Nocenzi (LUMSA University of Rome, Italy) · Raffaella Monia Calia (Sapienza University of Rome)
Epistemic Inequality In Transformative Research With Women with Endometriosis: The Construction Of A Methodological Framework Based On Intersectionality Perspectives 825
Alessandra Romano (University of Siena, Italy) · Francesca Bulletti (University of Siena, Italy) · Giovanni Gottardo (University of Siena, Italy)
Intersectionality and Educational Inequalities From Critical Literature Review to an Ecosystem of Epistemological Gestures 826
Mervé Ozden (UCLouvain, Belgium) · Géraldine André (UCLouvain, Belgium)
Promoting Self-Determination in Adults with Disabilities. Intersectional Approaches 827
Valeria Friso (Università di Bologna - Dipartimento di Scienze dell'Educazione, Italy) · Sara Marchesani (Università di Bologna - Dipartimento di Scienze dell'Educazione, Italy) · Marco Cadavero (Università di Bologna - Dipartimento di Scienze dell'Educazione, Italy)
Emotional Intelligence and Democratization Processes: the Contribution of Intersectional Research in the PoEmS Project 828
Alessandra Viviani (University of Siena, Italy) · Alessandra Romano (University of Siena, Italy) · Giovanni Gottardo (University of Siena, Italy) · Gaia Ciccarelli (University of Siena, Italy)
Intersectional Co-Design and Social Robotics: Reframing Work Preparation for Autistic Adolescents 829
Valentina Pennazio (University of Genoa, Italy) · Rita Cersosimo (University of Genoa, Italy)
Educating for Diversity through an Intersectional Lens: Methodological Reflections from an Erasmus Blended Intensive Programme in Educator Training 830
Valentina Guerrini (University of Sassari, Italy)
Language Education and Bi-Plurilingual Students Labelled as Disabled: An Intersectional Action Research Study 831
Claudia Menduni (University of Milano-Bicocca, Italy)
Women Teachers With Disabilities And Intersectional Methodologies: A Case-study In Educational Contexts 832
Elena Rosciani (University of Macerata, Italy) · Arianna Taddei (University of San Marino Republic, San Marino Republic) · Barbara Alesi (University of Macerata, Italy)
Linguistic Discrimination and Intersectional Inequality in Education 833
Rosalba Nodari (University of Siena, Italy) · Silvia Calamai (University of Siena, Italy) · Claudia Soria (ILC-CNR, Italy) · Souzana Maria Serveta (ILC-CNR, Italy) · Andrea R. Leone Pizzighella (EURAC Research)

G.13. Intersectionality in Educational Research: Epistemologies and Methodologies favouring a Democratization of Postmigrant Societies 835

Re-reading Intersectionality: A Systematic Literature Review within the Field of Educational Research 835
Barbara Gross (Libera Universtià di Bolzano, Italy) · Giulia Filippi (Libera Universtià di Bolzano, Italy)
Safety, belonging and voice as democratic infrastructure: A Stepwise Intersectional Method for School Development to Achieve SDG 4 836
Robert Pham Xuan (University of Jena, Germany)
Widening Participation or Narrowing the Path? Intersectional and Decolonial Readings of Supplementary Higher Education Policies for Migrant Academics in Sweden 837
Giulia Messina Dahlberg (University of Gothenburg, Sweden) · Helena Korp (University of Gothenburg, Sweden) · Sofia Persson (University of Gothenburg, Sweden)
Decolonial and Queer Approaches to CSE Reimagining Schools Beyond Patriarchal and Eurocentric Norms 838
Francesca Barbino (University of Palermo, Italy)
Intersectional Adult Education Pathways: Participatory Action Research and Epistemic Justice in Community–University Partnership 839
Rebekah Brennan (An Cosan and SETU, Ireland) · Rosemary Kunane (An Cosan and SETU, Ireland) · Emma Fox (An Cosan and SETU, Ireland)
Intersecting Realities: Guidelines for Intersectionality-Informed Educational Research Design 840
Lisa Bugno (University of Padova, Italy) · Luisa Conti (University of Jena, Germany)
Representations And Pedagogical Choices In School Contexts: a Reflection Based on Picture Books. 841
Pamela Prosperi (Unipg, Italy) · Ilaria Santilli (Uniroma1, Italy)
How Deconstruction informs Intersectional Analysis 842
Eloïse Drure (University of Modena and Reggio Emilia, Italy)
Ceiling in Gifted Education: Toward and Intersectional Framework for Talent Development in Post-migrant Germany 843
Mariella A. Winter (University of Education Karlsruhe, Germany)
Intersectional Belonging: Adult Migrant Students' Experiences in Finland 844
Alessandra Aldrovandi (University of Helsinki, Finland)
Play as Practice: Epistemologies of Embodied Intersectionality for Democratic Belonging 845
Silke Werth (Free University of Bozen-Bolzano, Italy)

G.14. Learning For Democracy: Recognising and Deconstructing Sexist Stereotypes for a More Equal Society 846

Beyond Normalization: The Radical Right's "Fifth Wave" and the Populist Construction of the Gender Threat 846
Antonio Tramontana (University of Messina, Italy) · Milena Meo (University of Messina, Italy)

Between Invisibility and Political Conflict. The Representation of Violence against LGBTQ+ People in the Italian Press 847
Valentina Raffa (University of Messina, Italy) · Antonio Tramontana (University of Messina, Italy) · Fabio Mostaccio (University of Messina, Italy)

Teaching Inequality at the Dawn of History: Gender Stereotypes in Italian Primary School Textbooks 848
Maria Antonietta Augenti (University of Modena and Reggio Emilia, Italy) · Mario Ederoclite (Department of Education Studies, Alma Mater Studiorum University of Bologna)

Digital Gender-Based Violence and News Media Representation: Non-Consensual Dissemination of Intimate Images in Italian Newspapers 849
Stefania Parisi (Sapienza University of Rome, Italy) · Maddalena Carbonari (Sapienza University of Rome, Italy)

Representing Gender-Based Violence at School: Media Narratives, Stereotypes, and Public Discourse 850
Luca Massidda (Università della Tuscia, Italy)

No Country for a Woman's Consent? Using Grey Areas to Explore Italy's Legal Debate on Sexual Violence 850
Elena Morrone (Università degli Studi di Salerno, Italy)

Learning Femininity Online: Female Dating Strategy and the Reproduction of Sexist Stereotypes in Digital Cultures 851
Debora Maria Pizzimenti (University of Calabria, Italy) · Assunta Penna (University of Messina, Italy)

Countering Stereotypes and Educational Segregation in Schools: The Gender Equality Charter Mark 852
Areta Sobieraj (Oxfam Italia, Italy) · Lorenzo Luatti (Oxfam Italia, Italy)

Gender Stereotypes And Social-Emotional Skills In Italian Students: Gender And Territorial Differences In A Democratic Perspective 853
Paolo Barabanti (INVALSI, Italy) · Patrizia Falzetti (INVALSI, Italy)

The Italian LGBTQ+ Anti-Discrimination Centers As Places for Learning Democracy 854
Fabio Mostaccio (Università degli Studi di Messina, Italia) · Marika Manera (Università degli Studi di Messina, Italia)

G.16. Challenging Educational Inequality Through Alternative: Thinking In Comics Visual Narrative and Hip Hop Pedagogical Frameworks 855

Heroes, ethics, and democracy: Superman and My Hero Academia as epistemic lenses for citizenship 855
Cristiana D'Aprile (Università di Foggia, Italy)

Breaking as Intelligent Movement: Embodied Pedagogy and Educational Ecology in Hip Hop Dance 856
Jacopo Ferri (Independent Researcher)

When They Rap Us. Epistemological Insights from Pedagogic Discourses in the Postcolonial Rap Scene in Italy 856
Francesco Fabbro (University of Rome Tor Vergata, Italy)

Drawing the Right to the City Comics and Creative Methods at the Intersection of Teaching and Research on Gender, Sexism and Urban Safety. 857
Giulia Selmi (University of Parma, Italy)

„Chi sono io, con permesso?": The Educational Potential of Graphic Novels for Narratives of Migration, Identity and Citizenship in Teaching Italian as a Foreign Language 858
Stefanie Faustmann (Masarykova Univerzita, Czech Republic (Czechia))

Visualizing the Unthinkable: The Depiction of the Holocaust in Comics 859
Anna Schnepper (Freie Universität Berlin, Germany)

From Comics to Health: a Qualitative Comparative Study between Italy and Chile within Medical Education 860
Veronica Moretti (Università di Bologna, Italy) · Martina Consoloni (Università di Bologna, Italy) · Alessia De Stefano (Università di Bologna, Italy) · Stefano Ratti (Università di Bologna, Italy) · Pamela Jofre (University of Valparaiso, Chile) · Juan Pablo Gigoux (University of Valparaiso, Chile)

G.17. Homeschooling, Democracy, and the Public Sphere: Rethinking Education through Plural Perspectives 861

Homeschooling and Parenting Models: a Challenge to Secondary Socialisation Processes 861
Francesca Lagomarsino (Disfor, Università di Genova, Italy) · Chiara Lanini (Disfor, Università di Genova, Italy)

From Homeschooling to Skolé. What Can We Learn? Inquiring and Wondering Together, to Release Our School 862
Eleonora Zorzi (Università di Padova, Italy) · Emilia Restiglian (Università di Padova, Italy)

Learning Democracy on the Move: Itinerant Education and Mobile Community Life at LiberSchool 863
Ana Maria Spariosu (Liber S Aps, Italy)

Assessment as a Democratic Practice: a Comparison Between School and Homeschooling 864
Emilia Restiglian (University of Padova, Italy)

Beyond Schooling 864
Lucie Wheeler (Anglia Ruskin University)

G.18. Women's Work and Emancipatory Pathways 865

Beyond Eurocentric School Design: Climate, Architecture, and Learning from East Africa 865
Carla Schwaderer (TU Wien, Austria)

Women's Work in Politics: The Contribution of Angela Maria Guidi Cingolani 866
Paola Dal Toso (Università degli studi di Verona, Italy)

Female Teachers in Fascist Italy: Women's Work, Agency and Emancipation in an Authoritarian Context 867
Erica Spagnolo (Università degli Studi di Roma Tor Vergata, Italy)

Care Work or Democratic Practice? Women's Teaching Work in Freire's Thought 868
Matteo Umbro (University of Rome "Tor Vergata", Italy)

Financial Literacy: A Tool of Empowerment to' Reduce tre Risks of Domestic Economic Violence 869
Elisabetta De lorenzo (Università degli studi di Foggia, Italia)

Educating Intimacy and Relational Awareness: An Educational Intervention to Counter Gender-Based Violence in University Settings 869
Martina Bianchi (Università degli Studi Roma Tre, Italy)

Elsa Conci: the Work of a Woman in Politics for the Emancipation of Women 870
Carla Roverselli (University of Rome Tor Vergata, Italy)

Picturebooks and Narrative Self-Reconstruction as Practices of Women's Empowerment in Migrant Contexts 871
Delia Maria D'Onofrio (Università di Roma Tor Vergata, Italy)
Maintenance of GenAI in Superdiverse Adult Education: Teachers' AI Literacy and Postdigital Practices 872
Enrico Vignando (University of Udine; University of Modena-Reggio Emilia)
The Art of Childbirth and the Pedagogy of Redemption: The Hospital of San Rocco delle Partorienti e delle Celate and the Emancipation of Roman Midwives 873
Rita Chiricò (Università degli Studi Niccolò Cusano, Italy)
Challenging Gender-based Violence Against Women With Disabilities: Narrative Practices and Peer Counselling from an Intersectional Perspective 874
Barbara Alesi (Univeristy of Macerata, Italy) · Arianna Taddei (University of San Marino Republic, San Marino Republic)
Bell Hooks and the Legacy of Black Feminism. Feminist Thought and Pedagogical Reflection 875
Emilija Voinovska (Università degli Studi di Roma Tor Vergata, Italy)
Relational Biographies And The Democracy Of Care In Elena Ferrante's My Brilliant Friend 876
Sara Carlesimo (Indipendent researcher, Italy)
Can The Museum Function As A Platform For Social Resonance? 877
Bianca Basile (Università degli Studi di Milano Bicocca, Italy)
Learning from Lady Ada Lovelace: bridging early computing and Artificial Intelligence 877
Rita Franceschetti (Università degli Studi di Roma Tor Vergata, Italy)

G.19. Uncertain Futures, Structured Inequalities: Habitus, Time and Transformation in Education 878

Hysteresis, Symbolic Violence and a Habitus of Resistance: A Bourdieusian Analysis of School Governance in England. 878
Dr Jan Hetherington (University of Derby, United Kingdom)
Forced Habitus Transformation: Fast Track to Employment for Newly Arrived Academics in Sweden 880
Ida Lidegran (Uppsala University, Sweden)
Dropout and Throughput in Teacher Education: Students' Educational Strategies 880
Emma Laurin (Stockholm University, Sweden)
Geographic Capital, Territorial Stigma and Educational Inequalities: A Bourdieusian Perspective on Southern Italian Migrations 881
Martina Brighenti (University of Palermo, Italy)
Investing in School Health Services: Illusio and Market Commitment in the Neoliberal Welfare State 882
Joakim Lindgren (Umea university, Sweden) · Emma Laurin (Stockholm university, Sweden) · Linda Rönnberg (Umea university, Sweden) · Malin Benerdal (Umea university, Sweden)
The Performative Logic of School Experience: When the Future Fades And Judgment Takes Over 883
Rita Fornari (Unimarconi, Italy)
De-classifying Higher Education: Temporal Fields, Shared Barriers and Imagined Futures 884
Ryan G Wilkinson (University of Leeds) · Lucy Hemingway (University of Leeds) · Eleanor Dutton (University of Leeds)

G.20. Unschooling, Democracy and Caring Citizenship 885

Citizenship at the Margin of Schooling: An Autoethnography of Unschooling, Assessment, and Democratic Recognition 885
Elena Piffero (L'Associazione Istruzione In Famiglia Italia, Italy)
Parents' Vs. State's Duties and Rights in Unschooling 886
Nunzia Vezzola (LAIF (L'Associazione Istruzione Famigliare), Italy)
Re-educating the Adult: Unschooling as a Parent-Child Co-Transformative Practice of Democratic Citizenship and Mutual Care Work 887
Laura Bianconi (Associazione LAIF, Italy)
The Dialectic Between the Public and the Private Sphere as a Constitutive Moment of The Learning Process in Unschooling 887
Sergio Leali (LAIF - L'Associazione Istruzione Famigliare, Italy)
Unschooling in France Following the 2021 Reform: Practices, Motivations and Consequences of the Transition to the Authorisation System 888
Elena Fanti (Université Paris Nanterre, Italy)

STREAM H · LIFE COURSES, YOUTH, MIGRATION AND WORK 889

SPECIAL EVENT · **H.00. Framing School-to-Work Programs: Evaluation, Voice and Social Justice** 890

PCTO Between Policy Frames and Local Constraints: Host Organisations, Coordination Gaps, and Stratified Opportunities 890
Alessandra Decataldo (Università degli Studi di Milano-Bicocca) · Federico Paleardi (Università degli Studi di Milano-Bicocca)
Can Active Citizenship Increase Employability? 891
Federica De Luca (INAPP, Italy)
Can the Changing Regulatory Context Strengthen the Relationship Between School and the World of Work? 892
Graziella Arazzi (Ufficio Scolastico Regionale per la Liguria, Italy)
Feeling Informed? Students' Perspectives on Guidance and Choice in School-to-Work Programs in Italy 893
Donatella Poliandri (INVALSI - Italian National Institute for the Evaluation of Education, Italy) · Graziana Epifani (INVALSI - Italian National Institute for the Evaluation of Education, Italy)
Problematizing School-to-Work Programs through Student Voice 894
Valentina Pagani (University of Milano-Bicocca, Italy) · Irene Stanzione (Sapienza Università di Roma) · Elisa Truffelli (Alma Mater Studiorum - Università di Bologna) · Guido Benvenuto (Sapienza Università di Roma)

H.01. Adult Education and Lifelong Learning: Toward a Culture of Inclusion 895

When personal is political? Migrant biographies through Podcasting 895
Sara Gemma (Università degli Studi di Macerata, Università degli Sudi di Napoli "Parthenope", Italy) · Maria Luisa Iavarone (Università degli Sudi di Napoli "Parthenope", Italy) · Francesco Girardi (LESS Società Cooperativa Sociale)
The Role of Innovation Studies in the Knowledge Society: Shared Responsibility, Inclusive Citizenship, and Community Empowerment 896
Fiammetta Fanizza (University of Foggia, Italy) · Fiorella Spallone (University of Foggia, Italy) · Riccardo Scuccimarra (University of Foggia, Italy) · Francesco Ciarnelli (University of Foggia, Italy)

Valuing Non-Linear Professional Identities in Lifelong Learning Systems: Skills Recognition, Continuing Training, and Dual Learning under Italian Decree No. 115/2024 897
Bastianelli Michela (INAPP, Italy)
Adult Education and Lifelong Learning Towards Inclusive Cultures: Freedom, Responsibility, and Generative Pedagogy 898
Giorgia Altobelli (INDIRE, Italy)
Biographical Friction: Personality, Migration and Work in Adult Learning Trajectories 899
Matteo Borri (INDIRE, Italy)
Rethinking Inclusion in AIED (Artificial Intelligence in Education): Explicability and Literacy in the Onlife Era 900
Giulia Lombardo (Istituto nazionale di documentazione innovazione e ricerca educativa (INDIRE), Italy)
Active Aging in Local Communities and Participation 901
Edoardo Renzi (University of Perugia, Italy) · Agnese Rosati (University of Perugia, Italy) · Mina De Santis (University of Perugia, Italy)
Family Centers and Active Ageing: Action research between good practices and local capacity building 902
Donatella Bramanti (Università Cattolica del Sacro Cuore, Italy) · Sara Nanetti (Università Cattolica del Sacro Cuore, Italy) · Nicoletta Pavesi (Università Cattolica del Sacro Cuore, Italy)
Territorial Networks for Lifelong Learning: Organizational Dynamics and Governance Challenges in the Campania Region 903
Paola Buonanno (Università degli Studi di Napoli "Federico II", Italy) · Raffaele Sibilio (Università degli Studi di Napoli "Federico II", Italy) · Giuseppe Luca De Luca Picione (Università degli Studi di Napoli "Federico II", Italy)
Media and Digital Literacy Needs Among Italian Seniors. The Key Role of Algorithmic Literacy Level in the News Media Diet Diversification 904
Francesco Marrazzo (Autorità per le Garanzie nelle Comunicazioni, Italy)
Narrative Practices For Preventing Social Isolation And Fostering Community Connections: Insight From The Ginkgo Erasmus+ Project 905
Aurora Ricci (University of Bologna, Italy) · Elisa Bruni (University of Bologna, Italy) · Elena Luppi (University of Bologna, Italy)

H.02. Adult Learning as Democratic Renewal: Empowering Citizenship and Envisioning Alternative Futures 906

“Sehnsucht” (Longing) as Democratic Praxis and Resource in Civic Adult Education 906
Elisabeth Vanderheiden (Catholic Adult Education of Germany, Germany)
Beyond Employability: Adult Education as Democratic Empowerment 907
Andrea Cegolon (Università di Macerata, Italy)
The Evolution of the Concept of Lifelong Learning in the Context of the Transformation of Capitalist Society since World War II 908
Maren Elfert (King's College London, United Kingdom)
Enhancing Organization Well-Being Through Intergenerational Learning: Insights From The Agemil Project 909
Francesca Campisi (INAPP, Italy) · Michael Schepisi (LATTANZIO KIBS S.p.A. Benefit Corporation) · Roberto Angotti (INAPP, Italy) · Giada Grasso (LATTANZIO KIBS S.p.A. Benefit Corporation) · Anna Teselli (LATTANZIO KIBS S.p.A. Benefit Corporation)
Adult Learning, Artificial Intelligence and Workplace Transformation: Towards a Democratic Digital Transition 910
Giovanna Di Castro (INAPP (The National Institute for Public Policy Analysis), Italy) · Simona Carolla (INAPP (The National Institute for Public Policy Analysis), Italy)
Policy Feedback Effects on Mass Politics in Adult Education: Theoretical Contribution and Research Designs 911
Margherita Bussi (UCLouvain, Belgium)
Mutual Aid Groups And Autobiographical Practices For The Well-being Of Educators 911
Federica Montalto (Università degli Studi di Padova, Italy)
Collaborative Learning Experiences for Building an Urban Social Context for Adolescents 912
Alessia Tabacchi (Università Cattolica del Sacro Cuore, Italy) · Stefano Bonometti (Università degli Studi dell'Insubria) · Livia Cadei (Università Cattolica del Sacro Cuore, Italy) · Letizia Ferri (Università degli Studi dell'Insubria) · Daniela Germi (Comune di Varese) · Elena Imperiali (Comune di Varese) · Emanuele Serrelli (Università Cattolica del Sacro Cuore, Italy)
Inclusive Workplace Learning: Gender- and Age-Sensitive Returns of Training in Italian Firms 914
Roberto Angotti (INAPP, Italy) · Luisa Errichiello (CNR–ISMed, Italy) · Greta Falavigna (CNR–IRCrES, Italy) · Roberto Ippoliti (Università del Piemonte Orientale, Italy)
Reconceptualising the relationship between Adult Learning and Education (ALE) and Global Citizenship Education (GCE) 915
Marcella Milana (University of Verona, Italy) · Massimiliano Tarozzi (University of Bologna, Italy)
The Generative Value of Work-Based Learning in Tertiary VET: Promoting Capabilities, Inclusion, and Active Citizenship 916
Valerio Massimo Marcone (Università degli studi di Roma Tre, Italy)

H.03. Assembled Youths: Complex Biographies and Educational Trajectories For Uncertain Futures 917

Re-Framing ‘Successful’ Educational Trajectories And Subjectivities – The Role Of Structural, Discursive, And Contextual Factors In Shaping Educational Achievements 917
Jozef Zelinka (University of Münster, Germany) · Sebastiano Benasso (University of Genoa, Italy) · Valeria Pandolfini (University of Genoa, Italy)
Making Futures in Industrial Territories: Youth Transitions between Opportunity and Social Reproduction 918
Juan de Dios Oyarzún (Pontificia Universidad Católica de Valparaíso, Chile)
School Withdrawal Trajectories: Experiences of Alienation and Resonance among Youth 919
Emma Laurin (Stockholm University, Sweden)
Incomplete Puzzles And Shallow Pedagogies: Youth Transitions In Peru’s Informal Urban Settlements 920
Maria Balarin (Grupo de Análisis para el Desarrollo - GRADE, Peru)
Unequal Trajectories, Unequal Futures: Youth Aspirations and Upper Secondary Transitions in Rural Catalonia 921
Mariona Farré (Autonomous University of Barcelona, Spain)
Transnational Assembled Youths: Complex Biographies and Educational Trajectories between China and Italy 922
Fabiana Marchioro (University of Milano-Bicocca, Italy) · Chiara Bove (University of Milano-Bicocca, Italy)
Rural Lives, Urban Universities: Assembled Educational Trajectories of Rural-Origin Youth in a Chilean Border City 923
Andrea Alvarado-Urbina (Universidad de Tarapaca, Chile)
Navigating Inequality: First-Generation Students' Choice, Access and Belonging in Chilean and Ecuadorian Universities 924
Relmu Antonio Gedda Muñoz (Universitat Autònoma de Barcelona, Spain) · María Francisca Bustamante Sage (Universitat Autònoma de Barcelona, Spain)
After Upper Secondary School: An Analysis of Students’ Aspirations in Lombardy 925
Giuliana Parente (Università degli studi di Milano, Italy) · Rossella Bozzon (University of Bologna, Italy)

The Tyranny of Flexibility: Compulsion to Identity and Biographical Performance in Italian Schools 927
Aurora M. Lai (Università di Pisa, Italy)
Uncertain Times, Uncertain Places: Exploring Policies And Place In Post 16 Transitioning 928
Meg Maguire (King's College London, United Kingdom) · Sharon Gewirtz (King's College London, United Kingdom) · Chris Winch (King's College London, United Kingdom) · Sait Bayrakdar (King's College London, United Kingdom) · Amna Sarwer (King's College London, United Kingdom) · Charlotte McPherson (King's College London, United Kingdom)
Affective, Spatial and Temporal Dimensions of Inequality in Youth and Their Internalisation 929
Maria Keil (Justus-Liebig-University Giessen, Germany)

H.04. Becoming Anticipatory Citizens: Adult Learning for Deep Democracy in Complex, Embodied and Pluriversal Societies 930

Towards a Museum of Futures in Italy: Seeds of Futures Literacy Sprouting at The Human Safety Net 930
Mario Cusmai (CIAPE, Italy)
Educating For The Future: Anticipatory Needs Analysis As A Democratic Practice 931
Roberta Terzi (Fondazione Italiana Studi di Futuro_ETS, Italy)
Museums in Venice as Anticipatory Learning Spaces for Autism Inclusion 932
Vania Vanzella (Indipendent Researcher in Social Foresight, Italy)
Democrazy Buzzwords or Democratic Futures? FINNA and the Epistemology of Anticipatory Citizenship 932
Maria Fabiani (Independent researcher and evaluator, Italy)
The Museum as a Meaning-Making Device: Adult Learning and Anticipatory Citizenship in Complex and Global Societies 933
Patrizio Pastore (Sapienza, Italia) · Ida Cortoni (Sapienza, Italia)
Learning Cities, Anticipatory Governance and Deep Democracy 934
Valerio De Nardo (Città metropolitana di Roma Capitale, Italy) · Elisabetta Venanzi (Città metropolitana di Roma Capitale, Italy)
Participatory Conservation as a Deep Living Democracy Experience: Appling Strategic Foresight to the Conservation of Dissonant Heritage 935
Alessia Strozzi (University Politecnica delle Marche, Italy)

H.06. Continuing Training for Self-Employed Workers: Lifelong Learning and Inclusive Democracy 936

Continuing Training, Self-Employment, and Inclusive Democracy in Italy: Ecosystem Integration and Policy Innovation 936
Alessandra Pedone (INAPP, Italy)
Bridging Skills and Jobs: How ITS Academies Align Tertiary Education with Local Labour Demand 937
Silvia Duranti (IRPET, Italy) · Natalia Faraoni (IRPET, Italy)
Lifelong Learning and Self-Employment for the Twin and Just Transition 938
Massimiliano Mazzanti (University of Ferrara, Italy) · Laura Evangelista (Istituto Nazionale per l'Analisi delle Politiche Pubbliche (INAPP), Italy) · Concetta Fonzo (Istituto Nazionale per l'Analisi delle Politiche Pubbliche (INAPP), Italy) · Emy Zecca (University of Ferrara, Italy) · Nicolo Barbieri (University of Ferrara, Italy)
Promoting Social Inclusion of Migrants and Refugees and High-quality Care of Older Adults through an Original Eldercare Training implemented in Four European Countries 939
Sara Santini (IRCSS-INRCA, Italy) · Matteo Finco (IRCSS-INRCA, Italy; Sapienza, Italy)
Reconciling Inclusion and Regeneration of Inland Areas. The Case of the Seproter Project 940
Carmelo Bruni (Sapienza Università di Roma, Italy) · Matteo Finco (Sapienza Università di Roma, Italy)
The Future of Self-Employment: A Middle-Term Analysis (2021–2025). Continuing Training, Hybridisation and Social Protection between Qualified Autonomy and Structural Vulnerability 941
Domenico Barricelli (Inapp, Italy)
Self-Employment, Learning Ecosystems, and Educational Inequalities: Analysis and Evidence From the 2025 INDACO-Adults Survey 942
Roberto Angotti (INAPP, Italy) · Domenico Barricelli (INAPP, Italy) · Simona Carolla (INAPP, Italy)
Democratic Governance And Workforce Learning In the Twin Transition: A Configurational Analysis Of Italian Manufacturing Cooperatives 943
Massimiliano Mazzanti (University of Ferrara, Italy) · Concetta Fonzo (Istituto Nazionale per l'Analisi delle Politiche Pubbliche (INAPP), Italy) · Evangelista Laura (Istituto Nazionale per l'Analisi delle Politiche Pubbliche (INAPP), Italy) · Asia Guerreschi (University of Ferrara, Italy) · Ginevra Coletti (University of Ferrara, Italy)

H.07. Creative and Emancipatory Research with Migrants and Refugees: Rethinking Methods, Education, and Democratic Participation 945

Feminist Photovoice As An Epistemic Device Of Care And Redistribution Of Interpretive Power 945
Annachiara Del Prete (Universidad de La Laguna, Spain)
'We Are Here': How Migrants Defy the Logic of Invisibility and Become Agents of Change 946
Barbara Samaluk (University of Ljubljana, Faculty of Arts, Slovenia)
The Evolution Of School Justice Analyses Of Pupils From The First Generation Of Immigration In Marseille 947
Céline Persini (University of Geneva, Switzerland)
Dual Voices on Skills and Migration: Stakeholders and Migrants in Conversation 948
Francesco Vittori (University of Verona, Italy) · Hande Eslen-Ziya (University of Stavanger, Norway)
Participatory Action Research in a Multicultural After-School Centre: the case of the DREAM project 949
Erica Colussi (Fondazione ISMU ETS, Italy) · Mariagrazia Santagati (Università Cattolica del Sacro Cuore, Italia) · Alessandra Barzaghi (Università Cattolica del Sacro Cuore, Italia) · Chiara Ferrari (Università Cattolica del Sacro Cuore, Italia) · Francesca Sommaruga (Fondazione ISMU ETS, Italy)
The City of Diasporic Memories: from Participatory Research to Educational Practices with Biographical Creative Methods 950
Gianluca Gatta (University of Milan, Italy) · Monica Massari (University of Milan, Italy)

H.09. Evaluating The Quality Of Vocational Training Between Equity and Participation 951

The Territorial Dimension of Vet: Multilevel Governance and Spatial Disparities in Four European Countries 951
Ruggero Cefalo (University of Firenze, Italy) · Yuri Kazepov (University of Vienna, Austria) · Eduardo Barberis (University of Urbino, Italy) · Tero Jarvinen (University of Turku) · Siyka Kovacheva (University of Plovdiv) · Plamen Nanov (University of Plovdiv)

Between Equity And Participation: A Research On International Vocational Training Contexts For Young People With Fragile X Syndrome 952
Alessia Tomei (Università Roma Tre, Italy) · Ines Guerini (Università Roma Tre, Italy) · Fabio Bocci (Università Roma Tre, Italy) · Amalia Rizzo (Università Roma Tre, Italy)
Integrating The Capability Approach Into Quality Evaluation Paradigms: From Self And Teacher Evaluation To Quality Signals In The Italian IeFP 953
Astrid Favella (Sapienza University of Rome, Italy) · Laura Evangelista (INAPP) · Concetta Fonzo (INAPP) · Emiliane Rubat du Mérac (Sapienza University of Rome, Italy)
Quality, Equity, and Participation in Adult Education and Training 954
Sandra D'Agostino (Inapp, Italy) · Silvia Vaccaro (Inapp, Italy)
From Qualitative Evidence to Digital Narrative Tools for Equitable Youth Transitions across Education, VET, and Work 955
Francesco Pisanu (Provincia Autonoma di Trento, Italy) · Franco Fraccaroli (Università di Trento, Italy) · Giuseppe Rizza (Provincia Autonoma di Trento, Italy)
Factors of Access to Vocational Education and Training to Vulnerable and Involuntary Migrants: Migrants' Perspective 956
Vidmantas Tūtlys (Vytautas Magnus University, Lithuania) · Sigitas Daukilas (Vytautas Magnus University, Lithuania) · Francesco Vittori (University of Verona, Italy) · Angelica Projetti (CNOS-FAP, Italy) · Sergii Melnyk (State Scientific Institution “Institute of Educational Analytics”, Kyiv, Ukraine)
Operationalising Quality Areas: A Competence Mapping Model For Peers In VET 957
Concetta Fonzo (Istituto Nazionale per l’Analisi delle Politiche Pubbliche (INAPP), Italy) · Laura Evangelista (Istituto Nazionale per l’Analisi delle Politiche Pubbliche (INAPP), Italy) · Eloisa Cianci (Università Cattolica del Sacro Cuore, Italy)

H.11. Indicators of Youth Condition Within and Beyond Education: Integrating Quantitative and Qualitative Evidence 958

Gendered Stratification of Risk: Long-Term NEET Trajectories in Contemporary Italy 958
Marialuisa Villani (University of Bologna, Italy) · Luisa De Vita (Sapienza University of Rome)
The Knowledge of Experience, the Experience of Knowledge: Time, Space and Subjectivation in the Contemporary University 959
Lorenzo Alvisi (Sapienza Università di Roma, Italy) · Letteria G. Fassari (Sapienza Università di Roma, Italy)
Building Indicators of Youth Political Activation: Design and Initial Validation of the Rizomi Questionnaire 960
Leonardo Parodi (RIZOMI, Italy) · Francesco Pellettieri (RIZOMI, Italy)
To Be Neet Or Not To Be Neet ... Little Women Living In Disadvantaged Metropolitan Contexts Tell Us Another Story 961
Gabriella Natoli (INAPP, Italy) · Sandra Burchi (Independent Researcher, Consultant for Save the Children Italy) · Silvia Taviani (Save the Children)
Active Citizenship and Employability: Developing Composite Indicators from the Italian Universal Civic Service 962
Federica De Luca (INAPP, Italy)

H.12. Intercultural Knowledges and Practices for Democratic Education 963

Intercultural Urban Welfare and Active Citizenship in a Grassroots Italian Language School 963
Francesca Audino (Università degli Studi di Roma "Sapienza", Italy)
Non-formal Education and Participatory Practices: Inclusive Spaces for Intercultural and Democratic Co-construction. 964
Gaetana Tiziana Iannone (Università degli Studi di Roma Tre, Italy)
Public Universities as Spaces of Resistance: A Study of an Intercultural Initial Indigenous Teacher Education Program in Northeastern Brazil 965
Jessica Aguiar (Università Degli Studi di Roma Tre, Italy)
Mediations and Epistemic Agency in Higher Education at the Amazonian Triple Border 966
Gabriela Bravo Vargas (Università degli Studi di Padova, Italy) · Alessio Surian (Università degli Studi di Padova, Italy)
Performing Identity and Agency through Participatory Theatre: The Rampa Prenestina Experience with Roma Youth 967
Aurora Bulgarelli (Link Campus University, Italy)
Urban Aesthetics and Interculturalism: Banksy's contribution to contemporary debate 968
Alessandra Casalbore (Università Roma3, Italy)
The Decolonization of Knowledge in Education: A Cornerstone for a Pluricultural and Democratic Society 969
César Carrillo-Trueba (Facultad de Ciencias, Universidad Nacional Autónoma de México, Mexico)
The Educational Pathways of Youth with a Migrant Background in Italy: a Scoping Review 970
Charaf El Bouhali (Università degli Studi di Padova, Italy)
Intercultural Education and Adoptive Families. Navigating Between Origins and New Identities 971
Stefania Lorenzini (Università di Bologna, Italy)
Intercultural Education: Cohen-Emerique's Cultural Shock Method for Teacher Training 973
Chiara Cocchi (Università degli Studi di Genova, Italy) · Francesca Lagomarsino (Università degli Studi di Genova, Italy) · Nadia Rania (Università degli Studi di Genova, Italy)

H.13. Is There a Role for Arts-based Education in Tackling Educational Poverty and Social Exclusion? 974

Art Therapy For Supporting Ethnic Identity With Roma Minors. Discussion Of A Case In The City Of Milan, Italy 974
Ida Castiglioni (University of Milano Bicocca, Italy) · Silvia Mornati (Brera Academy of Fine Arts, Milano, Italy)
The Předlice Suburb Through the Eyes of Children. The Role of Art Education in a Low-threshold Club in the Socially Excluded Locality in the Czech Republic 975
Vendula Fremlová (Charles University Prague, Czech Republic (Czechia))
Imagining Possible Futures After the Flood: Participatory Artistic Practices for Climate Justice and Social Inclusion 976
Valentina Cappi (University of Bologna, Italy) · Lorenza Villani (University of Bologna, Italy) · Melissa Moralli (University of Bologna, Italy) · Pierluigi Musarò (University of Bologna, Italy)
Art-based Education as a Model of Social Inclusion in Latvia 976
Anita Stasulane (Daugavpils University, Latvia) · Alina Romanovska (Daugavpils University, Latvia)
"Lo Spettacolo Siamo Noi": Evaluating the Effects of a Philosophy and Theatre Program in Middle Schools 977
Lisa Zaquini (ASVAPP, Italy) · Francesca Anglois (ASVAPP, Italy) · Giacomo Ferrato (ASVAPP, Italy) · Jessica Balbo (ASVAPP, Italy)
Participatory Art as an Educational Tool for Co-constructing Knowledge with Adolescents: the Experience of the Sottobanco Project 978
Sara Luraschi (Università degli studi Milano Bicocca, Italy)
New Ways Of Learning Inclusion: Dance-based Methodologies To Foster Reflective Ways To Think About Diversity 979
Chiara Paolino (Università Cattolica del Sacro Cuore, Italy) · Daniela Aliberti (Università Cattolica del Sacro Cuore, Italy) · Greta Brizio (Università Cattolica del Sacro Cuore, Italy)

H.14. Lifelong Guidance Against Social Inequalities: Toward Integrated Policies 980

Narrating Life Paths for Social Inclusion: The DiMMi Project as a Guidance Strategy in Adult Education Centres 980
Marianna Capo (Università degli Studi Mediterranea di Reggio Calabria, Italy)

Lifelong Guidance Against Inequalities: Why Italy's Non-system Fails and What Refugee Pathways Reveal 981
Diego Boerchi (Università Cattolica del Sacro Cuore, Italy)

Guidance as a Relational and Transformative Practice: The Experience of Choice Guidance Desks 982
Nicolò Bongiorno (Send ETS, Italy) · Loriana Cavaleri (Send ETS, Italy)

Lifelong Guidance as Territorial Governance: The Community Educational Pact of Trapani as Infrastructure for Reducing Educational and Social Inequalities 983
Aurelia Bonura (Università degli studi di Palermo, Italy)

Regional Policy Style in Career Guidance: Bach versus Coltrane (or Venetian Structure versus Lombard Experimentation) 984
Ester Bonomi (Università degli Studi di Milano La Statale, Italy)

Semantic Inequality in Lifelong Guidance: Toward a Fourth Policy Level 985
Annunziata Di Lecce (ASNOR Associazione Nazionale Orientatori, Italy) · Annie Pontrandolfo (ASNOR Associazione Nazionale Orientatori, Italy)

H.15. Migrant-background Youth in Education: the Role of Policy and Practice in (Re)producing and Challenging Inequalities 986

Migrant-Background Gaps in Mathematics Before Upper Secondary Tracking: Evidence from TIMSS 2023 986
Giada Viotti (Roma Tre University, Italy; INVALSI) · Giulio Lucentini (Università degli studi di Macerata; Sapienza Università di Roma)

The Segregation of Multilingual Classroom Assistance in Special Education 987
Denis Tajic (Stockholm university, Sweden) · Carlos Rojas (Stockholm university, Sweden)

Global Parents Rearing Global Children. The Role of Children's Education in Family Migration Decision-making. 988
Marta Cristina Azaola (University of Southampton, United Kingdom) · Jay de los Reyes (University of Southampton, United Kingdom) · Chun Hong Yan (University of Southampton, United Kingdom)

From the "Segregated School" to the "International School": Counter-narratives to Challenge Stigma and Inform Policies 989
Sara Giannoni (Università di Torino, Italy) · Valentina Moiso (Università di Torino, Italy)

Systematic Barriers to Unaccompanied Minors' Educational Rights: A Bottom-Up Case Study from Friuli Venezia Giulia (Italy) 990
Andrea Mattia Marcelli (Department of Human and Social Sciences, Universitas Mercatorum (Italy); Borderland Education Network, Gorizia (Italy)) · Vincenzo Salerno (Department of Education, IUSVE - Istituto Universitario Salesiano Venezia (Holy See); Borderland Education Network, Gorizia (Italy)) · Giosuè Casasola (Borderland Education Network, Gorizia (Italy)) · Marco Culot (Borderland Education Network, Gorizia (Italy)) · Irene de Savorgnani (Borderland Education Network, Gorizia (Italy)) · Fabio Milocco (Borderland Education Network, Gorizia (Italy)) · Gabriele Poz (Borderland Education Network, Gorizia (Italy)) · Ornella Vidoni (Borderland Education Network, Gorizia (Italy)) · Irene Dal Ben (Borderland Education Network, Gorizia (Italy); PhD Programme in Social Work and Personal Social Services, Università Cattolica del Sacro Cuore (Italy))

The Development of Computer Adaptive Learning and Assessment: Toward Increasing Student Success and Intercultural and Social Tolerance 991
Rina Manuela Contini (University eCampus, Italy) · Michael Nettles (Morgan State University, MD, U.S.A.) · Marianna Boero (University of Teramo, Italy)

Constructing Heritage Language Education through Policy: A Comparative Macro-Level Analysis across South Tyrol and the cantons of Bern and Lucerne 991
Johanna Mitterhofer (Eurac Research, Italy) · Marta Guarda (Eurac Research, Italy) · Irène Zingg (PH Bern) · Edina Krompak (PH Luzern) · Camilla Cristofoletti (Eurac Research, Italy) · Sara Pernthaler (Eurac Research, Italy) · Patricia Schubiger (PH Luzern) · Jésabel Robin (PH Bern) · Anna Ida Fierz (PH Bern)

The Tension Between Integration and Everyday School Practices: The (Re)Production of Inequality in Italian Lower Secondary Education 992
Jelena Stefanovic (University of Milan, Italy)

Actors, Factors, And Spaces Shaping Educational Trajectories Of Young People – Contrasting The Experiences Of Migrant-Background Youth In Hamburg-Mitte And Halle(Saale), Germany 993
Jozef Zelinka (University of Münster, Germany) · Johannes Ludwig Löffler (University of Münster, Germany)

Between Ambition and Alignment, Transitions to Post-compulsory Education of Children of Migrants in Barcelona 994
Martí Manzano Moliner (Universitat de Barcelona, Spain)

Reproducing or Challenging Inequality? Migrant-Background Students Navigating Access to Higher Education in Italy 995
Valentina Pagani (University of Milano-Bicocca, Italy) · Federica Ines Palladini (University of Milano-Bicocca, Italy) · Giulia Pastori (University of Milano-Bicocca, Italy)

H.17. Prison Education for Democracy. Tensions and Contradictions of a Transformative Space 996

Becoming Students Together: An Ethnographic Study of Summer University Courses in Spanish Prisons 996
Renata Leardi (University of Pisa, Italy)

«I Study to Be a Good Father»: The Role of Higher Education in Shaping Relationships Between Children and Incarcerated Fathers 997
Matilde Zambon (University of Pisa, Italy)

Meaning and Specificity of Criminology Teaching in Penitentiary Settings 998
Michelangelo Pascali (Università Federico II di Napoli, Italy)

The Prison Classroom as Contested Space: Negotiating Institution, Education and Identity in Higher Education in Prison 999
Lucrezia Sperolini (University of Westminster, United Kingdom)

Resisting Through Studying: Negotiations and Transformations in University Programs in Prison 1000
Arianna Zottarel (Università degli Studi di Milano, Italy) · Chiara Dell'Oca (Università degli Studi di Milano, Italy) · Luca Decembrotto (Università di Bologna, Italy)

H.18. The Enhancement of the Intellectual Capital of Young Migrants as an Inclusion Strategy 1001

Safeguarding as a Response to Distorted Public Narratives on UMMs and a Foundation for Safe Integration Pathways 1001
Angela Rinaldi (Pontifical Gregorian University, Italy)

The Complexity of the Scholastic Inclusion of Students with a Migrant Background: a Comparison between Italy and Spain 1002
Patrizia Rinaldi (INSTITUTE FOR MIGRATION RESEARCH, UNIVERSIDAD DE GRANADA, SpainThe Complexity of the Scholastic Inclusion of Students with a Migrant Background: a Comparison between Italy and Spain) · Giovanna Filosa (Inapp, Italy)

Reconstructing Face to Enhance Intellectual Capital in Vocational Training for Asylum Seekers 1004
Massimo Piovano (Istituto Avventista di Cultura Biblica – Villa Aurora, Florence, Italy, Italy)
Ukrainian Migrant and Refugee Minors - Resilience, Creativity, Integration 1005
Annalisa Di Nuzzo (Università Suor Orsola Benincasa, napoli ITALIA, Italy)
Enhancing Intellectual Capital through Intercultural Urban Education: A Migration Study in Verona, Italy 1005
Sepideh Nikounejad (University of Verona, Italy) · Emanuela Gamberoni (University of Verona, Italy)
From Protection to Agency: the UNICORE Project – University Corridors for Refugees as a Strategy of Multilevel Governance and International Cooperation 1006
Francesca Colella (University of L'Aquila, Italy)
The Asylum And Migration Fund In Italian Education, Training And Guidance Policies For Migrant Background Youth: Legislation, Programming, Governance, Socio Educational Impacts 1007
Emma Robbio (INAPP, Italy)
Learning Across Borders: Recognizing the Intellectual Capital of Children Moving Alone in Italy 1008
Alessandra Barzaghi (Università Cattolica del Sacro Cuore di Milano, Italy)
Inclusion of young Roma, Sinti and Camminanti: intellectual capital and intercultural strategies 1009
Sabina Polidori (INAPP, Italy) · Ksenija Fonovic (LabTS - Laboratorio Terzo Settore)

H.19. University Students with Migrant Backgrounds: Rethinking Educational Justice and Democratic Inclusion 1010

Aspirations and University Attendance Among Immigrant Students in Italy: A Longitudinal Perspective 1010
Alessio Buonomo (Università degli studi di Napoli Federico II) · Cinzia Conti (Istat) · Giuseppe Gabrielli (Università degli studi di Napoli Federico II) · Fabio Massimo Rottino (Istat) · Salvatore Strozza (Università degli studi di Napoli Federico II)
Imagining Otherwise: Intercultural Belongingness and Future Expectations of Children of Migration in Italian Tertiary Education 1011
Simona Miceli (University of Milan, Italy) · Sonia Floriani (University of Calabria, Italy)
Understanding Students with Migrant Backgrounds: Educational Pathways, Institutional Barriers, and Governance Proposals for a More Inclusive University 1012
Zenia Simonella (University of Milano-Bicocca) · Maria Giulia Montanari (University of Milano-Bicocca) · Brunella Fiore (University of Milano-Bicocca) · Silvia Mugnano (University of Milano-Bicocca)
Unequal Access, Unequal Experiences: Housing Pathways of University Students with Migrant Backgrounds 1013
Alessandro Bozzetti (University of Bologna, Department of Political and Social Sciences, Italy)
Between Aspirations and Obligations: Identity Construction in the University Experience of Second-generation Youth 1014
Francesca Farruggia (Sapienza University of Rome) · Alessandro Ricci (Sapienza University of Rome)
'Feeling on a Mission'. Motivations and Educational Choices of Social Work Students with Migrant Backgrounds in Italy 1015
Clarissa Grande (University of Cagliari, Italy) · Francesca Messineo (Sapienza University of Rome, Italy)

H.20. Youth and Generations in the Contemporary Era: Exploring Social Change 1017

Youth and Social Adaptation: A Mertonian Perspective on Inequalities and Pathways into Adulthood 1017
Matteo Bonanni ('Sapienza' University of Rome)
Beyond Reproduction: Educational Discontinuity and Multiple Contingencies in Youth Trajectories 1018
Benedetto Pasanisi ("La Sapienza" University of Rome, Italy)
Navigating Precarity and Pathways to Adulthood: Young Adults in Greece and Italy 1019
Aglaia Farou (Sapienza University of Rome)
Effets de lieu and Visions of the Future: Young Entrepreneurs Navigating Place, Local Culture, and Structural Inequalities 1020
Ciro Cangiano (University of Naples Federico II, Italy)
Sparks Without Fire. Youth Condition, Identity and Social Change 1020
Roberto Flauto (Università degli Studi di Napoli Federico II, Italy)
Educational Aspirations and Family Formation Desires among Native and Migrant-background Adolescents Living in Italy 1021
Alessia de Vito (Università di Napoli Federico II) · Martina Bodo (Sapienza Università di Roma, Italy) · Alessio Buonomo (Università di Napoli Federico II) · Salvatore Strozza (Università di Napoli Federico II)
Understanding Peer Effects in Educational Choices: Insights from a Qualitative Meta-analysis of the Literature 1023
Nadia Crescenzo (University of Salerno, Italy) · Angela Pacca (University of Salerno, Italy)
The End of Synchronous Experience? A Cross-Cohort Analysis of Generational Transitions and Platformization of Cultural Exposure in Italy 1024
Rita Fornari (ISTAT, Italy) · Valentina Joffre (ISTAT, Italy)
Identity in Contemporary Adolescents: The Impact of Social and Digital Change 1025
Paolo Siclari (Pedagogista ed Educatore professionale)

H.21. Learning Democracy Across Life Contexts: Participation, Inclusion and Social Change 1026

Creating Arendtian Spaces of Appearance in Adult Civic Education: Fostering Plurality and Inclusion in Polarized Societies 1026
Konstantinos Mantzanaris (HELLENIC OPEN UNIVERSITY, Greece)
Intergenerational Learning Between Strategic Recognition And Resource Allocation Constraints: evidence from the Agemil project 1027
Virgilio Buscemi (Lattanzio KIBS SpA Benefit Corporation) · Roberto Angotti (INAPP, Italy) · Francesca Campisi (INAPP, Italy) · Luca Cuzzocrea (Lattanzio KIBS SpA Benefit Corporation) · Michael Schepisi (Lattanzio KIBS SpA Benefit Corporation)
Perspectives On Adult Education Through Flexible Validation Options 1028
Silvia Toneva (Sofia University "St. Kliment Ohridski", FEBA, Bulgaria)
Rules that Liberate: Play as a Transformative Experience in Prison 1028
Maria Sammarro (UNIVERSITA' MEDITERRANEA DI REGGIO CALABRIA, Italy) · Elena Zagari (UNIVERSITA' MEDITERRANEA DI REGGIO CALABRIA, Italy)
Taking Place: Migrant Youth Activism, Democratic Learning and Political Subjectification in the Gothenburg Sit-Strike 1029
Martin Harling (University of Malmö, Sweden)
Learning Democracy at Work Organizations as Spaces for Civic Learning in Times of Social Disconnection 1030
Maria Rita Fiasco (Self-Employed - Senior corporate trainer and Executive Coach, Italy)

H.22. Youth, Transitions and Educational Inequalities: Pathways, Identities and Practices 1031

From School to Work: Educational and Career Guidance, Future Expectations, and Social Inequalities 1031
Giorgia Altobelli (INDIRE, Italy)

Technical and Vocational Education and Training Quality: Empirical Evidence from IFTS Programmes 1032
Andrea Carlini (INAPP, Italy) · Claudia Spigola (INAPP, Italy)
Monitoring School Guidance to Tackle Social Inequalities: Evidence from Italian Schools 1033
Luca Andrea Fanelli (ActionAid Italia, Italy) · Eleonora Scrivo (ActionAid Italia, Italy)
Art-Based Social Work: An Ethnographic Study In The "Centro De Referencia Da Juventude Di Novo Horizonte" In Brazil 1034
Yasmin Frascaria (Università Milano Bicocca, Italy)
Between Visibility and Invisibility: Digital Identities and Social Media Practices Across Generations 1037
Rossella Marzullo (Università Mediterranea degli Studi di Reggio Calabria, Italy) · Davide Milasi (Università Mediterranea degli Studi di Reggio Calabria, Italy)

SPECIAL EVENT · **H.23. Hip Hop as Educational Ecology: Epistemologies, Pedagogical Frameworks, Youth Development, and the Challenge of Educational Inequality** 1038

STREAM I · UNIVERSITIES, ACADEMIC FREEDOM AND KNOWLEDGE POLITICS 1039

I.01. Can Universities Help to Solve the Crisis in Democracy? 1040

Leadership, Global Citizenship, and 21st Century Skills for Democracy in Higher Education 1040
Rita Kakati-Shah (Uma Global, United States of America)
Can Universities Help to Solve the Crisis in Democracy? 1041
Liviu Matei (King's College London, United Kingdom) · Roberta Piazza (Università di Catania)
Learning conflict-resolution using immersive Virtual Reality: a proof-of-concept study 1042
Elisa Cavatorta (King's College London, United Kingdom) · Asmaa Ezzat (University of Cairo, Egypt) · Sarah Mansour (University of Cairo, Egypt)
Bridging Knowledge and Society: Advancing the University's Third Mission 1042
Irena Zemaitaityte (Mykolas Romeris University, Lithuania) · Jolanta Pivoriene (Mykolas Romeris University, Lithuania) · Justina Garbauskaitė-Jakimovska (Mykolas Romeris University, Lithuania)
Civic Engagement And Democratic Renewal: American Higher Education And Liberal Democracy 1043
Eric Mlyn (Duke University, United States of America)
The Shared Construction of a Diffused University Museum as a Participatory Device 1044
Franca Zuccoli (Università degli Studi di Milano-Bicocca, Italy) · Rita Capurro (Università degli Studi di Milano-Bicocca, Italy)
Introducing Intersectionality In Teaching Staff Trainings To Foster Institutional Resilience 1045
Liudvika Leišytė (TU Dortmund University, Germany)

I.02. Designing Democratic Innovation: Alternative Practices for the Future of Academia 1046

Research Productivity and Community: Tensions, Breakdowns and Repairs in Writing Groups 1046
Lauren Beth Clark (UCL, United Kingdom)
Organizational Compass: Experimenting with Regenerative Processes within a Doctoral Team Abstract 1047
Daniele Bucci (ISIA Roma; Ecosistemica) · Thomas Kemps (Ecosistemica)
Mental Health in Contemporary Academia: Persistent Challenges and Emerging Frameworks from a Case study 1048
Antonella Verduci (Università degli studi di Bergamo, Italy) · Marta Pantalone (Università degli studi di Bergamo, Italy) · Annalisa Cristini (Università degli studi di Bergamo, Italy) · Luca Carollo (Università degli studi di Bergamo, Italy) · Massimiliano Barattucci (Università degli studi di Bergamo, Italy)
From Precarity to Collective Resource: Peer-Based Infrastructures of Solidarity and Knowledge as Democratic Innovation in Neoliberal Academia 1049
Martina Brighenti (University of Palermo, Italy) · Gennaro Veneziano Labanca (University of Milan-Bicocca, Italy)
Student Engagement and Civic Consciousness of Future Communicative Mediators: A Pilot Study in a Spanish University 1050
Cristina López-Navas (Universidad Complutense de Madrid, Spain) · Louis Pierre Philippe Homont (Universidad Complutense de Madrid, Spain) · José Antonio Alcoceba Hernando (Universidad Complutense de Madrid, Spain) · Laura Picazo Sanchez (Universidad Complutense de Madrid, Spain)
Impact Evaluation to Support Inclusive and Democratic University: the INSIGHT Project 1051
Paola Damiani (Universita Degli Studi Di Modena E Reggio Emilia, Italy) · Laura Landi (Universita Degli Studi Di Modena E Reggio Emilia, Italy) · Annamaria Gentile (Universita Degli Studi Di Modena E Reggio Emilia, Italy)
Democratizing Assessment Practices in Higher Education: A Student–Faculty Collaboration on Alternative Assessment at Athabasca University, Canada 1052
Rebeccah Nelems (Athabasca University, Canada) · Neenah Brown (Athabasca University Student Union, Athabasca University, Canada) · Faustina Arsenault (Athabasca University Student Union, Athabasca University, Canada) · Eliana El Khoury (Athabasca University, Canada) · Lorelei Hanson (Athabasca University, Canada)

I.03. Educating to Participate. Educational Innovation in University Systems as a Tool for Inclusion and Democratic Participation 1054

Cooperation as a rhetorical strategy? The European University Alliances and the challenge of democratic participation 1054
Paolo Brescia (University of Cagliari, Italy) · Andrea Lombardinilo (Roma Tre University, Italy)
Beyond Digital Infrastructure: Pedagogical Innovation And Democratic Participation In Mediterranean Universities Between Possibilities And Limits 1055
Alfonsina Mastrolia (Department of Communication and Social Research, "La Sapienza" University of Rome) · Viviana Capozza (National Institute for the Evaluation of the Education System (INVALSI))
Civic Participation and Civic Education: Institutional Perspectives from Germany and Teacher Training Practices in Italy 1056
Gernot Herzer (Institut für kommunale Planung und Entwicklung, Erfurt, Germany) · Doris Kofler (University of Bozen, Italy)
Orchestrating Democratic CBL For Climate Resilience: Institutional Design And An AI-Enabled Research Agenda 1057
Erik Kangilaski (TalTech, Estonia) · Riina Palu (TalTech, Estonia)
The Role Of Training Needs In Italian Universities: Three Experiences Of Inclusion Compared 1058
Isabel Maggiarra (Università di Parma, Italy)
The Role of Digital and Virtual Technologies to Rethink Inclusion in Sports Education 1059
Barbara Mazza (sapienza, Italy)

I.04. Higher Education Teaching Practices as Micro-spaces of Democracy and Resistance. What Does it Mean to be 'Political'? 1060

Practising Micro-Democracy in Transnational Higher Education: Participation, Inclusion and Academic Freedom within a Non-Western Institutional Context 1060
Peri Papadimitriou (Queen Margaret University, Scotland)

Having No Voice, Being Non-Citizens: The Political Dimension Of Community Service Learning Between Intersectionality And Social Innovation 1061
Luisa Zecca (University of Milan-Bicocca, Italy) · Rebecca Coacci (University of Milan-Bicocca, Italy) · Valeria Cotza (University of Milan-Bicocca, Italy) · Claudia Fredella (University of Milan-Bicocca, Italy) · Nagwa Hussein (University of Milan-Bicocca, Italy) · Petar Lefterov (University of Milan-Bicocca, Italy) · Lisa Sacerdote (University of Milan-Bicocca, Italy)

Beyond Devolution: Encouraging Co-agency as a Political Act 1062
Maila Pentucci (Università "d'Annunzio" di Chieti-Pescara, Italy) · Lorenza Maria Capolla (Università degli Studi di Macerata, Italy) · Lorella Giannandrea (Università degli Studi di Macerata, Italy) · Francesca Gratani (Università degli Studi di Macerata, Italy) · Pier Giuseppe Rossi (Università degli Studi di Macerata, Italy)

Physics Educators Challenging the 'Myth of Neutrality': a Comparative Case Study 1063
Michelangelo Panza (Università di Macerata, Italy) · Betzabè Torres-Olave (University of Groningen, Netherlands) · Toon Wijnen (Bornego College, Netherlands) · Lucy Avraamidou (University of Groningen, Netherlands)

Leaving the Last Word to Students: Thought and Resistance in Higher Education Teaching 1064
Daniela Manno (Università degli Studi Suor Orsola Benincasa, Italy)

Our "Daily" Bread: Educating for Critical Thinking between Information Fragments and AI 1065
Fernando Sarracino (Università Suor Orsola Benincasa, Italy) · Lucia Ariemma (Università della Campania "Luigi Vanvitelli")

Creative Teaching Practices With Digital Media That Transform The School Space:From The School Classroom To The University Degree 1066
Belén Dieste- gracias (University of Zaragoza, Spain) · Ana López-Medialdea (University of Extremadura, Spain) · Esperanza Cid-Romero (University of Zaragoza, Spain)

Teaching-as-Activism: Memory, Situated Co-creation, Re-thinking of Democracy 1067
Pier Cesare Rivoltella (Università di Bologna, Italy) · Chiara Panciroli (Università di Bologna, Italy)

Intentionality as Praxis: Resisting Epistemic Injustice in Democratic Education 1068
Alessia Signorelli (University of Perugia, Italy)

Student's alienation. An intersectional lens 1069
Lorenza Maria Capolla (University of Macerata, Italy) · Lorella Giannandrea (University of Macerata, Italy) · Francesca Gratani (University of Macerata, Italy) · Maila Pentucci (University "d'Annunzio", Chieti-Pescara, Italy) · Pier Giuseppe Rossi (University of Macerata, Italy)

I.05. Life Skills and Innovative Didactics as Drivers of Democratic Agency in Higher Education 1070

The Digital Dimension In PTSO's: Educational Configurations And Learning Practices 1070
Maria Dentale (University for Foreigners of Perugia, Italy) · Michela Cavagnuolo (San Raffaele University of Rome, Italy)

Innovative Teaching and Life Skills in Higher Education: A Pilot Study at Sapienza University of Rome 1071
Maria Paola Faggiano (Sapienza University of Rome, Italy) · Antonio Fasanella (Sapienza University of Rome, Italy) · Sergio Mauceri (Sapienza University of Rome, Italy)

Events as Learning Environments. An Innovative Teaching Laboratory During Uniforoitalico Sport Day 1072
Michela Cavagnuolo (San Raffaele Open University, Italy) · Francesca Romana Lenzi (University of Rome "Foro Italico") · Vincenzo Esposito (University of Salerno) · Matteo Donato (Phd Applicant)

Experiences Of Innovative Teaching In Higher Education Through Students' Narratives: Life Skills, Participation, And Democratic Agency Between Constraints And Opportunities 1073
Desiree Tabegna (Department of Communication and Social Research, Sapienza University Rome) · Alfonsina Mastrolia (Department of Communication and Social Research, Sapienza University Rome)

Life Skills and Self-Directed Learning: Perceived Competence Development in Educational Pathways 1074
Simona Cavallo (Sapienza Università di Roma, Italy) · Bianca Bonaccorsi (Sapienza Università di Roma, Italy) · Veronica Lo Presti (Sapienza Università di Roma, Italy)

Teaching Styles and Didactic Innovation: Differentiated Trajectories in the Development of Cognitive, Relational, and Socio-Emotional Competences within Lifelong Learning 1075
Laura Tolentino (Sapienza University of Rome, Italy) · Simona Cavallo (Sapienza University of Rome, Italy)

Implementing Challenge-Based Learning: Transdisciplinary Tools for EU Socio-Political Transitions 1076
Francesca Odella (University of Trento, Italy) · Alessandra Scroccaro (University of Trento, Italy)

I.06. New Social, Professional and Educational contexts: Rethinking the Italian University System 1077

Rethinking University Starting From Professional Contexts: Pedagogical Supervision As An Indicator Of A Training Mismatch 1077
Alice Femminini (Sapienza Università di Roma, Italy) · Irene Stanzione (Sapienza Università di Roma, Italy)

Academic Leadership as Pedagogical Infrastructure: A Meso-Institutional Reinterpretation of University Quality 1078
Cristiana Cardinali (LUMSA University Rome, Italy) · Maria Cinque (LUMSA University Rome, Italy)

Mapping Of Centers For Professional Development Of Teachers And Educational Innovation In Italian Universities 1079
Lucia Mentore (Università degli Studi di Macerata, Italia) · Noemi Russo (Università degli Studi del Molise, Italia)

Professional Development And Collegial Culture: The Potential Of Peer Observation Of Teaching For Rethinking The Mission Of University Teaching 1080
Aurora Torri (Università degli studi di Macerata) · Livia Cadei (Università Cattolica del Sacro Cuore)

New Perspectives on the Italian University System 1081
Simone Campanella (University of Macerata, Italy) · Gaga Gvenetadze (Ivane Javakhishvili Tbilisi State University, Georgia) · Tatsiana Karachun (University of Macerata, Italy) · Fatma Derya Arıkan (Burdur Mehmet Akif Ersoy University, Turkey) · Luca Refrigeri (University of Molise, Italy)

I.07. Organising As Workers In Higher Education: In, Against And Beyond The University 1083

Autoethnography, Adjunct Labour, and the Political Economy of Knowledge in South Africa and the Global South* 1083
Trevor Makhetha (University of the Western Cape, South Africa)

Fighting for the Future of Higher Education in Chicago 1084
Nicole Nguyen (University of Illinois at Chicago, United States of America)

Solidarity instead of Neutrality 1085
Pia Rojahn (University of Tuebingen, Germany)
From Academics to Education Workers: Building Cross-staff Solidarity and Forging Class Relations to Make Another University Possible 1085
Sol Gamsu (Durham University, United Kingdom)
Challenges of Organising Academic Workers in Germany: Loyalty, Asceticism and Precarious Labour Conditions 1086
Maria Keil (Justus-Liebig-University Giessen, Germany)

I.08. Rethinking the University: Public Engagement, Academic Autonomy and Transformative Knowledge Practices 1087

Adaptation Strategies For Navigating Complexity: An Empirical Research Among Working Students at Roma Tre University 1087
Alba Francesca Canta (Polytechnic of Turin, Italy) · Maria Alessandra Molè (Università Roma Tre, Italy)
Bridging University and Civil Society: Challenges and Opportunities in Fostering Public Engagement and Social Innovation 1088
Maria Chiara De Angelis (Link Campus University, Italy)
Instrumentalisation or democratic commitment? Local constraints and the adoption of Public Engagement in French universities 1089
Nicolas Brard (Université de Tours) · Elsa Poupardin (Université Paris Cité, France)
Community-Engaged Research and Learning in Higher Education: The TOGETHERNESS Project 1090
Valentina Ghibellini (University of Sassari, Italy) · Andrea Vargiu (University of Sassari, Italy) · Julie Plouhinec (sciences citoyennes) · Glen Millot (sciences citoyennes) · Catherine Bates (Technological University Dublin) · Zoryana Pshyk (Technological University Dublin) · Etienne Toffin (Université libre de Bruxelles)
How Can University Dropouts And Delays In Degree Completion Be Addressed? 1091
Casavecchia Andrea (Università di Roma Tre, Italy)
Studying Academic Temporalities through “Temporal Paradigms”: A Survey-Based Typology of Italian Professors and Fixed-Term Researchers 1092
Lorenzo Barbanera (Università di Genova, Italy)
Universities as Agents of Social Innovation through Public Engagement Projects 1093
Maria Letizia Guerra (University of Bologna, Italy) · Valeria Carpené (University of Bologna, Italy) · Filippo Sartor (University of Bologna, Italy)
University and Cognitive Capitalism 1093
Agostino D'Amico (Università degli Studi di Bari Aldo Moro, Italy)

I.09. The Democratic Turn in University STEM Education 1094

The Embedding Model: Integrating Meta-technoscientific Competences in STEM Education 1094
Paolo Volonté (Politecnico di Milano, Italy) · Simona Chiodo (Politecnico di Milano, Italy) · Viola Schiaffonati (Politecnico di Milano, Italy)
Fostering Critical Thinking Through The “Tribunal For The Future Generations” Pedagogical Project: Project Structure, Student Development, And Impact Of Tribunal-Based Learning 1095
Lola Lilensten (CNRS IRCP UMR8247, Paris, France) · Lluis Pino (Independent professional lecturer) · Dalel Bouzid (IUT de Saint-Denis, Place du 8 mai 1945, 93120 Saint-Denis, France) · Guy Dirras (IUT de Saint-Denis, Place du 8 mai 1945, 93120 Saint-Denis, France) · Marie-Hélène Vigliano (IUT de Saint-Denis, Place du 8 mai 1945, 93120 Saint-Denis, France)
Citizens’ Assemblies as Assessment: Cultivating Reflexive Scientists Through Democratic Pedagogies in Doctoral STEM Education 1096
Ilija Rašović (University of Birmingham, United Kingdom) · Kylee Goode (University of Birmingham, United Kingdom)
From Training To Transformation: the Ispra Experience For Organizational Culture Change Through A Gender Lens 1097
Nadia Sbreglia (Istituto superiore per la protezione e la ricerca ambientale, Italy) · Katia Carcone (Istituto superiore per la protezione e la ricerca ambientale, Italy)
STEM with a Critical Edge: A Systematic Review of Humanities-integrated Pedagogies 1098
Addisalem Yallew (Cape Peninsula University of Technology, South Africa)
Teaching How to Think: Intellectual Skills and Medical Education in the Scottish Enlightenment 1098
Serena Mambriani (University of Parma, Italy)

I.12. Whose University is it? Neoliberal Governance: The Challenge to Academic Freedom, Equity, and Critical Thinking 1100

Whose Knowledge, Whose University? Academic Freedom and Equity under Neoliberal Higher Education Governance 1100
Miwako Hosoda (Seisa Uinversity, University of Tokyo, Japan)
Shaping the Role of Artificial Intelligence in Higher Education: Policy Directions in Italy and Norway 1101
Catherine Edelhard Tømte (University of Agder, Norway) · Silvia Zanazzi (Università di Ferrara, Italy)
The Mirror-Box Bias in the Neoliberal University: Generative AI, the Crisis of Humanitas, and Critical Thinking 1102
Marco Cadavero (University of Bologna, Italy) · Nicolo' Brandizzi (Fraunhofer Institute for Intelligent Analysis and Information Systems (IAIS), Sankt Augustin, Germany) · David Vagni (Institute for Biomedical Research and Innovation, National Research Council (IRIB-CNR), Rome, Italy)
Navigating the AI Turn in Teacher Education: Compliance, Control or Creative Renewal? 1103
Catherine Edelhard Tømte (Dept. Of Information Systems, University Of Agder, Norway) · Synnøve H. Amdam (Dept. of Pedagogic, Volda University College, Norway) · Ann-Thérèse Arstorp (Dept. of Educational Science, University of South-Eastern Norway) · Mari-Ann Letnes (Dept. of Teacher Education, Norwegian University of Science and Technology) · Ilka Nagel (Dept. of Education, ICT and Learning, Østfold University College)
Education to Co-authorship Between AI Equity and Academic Autonomy 1104
Anselmo Paolone (Università di Udine, Italy) · Daniel Boccacci (Università di Ferrara, Italy)
When Democratic Education itself Becomes Instrumental: Democratic and Economic Utility in the Neoliberal University 1105
Rūta Petkutė (Vilnius University)
Predictive Governance in Higher Education: Early Intervention, Critical Taxonomy, and the Tension between Institutional Care and Neoliberal Rationality 1106
Massimo Marcuccio (Alma Mater Studiorum - Università di Bologna, Italy) · Sofia Torresani (Sapienza - Università di Roma) · Maria Elena Tassinari (Alma Mater Studiorum - Università di Bologna, Italy)
Bridging or Surveilling? Conversational AI and the Future of Knowledge Gatekeeping in Higher Education 1107
David Vagni (Institute for Research and Innovation in Biomedicine - Italian National Research Council (IRIB-CNR), Italy)
Just Giving? The Growing Emphasis on Philanthropy and Donations in the UK Universities Sector 1108
Kirsty Finn (University of Manchester, United Kingdom)
University Presses at the Crossroads: Open Access, Neoliberal Governance and the Future of Academic Freedom 1109
Silvia Pezzoli (University of Florence, Italy) · Donatella Selva (Luiss Guido Carli) · Andrea Girometti (University of Urbino)

I.13. Didactic Innovation, Participatory Education and Democratic Values in Higher Education 1110

The PhD Research as a Democratic Device: a Quantitative-Qualitative Survey 1110
Cristiano Zappa (Università Telematica eCampus Novedrate CO, Italy) · Giulia Rocchi (Università Telematica eCampus Novedrate CO, Italy)

Preparing Competent Early Childhood Educators: Evaluating Quality In Online Pedagogy Laboratory 1111
Giulia Rocchi (Università eCampus, Italy) · Maria Serena Rivetta (Università eCampus, Italy)

Photovoice in Higher Education for Developing Life Skills, Reflective Participation and Democratic Agency 1112
Chiara Bottaro (Unversità degli studi di Padova, Italy)

University Academic Tutoring Services As Spaces For The Democratic Participation And The Empowerment Of Student Tutors 1113
Giovanni Moretti (Università Roma Tre Dipartimento Scienze della Formazione, Italy) · Piervito Giovane (Università Roma Tre Dipartimento Scienze della Formazione, Italy) · Francesca Gabrielli (Università Roma Tre Dipartimento Scienze della Formazione, Italy)

Authentic Tasks in Higher Education: Towards an Interdisciplinary Model for Competency-Based Design and Assessment 1113
Luciana Rossi (IUSVE, Italy) · Maria Chiara Cianfriglia (IUSVE, Italy) · Pierangelo Bordignon (IUSVE, Italy) · Sonia Marcon (IUSVE, Italy)

Teaching Politically: Against the Myth of Neutral Education 1115
Tatiana Motterle Motterle (University of Padova, Italy)

STREAM L · ECOLOGIES, ETHICS, AND POSTHUMAN FUTURES 1117

L.01. Building Peaceful, Just, and Democratic Societies through Transformative Education 1118

Open Knowledge, Transformative Education And Textbooks 1118
Adriana Valente (CNR IRPPS, Italy) · Valentina Tudisca (CNR IRPPS, Italy) · Silvia Caravita (CNR IRPPS, Italy)

Margins, Vulnerability, and Transformation: Philoctetes and bell hooks as a Pedagogical Laboratory for Positive Peace 1119
Ilaria Santilli (Uniroma1, Italy) · Altomare Distaso (Uniroma1, Italy)

The System Of Responsibilities Democracy Is Not Taught; It Is Lived In Mutual Care. 1120
Marco Orsi (Università di Firenze) · Sonia Claris (Fondazione Senza Zaino, Italy) · Giulia Zucchetto (Fondazione Senza Zaino, Italy) · Elisabetta Nannizzi (Fondazione Senza Zaino, Italy)

Peace Education in Initial Teacher Training: Curriculum, Institutional Practices and Professional Identity Building 1121
Sonia Castro Mallamaci (Scuola universitaria professionale della Svizzera italiana, Switzerland) · Andrea Plata (Scuola universitaria professionale della Svizzera italiana, Switzerland) · Marco Lupatini (Scuola universitaria professionale della Svizzera italiana, Switzerland)

Toward Positive Peace through Open Science: Transformative Education in Research Infrastructures - the FOSSR case 1122
Serena Fabrizio (CNR-IRCrES Research Institute on Sustainable Economic Growth, National Research Council of Italy, Rome, Italy) · Claudia Pennacchiotti (CNR-IRPPS Institute for Research on Population and Social Policies, National Research Council of Italy, Rome, Italy) · Andrea Orazio Spinello (CNR-IRCrES Research Institute on Sustainable Economic Growth, National Research Council of Italy, Rome, Italy)

Engendering City as a Practice of Transformative Education 1123
Chiara Belingardi (ISTC - CNR, Italy) · Gabriella Esposito De Vita (IRISS - CNR, Italy) · Stefania Ragozino (IRISS - CNR, Italy)

Alphabets of Peace in Wartime Education: Service-Learning as a Transformative Pedagogy for Ukraine's Recovery 1124
Ioana Zagrean (Lumsa University, Italy) · Irene Culcasi (Lumsa University, Italy) · Maria Cinque (Lumsa University, Italy)

Educating for Peace in Times of War: Transformative Education in the Movimento di Cooperazione Educativa and Its Journal 1125
Valentina Marconi (Movimento di Cooperazione Educativa, Italy) · Alberto Speroni (Movimento di Cooperazione Educativa, Italy) · Raffaella Maggiolo (Movimento di Cooperazione Educativa, Italy) · Giovanna Cagliari (Movimento di Cooperazione Educativa, Italy) · Domenico Campana (Movimento di Cooperazione Educativa, Italy)

L.02. Ecological Narratives and Biodiverse Education: Reimagining Worlds Through Critical Pedagogy 1126

Fostering the Ecological Self Through a Place-based Council of All Beings in Environmental Education 1126
Stavroula Stoumpou (University of Thessaly, Greece) · Irida Tsevreni (University of Thessaly, Greece)

Documenting Biodiversity in Early Childhood Outdoor Education: Artistic and Visual Practices for Ecological Understanding 1127
Letizia Luini (Università degli Studi di Milano-Bicocca, Italy)

From Treesense to Feeling with Plants: Early Insights from a Plant-Based Reflective Diary in Teacher Education 1128
Beate Christine Weyland (Free University of Bolzano, Italy)

The Loss of Biodiversity as a Hyperobject. Implications for a World-based Education 1129
Andrea Galimberti (University of Milano-Bicocca, Italy)

Developing Climate Change Awareness Within the Context of Global Citizenship Education. The Venice Lagoon as a Laboratory: a Case Study 1130
Giovanna Barzanò (Indipendent researcher, Italy) · Simonetta Boscolo Nale (IC Sottomarina Sud Chioggia) · Maria Grazia Giovanna Chillemi (Università Roma Tre) · Pasqualina Morzillo (WWF Italia) · Matteo Quarta (Accademia di Arti e Nuove Tecnologie) · Silvia Rova (International Centre for Climate Change Research and Studies) · Maria Beatrice Ligorio (Università degli Studi di Bari)

Problematising Education for Sustainable Development: Critical and Decolonial Approaches to Rethink Teacher Professionalism 1131
Marta Ilardo (Department of Education Studies "Giovanni Maria Bertin", Italy) · Marta Salinaro (Department of Education Studies "Giovanni Maria Bertin", Italy)

Maps as Counter-Narratives: Documenting Ecological Relationships through Participatory Mapping in Environmental Education 1132
Letizia Luini (Università degli Studi di Milano-Bicocca, Italy)

The Practice of the Gaze as an Ecological Posture: towards an Education based on Reciprocity between Subjects and the World 1133
Monica Guerra (Università di Milano-Bicocca, Italy)

Biozine: Narrating Ecological Relationships through a Collective Fanzine 1133
Greta Persico (Università degli Studi di Milano Bicocca, Italy)

The Fireflies of Oral Tradition 1134
Silvestro Malara (Università Mediterranea degli studi di Reggio Calabria, Italy)

L.03. Ecologies of Education and Democracy in Posthuman Times: More and Less-than-human Troubles 1135

The Terrestrial Condition: Promoting Transpersonal Consciousness Through The Eco-Theatre Laboratory 1135
Elisabetta Villano (University of Salerno, Italy) · Paola Martino (University of Salerno, Italy)

Immanent Relationality and Ecodidactics: A Heuristic Research on Material Latencies and Subjective Assemblages in the Short Story "The Veldt" 1136
Raffaella Carmen Strongoli (Università degli Studi di Catania, Italy)

Interruption And Connection: Movements for a democratic education 1137
Chiara Buzzacchi (Università degli Studi di Milano-Bicocca, Italy) · Guendalina Cucuzza (Università degli Studi di Milano-Bicocca, Italy)
Critical Transfeminist Posthumanism in Education: Deconstructing Hierarchies for Ecological and Democratic Pedagogies 1138
Chiara Borelli (University of Bologna, Italy)
Towards the Democratisation of Educational Processes: The Entanglement of Pedagogical Reflection, Technological Development and Ecological Thinking 1139
Maria Brembilla (Università degli Studi di Bergamo)
From Humanism To The Pluriverse: Rethinking Education For Multispecies Democracy In More-than-Human Worlds 1140
Giusi Boaretto (Libera Università di Bolzano-Bozen, Italy) · Michele Cagol (Libera Università di Bolzano-Bozen, Italy)
Pedagogical Reflections for the Anthropocene: Co-existing and Educating in Times of Ecological Justice 1141
Cristina Delgado Vintimilla (York University, Canada)

L.05. Living together, Co-Governing, Becoming: More-than-Human Futures for Democracy in Education 1142

From Platform Extractivism to More-than-Human Co-Governance: Ecosystemic Third Mission, Teacher Agency and Territorial Cohesion in Southern Salento (Italy) 1142
Corrado Russo (CNR IMAA, Italy)
Automating Knowledge through Generative AI? Foregrounding More-than-human Infrastructures in Higher Education 1143
Magda Pischetola (University of Copenhagen, Denmark)
More-Than-Human Education Governance and AI: Analytical Tools For Policy 1144
Francesca Peruzzo (University of Birmingham, United Kingdom) · Paolo Landri (CNR, Naples)
“I’m Desperately Seeking The Answer, Please Help ;) <3”: Emerging Knowledge In A Sociomaterial Analysis Of A Facebook Group Of Special Education Teachers 1145
Camila Moyano Dávila (Departamento de Sociología, Universidad de Chile, Chile) · Juan de Dios Oyarzún (Pontificia Universidad Católica de Valparaíso) · Francisca Gallegos Jara (Departamento de Sociología Universidad Alberto Hurtado,) · Gabriela Rebagliati Meersohn (Center for Advanced Research in Education (CIAE), Institute of Education, University of Chile.) · Ismael Tabilo Prieto (Family Science School, Universidad Finis Terrae/ Facultad de Ciencias Sociales, Universidad Alberto Hurtado)
What Is At Stake? The Ambivalence Of Productivity In The AI-Mediated University 1147
Lia Volpe (Sapienza University of Rome, Italy)
More-Than-Human Education Governance and Radical Democracy 1150
Paolo Landri (CNR-IRISS, Italy)

L.06. Porous Educational Landscapes: Interdisciplinary Approaches to Democratic Spaces 1151

Democracy Needs Space: Porosity and Participation in Educational Landscapes 1151
Petra Regina Moog (Sophia::Academy, Germany)
Beyond the Ivory Tower: Porous Educational Landscapes as Democratic Practice at TU Wien 1152
Karin Katharina Tielsch (Vienna University of Technology, Austria)
Beyond the School: Training Spatial Porosity Across Pedagogy, Architecture, and Nature. The Case of EDENSPACES 1153
Simona Galateo (Free University of Bolzano, Italy) · Beate Weyland (Free University of Bolzano, Italy)
From Waste to Workshop: Upcycling as a Porous Infrastructure for Democratic Engineering Education 1154
Alexander Pichlhöfer (Research Unit of Ecological Building Technologies, Institute of Material Technology,Building Physics and Building Ecology, Faculty of Civil and Environmental Engineering, Vienna University of Technology, Austria) · Bianca-Maria Köck (Research Unit of Process Systems Engineering, Institute of Chemical, Environmental and Bioscience Engineering, Faculty of Technical Chemistry, Vienna University of Technology, Austria)
Dialogical Processes and the Co-Design of Porous Educational Landscapes in Higher Education 1155
Cornelia Dinsleder (University of Teacher Education Lucerne, Switzerland) · Ulrich Kirchgässner (University of Teacher Education Lucerne, Switzerland) · Eliya Pagelli (University of Teacher Education Lucerne, Switzerland)
Educational Landscapes and Urban Resilience: Reimagining Schools as Socio-ecological Nodes. The Case of Savona 1156
Alessandro Frigerio (Politecnico di Milano, Italy)
School as a Common Good: A Porous Plant Nursery linking Archaeology, Nature and Collaborative Art in Taranto 1157
Bruna Sigillo (Free University of Bozen, Italy) · Teresa Gargiulo (Istituto Comprensivo Alessandro Volta di Taranto)
The Thickness of the Border. Landscape Design as Peace Infrastructure 1157
Angela Palmitessa (Università Sapienza, Italy)
Land Art as a Pedagogical Language for Sustainability in Early Childhood Education: Place, Community, and Embodied Learning 1158
Michela Bongiorno (INDIRE, Italy) · Alessia Rosa (INDIRE, Italy)
Designing Porous Multispecies Educational Landscapes: An Interdisciplinary Study Across Pedagogy, Architecture, And Design 1159
Giusi Boaretto (Libera Università di Bolzano-BozenItaly)

L.07. Rethinking Care and Learning Within the Posthuman Turn 1160

Imagining A Relational Ethics of Becoming At The Heart Education 1160
Jesse Bazzul (University of Regina, Canada)
Minor Infrastructures: Ethics and World-Making in Early Childhood Education 1161
Emily Ashton (University of New Brunswick, Canada) · Nancy van Groll (Capilano University, Canada) · JoAnna Rickard (University of New Brunswick, Canada)
Caring For Responsible Academic Practice In Times Of Generative AI 1162
Susanne Oechsner (TU Wien, Austria) · Fynn Thjorben Semken (TU Wien, Austria)
Learning to Live with Robots: Social Robotics and Response-ability in Dementia Care Practices 1163
Ludovica Rubini (University of Trieste, Italy) · Francesco Miele (University of Trieste, Italy)
Multispecies Education 1164
Assunta Viteritti (Sapienza, Università di Roma, Italy)
Democratizing Reproductive Knoweledge: Edutainment, Platforms, and the influ-activist doctors 1164
Letizia Zampino (University of Trento, Italy)
Enactive Assemblages: Exploring the Bodily Dimension of Learning in Immersive Technology-Enabled Environments. Insights from a Literature Review. 1165
Andrea Di Gallo (University of Milano-Bicocca, Italy)

L.08. Scientific Citizenship at the Boundaries: Re-Enacting Science Practices for Democratic Futures 1167

Historical Scientific Instruments as Tools for Nature of Science Reflection in Teacher Professional Development 1167
Stefania Lippiello (University of Padova, Italy) · Lucia Gabelli (University of Padova, Italy) · Marta Carli (University of Padova, Italy)

Re-enacting The Complexity Of Scientific Research Practices In Higher Education Through Cinematic Narratives 1168
Leonardo De Deo (Dept. of Physics and Astronomy, University of Bologna, Via Gobetti 93/2, 40129 Bologna, Italy; INAF - Osservatorio di Astrofisica e Scienza dello Spazio di Bologna, Via Gobetti 93/3, 40129 Bologna, Italy) · Olivia Levrini (Dept. of Physics and Astronomy, University of Bologna, Via Gobetti 93/2, 40129 Bologna, Italy) · Fabrizio Villa (INAF - Osservatorio di Astrofisica e Scienza dello Spazio di Bologna, Via Gobetti 93/3, 40129 Bologna, Italy) · Sara Ricciardi (INAF - Osservatorio di Astrofisica e Scienza dello Spazio di Bologna, Via Gobetti 93/3, 40129 Bologna, Italy; Dept. of Science Education, University of Bologna, Via Filippo Re 6, 40126 Bologna, Italy)

An Experimental Activity In The Chemistry Laboratory For In-service Science Teacher Training 1169
Marco Neviani (Università di Bologna, Dipartimento di Chimica Industriale "Toso Montanari", Italy) · Sergio Zappoli (Università di Bologna, Dipartimento di Chimica Industriale "Toso Montanari", Italy) · David Cross (Université de Montpellier et Université de Montpellier Paul Valéry, LIRDEF, France)

Cultivating Scientific Citizenship through Playfulness: The third time of tinkering in Primary Science 1170
Adele Bracci (Istituto Comprensivo di Pianoro, Italy) · Antonia Carbone (Istituto Comprensivo n. 11, Bologna, Italy) · Stefano Rini (University of Bologna) · Sara Ricciardi (INAF Astrophysics and Space Science Observatory Bologna)

Reinventing Futures. Encounters and engagements in a favela complex in Rio de Janeiro, Brazil 1171
Agata Mazzeo (Università di Bologna, Italy) · Cleidiana Antunes da Silva (Ninho das Águias, Brazil) · Cláudio Alberto Barbosa Araujo (PPG astro club, Brazil) · Arianna Cortesi (Universidade Federal do Rio de Janeiro, Brazil) · Carlos Esquivel da Silva (Ninho das Águias, Brazil) · Claudia Mignone (Istituto Nazionale di Astrofisica, Italy)

Future Teachers in Contested Times: Science-Related Populism, Epistemic Trust, and Science Education 1172
Stefano Pasta (Catholic University of the Sacred Heart, Italy) · Alessandra Carenzio (Catholic University of the Sacred Heart, Italy) · Simona Ferrari (Catholic University of the Sacred Heart, Italy) · Federica Pelizzari (Catholic University of the Sacred Heart, Italy)

STREAM M · DIGITAL POWER: AI, DATAFICATION, MEDIA AND DISINFORMATION 1174

M.01. Beyond the Screen: Educational Mediation, Children's Rights, and Digital Citizenship in Early Childhood 1175

Art as a Generative Encounter: Educational Practices in Early Childhood and Infant Education and Media Education 1175
Angela Daniela Sortino (Università di Palermo, Italy)

Digitalization in Early Childhood: A Quantitative Study on Parental and Professional Mediation Strategies in the 0-6 Context 1176
Renata Metastasio (Sapienza University of Rome, Italy) · Fabio Presaghi (Sapienza University of Rome, Italy) · Franca Rossi (Sapienza University of Rome, Italy) · Ilaria Bortolotti (Sapienza University of Rome, Italy) · Francesca Russo (Sapienza University of Rome, Italy)

Promoting Media Education in the Educational System 06 1177
Gabriele Lugaro (CED Centro per l'Educazione al Digitale A.P.S., Italy) · Jacopo Ferro (CED Centro per l'Educazione al Digitale A.P.S., Italy)

Digital Media Education. Analysis And Proposal Of A Guideline System From Empirical Evidence On Field Throughout Italian School 1178
Jacopo Ferro (CED Centro per l'Educazione al Digitale A.P.S., Italy) · Gabriele Lugaro (CED Centro per l'Educazione al Digitale A.P.S., Italy)

When Toys Talk Back: Anthropomorphization, Datafication, and a New Media Education Agenda for Early Childhood 1178
Michele Marangi (Università eCampus, Italy) · Matteo Adamoli (Università eCampus, Italy)

M.02. Convivial Pedagogies for the Age of AI: Autonomy, Bias Awareness, and Democratic Non-Homogenization 1180

Beyond the Single Answer: Convivial AI Practices for Dialogic Knowledge Co-Construction in Upper Secondary Education 1180
Giulia Valentini (SIPEIA, Italy) · Maurizio Valentini (SIPEIA, Italy)

Convivial Personalism as a Philosophical Foundation of Education 1181
Bernard Hostić (Institute of Philosophy, Croatia)

Convivial Futures: Educating to Democratic Agency and Social Justice in the Age of AI 1182
Valeria Piras (Istituto per le Tecnologie Didattiche, Consiglio Nazionale delle Ricerche (ITD - CNR), Italy) · Stefania Bocconi (Istituto per le Tecnologie Didattiche, Consiglio Nazionale delle Ricerche (ITD - CNR), Italy)

Towards a Digital Realism. Iris Murdoch and Digital Education 1183
Viviana Vozzo (Sapienza University of Rome, Italy)

Algorithmic Conviviality Against Digital Oppression 1184
Giordana Truscelli (Università degli Studi di Teramo, Italy)

Convivial Threshold Design for Ancient Greek with Generative AI: Autonomy, Bias, Democratic Plurality 1184
Bruna Capuzza (Università di Bologna, Italy)

Human-Centered Artificial Intelligence, Emotional Intelligence, and Pedagogies of Conviviality: Reframing AI and Education for Democratic Learning in Complex Systems 1185
Matteo Ciaschi (National Research Council (CNR), Italy) · Daniel Dan (School of Applied Data Science, Modul University Vienna, Austria)

Human-in-the-Loop AI-Generated Flashcards: A Convivial Framework for Ethical Integration and Professional Autonomy in Emergency Medicine 1186
Antonella Fontana (Department of Life, Health and Environmental Sciences (MESVA), University of L'Aquila, Italy) · Antonio Cirella (Department of Life, Health and Environmental Sciences (MESVA), University of L'Aquila, Italy) · Silvano Junior Santini (Department of Life, Health and Environmental Sciences (MESVA), University of L'Aquila, Italy) · Valerio Caputo (Department of Life, Health and Environmental Sciences (MESVA), University of L'Aquila, Italy) · Ivan Letteri (Department of Life, Health and Environmental Sciences (MESVA), University of L'Aquila, Italy) · Pierpaolo Vittorini (Department of Life, Health and Environmental Sciences (MESVA), University of L'Aquila, Italy) · Clara Balsano (Department of Life, Health and Environmental Sciences (MESVA), University of L'Aquila, Italy; Geriatric Unit, Department of Life, Health and Environmental Sciences, University of L'Aquila, L'Aquila, Italy)

Logic-Constrained Prompt Learning for Euclidean Geometry Education 1187
Simone Cuconato (Department of Physics, University of Calabria, Rende, Italy) · Roberto Beneduci (Department of Physics, University of Calabria, Rende, Italy; National Institute of Nuclear Physics (INFN), Rome, Italy) · Alberto Saracco (Department of Mathematical, Physical and Computer Sciences, University of Parma, Parma, Italy)

Using, Not Being Used: Toward a Convivial Pedagogy of AI with Adolescents 1188
Emiliana Murgia (University of Foggia) · Filippo Bruni (University of Molise)

M.03. Critical Dialogue with AI in Schools: Metacognition, Agency, and Democratic Learning 1189

Critical Dialogue with AI in Mathematics Education: Metacognition, Agency, And Teacher Mediation in a Classical High School Context 1189
Manuela Pipitone (Liceo Ginnasio Statale "Francesco Scaduto" - Bagheria, Italia)

Who Controls Whom? Developing Metacognitive Agency Through AI-Resistant Debate in an Italian Secondary School 1190
Giulia Calogero (IISS DON MILANI PERTINI MORANTE - GROTTAGLIE (TA), Italy)

Reframing Bloom's Taxonomy for the AI Age: From Knowledge Reproduction to Democratic Agency 1191
Giulia Calogero (IISS DON MILANI PERTINI MORANTE - GROTTAGLIE (TA), Italy)

From Teacher Mediation To Student Agency: The PAIDEIA Model For Critical Integration Of AI 1192
Elisa Saraceni (University of Macerata, Italy) · Benedetta Petroselli (University of Macerata, Italy) · Emanuele Frontoni (University of Macerata, Italy) · Carmelo Mustica (Laboratorio delle Idee)

From Spectators to Authors: A Collaborative School-Work Module on AI Literacy, Podcast Production and the Conditions of Critical Agency 1193
Giulia Lorenzoni (Liceo Muratori San Carlo Modena, Italy) · Arianna Giannone (Talent srl) · Lorenzo Cesaretti (Talent srl) · Federica Marchesini (Talent srl)

Algorithmic Bias, Student Agency and Critical Dialogue: A Two-Level Analysis of Territorial Evidence and International Pedagogical Case Studies 1194
Matteo Angeloni (Università degli Studi della Tuscia, Italy)

Delegation Or Deliberation? AI, Metacognition And Democratic Agency In A Classical High School 1195
Daniela Canfarotta (Liceo Ginnasio di Stato "Francesco Scaduto" (Bagheria, Palermo), Italy)

Designing AI to Avoid Cognitive Delegation: A Metacognitive Tutoring Model for Critical AI Literacy in Secondary Education 1195
Luca Addiucci (Sapienza, Italy) · Marco Temperini (Sapienza, Italy)

Dialogic Metacognitive Protocols for Ancient Greek: Preserving Teacher Judgment and Student Agency with Generative AI 1196
Bruna Capuzza (Università di Bologna, Italy)

AI as Agents to Think With: A Constructionist Framework for AI usage 1197
Lorenzo Natali (Università di Genova; ITD/CnR)

Metacognitive AI Literacy Across Contexts: Empirical Evidence from the rAIse Framework 1198
Nadia Sansone (UnitelmaSapienza University of Rome, Italy)

Artificial Intelligence as a Sociological Object for Student Reflexivity: A Classroom Laboratory on Knowledge, Bias and Digital Mediation 1199
Claudia Jiménez-Rodríguez (Universidad Antonio de Nebrija, Spain; Università di Torino, Italy) · Simona Tirocchi (Università di Torino, Italy) · Federica Cretazzo (Università degli Studi di Milano-Bicocca, Italy)

Beyond the Antinomy. Generative Artificial Intelligence in Schools Between Support and Reliance 1200
Giacomo Astorri (University of Bologna, Italy)

Governing AI Interaction: Metacognitive Profiles, Self-Assessment, and Peer Feedback in a rAIse-Structured E-tivity 1201
Nadia Sansone (UnitelmaSapienza University of Rome, Italy) · Ilaria Bortolotti (UnitelmaSapienza University of Rome, Italy)

Critical Dialogue with AI in Civic Education: Teacher Mediation, Metacognition and Democratic Agency in Lower Secondary School 1202
Lucia Iannucci (I.C. Pescara 8 - Scuola secondaria di primo grado "Tinozzi", Italy)

Questioning the Machine: a Socratic Chatbot and Metacognitive Gains Among Pre-service Teachers 1202
Maria Ranieri (University of Florence, Italy) · Gabriele Biagini (University of Florence, Italy) · Giulia Cuozzo (University of Florence, Italy)

Partner, Not Creator: Evaluating Product Creativity of AI-supported Storyboard Writing in Marginalized Educational Contexts 1203
Fabrizio Lo Presti (Istituto per le Tecnologie Didattiche - Consiglio Nazionale delle Ricerche, Italy; Università degli Studi di Modena e Reggio Emilia, Italy) · Giuseppina Rita Jose Mangione (INDIRE Firenze, Italy) · Manuel Gentile (Istituto per le Tecnologie Didattiche - Consiglio Nazionale delle Ricerche, Italy)

AI-Supported School Visions: Multi-Agent Systems and Teacher Agency in Small and Rural Schools 1204
Lydia Zampolini (INDIRE Firenze, Italy) · Giuseppina Rita Jose Mangione (INDIRE Firenze, Italy) · Manuel Gentile (ITD-CNR Palermo, Italy)

M.04. Democracy Education and A.I. in the Geopolitical Disorder. A Proposal for a New Democratic Citizenship 1206

Populism, Affective Mediatization, and Digital Governance: Reconfiguring Leadership and Democracy in Europe 1206
Elena Varotto (UCAM UNIVERSITY/SISP MEMBER, Italy)

Epistemic Vulnerability and AI: a new Ethical Challenge in Life-long Education 1207
Aldo Pisano (University of Calabria, Italy)

Educational Communication and Democracy at School: Didactic Mediation, Digital Environments and Educational Responsibility 1208
Antonio Corbo (Ministero dell'Istruzione e del Merito, Italy)

Artificial Intelligence and School: Pedagogical, Ethical, and Democratic Challenges in Contemporary Education 1209
Alessia Notti (University of Salerno, Italy)

Rethinking Democratic Bildung: Teacher Educators' Perspectives on Generative AI 1210
Synnøve H. Amdam (Volda University College, Norway) · Ann-Therese Arstorp (University of South-Eastern Norway) · Mari-Ann Letnes (Norwegian University of Science and Technology) · Ilka Nagel (Østfold University College, Norway) · Cathrine E. Tømte (University of Agder, Norway)

Civic Education Teaching in Italian Schools: The Contribution of Law 92/2019 to Democratic Education in Contemporary Society 1211
Carolina Leva (Università della Basilicata, Italy)

Democratic Citizenship and Cultural Heritage Education: Social Impact Assessment for the AI Era 1211
Claudio De Luca (University of Basilicata, Italy) · Vincenzo Nunzio Scalcione (University of Basilicata, Italy)

The Delicate Issue of the New Citizenship Education and of the Education for the New Citizenship Supported by Digital Technologies for Sharing Common Values and Rules in Democracy 1213
Alessio Annino (University of Catania, Italy)

Hybrid Teaching and Fundamental Skills: Rethinking Curriculum in the Age of Artificial Intelligence 1214
Andrea Cirolia (Università della Basilicata, Italy)

AI Literacy as Democratic Education: Reconstructing Citizenship in the Age of Disinformation 1214
Giuseppe Nobile (Università degli Studi della Basilicata, Italy)

Civic Education and New Frontiers of Education in the Age of AI 1215
Antonella Tiano (Unibas, Italy)

The Experience Of Art As A Contrast To Disinformation. Reflections On Knowledge, Education, And Democracy In The Age Of Epistemia 1216
Vincenza Costantino (Università degli studi "G. d'Annunzio" Chieti-Pescara, Italy)

M.05. Democracy in the Infosphere: Educational Strategies for Active Citizenship 1217

Playful Activism in Youth Citizenship and New Forms of Political Participation Among Pre-Teens 1217
Geremia Trinchese (Università La Sapienza, Italy)

Influ-activists Shaping Political Participation: Publics' Negotiations between Personalised Fandom and Feminist Engagement 1218
Sabrina Brignoli (Università degli Studi di Urbino Carlo Bo, Italy)

Communicating Europe in the Post-Digital Era: Youth Participation, Europeanization and Civic Agency 1219
Marinella Belluati (University of Turin) · Marta Fornacini (University of Turin; University of Genova) · Sara Pane (University of Turin)

Contesting the Past in the Digital Infosphere: Narrative Fragmentation and Media Literacy Regarding the Nanjing Massacre among Youth 1220
Haoxuan Diao (Sapienza University of Rome, Italy)

Resisting Gentrification and Privatization of Public Green Spaces Through Participative Democratic Practice: The Case of Ex Mercati Generali in Rome 1221
Mario Monopoli (Sapienza Università di Roma, Italy) · Andrea Scorsino (Sapienza Università di Roma, Italy)

AI and Media Literacy: Critical, Creative and Emotional Skills for Democratic Participation 1222
Alice Cardinale (University of Rome La Sapienza, Italy)

M.06. Facing AI Challenges in a Democratic and Socio-Constructivist Perspective: Imaginaries, Agency and Explorative Experiences with a Reggio Emilia-Inspired Approach 1223

Quantum Diplomacy Games As An Emerging Dimension Of The Democratization Of Science Diplomacy 1223
Yixin Zhang (Sapienza university di Roma, Italy)

AI in Early Childhood Education: Ethical Governance in the Age of Moral Artificial Agents 1224
Elena Repman (University Niccolò Cusano, Italy)

Children, Bodies and Algorithms: Democratic Explorations of Artificial Intelligence in Early Childhood 1225
Andre Peres (Instituto Federal de Educação, Ciência e Tecnologia do Rio Grande do Sul (IFRS - Campus Porto Alegre)) · Vitor Davi Pompeu de Mattos (Instituto Federal de Educação, Ciência e Tecnologia do Rio Grande do Sul (IFRS - Campus Porto Alegre)) · Fabiana Lorenzi (Invenio Educação) · Patricia Cavedini (Colégio Marista Rosário) · Nicele Cardoso Caceres Cristmann (Colégio Marista Rosário) · Chris Rogers (Tufts CEEO, Tufts University) · Milan Dahal (Tufts CEEO, Tufts University)

Integrating an AI-Based Conversational Agent in Dialogic Reading Practices: A Didactic Intervention in Primary School 1226
Chiara Magurno (Università di Modena e Reggio Emilia, Italy) · Chiara Bertolini (Università di Modena e Reggio Emilia, Italy)

Rethinking Artificial Intelligence in Education: Playful Inquiry, Aesthetic Dimension, and Democratic Participation 1227
Maria Barbara Donnici (Fondazione Reggio Children-Centro Loris Malaguzzi ETS) · Elena Sofia Paoli (Fondazione Reggio Children-Centro Loris Malaguzzi ETS) · Alessia Donini (Università di Modena e Reggio Emilia)

M.07. Learning for Democracy: Media Education and Civic Agency in Times of Disinformation 1228

How Can Universities Foster Students' Critical Thinking Skills 1228
Guillaume Cuny (Nantes Université, France)

Spectatorship, Bodies And Digital Hate: Observing Online Hate Speech And Its Implications For Media Education 1229
Enrica Sgobba (University of Bari) · Anna Fausta Scardigno (University of Bari)

From Mathematics to Citizenship: An Educational Toolkit for Critical Data Literacy 1230
Sara Vergallo (Università degli Studi di Macerata, Italy) · Alice Giglia (Fondazione G. Feltrinelli, Milano, Italy) · Leonardo Arpino (CPIA5, Milano, Italy)

Tackling Misinformation Through Education. Teachers 4.0 Digital Age as a Tool for Adult Learning and Digital Awareness 1231
Giorgia Coppola (University of Palermo, Italy, Italy) · Maria Vinciguerra (University of Palermo, Italy, Italy)

Literacies Reimagined: Reconceptualizing Critical Digital Literacy Through Art-based Postdigital Encounters 1231
Sara Pastore (Università degli Studi di Napoli Federico II, Italy) · Emiliano Grimaldi (Università degli Studi di Napoli Federico II, Italy)

Family Capital and Disinformation: Resilience Grounded on Trust and Comparative Thinking. Results from the Erasmus+ Project DRONE 1232
Alba Francesca Canta (Polytechnic of Turin, Italy) · Alvise Mattozzi (Polytechnic of Turin, Italy) · Linda Tonolli (Polytechnic of Turin, Italy) · Viktoria Konidari (Hellenic Open University)

Site of Resistance: Santarcangelo Festival Between Media Scandal, Cultural Policy and Democratic Negotiation 1233
Rita Agatina Di Leo (Sapienza University of Rome and University of Bari "Aldo Moro", Italy)

Online Information-Seeking And Voting Decisions In Swiss Direct Democracy: Evidence From A Swiss Popular Vote 1234
Andrea Plata (Scuola universitaria professionale della Svizzera italiana (SUPSI), Switzerland) · Elena Battipede (Scuola universitaria professionale della Svizzera italiana (SUPSI), Switzerland; Università della Svizzera italiana (USI), Switzerland) · Petra Mazzoni (Scuola universitaria professionale della Svizzera italiana (SUPSI), Switzerland) · Marina Pettignano (Scuola universitaria professionale della Svizzera italiana (SUPSI), Switzerland) · Luca Botturi (Scuola universitaria professionale della Svizzera italiana (SUPSI), Switzerland)

Digital Citizenship at School: A Digital Civic Education Curriculum for Upper Secondary Education 1235
Angela Daniela Sortino (Università di Palermo, Italy)

Mapping the Pedagogical Ecology of Democracy: Media, Civic Learning, and Citizen Agency 1236
Giulia Ferri (IULM University, Italy) · Elisabetta Risi (IULM University, Italy) · Andrea Miconi (IULM University, Italy)

Epistemic Capture and Democratic Education: Reclaiming the University in the Age of Algorithmic Infrastructures 1237
Raffaella Frascarelli (Sapienza University of Rome, Italy)

Tackling Disinformation and Promoting Digital Media Literacy: The Teachers 4.0 Digital Age Online Training Model for In-Service Teachers 1238
Paola Macaluso (University of Palermo, Italy)

Hate Speech as an "Ambiguous but Useful" Category: Postdigital Intercultures and Civic Agency in Platformized Societies 1239
Stefano Pasta (Catholic University of the Sacred Heart, Italy)

M.08. Media, Arts and Digital Democracy: Negotiating New Cultural Ecologies 1240

Exhibition Spaces and Museum Education: AI Support for the Creation of New Narratives with an Inclusive Approach 1240
Laura Ceccacci (Università eCampus - MIM, MUR, Italy)

Television as Citizenship: Rai and Public Service in the Digital Media Environment 1241
Martina Masullo (University of Salerno) · Matteo Marinello (University of Bologna)

Music, Platforms and Democracy: Performativity, Media Literacy and the Collective Construction of Meaning 1242
Camilla Masullo (Università degli Studi di Napoli Federico II, Italy)

'Ex Silens' ad 'sensorium'. Donnarumma and the Democratic Negotiation of Perception: Towards Art as an Epistemological and Pedagogical Environment 1243
Giovanna Landi (Università degli Studi di Salerno, Italy) · Maria Beatrice Russo (Università degli Studi di Salerno, Italy)

Authorship and Participation, Simulation and Signification: Cinema in the Algorithmic Age Between Frame, Code, and Artificial Intelligence 1244
Pietro Ammaturo (Università eCampus, Italy)

Redefining Music Listening Practices in the Platform Society 1244
Ludovica Malknecht (Università Europea di Roma) · Sara Navarro Lalanda (Università degli Studi Roma Tre)

M.09. Navigating Complexity: Game Design, Emotions, and AI for Democratic Citizenship Education 1246

COTS Board Games and AI as Emotional and Cognitive Ecosystems for Democratic Citizenship: A Teacher's Professional Development Program 1246
Carlo Andrea Pensavalle (University of Sassari, Italy) · Alberto Pintus (University of Sassari, Italy) · Emanuele Petretto (University of Sassari, Italy) · Luca Caloi (University of Sassari, Italy) · Veronica Venco (Adam Mickiewicz University, Poland) · Alan Mattiassi (Game Science Research Center, Italy) · Martina Ragusa (National Research Council of Italy (CNR), Italy) · Maria Giuliana Solinas (University of Sassari, Italy)

From Uncertainty to Agency: AI-Supported Playful Learning for Critical Technoscientific Citizenship 1248
Veronica Venco (Adam Mickiewicz University, Italy) · Luca Caloi (Università degli Studi di Sassari) · Carlo Andrea Pensavalle (Università degli Studi di Sassari)

Integrated Educational Ecosystems for Democratic Citizenship: Tabletop Role-Playing Games and Generative AI 1249
Martina Ragusa (ITD-CNR, Italy) · Davide Capobianco (University of Venice "Ca' Foscari") · Giancarlo Masi (ITD-CNR, Italy; University of Modena and Reggio Emilia, Reggio) · Flavio Manganello (ITD-CNR, Italy)

When Intention Isn't Enough. Validating a Recognition-of-Harm Game Mechanic to Address Social Complexity In Applied Game Design. 1250
Alan Mattiassi (Drimlab, Italy; Game Science Research Center, Italy) · Irene Cirillo (University of Trieste, Italy) · Luna Camauli (University of Trieste, Italy) · Matteo Cavallo (Drimlab, Italy)

Beyond Civic Content: Serious Games As Emotionally Mediated Environments For Democratic Learning 1251
Anna Sioni (Sapienza Università di Roma, Italy) · Alan Mattiassi (Game Science Research Center)

Transparent Games, Opaque Algorithms: Board Games, AI, and Ludoliteracy for Critical Technoscientific Education 1252
Christian Gardoni (European University of Rome, Italy) · Carlo Andrea Pensavalle (University of Sassari, Italy)

AI, Sociogames and Game Design: Learning Social Complexity for Critical Digital Citizenship 1253
Simona Tirocchi (University of Turin, Italy) · Manuela Repetto (University of Turin, Italy)

M.10. Navigating the Controversial. Media Practices and Educational Challenges in the Digital Age 1254

When Violence Goes Viral: Upper Secondary Teachers and the Democratic Work of Controversy 1254
Paolo Bonafede (University of Trento, Italy) · Alessandro Soriani (Alma Mater University of Bologna, Italy) · Charlot Cassar (Radboud University, Nederlands) · Elena Pacetti (Alma Mater University of Bologna, Italy)

Socio-Educational Cooperatives and Schools in the Digital Age: Local Partnerships to Address Contemporary Challenges 1255
Alice Montagnini (Cooperativa Bangherang - Soc. Coop. Sociale, Italy) · Stefano Resca (Cooperativa Bangherang - Soc. Coop. Sociale, Italy)

DIGITAL TRUST. What about the Otherness in Digital Agency? 1256
Maria Gabriella Pediconi (Urbino University, Italy) · Isabella Quadrelli (Urbino University, Italy) · Michela Brunori (Urbino University, Italy)

Digitally Mediated Unplanned Controversy in the Classroom 1257
Charlot Cassar (Radboud University, The Netherlands) · Ida Oosterheert (Radboud University, The Netherlands) · Paulien C. Meijer (Radboud University, The Netherlands)

Memetic hate speech and the challenges of Critical Meme Education 1258
Claudia Gina Hassan (University of Rome Tor Vergata, Italy) · Francesco Fabbro (University of Rome Tor Vergata, Italy)

Navigating Controversial Topics through AI: Exploring Pre-Service EFL Teachers' Experiences with AI-Powered Discussions 1259
Rita Divéki (ELTE Eötvös Loránd University, Hungary)

M.11. Opacity, Subjectivity, and Pedagogy in Algorithmic Times 1261

Reasonable Uses of Artificial Intelligence in Higher Education: Democratic Promises and Symbolic Dispossession 1261
Magdalena Kohout- Diaz (Bordeaux University, France)

Opacity and Subject Formation in AI-Mediated Adult Learning 1262
Alessandra Pedone (INAPP, Italy)

Artificial Intelligence And Convivial Pedagogies: Rethinking Democratic Education In Algorithmic Learning Environments 1263
Alessandro Turano (University of Calabria, Italy)

Educational Opacity and Pedagogical Resistance in Algorithmic Environments: a Participatory Research-Formation Model for Teacher Educators 1263
Flavia Di Donato (Università degli Studi Guglielmo Marconi, Italy) · Travaglini Alessia (Università degli Studi Guglielmo Marconi, Italy) · Ugolini Francesco (Università degli Studi Guglielmo Marconi, Italy)

Exploring Teenagers' Friendship During the AI Era: First Issues from a Scoping Review 1264
Sonia Bonatti (Università degli Studi di Milano - Bicocca, Italy)

Autoethnographic Diaries in Higher Education: Subjectivity and Critical Awareness in the Age of Generative AI. 1266
Elisabetta Risi (IULM University, Italy) · Riccardo Pronzato (IULM University, Italy)

M.12. Science Communication and Scientific Information: actors, practices, and strategies in the Digital Era 1267

Pop Science Communication and Epistemic Mediation: Scientific Communication, Mediatization, and Democratic Citizenship 1267
Fabio Ciammella (Sapienza Università di Rom, Italy)

Expertise Under Pressure: Experts' Self-Representation, Lexicometric Media Narratives, and Public Recognition in the Digital Infodemic 1268
Rosario Aprile (University of Bergamo, Italy) · Daniele Toscano (Istituto Superiore di Sanità (ISS) - Italian National Institute of Health) · Marco Palmieri (Università Sapienza di Roma - Sapienza University of Rome) · Antonella Pilozzi (Istituto Superiore di Sanità (ISS) - Italian National Institute of Health)

Data, Science and Information in the Pandemic: Data-Driven Journalism as a Space for Science Communication 1269
Lorenzo Ugolini (Sapienza Università di Roma, Italy) · Giovanni Ciofalo (Sapienza Università di Roma, Italy) · Silvia Leonzi (Sapienza Università di Roma, Italy) · Fabio Ciammella (Sapienza Università di Roma, Italy)

Medical Communication and Social Media: the Role of Experts as "Science Influencers" 1270
Giovanni Brancato (Sapienza University of Rome, Italy) · Melissa Stolfi (Roma Tre University)

Empowering Teaching Communities against Health Misinformation. 1271
Mihaela Gavrila (Sapienza University of Rome, Italy) · Maria Magdalena Rosu (University of Bucharest) · Emmanouil Zoulias (National and Kapodistrian University of Athens))

M.13. The Implications of Smartphones and Digital Environments for Learning and Psychophysical Well-Being 1273

Thinking With AI in Schools: Critical Dialogue, Metacognition, And Student Agency 1273
Giulia Valentini (SIPEIA, Italy)

When (Over)Use Becomes Risk: Smartphone Practices and Digital Vulnerability Among Young People 1274
Orazio Giancola ('Sapienza' University of Rome) · Benedetto Pasanisi ('Sapienza' University of Rome) · Matteo Bonanni ('Sapienza' University of Rome)

Digital Precocity and Learning Outcomes: An Analysis of Italian, Mathematics, and Digital Competences 1275
Sofia Ercolanoni (University of Milan-Bicocca, Italy) · Marco Gui (University of Milan-Bicocca, Italy) · Chiara Respi (University of Milan-Bicocca, Italy)

Beyond Screen Time: Gender, Intensity, and Governance in the Relationship Between Social Media Usage and Adolescents' Mental Health in the European Union 1276
Eleonora Bertoni (Independent Researcher) · Clara Centeno (Independent Expert) · Romina Cachia (European Commission, Joint Research Centre)

The Figuration of the Opaque: Artificial Intelligence, Knowledge Production and Democratic Education in Troubled Times 1277
Lucy Císař Brown (Institute of Political Studies, Faculty of Social Sciences, Charles University, Prague)

M.14. Unpacking The Platformisation And Datification Of Education: Processes, Actors, Positionings and contexts 1278

From Classrooms to AI Testbeds: Strategic Biases in IOs' AI Literacy Frameworks 1278
Michele Martini (Univeristà di Napoli "Federico II", Italy) · Susan L. Robertson (University of Manchester, UK)

Asking to Think: Designing and Validating a Scenario-Based Survey on Datafication in Spanish Primary Education 1279
Diego Calderón-Garrido (Universitat de Barcelona, Spain) · Judith Jacovkis (Universitat de Barcelona, Spain) · Pablo Rivera-Vargas (Universitat de Barcelona, Spain) · Ainara Moreno (Universitat de Barcelona, Spain)

Co-design and Technology-Mediated Personalization: Teachers' Participation in the Development of Digital Learning Strategies 1280
Rocio Villaroel (Departament de Didàctica i Organització Educativa, Facultat d'Educació, Universitat de Barcelona) · Juan Francisco Hernández (Departament de Didàctica i Organització Educativa, Facultat d'Educació, Universitat de Barcelona) · Carles Lindín (Departament de Didàctica i Organització Educativa, Facultat d'Educació, Universitat de Barcelona) · Lluís Parcerisa (Departament de Didàctica i Organització Educativa, Facultat d'Educació, Universitat de Barcelona)

Negotiating Digital Platforms in Spanish Primary Education: Tensions Between Operational Efficiency, Pedagogical Meaning and Institutional Sovereignty 1281
Ezequiel Passeron Kitroser (UNIVERSITAT BARCELONA, Spain)

AI and Multilevel Leadership in School Development: From District Initiative to School Implementation 1282
Kristin Børte (University of Bergen, Norway)

Are Edtech Ecosystems Enablers of Growth? A Deweyan Perspective on Reciprocal Transactions Between Students and Digital Ecosystems 1283
Rik van Eijk (TU Delft, The Netherlands; AUAS, The Netherlands)

Deepfakes as Cybersecurity Threats: War Narratives, Social Engineering and the Erosion of Audiovisual Trust 1283
Gerardo Ferrentino (University of Salerno, Italy)

Platformization and Datafication in Spanish Primary Education: A Comparative Political-Institutional Analysis 1284
Gustavo Herrera Urizar (Universitat de Barcelona (Spain)) · Pablo Sánchez Antolín (Universidad de Castilla-La Mancha (Spain)) · Lluís Parcerisa (Universitat de Barcelona (Spain)) · Borja Mateu (Universitat de València (Spain))

Platformisation and Datafication in Hybrid Schooling: Rethinking Governance, Inequality and Democratic Agency 1285
Raffaele Sibilio (Università degli Studi di Napoli "Federico II", Italy) · Angelo Falzarano (Università degli Studi di Napoli "Federico II", Italy) · Paola Buonanno (Università degli Studi di Napoli "Federico II", Italy)

Digital Platforms in Education: Between Support and Work Intensification for Teachers 1286
Mercedes Pilar Blanco Navarro (Universitat de Barcelona, Spain) · Francisco Ramos (Universidad de Castilla La Mancha) · Borja Mateu (Universitat de València)

Contesting War Narratives from the Margins The Italian Peace Movement Between Platform Logics and Information Disorder 1287
Mattia Zunino (Luiss Guido Carli, Italy)

The Spread of Disinformation and Conspiracy Theories on Social Media 1288
Achille Paliotta (INAPP and Presidenza Consiglio Ministri (PCM) and IMT Lucca, Italy)

M.16. Digital Transformation and Democratic Regeneration: The Essential Role of Critical Education in the Age of Algorithmic Capitalism 1289

Narrating Work in the Age of Algorithms: Biographies, Transformative Education and Democratic Imagination in Digital Society 1289
Domenico Barricelli (Inapp, Italy)

AI Literacy as Democratic Education: Evidence from an INAIL pilot study 1290
Pierpaolo Ferrante (INAIL, Italy)

Learning Artificial Intelligence in Early Childhood: Algorithmic and Human Agency 1291
Angelamaria De Feo (UNIVERSITA' TELEMATICA PEGASO, Italy) · Chiara Bellotti (UNIVERSITA' TELEMATICA PEGASO, Italy)

Media Education, Complexity, and Dispositif: How Algorithmic Governmentality Shapes User Experience Through Dark Designs, Gamification and Grinding 1292
Christian Gardoni (European University of Rome, Italy)

Critical Digital Competences for Social Intervention: Training Social Educators in the Age of Data and AI 1292
Valentina Guerrini (University of Sassari, Italy)
Educating in the Platform Space: School, Digital Capitalism and Critical Reconstruction of the Public Sphere 1293
Giacinto Matarazzo (Aurea Studium, Italy) · Cosimo Dolente (Fondazione Ugo Bordoni, Italy)

M.17. Educating with and Against AI: Pedagogical Practices and Algorithmic Infrastructures 1295

Sensable Citizens: Rudolf Steiner and digital technologies in Switzerland from the 1990s to the present 1295
Sara Kinell (ETH Zurich, Switzerland)
The Influence of Algorithmic Bias and Autocomplete Predictions of AI Systems in Education (AIED) on Critical Thinking and Students' Epistemic Autonomy 1296
Agnese Addone (Lab. Informatica&Scuola CINI, Rome, Italy; Institute for Globally Distributed Open Research and Education (IGDORE), Rome, Italy) · Pietro Boccadoro (IEEE member, Bari, Italy; Nextome srl, Bari, Italy)
Transcalarity and AI: The Techno-Aesthetic Experience as a Socio-Educational Practice for Sustainability Education 1297
Emanuela Guarcello (University of Turin, Italy) · Adelaide Gallina (University of Turin, Italy) · Cristina Scarpocchi (University of Turin, Italy) · Antonio Falco (University of Turin, Italy) · Giorgio Borla (University of Turin, Italy)
Artificial Intelligence as Political Infrastructure: Democratic Education and Algorithmic Awareness Among Secondary School Teachers Between Calabria and Sicily 1298
Paolo Siclari (Pedagogista ed Educatore professionale)
Forgiveness in the Age of Algorithmic Foreclosure: Rethinking Education for Democratic Futures 1299
Mario Di Paolantonio (York Univesity, Toronto, Canada)

M.18. Pedagogies of Wellbeing: Self-Regulation, Inclusion and Learning in Diverse Educational Contexts 1300

Music as a Tool for Self-Regulation and Learning: A Music Therapy Research-Intervention for Youths with Autism, SLD, ADHD, and SEN 1300
Gabriella Aleandri (Roma Tre University, Italy) · Samira Paradiso (External collaborator)
Poetry Therapy As Convivial Pedagogy In The Age Of AI: Autonomy, Bias Awareness, And Democratic Plurality 1301
Dimitri Ruggeri (Independent Researcher, Italy)
Accessibility of School Buildings in Italy: A Longitudinal Analysis of Architectural Barriers from 2020 to 2025 1302
Giulio Lucentini (University of Macerata, Italy; Sapienza Università di Roma) · Giada Viotti (Università degli Studi Roma Tre)
The individual Beyond the "Clinical Case": Practices of Subjectivation and Democracy of Learning in Digital Mental Health Narratives 1303
Laura Di Passio (La Sapienza University of Rome, Italy)
Beyond the School Gate: Rethinking the Transition to Adult Life for Students with Disabilities through School–Work Alternation Programmes 1303
Veronica Berni (Università di Milano - Bicocca, Italy) · Monica Facciocchi (Università di Milano - Bicocca, Italy)

M.19. Digital Culture, Knowledge and Democracy 1305

Affective Fandom Dynamics and Democratic Stability in European Digital Politics 1305
Elena Varotto (UCAM UNIVERSITY/SISP MEMBER, Italy)
Interpreting Conspiracy: A Systematic and Bibliometric Analysis of Social Sciences Approaches 1306
Maurizio Cavaliere (University of Salerno, Italy) · Elisa Musto (University of Salerno, Italy)
Self-Regulation, Motivational Design and Wellbeing: From Psychological Regulation to Game-Based Contexts for Human Flourishing 1307
Salvatore Fadda (University of Sassari, Italy) · Carlo Andrea Pensavalle (University of Sassari, Italy) · Maria Giuliana Solinas (University of Sassari, Italy)
From Prompt to Story: Generative AI, Digital Storytelling, And AI Literacy With Undergraduate Students 1308
Melania Talarico (University of Turin, Italy)
Echoes, Shadows: How Capitalism Has Drained Space and Time of Sensorial Engagement and Degraded Democracy 1309
Lana Parker (University of Windsor, Canada)
Pitfalls of Online Distorted Scientific Knowledge. A Case Study About the Instrumental Usage of Failed Climate Change Predictions 1310
Fiammetta Corradi (Università degli Studi di Pavia, Italy)

· SYMPOSIA 1312

What Pedagogy for Meaningful Learning? From Neuroscience to Teaching Practice 1313
Promoted by ANP – Associazione Nazionale Presidi
Confused and Happy. Italian Teachers Between Change, Crisis, and Job Satisfaction 1313
Promoted by Be for Education Foundation
Demographic Decline and the Future of School Systems: Constraints and Opportunities 1314
Promoted by Fondazione per la Scuola (Compagnia di San Paolo Foundation)
Reading the Education and Training Ecosystem: Interpretive Perspectives on Educational Change 1315
Promoted by INDIRE – Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa
Learning for Democracy / Democracy for Learning: Gender Stereotypes and the Development of Competencies 1316
Promoted by INVALSI and Banca d'Italia

AUTHOR INDEX 1317

COMMITTEES 1391

Organizing Committee 1391
Scientific Committee 1391

Volunteer Staff 1392

LEARNING FOR DEMOCRACY — DEMOCRACY FOR LEARNING

SCUOLA DEMOCRATICA · IV INTERNATIONAL CONFERENCE · ROME 2026

1–4 September 2026

Città Universitaria · Piazzale Aldo Moro 5, Roma



CONFERENCE VENUES

CU001 Rettorato

Aula Magna

CU002 Giurisprudenza / Scienze Politiche

- Aula A (Bachelet)
- Aula XI (Aldo Moro)
- Aula C
- Aula XI bis
- Aula D
- Aula XII Multimediale
- Aula T01
- Aula XIII (D'Antona)
- Aula T02
- Aula 201
- Sala Lauree
- Aula Calasso

CU005 Mineralogia

Aula Lucchesi

CU007 Palazzina Tuminelli

- Sala Sociologia
- Aula 13 Tuminelli
- Aula 14 Tuminelli

CU028 Botanica – Aule Blu

- Aula Blu 1
- Aula Blu 2
- Aula Blu 3
- Aula Blu 4
- Aula Blu 5

SOCIAL EVENTS

01/09 Welcome aperitif
Piazzale della Minerva · on campus

03/09 Closing aperitif
DiSSE — Via Salaria 113
OFF CAMPUS — not on this map

Conference venue · Campus entrance · Registration / info · Lunch & coffee

CONFERENCE STREAM

STREAM A

Democracy, Governance and Education Policy

13 panels · 97 papers

SPECIAL EVENT

A.00

Separated At School: Which Challenges for Policies? (Presentation of SD Special Issue suppl/2025)

PANEL CONVENORS: Marta Cordini (Polytechnic of Milan, Italy); Costanzo Ranci Ortigosa (Polytechnic of Milan, Italy)

PANEL KEYWORDS: school segregation, desegregation policies, educational inequalities

Over the past twenty years, the high concentration of students from socioeconomically disadvantaged households or with migrant backgrounds in Italian schools has prompted scholars to reflect on the issue of school segregation. Some studies have identified the main characteristics of this phenomenon, highlighting the need to deepen its analysis and to develop targeted policies. School segregation is not only a consequence of structural, social and territorial inequalities, but also a factor that contributes to perpetuate disadvantages. The special issue presents some of the main emerging findings and explores methodological and analytical challenges in the study of school segregation in Italy. The collected contributions examine the combined factors that contribute to school segregation, including the residential distribution of the population, institutional configurations, and households' choices. They also address the effects of school segregation on academic outcomes and opportunities for social mobility, with particular attention to the intertwined factors that influence educational trajectories (e.g., peer effects or school effect). The overall aim of the special issue is to contribute to the understanding of the phenomenon, while also laying the groundwork for reflections geared toward public policy. In this Workshop, we propose to open a discussion not only on the contents of the issue but also on the main policy challenges that this topic poses. A brief presentation of the special issue by editors and authors will be followed by a roundtable discussion with invited academics and stakeholder.

SEPARATED AT SCHOOL: WHICH CHALLENGES FOR POLICIES? (PRESENTATION OF SD SPECIAL ISSUE SUPPL/2025)

Costanzo Ranci Ortigosa (Politecnico di Milano) · **Marta Cordini** (Politecnico di Milano) · **Gianluca Argentin** (Università di Milano-Bicocca)

school segregation | educational inequalities | public policy

Over the past twenty years, the high concentration of students from socioeconomically disadvantaged households or with migrant backgrounds in Italian schools has prompted scholars to reflect on the issue of school segregation. Some studies have identified the main characteristics of this phenomenon, highlighting the need to deepen its analysis and to develop targeted policies. School segregation is not only a consequence of structural, social and territorial inequalities, but also a factor that contributes to perpetuate disadvantages. The special issue presents some of the main emerging findings and explores methodological and analytical challenges in the study of school segregation in Italy. The collected contributions examine the combined factors that contribute to school segregation, including the residential distribution of the population, institutional configurations, and households' choices. They also address the effects of school segregation on academic outcomes and opportunities for social mobility, with particular attention to the intertwined factors that influence educational trajectories (e.g., peer effects or school effect). The overall aim of the special issue is to contribute to the understanding of the phenomenon, while also laying the groundwork for reflections geared toward public policy. In this workshop, we propose to open a discussion not only on the contents of the issue but also on the main policy challenges that this topic poses. The presenters and discussants will lead the discussion, which will be open to questions and comments from the public Presenters: Costanzo Ranci, Marta Cordini (Polytechnic of Milan) and Gianluca Argentin (Bicocca University, Milan) Discussants: Marco Oberti (Science Po, Parigi) e Orazio Giancola (Università Sapienza, Roma)

Presentation of SD Special Issue suppl/2025.

SPECIAL EVENT

A.01

A Passion for Education Policy: The Research Journey of Luciano Benadusi

PANEL CONVENORS: Orazio Giancola (University "La Sapienza", Rome); Assunta Viteritti (University "La Sapienza", Rome)

PANEL KEYWORDS: education policy, social justice, inequalities

Chairs Orazio Giancola and Assunta Viteritti (University of Rome "La Sapienza ", Italy) Keywords education policy, social justice, inequalities, competencies Luciano Benadusi (founder of the journal Scuola Democratica), former Professor of Sociology of Education and former Dean of the Faculty of Sociology at the University of Rome “La Sapienza”, has developed a research trajectory marked by a sustained attention to the deeply political nature of education policy. Education policy is understood not as a neutral tool for managing school systems, but as a key instrument in the governance of society. Benadusi’s work has significantly contributed to showing how education policies are shaped by public choices concerning the distribution of opportunities, the definition of rights, and the construction of citizenship. From this perspective, education emerges as a central arena of social justice, where states and institutions explicitly or implicitly determine who has access to which educational and occupational pathways. A core dimension of his reflection concerns the relationship between education and inequality: school systems can either reduce or reproduce social differences, depending on the policies adopted and the structural conditions in which they operate. The link between education and work thus becomes a crucial political issue, revealing tensions between inclusion, selection, and social stratification. The seminar aims to highlight this dimension of his thought, emphasizing the political strength of his analysis: for Benadusi, studying education means interrogating the collective choices through which a society shapes its inequalities and its possibilities for transformation. The seminar is dedicated to Vittorio Campione.

This session is presented as a whole; no individual abstracts are included.

A.02

Alphabets of Peace As Transformative Devices

PANEL CONVENORS: Silvia Nanni (University of L'Aquila, Italy); Anna Paola Paiano (University of Salento, Italy)

PANEL KEYWORDS: Peace, education, nonviolence

Contemporary wars, humanitarian crises’ proliferation, and the growing fragility of democratic systems require a profound reconsideration of education as a cognitive, ethical, and political device. The complexity of current conflicts – in which geopolitical, cultural, economic, psychological, and environmental dimensions intersect – demands a distinctly interdisciplinary and decolonial approach, integrating contributions from critical and emergency pedagogy, peace studies, sociology, the psychology of collective trauma, international human rights law, digital media studies, the anthropology of conflict, and political science. Drawing on epistemologies of positive peace and the nonviolent transformation of conflicts, as well as on structural interpretations of violence proposed by international literature on peace education, the panel aims to examine the transformative processes that emerge in contexts of war and in societies shaped by political instability and systemic inequalities. The authors are therefore invited to present contributions aimed at analyzing: • learning in conflict zones, emergency schools, and diasporic contexts; • interrelations between mediation, agency, community empowerment, and psycho-social resilience; • the effects of propaganda tools, disinformation, and discursive devices on the construction of imaginaries and narratives of violence; • the role of education in cognitive and symbolic disarmament, in peace-building processes, and in safeguarding human dignity; • the potential of educational institutions as spaces of reconciliation, healing, peace-making and the construction of global citizenship. The panel seeks to advance, through research experiences and good praxis, theoretical and methodological reflections on education’s capacity to counter violence in all its forms, generate critical awareness, and support lasting peace-building processes in societies deeply marked by conflict.

THE OTHER'S HISTORY. PEDAGOGICAL REFLECTIONS ABOUT SHOAH AND NAKBA MEMORIES

Alessandro Vaccarelli (Università degli Studi dell'Aquila, Italy) · **Lorenzo Zaffram** (Università Sapienza di Roma, Italy)

Shoah and Nakba | Pedagogy of memory | Peace Education

The volume The Other's History: Israelis and Palestinians (PRIME, 2003) was published in Italy in 2003. It is a "small history manual" (ibid., 2003, p. 3) written by a group of twelve teachers, both Israeli and Palestinian. There are two versions of it: one in Arabic and one in Hebrew. The groups of students to whom the manual was addressed were presented with the history of the conflict both from the Palestinian point of view and from the Israeli point of view. The original manual featured both narratives on the same page, separated by a blank space: "so as to allow teachers and pupils to write their own observations" (ibid., 2003, p. 10). The Israeli–Palestinian conflict is characterized not only by extreme forms of violence and situations involving violations of human rights, but also by a conflict of memories, narratives, and imaginaries. Given the stratification of events as well as of memories, Daniel Bar-Tal (2024) places it within the framework of "intractable conflicts," which have specific characteristics and are marked, on both sides, by the perception that resolution is impossible. Despite its complexity and the many difficulties involved, Bashir and Goldberg (2023) emphasize the need to bring the memories of the Holocaust and the Nakba into dialogue in order to write "a new grammar and a new syntax" for the development of national narratives that are more complex, yet also more aware and effective. The Holocaust and the Nakba are defined by the authors as "foundational pasts," borrowing the concept from Alon Confino (2012). They are considered as such because both memories assume an ontological dimension within Israeli and Palestinian societies respectively, and each presupposes the negation of the other's trauma, thereby preventing forms of recognition and dialogue. The attempt to create a continuum between these two memories does not in any way aim to equate different events or to foster a competition of victimhood, as Said had previously argued (2011). Rather, through this project the authors seek to open up the possibility of mutual recognition in order to contribute to the construction of peace-building processes. The lesson of Bashir and Goldberg (2023) aligns with Todorov's (2018) concept of "exemplary memory," which presupposes the possibility of considering memory not only in a "literal" sense (narrowly tied to facts and contexts) but also as a tool for interpreting the present and contemporary forms of violence and conflict. Within these reflections lies the pedagogy of memory (Tomarchio & D'Aprile, 2021; Vaccarelli, 2023; Bravi, 2023; Vaccarelli, 2025), which conceives memory not merely as a commemorative moment but above all as a pedagogical device capable of becoming a driver of active citizenship, democracy, and processes of peace-building.

Bar-Tal, D. (2024). La trappola dei conflitti intrattabili. Il caso israeliano-palestinese. Milano: Franco Angeli.

Bashir B. & Goldberg A. (a cura di). (2023). Olocausto e Nakba. Narrazioni tra storia e trauma. Bologna: Zikkaron.

Bravi, L. (2023). Percorsi storico-educativi della memoria europea. La Shoah nella società italiana. Milano: Franco Angeli.

Confino, A. (2012). Foundational Pasts. The Holocaust ad Historical Understanding. Cambridge: Cambridge University Press.

Peace Research Institute of Middle East (2003). La storia dell'altro. Israeliani e palestinesi. Forlì: Una Città.

Said, E. (2011). La questione palestinese. Milano: Il Saggiatore.

Tomarchio, M., & D'Aprile, G. (2021). Memoria e progettualità educativa. Spazi di incontro,di prossimità e di dialogo intergenerazionale. MeTis – Mondi educativi, 11(1), 36-51.

Vaccarelli, A. (2023). Ai limiti dell'umano. La Shoah e l'educazione. Milano: Franco Angeli.

Vaccarelli, A. (2025). Memoria, memorie, conflitti. Considerazioni pedagogiche sullo sfondo della "seconda Nakba". Ricerche di Pedagogia e Didattica. Journal of Theories and Research in Education, 20(1), 187-201.

Todorov T. (2018). Gli abusi della memoria. Sesto San Giovani: Meltemi Edizioni.

THIRD NARRATIVE, JOINT GRIEF, AND SHARED FUTURE: SYMBOLIC DISARMAMENT IN ISRAEL–PALESTINE

Ilaria Olimpico (University La Sapienza, Rome, Italy)

third narrative | symbolic disarmament | memory

This contribution pushes the boundaries of education beyond institutional settings toward grassroots commemorative practices. It explores the emergence of a "third narrative" in the Israel–Palestine context, in its role of "cognitive and symbolic disarmament, peace-building processes, and the safeguarding of human dignity" (Panel A.02: Alphabets of Peace as Transformative Devices). Drawing on the Joint Memorial Ceremony organized by Combatants for Peace and the

Parents Circle–Families Forum (Combatants for Peace, n.d.), as well as on the personal journey of Sulaiman Khatib (Eilberg-Schwartz & Khatib, 2021), the paper analyzes how a third narrative, can be a transformative symbolic space that challenges binary oppositions and reorients memory toward a shared future (Assman, 2011; Bashir, & Goldberg, 2023; Vaccarelli, 2025). The Ceremony disrupts the victimhood paradigm and the weaponization of memory (Klein, 2024). Particular attention is given to power asymmetry as an ethical condition shaping the possibility of articulating this third narrative.

Assmann, J. (2011). Cultural memory and Western civilization: Functions, media, archives. Cambridge University Press.

Bashir, B., & Goldberg, A. (Eds.). (2023). Olocausto e Nakba: Narrazioni tra storia e trauma (Original work published 2018). Zikkaron.

Combatants for Peace. (n.d.). Israeli-Palestinian Joint Memorial Ceremony. https://www.cfpeace.org/memorial-ceremony

Combatants for Peace. (n.d.). Joint ceremonies. https://www.cfpeace.org/joint-ceremonies

Eilberg-Schwartz, P., & Khatib, S. (2021). In this place together: A Palestinian's journey to collective liberation. Beacon Press.

Klein, N. (2024). How Israel has made trauma a weapon of war. The Guardian. https://www.theguardian.com/us-news/ng-interactive/2024/oct/05/israel-gaza-october-7-memorials

Vaccarelli, A. (2025). Memoria, memorie, conflitti: Considerazioni pedagogiche sullo sfondo della "seconda Nakba". Ricerche di Pedagogia e Didattica – Journal of Theories and Research in Education, 20(1), 187–205. https://doi.org/10.6092/issn.1970-2221/21656

PACIFISM AND NONVIOLENCE: LIMITS, APORIAS, AND POLITICAL CONTROL

Michele Longo (Università degli Studi di Napoli (Federico II), Italy)

Peace | Ideology | Control

This paper offers a critical analysis of pacifism and nonviolence as ideologies that can define legitimate forms of political action and set the acceptable limits of conflict. By shaping what is deemed thinkable and practicable, these ideologies can narrow repertoires of contention and, in doing so, contribute to the reproduction of domination. The argument is developed in two parts. First, a dialogue is established among Giovanni Cosi (1985), Günther Anders (1991 [1984]; 2008 [1979; 1987]), Lev Trotsky (2000 [1917]), and Frantz Fanon (2007 [1961]) to expose the aporias of pacifism and nonviolence as principles and to trace their links to dominant interests. Cosi highlights the contradiction of radical pacifism when self-defense is denied. Anders stresses the limits of benevolent action and admits counter-violence as self-defense. Trotsky reads pacifism as rhetoric that manufactures consent and legitimizes imperialism. Fanon treats nonviolence as a colonial dispositive that disciplines revolt and makes decolonization compatible with new domination. Second, in the case of the U.S. civil rights movement (Churchill, 1998; Gelderloos, 2015 [2005]), it is shown how nonviolent rhetoric can align with white ideology and how, once institutionalized, it can govern conflict from within. Three functions recur: contention is confined to orderly forms; internal control is enabled through respectability, moral surveillance, and censorship; deviance is regulated (De Giorgio, 2013) by drawing a moral boundary between legitimate and illegitimate protest. Following Berger and Luckmann, nonviolence is treated as a partial symbolic universe anchored to a core universe of values and interests: tolerance integrates compatible universes, while incompatible ones are turned into objects of "therapy" or "annihilation" (Berger and Luckmann, 1969 [1966], p. 173). This helps explain how pacifist repertoires can be incorporated through adjustment and adaptation, neutralizing conflictual force while leaving the dominant universe intact. This critique is not an endorsement of violence; analytical vigilance is called for, in line with Quirico and Ragona's Panzierian perspective (2018: 36): «the necessity of perceiving the adversary and discerning whether these struggles reveal the objective, characteristic features of capital».

Anders G (1991[1984]) Uomo senza mondo. Scritti sull'arte e la letteratura. Ferrara: Spazio Libri.

Anders G (2008[1979;1987]) Il mondo dopo l'uomo. Tecnica e violenza. Milano-Udine: Mimesis.

Berger P L, Luckmann T (1969[1966]). La realtà come costruzione sociale. Bologna: Il Mulino.

Churchill Ward (1998). Pacifism As Pathology: Reflections On The Role Of Armed Struggle In North America. Winnipeg: Arbeiter Ring.

Cosi G (1985) Le aporie del pacifismo. Critica della pace come ideologia. Rivista Internazionale di Filosofia del Diritto 4(1985): pp. 596-606.

De Giorgio C (2013) La rappresentazione della violenza: l'immaginario dei movimenti sociali a confronto con la costruzione mediatica. Mediascapes Journal (2013): pp. 87-97.

Fanon F (2007[1961] I dannati della terra. Torino: Einaudi.

Gelderloos P (2015[2005]) Cómo la no violencia protege al Estado. Barcellona: Editorial Descontrol.

Panzieri R (1981) Lotte operaie nello sviluppo capitalistico. Turin: Einaudi.

Quirico M, Ragona G (2018) Socialismo di frontiera. Autorganizzazione e anticapitalismo. Turin: Rosenberg & Sellier.

Trotsky L (2000[1917]) Il pacifismo come servo dell'imperialismo. Online: https://www.marxists.org/italiano/trotsky/1917/pacifismo.htm

PEACE EDUCATION AND UNACCOMPANIED CHILDREN WITH MIGRATORY BACKGROUNDS IN ITALY

Filippo Iapadre (Università La Sapienza di Roma, Italy)

Peace education | Unaccompanied children | Agency

The aim of this ongoing research is to explore dialogical spaces for peace education —both formal and non-formal— within all the institutional reception and integration centers for unaccompanied children with migratory backgrounds in a medium-sized city in Northern Italy with a long history of migration flows, which intensified in 2023 and slowed down over the past two years. Bringing social systems theory (Lumhann, 1990, 2002), critical pedagogy (Freire, 2014; Pirozzi & Rossi-Doria, 2011) and educational peace studies (Kester, 2008; Herrero Rico, 2018; Gürsel-Bilgin, 2020; Wyness, 2013) into a productive dialogue, I investigate how educational interactional communication systems are produced in the daily lives of unaccompanied children, stressing systems' potential for change and expansion through horizontal dialogical activities. I conducted 30 semi-structured interviews with child educators, Italian teachers, linguistic and cultural mediators, and individuals holding political and administrative roles, as well as 12 co-designed dialogical activities between three different groups of eigth childrens and young adults (one group for each housing center). In these interactions, I used facilitation (Baraldi & Farini, 2013; Kovalainen & Kumpulainen, 2007) as a tool to empower children's peacful agency, enhance their epistemic authority, and build community across social differences. To create a dialogic interaction as horizontal as possible, I avoided proposing structured laboraties, games, or predifined activity, entering each space without imposing rules or normative expectations about a "right way" to partecipate (and, by contrast, a "wrong" or "deviant" one). As facilitation suggests, rules that could determine clear turn-of-talk, or demand attention to the partecipant's story, were co-constructed in the dialogic system by the partecipants from themselves and peacfully enforced by them only when they feelt it necessary. When conflict of opinion arose, facilitation helped me to mediate them —not manage, nor resolve them—, exploring differences and supporting the co-construction of shared narrations. Drawing from a non-essentialist view of culture, I searched for hybrid cultural-trajectories (Holliday, 2022; Baraldi, 2024) and immaginary of untested feasibility (Freire, 2014) coconstructed by the partecipants as they narrated their past, their present lives and the hopes they have for the future. The final encounter in each group focused on supporting them in developing proposals to improving their lives within the community, facilitating their agency in a peace-building effort that conceptualizes everyday peace as dialogically co-created, contextual, sustainible, responsibility-oriented and conflict-transformative. The interviews were analyzed through narrative and thematic software-assisted analysis. The analysis of the video-recorded activities was also supported by conversational analysis (CA) techniques. CA allowed me to carefully observe how facilitation could (or sometimes failed to) enhance turn-taking processes and children's epistemic authority (Baraldi 2022), fostering more responsible, free, and fluid communication in which mainstream metanarratives can be subverted and deconstructed, and small cultures and possible communities are co-constructed (Amadasi & Holliday, 2018; Tramma, 2019). Finally, once everything will be analized, this research intends to share its result with the community of educators, producing guide-lines that could help them to create stable dialogic spaces in their housing centers, as a parallel and integrative educational tool of peace-building.

Amadasi, S., & Holliday, A. (2018). 'I already have a culture.' Negotiating competing grand and personal narratives in interview conversations with new study abroad arrivals. Language and Intercultural Communication, 18(2), 241-256. doi:10.1080/14708477.2017.1357727

Baraldi, C. (2022). Facilitating Children's Agency in the Interaction, Challenge for the Education System. London: Palgrave Macmillan.

Baraldi, C. (Ed.) (2024). Exploring the narratives and agency of children with migrant backgrounds within schools: researching hybrid integration. Routledge.

Baraldi, C. & Farini, F. (2013). Trust and Facilitation in Educational Interactions. In H. Warming (ed.), Participation, Citizenship and Trust in Children's Lives (pp. 132-153). Basingstoke: Palgrave.

Freire, P. (2014). Pedagogia della Speranza (F. Telleri, Trans.). Torino: Gruppo Abele. (Original work published 1992)

Gürsel-Bilgin, G. (2020). Dialogue in Peace Education Theory and Practice. Educational Practice and Theory, 42(1), 27-46. doi:10.7459/ept/42.1.03

Herrero Rico, S. (2018). Education for nonkilling creativity: a reconstructive–empowering approach. Journal of Peace Education, 15(3), 309-324. doi:10.1080/17400201.2018.1535473

Holliday, A. (2022). Searching for a third-space methodology to contest essentialist large-culture blocks. Language and Intercultural Communication, 22(3), 367-380. doi:10.1080/14708477.2022.2036180

Kester, K. (2008). Peace Education: Experience and Storytelling as Living Education. Peace and Conflict Review, 2(2), 1-14.

Kovalainen, M., & Kumpulainen, K. (2007). The social construction of participation in an elementary classroom community. International Journal of Educational Research, 46, 141-158.

Luhmann, N. (1990). Sistemi sociali, fondamenti di una teoria generale (A. Febbrajo & S. Reinhard, Trans.). Il Mulino. (Original work published 1984)

Luhmann, N. (2002). How can the mind participate in communication? In W. Rasch (Ed.), Theories of Distinction: Redescribing the Descriptions of Modernity (pp. 169-186). Redwood City: Stanford University Press.

Pirozzi, S., & Rossi-Doria, M. (2011). Socievolezza e agency. Sociologia del Lavoro, 2010, 80-104. doi:10.3280/SL2010-120005

Tramma, S. (2009). Pedagogia della comunità. Milano: FrancoAngeli.

Wyness, M. (2013). Children's participation and intergenerational dialogue: Bringing adults back into the analysis. Childhood, 20(4), 429-442. doi:10.1177/0907568212459775

REINVENTING LANGUAGE AS A TOOL OF NONVIOLENT PRACTICE IN VARIOUS EDUCATIONAL SETTINGS

Paola Rigoni (Università di Bologna, Italy) · **Carmel Berendi** (University of Pecs, Hungary)

nonviolence | education | dialogical practices

A subtle form of violence is increasingly shaping contemporary communication. While not always expressed as explicit aggression, it influences how individuals think, speak, and relate to others. In the platform society, social, economic, and interpersonal exchanges increasingly occur through online platforms operated by a small number of private corporations, which have become central infrastructures of everyday life (van Dijck, 2024). Since the early 2000s, economic, cultural, and political power has concentrated in the hands of a few companies that structure the main spaces of online sociality and information (Törnberg, 2023), such as Google, Amazon, Facebook, Apple, and Microsoft, which play a decisive role in shaping communication and participation in public life (Rikap, 2024). The growing presence of algorithms in social media raises questions about their influence on attention, perception, and thought. As digital infrastructures shape what we see, read, and discuss, they also influence the language through which we interpret the world (Brady et al., 2023). Public discourse in digital environments is increasingly characterized by aggression, simplification, and polarization, and these communicative patterns are gradually permeating educational contexts. University students often adopt communicative styles influenced by social media, including in interactions with instructors (Persano, 2026). This reflects a broader linguistic transformation in which the boundaries between formal and informal communication are becoming increasingly blurred (Rodgers, 2025), contributing to the normalization of more direct and sometimes confrontational forms of expression in academic settings (Caceres et al., 2025). Language structures how reality can be represented. As Wittgenstein argues, the limits of my language mean the limits of my world (Wittgenstein, 1921). What cannot be meaningfully expressed in language cannot be clearly thought or communicated. The scope of what we can speak about defines the scope of the world we are able to understand. Words can function as doors that open dialogue, or as walls that close it (Rosenberg, 2003). Unlearning destructive patterns embedded in everyday conversation can improve forms of expression and foster connection and cooperation. For this reason language should be rediscovered as a tool for nonviolence. Versatile communication skills allows individuals to articulate nuance, recognize differences and sustain dialogue, building bridges that resist simplification and hostility. Within this framework, the purpose of this contribution is to examine the role of nonviolent communication as a subject of instruction and to highlight its relevance within formal and non-formal education. In particular, the paper explores how nonviolent communication can be integrated into educational practices as a pedagogical approach capable of fostering dialogue, empathy, and critical reflection.. The authors - educators in adult and higher education- advocate for a renewed attention to nonviolence within educational environments. Drawing on their teaching experiences, they reflect on the pedagogical potential of nonviolent practices applied in educational contexts. The contribution argues that incorporating nonviolent communication and dialogical practices into educational settings highly support constructive forms of interaction, strengthen democratic values and promote a sense of responsibility necessary for cultivating a sustainable culture of peace.

Brady, W. J., Jackson, J. C., Lindström, B., Crockett, M. J. (2023). Algorithm-mediated social learning in online social networks. Trends in cognitive sciences, 27(10), 947-960.

Cáceres, J. M., Martínez, P. R., Espinosa, J. J., Joya, L. M. (2025). The perpetration of on-and offline hate speech among secondary school students. Frontiers in Human Dynamics, 7, 1632091.

Kansok-Dusche, J., Ballaschk, C., Krause, N., Zeißig, A., Seemann-Herz, L., Wachs, S., Bilz, L. (2023). A systematic review on hate speech among children and adolescents: Definitions, prevalence, and overlap with related phenomena. Trauma, violence, & abuse, 24(4), 2598-2615.

Persano, H. L. (2026). Self-harm behaviors in adolescents. In C. Anzieu-Premmereur, M. T. Brady, C. Franckx, F. M. Gómez (Eds.), The body and compulsion from infancy to young adulthood: New perspectives on addiction, self-harm and suicide. Routledge.

Rikap, C. (2024). Varieties of corporate innovation systems and their interplay with global and national systems: Amazon, Facebook, Google and Microsoft's strategies to produce and appropriate artificial intelligence. Review of International Political Economy, 31(6), 1735-1763.

Rodgers, R. (2025). The Impact of Social Media on Language Change and Communication Styles. International Journal of Literature and Linguistics, 1(1), 05-09.

Rosenberg, M. (2003) Nonviolent Communication: a Language of LIfe. PuddleDancer Press

Törnberg, P. (2023). How platforms govern: Social regulation in digital capitalism. Big Data & Society, 10(1), 20539517231153808.

van Dijck, J. (2024). Governing platforms and societies. Platforms & Society, 1, 29768624241255922.

Wittgenstein, L. (1922). Tractatus Logico-Philosophicus. Harcourt Brace & Company Inc

A.03

The Global Right and Education: Hegemony, Social Justice, and the Post-Liberal Turn

PANEL CONVENORS: Manuela Mendoza (Universidad de O'Higgins, Chile); Aina Tarabini (Universitat Autònoma de Barcelona, España); Analía Meo (Consejo Nacional de Investigaciones Científicas y Técnicas (Conicet), Argentina); Marie Verhoeven (Université Catholique de Louvain, Belgique); Luca Massidda (University of Tuscia, Italy); Mattia Diletti (Sapienza University of Rome, Italy)

PANEL KEYWORDS: Critical Pedagogies, Neoliberal and Neoconservative Education Reforms, New Right

This panel examines how the rise of the New Right is reshaping education and disputing its historical role in sustaining democracy and social justice. Across diverse national contexts, contemporary right-wing movements do not merely revive traditional conservatism: they strategically combine neoliberal market logics, identity-based neoconservatism, authoritarian populism, and technocratic management. What is "new" in these assemblages is their capacity to intertwine economic, moral, and cultural registers in projects aimed at restoring order and redefining the public meaning of education (Apple, 2001; Gandin & Lima, 2016). Education thus becomes a key battleground where claims of meritocracy, "freedom of choice" and inclusion are mobilised alongside demands for ideological neutrality, anti-gender discourses and cultural control. These agendas work simultaneously at multiple levels —curriculum design, teacher training, school governance, and regulatory frameworks— producing tensions that erode inclusive democratic spaces and constrain critical pedagogies. Recent work shows how this convergence of neoliberal and traditionalist rationalities fuels educational reforms that normalise market values while policing moral boundaries (e.g., Giudici et al., 2025). This panel welcomes theoretical, historical, and empirical contributions that interrogate how New Right actors mobilise policies, narratives, and institutional reforms to reconfigure education as a domain of political struggle. We especially encourage works that examine democratic erosion, moral regulation, and the disciplining of diversity within schools, as well as research exploring countermovements, resistant pedagogies, and collective practices that reclaim education as a space for democracy, ethical responsibility, and social justice.

HIGHER EDUCATION PRIORITIES ENGINEERED BY THE TRUMP-MUSK PHASE OF THE SECOND TRUMP ADMINISTRATION

Iryna Kushnir (Nottigham Trent University, United Kingdom) · **Sujith Kumar** (King's College London, United Kingdom)

Higher education | Trump | policy documents

This paper examines higher education (HE) priorities advanced in the opening months of the second Trump administration, a period shaped by the prominent role of Elon Musk as a Special Government Employee and the emergence of the "Department of Government Efficiency" (DOGE). Building on the premise that HE is always political rather than insulated from ideological struggle (Marshall & Scribner, 1991; Apple, 2003), the study mobilises world-systems theory to situate US HE policy shifts within world core–periphery dynamics and struggles over hegemony (Wallerstein, 1974; Spring, 2015). Methodologically, the study undertakes a thematic analysis of 16 national-level presidential policy documents (13 executive orders and 3 proclamations) issued between 20 January and 28 May 2025, collected from the Federal Register (2025) via structured keyword searches and analysed in NVivo 12 using a four-phase thematic analysis framework (Kushnir, 2025b). The analysis identifies three interconnected priorities. First, the restoration of "traditional values" is operationalised through executive actions that frame diversity, equity, inclusion and accessibility (DEIA) initiatives as illegitimate, bureaucratic, and discriminatory, and that recast "merit" and "biological truth" as neutral foundations for public policy. This agenda is paired with efforts to reduce federal oversight – up to and including proposals to abolish the Department of Education – while simultaneously conditioning federal support on ideological compliance. Second, the

defence of "religious freedom" positions Christians as targets of institutional hostility and links moral authority to policy interventions spanning campus life, public health mandates, and "gender ideology". Measures framed as combating anti-semitism further expand punitive oversight of universities and student protest, fusing religious liberty claims with national security and disciplinary governance. Third, "accountability" is reframed from a quality assurance and public responsibility mechanism into an instrument of surveillance and control: accreditation reform is used to delegitimise equity-oriented standards, weaken monitoring of outcomes, and enable institutions to exit "antithetical" accreditors, while foreign-funding disclosure requirements represent international collaboration as a security risk. The paper argues that these priorities – emerging alongside visible disruptions to educational research capacity (e.g., major cuts to the Institute of Education Sciences) and to academic mobility (e.g., intensified visa constraints and threats to international enrolment) – signal a strategic "purification" of the HE sector as a nationalist project rather than administrative neutral reform (Binkley & Toness, 2025; Feng, 2025). Yet, interpreted through world-systems theory, the early trajectory suggests recalibration rather than structural transformation: while the turmoil may open short-term opportunities for semi-peripheral systems to attract talent, entrenched infrastructures of US academic dominance and the political economy of international student flows remain resilient (Bound et al., 2021; Chase-Dunn et al., 2019). This study's significance is in explaining how early second-term federal actions have reshaped US HE and what that means for universities in and beyond the US trying to protect academic freedom, equity work, and international collaboration.

Apple, M.W. (ed.) (2003) The State and the Politics of Knowledge. New York: Routledge. Available at: https://www.taylorfrancis.com/books/edit/10.4324/9780203441190/state-politics-knowledge-michael-apple (Accessed: 13 June 2025).

Binkley, C. and Toness, V.V. (2025) DOGE cuts $900 million from agency that tracks American academic progress, AP News. Available at: https://apnews.com/article/ies-musk-doge-education-cuts-4461d7bdbe9d55c5a411d8465999b011 (Accessed: 13 June 2025).

Bound, J. et al. (2021) 'The Globalization of Postsecondary Education: The Role of International Students in the US Higher Education System', Journal of Economic Perspectives, 35(1), pp. 163–184. Available at: https://doi.org/10.1257/jep.35.1.163.

Chase-Dunn, C., Grimes, P. and Anderson, E.N. (2019) 'Cyclical Evolution of the Global Right', Canadian Review of Sociology/Revue canadienne de sociologie, 56(4), pp. 529–555. Available at: https://doi.org/10.1111/cars.12263.

Federal Register (2025) Presidential Documents, Federal Register. Available at: https://www.federalregister.gov/presidential-documents (Accessed: 13 June 2025).

Feng, E. (2025) 'Rubio says U.S. will "aggressively" revoke visas for many Chinese students', NPR, 28 May. Available at: https://www.npr.org/2025/05/28/g-s1-69495/rubio-says-u-s-will-aggressively-revoke-visas-for-many-chinese-students (Accessed: 10 June 2025).

Kushnir, I. (2025) 'Thematic analysis in the area of education: a practical guide', Cogent Education, 12(1), p. 2471645.

Marshall, C. and Scribner, J.D. (1991) '"It's all Political": Inquiry into the Micropolitics of Education', Education and Urban Society, 23(4), pp. 347–355. Available at: https://doi.org/10.1177/0013124591023004001.

Spring, J. (2015) Globalization of education: an introduction. 2nd Edition. New York: Routledge. Available at: https://www.taylorfrancis.com/books/mono/10.4324/9781315795843/globalization-education-joel-spring (Accessed: 13 June 2025).

Wallerstein, I. (1974) The Modern World-System. New York, NY: Academic Press.

STUDENT POLITICS IN THE UK MEDIA: WHOSE VOICES ARE HEARD, AND WHOSE ARE LEFT OUT?

Franziska Lessky (University of Oxford, United Kingdom) · **Xuedan Yan** (University of Oxford, United Kingdom) · **Rachel Brooks** (University of Oxford, United Kingdom) · **Tom Fryer** (University of Manchester, United Kingdom) · **Rille Raaper** (Durham University, United Kingdom)

Student politics · media analysis · social justice

From "woke campuses" to an alleged free-speech crisis, UK universities are increasingly framed as politically charged spaces (Fryer, 2023; Loader, 2015; Raaper, 2024). Yet empirical research remains limited on whether higher education actually politicises today's students, even as media attention to this issue has intensified (Scott, 2022; Simon, 2022). In this talk, we will explore the following questions: how does the UK press portray student politics, what evidence do these articles rely on, and whose voices are heard and whose might be missing? We will draw on a systematic media analysis of UK national newspapers (September 2020–September 2025), in which we used Lexis+ UK and a targeted keyword strategy to build a final dataset of 89 articles. Two findings will be discussed in detail: First, widespread claims that universities strongly shape students' political views, particularly by promoting left-wing or "woke" ideologies, are rarely supported by robust empirical evidence. Second, more than half of all coverage focuses on Oxford and Cambridge, with incidents at these elite institutions frequently treated as representative of the higher education sector as a whole. We will discuss why this matters and what is obscured when "the student" is imagined through Oxbridge alone. The proposed talk

points to a highly relevant and pressing societal issue of today's educational and political landscape in many European countries and beyond. It aims to contribute to the panel discussion by reflecting on how education is mobilised within broader anti-democratic and reactionary discourses (Bennett et al., 2017).

Bennett, K., et al. (2017) Negotiating the educational spaces of urban multiculture: skills, competencies and college life, Urban Studies, 54,10,2305-2321.
Fryer, T. (2023) Do the political attitudes of students change during their time in higher education? Higher Education, 86,563-590.
Loader, B., et al. (2015) Campus Politics, Student Societies and Social Media, The Sociological Review, 63,4, 820-839.
Raaper, R. (2024) Student Agency and Political Agency: Protest, Representation and Consumer Rights, Routledge.
Scott, R. (2022) Does university make you more liberal? Estimating the within-individual effects of higher education on political values, Electoral Studies.
Simon, E. (2022) Demystifying the link between higher education and liberal values: A within-sibship analysis of British individuals' attitudes from 1994-2020, British Journal of Sociology.

UNDOING DEMOCRACY IN EDUCATION IN ONTARIO, CANADA: FROM POLICY TO GOVERNANCE

Sue Winton (York University, Canada)

policy advocacy | New Right | critical policy analysis

This paper shows how a policy designed to enhance democracy in Canada's largest school district was challenged - and ultimately undone - by New Right actors at the local and provincial levels in Ontario, Canada. The paper presents findings from a critical policy study (Molla, 2021) of debates over a policy change made by elected members (i.e., trustees) of the Toronto District School Board (TDSB), a change designed to enhance equity by increasing access to specialized programs for historically marginalized students. The study was grounded in theories of network governance (Ball, 2009), argumentative discourse (Hajer, 2006), and critical democracy (Solomon & Portelli, 2001). Data include: transcripts from TDSB meetings; TDSB policy texts; elected officials' social media posts; Ontario government texts; and news reports. Argumentative discourse analysis (Hajer, 2006) was used to identify arguments made by actors for and against the policy change. As discussed below, New Right members of the coalition advocating a return to 'merit-based' competition for admission prevailed due to the provincial government's takeover of the democratically elected school board. Findings: In 2022, the TDSB changed its policy on how students would be admitted to its specialized (e.g., Arts, STEM) programs. The board's data showed some groups were overrepresented in these programs while others were underrepresented. The imbalances were attributed in part to admissions processes involving assessments of ability that advantaged affluent students. The policy change removed these mechanisms and enabled anyone with an interest in the programs to apply. It also prioritized admission to students from historically underrepresented groups. A school board election was held shortly after the policy change was introduced, with some new trustees vowing to restore the previous admissions policy. In calling for a return to "merit-based" admissions, these and other opponents argued the new policy undermined "excellence" and hurt hard-working, talented students. They also questioned the legitimacy of consultations held before the change. Opponents spoke at board meeting as individual citizens and trustees, but some were also affiliated with local neoconservative organizations and/or liaised with members of Ontario's New Right government led by Doug Ford, a neoliberal populist (Budd 2020). Ford's government has introduced multiple policies that undermine democratic education in name of the "choice" and "merit" since 2018 (Di Giovanni & Parker, 2024; Satia & Dej, 2026). In Spring 2024, Ontario's Minister of Education (a member of Ford's government) intervened in the local debate, instructing trustees to review the policy change and launch a policy consultation. Calling for a new consultation on TDSB's admissions policy positioned the Minister of Education as an advocate for democracy while he actively undermined it. The TDSB planned to launch public consultations in Summer 2025. However, before it could the Ford government took over the democratically elected school board and appointed a supervisor. A TDSB trustee and new admissions policy opponent praised the takeover. One of the supervisor's first moves was to re-instate competitive admissions to the TDSB's specialized programs. Ontario's Minister of Education praised the return to "a fair admissions process…based on merit" (Calandra, 2025).

Ball, S. J. (2009). Privatising education, privatising education policy, privatising educational research: Network governance and the 'competition state.' Journal of Education Policy, 24(1), 83–99. https://doi.org/10.1080/02680930802419474
Calandra, P. [@PaulCalandra]. (2025, October 22). We have been clear that every decision in education must focus on improving student outcomes. [Tweet]. Twitter. https://x.com/PaulCalandra/status/1981026870930878838

Di Giovanni, A., & Parker, L. (2024). Is it a choice? Examining Neoliberal influences in three Ontario education reforms. Critical Education, 15(2), 52–74. https://doi.org/10.14288/ce.v15i2.186892

Hajer, M., A. (2006). Doing discourse analysis: Coalitions, practices, meaning. In M. Van den Brink & T. Metze (Eds.), Words matter in policy and planning: Discourse theory and methods in the social sciences (pp. 65–76). Netherlands Graduate School of Urban and Regional Research.

Molla, T. (2021). Critical policy scholarship in education: An overview. Education Policy Analysis Archives, 29(2), Article 0. https://doi.org/10.14507/epaa.29.5655

Satia, A., & Dej, K. (2026, January 26). Ontario's Bill 33 raises serious concern about campus equity and student rights. The Conversation. https://doi.org/10.64628/AAM.mjuqmdn9x

Solomon, R. P., & Portelli, J. P. (2001). Introduction. In R. P. Solomon & J. P. Portelli (Eds.), The erosion of democracy in education: Critique to possibilities (pp. 15–27). Detselig Enterprises.

POPULAR EDUCATION AGAINST THE NEW RIGHT: GRASSROOTS EXPERIENCES AND DEMOCRATIC STRUGGLES IN POST-AUTHORITARIAN CHILE

Diego Cabezas Bravo (Universidad Metropolitana de Ciencias de la Educación, Chile)

New Right educational project | Popular education | Pedagogical resistance and democracy

In recent years, the Chilean educational system has suffered massive reforms and policies implementations. Ley de Inclusión, Desmunicipalización, LEGE, among others, have sought to transform the system towards an idea of democratization and participation; however, their implementation has been inadequate. After more than thirty years of apparent left-wing leaning transformation attempts, the educational landscape has not changed in its structure, but strong discourses of merit, authority, and freedom of education have re-emerged to undermine all of them (Arzola, 2024; Cubillos et al., 2021). This mix is a crucial site for understanding how new right-wing assemblages are reconfiguring the very meaning of democracy, social justice and education, not only in Chile, but across the entire hemisphere. Against a backdrop of neoliberal modernization and moral conservatism, contemporary right-wing actors in Chile mobilize a discourse working towards the dismantling of public education, the moral panic around gender and diversity, and the managerial language of "quality assurance" (Reyes & Cabaluz, 2025), creating an ideal public terrain where social justice is reframed as ideological threat rather than democratic horizon. This presentation in particular examines these dynamics through the lens of popular education, revisiting their emancipatory contributions to Chile's democratic struggles, from the resistance to the Pinochet dictatorship to the 2019 social uprising. Using documentary analysis, interviews with educators, and institutional discourse review, we explore how the educational policies, far from their left-wing appearance, articulate neoliberal and neoconservative rationalities, disciplining dissent while promoting an illusion of participation. These "post-political" configurations (Apple, 2013) coexist with renewed attempts by grassroots educational experiences, popular education spaces, to restore a sense of collective agency and public purpose in education (Fernández, Acuña & Albornoz, 2024; Ojeda et al., 2024; Cabezas, 2023). By tracing this authoritarian technocracy advancement, we argue that the New Right's project in education is not a return to tradition but actually a reconfiguration of pedagogical-political power, one that combines managerial depoliticization with moral regulation. Yet, within this context of reaction and control, popular education persists, unseen and unrevisited by the academic world, as a counter-hegemonic force that produces spaces of hope and radical dialogue (Freire, 1970). The Chilean case thus reveals both the dangers of democratic erosion and the vitality of pedagogical resistance, offering insight into how, from popular education, we can reimagine democracy from below amid global authoritarian currents. Ultimately, we conclude that defending democracy in education today demands both resisting right-wing policies and, at the same time, reaffirming education as a collective ethical praxis, a terrain where solidarity and critical consciousness can still transform the social order. From popular education, we can envision pedagogical practices that do not simply defend democracy but actively reinvent it in times of crisis.

Arzola, M. P. (Ed.). (2024). Reprobado: Una década perdida en educación. Ediciones LYD.

Apple, M. (2013). Educating the "Right" Way: Markets, Standards, God, and Inequality. Routledge.

Cabezas, D. (2023). Educación Popular en Chile (2011-2021). Paulo Freire. Revista De Pedagogía Crítica, (29), 21-47. https://doi.org/10.25074/pfr.v0i29.2297

Cubillos, M., Isamit, J., Núñez, J. P., Peña, F., Bravo, M., Barrera, J., Ruiz, V., Alegría, F., Lagos, J. F., & Durán, A. L. (2021). Reforma educacional: Un experimento fracasado. Ediciones USS.

Fernández, M. B., Acuña, F., and Albornoz, N. (Eds.). (2024). Educación pública experimental: Resurgiendo desde la Escuela-Centro Experimental Carén. Editorial Universitaria.

Freire, P. (1970). Pedagogy of the Oppressed. Herder & Herder.

Ojeda Millahueque, P., Olivares Gatica, C., Cabezas Bravo, D., Pavez, M. L., and Montoya Peña, L. (Eds.). (2024). Ensayos sobre educación para la liberación: Reflexiones desde el Diplomado en Educación Popular y Pedagogías Emancipatorias de Chile y Latinoamérica (2022). Ediciones Estrella Sur.

Reyes, L.; Cabaluz, F. (2025). Neofascismo, educación y resistencias en chile, 1973-2024. En Fascismo, neofascismo y otras expresiones del capitalismo del siglo XXI. pp. 199-228

THE SOCIAL AND ECONOMIC CONDITIONS FOR DEMOCRATIC EDUCATION

Hugh Lauder (University of Bath, UK, United Kingdom)

The New Right | Participant Democracy | Democratic Education

While there has been debate about the nature of democratic education and its effectiveness, there has been less discussion of the social and economic conditions which enable such an education. Given the ascent of the New Right in many countries this has become a vital question. Democratic education refers to an education for democratic citizenship and a system of education which is democratic. Dewey noted that 'education is the midwife to democracy', yet the current state of polarized societies vitiates this view. This suggests that we need to consider the conditions under which a democratic education is possible. The failure of Liberal democracies, hollowed out by Neo Liberal policies, has created an epistemic deficit that has enabled what Arendt called the 'big lies' associated with totalitarian regimes. To establish the failure of an education for democratic citizenship under Liberal democracies, evidence is drawn from the historical example of Germany during the democratic period of the Weimar Republic and subsequent Nazi dominance and from contemporary research on the Global Citizenship programme in the International Baccalaureate, where many students view it as a way of elevating their CVs as Neo-Liberal subjects (Hayden et al, 2020). In education, the consequence of this democratic failure has been what Balarin and Rodriguez (2024) have called 'shallow pedagogies'. This suggests that a democratic education will only be effective in a society based on participatory democracy in which citizens engage in the informal education of decision-making according to our best theories and evidence. That said, without considering the economic conditions that have given rise to the New Right, such a proposal would be Idealist. This suggests that both participatory democracy and democratic education need to be seen as part of a broader progressive programme which addresses the fundamental contradictions within capitalism.

Balarin, M and Rodriguez, M, F. (2024) Shallow pedagogies as epistemic injustice: how uncritical forms of learning hinder education's contribution to just and sustainable development, Global Social Challenges Journal, Bristol University Press, 3,(1), 49-67.

Hayden, M, McIntosh, S, Sandoval-Hernandez, A, Thompson, J, (2020) Global Citizenship: Changing student perceptions through an international curriculum, Globalisation, Societies and Education, 18,(5), 589-602.

NEW RIGHT NARRATIVES ON TEACHERS' ROLE IN EDUCATION IN ARGENTINA: SYMBOLIC CONVERGENCES, NEGOTIATIONS AND TENSIONS IN SECONDARY EDUCATION POLICIES

Juana Sorondo (Universitat Autònoma de Barcelona, Spain) · **Silvia Alucin** (Instituto de Ciencias de la Educación de Rosario, Argentina; CONICET, Argentina)

New Right narratives | teacher identity | secondary education

This contribution examines the narratives on the role of secondary school teachers shaped by educational policies in Argentina, currently governed by far-right president Javier Milei. We focus here on two jurisdictions, the Autonomous City of Buenos Aires (CABA, in Spanish) and Santa Fe, whose current right-wing governments crystallize the New Right national governmental framework. Thus, their educational policies show the globally on-going convergence and negotiation between far-right, neoliberal and traditional rationalities (Bonnet, 2024; Guidici et al., 2025). Our research follows an anthropology of public policies approach, which allows us to interpret the discursive morality and normativity produced by educational policies, and their relation to social conflicts and structures (Shore y Wright, 1997; Shore, 2010). We have gathered a diverse corpus, which reflects the discursive universe of educational policies for secondary education in Santa Fe and CABA. Following a multi-scaled and comparative approach, we included: laws and legal documents, government orientations addressed to teachers, official reports and press statements, and documents issued by teachers' unions. The analysis shows how, within the context of a broader global narrative constructing a "crisis" of public education (Pini and

Amaré 2025), teachers are simultaneously manufactured as the main agent and, at the same time, the enemy of educational change. On the one hand, public policy for secondary education focuses on technocratic management via the transformation of individual teaching practices, set as a key element of flexibilisation, innovation and modernisation. Thus, neoliberal rationality shapes a narrative that overestimates individual agency, holding teachers responsible for change and neglecting the material and structural conditions of education (Meo et al., 2023; Sorondo and Alucin, in press). This rationality seems to find a fertile ground in the historical moralisation of teacher identity, as laic apostles of civilisation (Ascolani, 1999). On the other hand, in convergence with conservative morality, this discourse also deploys antagonising and suspicion-based strategies in the reshaping of secondary education teachers' identities (Normand, 2024). Disciplinary and accountability policies regarding attendance and working conditions aim to build a common image of teachers as "lazy", "unengaged" and "anti-innovation". Reinvigorating narratives from past dictatorships, political and unionised engagements are also demonised, as so-called "anti-adoctrination" policies, based on discipline- and punish-mechanisms (Larrondo, 2025), are being promoted at a national and local scale. Our comparative analysis shows that, while CABA's well rooted neoliberal educational framework smoothly transitions towards a more authoritarian moralising approach, Santa Fe's turn from social-educational policies towards a more individualised and fragmented perspective speaks of an inconspicuous and often concealed continuity between progressive-neoliberal and (far-)right policies. Despite the different contexts, both Santa Fe and CABA's educational policies partake in reshaping teachers' identity towards the desintegration of collective approaches to education (Gluz y Kesler, 2024). Exploring these cases allows us to delve deeper in the configuration of the New Right narrative in education, showing that, rather than an entirely new discourse, it emerges from an heterogenous articulation between neoliberal normative logic and authoritarian and repressive strategies (Dardot et al., 2021), as well as historically sedimented rationalities in the educational field.

Ascolani, A. (1999). ¿Apóstoles laicos, burocracia estatal o sindicalistas? Dilemas y prácticas del gremialismo docente en Argentina (1916/1943). Anuario De Historia De La Educación, 2. https://www.saiehe.org.ar/anuario/revista/article/view/124

Dardot, P., Guéguen, H., Laval, C. & Sauvêtre, P. (2021). Le choix de la guerre civile. Une autre histoire du néolibéralisme. Lux Éditeur.

Bonnet, A. (2024). El ascenso de Milei en Argentina y las nuevas extremas derechas de América Latina. Papel Político, 29. https://doi.org/10.11144/Javeriana.papo29.aman

Giudici, A., Gruber, O., Schnell, P., & Pultar, A. (2025). Far-right parties and the politics of education in Europe. Journal of Contemporary European Studies, 33(1), 1-14. https://doi.org/10.1080/14782804.2024.2352518

Gluz, N. & Kesler, A. (2024). El avance de las nuevas derechas y el cercenamiento de lo común en las políticas educativas argentinas del S. XXI. Debates em Educação, 16(38). https://doi.org/10.28998/2175-6600.2024v16n38pe17876

Larrondo, M. (2025). ¿El "adoctrinamiento" como problema educativo? Escuela secundaria y nuevas derechas en Argentina. Magis: Revista Internacional de Investigación en Educación, (18), 112. https://doi.org/10.11144/Javeriana.m18.aape

Meo, A. I., Monte, P. del, & Chervin, M. (2023). La rubriquización de la evaluación y la fabricación de docentes como "agentes de cambio" en una escuela secundaria inclusiva de la Ciudad de Buenos Aires, Argentina. Education Policy Analysis Archives, 31. https://doi.org/10.14507/epaa.31.7375

Normand, R. (2024). La profesión docente frente al desafío del management. Una perspectiva crítica desde la sociología de las convenciones. En Héctor Monarca (Coord.), Profesionalización docente: Discursos, políticas y prácticas (pp. 22-44). Dykinson - CLACSO.

Shore, C. & Wright, S. (1997). Anthropology of policy: critical perspectives on governance and power. Routledge.

Shore, C. (2010). La antropología y el estudio de la política pública: reflexiones sobre la "formulación" de las políticas. Antípoda, 10, 21-49. https://www.redalyc.org/pdf/814/81415652003.pdf

Sorondo, J. & Alucin, S. (in press). Cambios en el régimen académico de la escuela secundaria argentina: Un estudio comparado de sus impactos en la individualización de la inclusión educativa en Santa Fe y CABA. Íconos. https://doi.org/10.17141/iconos.85.2026.6637

EDUCATION AS A CULTURE WAR ARENA: THE CONSERVATIVE ASSAULT ON KNOWLEDGE INSTITUTIONS IN THE TRUMP ERA

Mattia Diletti (Sapienza University of Rome) · **Alice Fischetti** (Università della Tuscia, Italy) · **Luca Massidda** (Università della Tuscia, Italy)

Conservatism | Educational Policies | Culture Wars

In contemporary American conservatism, education has moved from a secondary policy domain to a strategic terrain of ideological struggle. Within the political constellation associated with Donald Trump and the broader MAGA movement (Field 2025), schools and universities are increasingly portrayed as key sites of cultural conflict and ideological reproduction (Apple 2006; Hartman 2015). Educational institutions are framed as environments captured by progressive elites, bureaucratic structures, and intellectual agendas perceived as hostile to the values of the national community. This

paper examines how education has been repositioned at the center of the contemporary conservative ideological project. The analysis focuses primarily on Mandate for Leadership 2025 (Heritage Foundation, 2023), the policy blueprint designed to guide a new conservative governing cycle, and situates it within a longitudinal comparison with Mandate for Leadership II (1984), which accompanied the consolidation of Reagan-era conservatism. The comparison reveals a significant transformation in the ideological architecture of American conservatism. In the Reagan-era Mandate, education occupied a relatively marginal position within an agenda overwhelmingly structured around political economy and institutional reform. In the contemporary document, by contrast, education emerges as a strategic field through which broader cultural and political conflicts are articulated. Schools and universities are increasingly represented as institutional spaces that must be reclaimed, restructured, and rebuilt on new normative foundations. Our interest is not to assess these policy proposals from a normative perspective but to analyze the ideological and discursive reconfiguration that underpins them. By combining the comparative analysis of the two Heritage Mandates with an examination of the educational policies and executive initiatives aligned with the Trump political project, the paper shows how the cultural centrality attributed to education has translated into a coherent strategy of governance. Within this framework, education functions simultaneously as a battlefield of the American culture wars and as a strategic lever through which contemporary conservatism seeks to construct an alternative cultural hegemony challenging the liberal-progressive paradigm and contributing to the emergence of a post-liberal political order.

Apple, M. W. (2006). Educating the “Right” Way: Markets, Standards, God, and Inequality. Routledge.
Field, L. K. (2025), Furious Minds. The Making of the MAGA New Right,
Princeton University Press.
Hartman, A. (2015). A War for the Soul of America: A History of the Culture Wars. University of Chicago

DELEGATING EDUCATIONAL JUSTICE? NEOLIBERAL GOVERNANCE AND THE TRANSFORMATION OF INEQUALITY POLICIES

Cintia Indarramendi (université paris 8, France)

Educational inequalities | Neoliberal education policies | Public–private partnerships

The neoliberal turn in educational policies in France has progressed more discreetly than in other so-called “Northern” countries, yet it has advanced steadily since the 1980s. Four decades after the emergence of new public management reforms (Maroy, 2006), decentralisation, results-based governance and increasing competition between public and private actors in education, the consequences of these transformations for reducing social and educational inequalities remain a key issue for research and public debate. A growing body of sociological literature suggests that contemporary educational policies tend less to focus on reducing structural inequalities and achievement gaps than on enabling each student to perform as well as possible within a meritocratic framework (Rochex, 2020; Frandji & Rochex, 2011). Such policies are often embedded in individualising and naturalising interpretations of educational success and failure, which risk reinforcing inequalities by shifting attention away from the social conditions shaping access to knowledge and learning. In this perspective, the emphasis on personal responsibility, competences and adaptability may contribute to redefining the role of public education and the aims of compensatory policies. This paper analyses these transformations through the case of the Cités éducatives programme. Introduced in France in 2019, this national policy label targets disadvantaged urban areas identified within urban policy frameworks. Its main objective is to strengthen coordination among existing initiatives and stakeholders in priority neighbourhoods and schools within priority education schemes, with the goal of fostering “educational success” among children and young people. Drawing on an empirical investigation conducted in one local Cité éducative, the study examines processes of policy design, governance and implementation at the territorial level. It assesses the extent to which this configuration contributes to reducing inequalities in access to knowledge and learning. Findings show that Cités éducatives create spaces for the multiplication of educational actors locally, including the growing involvement and legitimisation of non-profit organisations in addressing students’ learning difficulties. These actors intervene both in disadvantaged schools and during formal schooling time, reshaping the boundaries of educational action. The research also highlights that some interventions rely on naturalising and pathologising interpretations of school inequalities, which tend to minimise the centrality of knowledge transmission and

pedagogical conditions of learning. By focusing on individual deficits or socio-emotional competences, such approaches may paradoxically reinforce the inequalities they aim to reduce. More broadly, the paper argues that these developments are embedded in a neoliberal configuration of public action characterised by the partial delegation of educational responsibilities to the non-profit private sector (Massei, 2024) and governance arrangements encouraging competition and partnerships between public and private actors. Analysing Cités éducatives thus sheds light on the reconfiguration of educational policies and on tensions between social justice objectives and managerial logics in contemporary education systems.

CHOPIN M.-P. et J. SINIGAGLIA, « Les conditions de l'orthodoxie : Les cadres intermédiaires de la fonction publique en relais du new public management dans les politiques éducatives », Savoir/Agir, mars 2023, p. 161 169.

FRANDJI, D. & ROCHEX, J.-Y. (2011). « De la lutte contre les inégalités à l'adaptation aux "besoins spécifiques" ». Éducation & Formations, n° 80, p. 95-108.

GIBAND D., « Educational Cities, Introducing a Neoliberal Order in Priority Educational Areas ? », in K. MARY, N. NAFAA et D. GIBAND (dir.), Geographies of Globalized Education Privatization, Cham, Springer International Publishing, 2023, p. 109 128.

MASSEI S., Discipliner les banlieues : l'éducation à l'égalité des sexes dévoyée, Paris, La Dispute, 2024.

MOREL S., La médicalisation de l'échec scolaire, Paris, La Dispute, 2014.

ROCHEX, J.-Y. (2010). « Les trois "âges" des politiques d'éducation prioritaire : une convergence européenne ? » in Choukri Ben Ayed (dir.), L'école en questions. Pour une école démocratique, Paris : Armand Colin.

EMOTIONAL SCHOOL REGIMES IN NEOLIBERAL TIMES: CONCEPTIONS, PRACTICES AND RESISTANCES OVER STUDENT WELLBEING AT MADRID'S PUBLIC SECONDARY EDUCATION

Veda Krüger Ruiz (Universitat Autònoma de Barcelona, Spain)

student wellbeing | emotional regimes | affective inequality

Student wellbeing became a major concern during the 2020 pandemic. Increasing evidence of illbeing (anxiety, school disengagement, self-harm, etc.), particularly among adolescents, generated urgency in public discourse. International actors developed policies to promote wellbeing in education, concerned with its consequences on learning and academic success. This could have been an opportunity to bring together different epistemologies on emotion and wellbeing at school, from a more critical and less western-centric perspective (Jiang, Saito, Zhang & Waterhouse, 2024). Instead, a conception of individual wellbeing and socio-emotional intelligence, that does not equally contemplate its structural dimensions (Fernández, 2018), became standardized in education. This has particular implications for school systems governed by right-wing and neoliberal administrations, as in Madrid, Spain. Decades of privatization, marketization and school segregation under an "individual freedom" brand, mark the public education landscape of this European region. National reforms in 2020–2021 incorporated new measures, including the creation of a wellbeing coordinator role within schools and the implementation of large-scale teacher training on mental health. Examining how these institutional policies and conceptions of student wellbeing are enacted and/or resisted within schools reveals differences in institutional habitus, with contextualized dispositions towards attending to student emotions (Reay, 2015). Based on semi-structured interviews with 60 school leaders, counsellors and teachers from five public secondary schools in Madrid, this paper provides discursive and thematic analysis to understand conceptions, practices and emotional norms, or regimes, around student wellbeing. It aims to answer how, why and under what conditions student wellbeing is conceptualized and addressed by public secondary education under this international "wellbeing turn". Selected schools have diverse student compositions in terms of socioeconomic and migrant background, hence the study also explores structural inequalities that intersect with schools' approaches towards student wellbeing. Critical theories in the sociology of affect and emotion allow us to identify emotional registers, norms and doxa at school (Threadgold, 2020; Ahmed, 2004). These elements are socially constructed and reproduced through discourses and practices, legitimizing some emotional registers while excluding or disciplining others (Abramowski, 2024). These dynamics constitute particular emotional "regimes" that are part of a school's institutional habitus (Ibid; Reay, 2004). Understanding how schools conceptualize emotions and wellbeing, and how these approaches are enacted by adults at school, has important implications for different students, especially those belonging to working-class, migrant and/or ethnic minorities (Reay, 2025). Consequently, the present study shows that emotional school regimes affect not only how student wellbeing is addressed, but also whose wellbeing and emotional worlds are legitimized, identifying inherent affective inequalities (Nobile & Tarabini, 2025; Lynch & Baker,

2005). This paper brings forward implications for policymaking and school practice in a neoliberal education scenario, where student wellbeing is mainly understood as an individual responsibility to be regulated through emotional management, as a marketable capability (Lynch, Baker, Cantillon & Walsh, 2009), while undermining its structural roots (racism, poverty, gender inequality, etc.). This work also aims to contribute to a growing body of critical research on emotion and wellbeing at school, centering urgent questions of emotional/affective inequality in education.

Abramowski, A. (2024). Los afectos y las emociones en el campo educativo. Más allá de las "pedagogías de". Espacios en Blanco, (1)34, 31-47.

Ahmed, S. (2004). The Cultural Politics of Emotions. Edinburgh: Edinburgh University Press.

Fernández, D. (2018). Análisis crítico de discurso del bienestar subjetivo y la psicología positiva en la adolescencia. Revista Interdisciplinaria de Filosofía y Psicología, 13(43), 39-51.

Lynch, K. & Baker, J. (2005). Equality in education: an equality of condition perspective. Theory and Research in Education, 3(2), 131-164.

Lynch, K. Baker, J., Cantillon, S. & Walsh, J. (2009). 'Which equalities matter? The place of affective equality in egalitarian thinking.' In: Affective Equality: Love, Care and Injustice (pp. 12-34). Palgrave Macmillan.

Nobile, M. & Tarabini, A. (2025). Schooling, social inequalities and (dis)affects: enriching the sociological gaze. Emotions and Society, 7(1), 3-12.

Reay, D. (2004). 'It's all becoming a habitus': Beyond the habitual use of habitus in educational research. British Journal of Sociology of Education, 25, 431-444.

Reay, D. (2015). Habitus and the psychosocial: Bourdieu with feelings. Cambridge Journal of Education, 45(1), 9-23.

Reay, D. (2025). The emotional landscape of social class in english education. Emotions and Society, 7(1), 13-28.

Threadgold, S. (2020). 'Introduction: Towards a Bourdieusian sociology of affective affinity'. In Bourdieu and affect: Towards a theory of affective affinities (pp. 1–28). Bristol University Press.

A.05

Education, Democracy and Resistance in Occupied Palestine

PANEL CONVENORS: Elena Pacetti (Alma Mater Studiorum University of Bologna, Italy); Arianna Taddei (Università degli Studi della Repubblica di San Marino); Buad Khales (Al-Quds University)

PANEL KEYWORDS: education, empowerment, inclusion

While the conflict in the Occupied Palestinian Territories has reached unimaginable levels of violence and oppression, education remains on the margins of political discourse, forcing thousands of students, at all levels, to renounce their dreams and rights in the name of the so-called security. Segregation, restrictions, inequalities and trauma have become a permanent and repetitive condition, and cooperation projects may perpetuate this emergency status, obstructing structural progress and maintaining the status quo (Faculty of Education, University of Cambridge, et al., 2024). But when education is seen as a peaceful strategy to counteract this, it can foster community, values, and peaceful coexistence over militant training (ethnically, religiously, linguistically). What kind of education is possible to build in such violent emergency environments? The panel analyses educational practices that promote inclusion, empowerment, resistance and the right to education, as well as cooperation and capacity building/development to support civic participation, emancipation and political agency in asymmetrical contexts (Pacetti, Soriani, Castellani, 2024; Taddei et al., 2025). Purposes: Examine Palestinian experiences that foster learning for democracy under occupation. Evaluate inclusive strategies that guarantee the right to education for all students. Identify approaches to capacity building/development and transnational cooperation that are useful for strengthening schools and communities. Proposed themes Education as a practice of resilience and collective memory. Youth empowerment and active citizenship programmes. Mechanisms for international cooperation and professional training for teachers. Policies and practices to protect the right to education in conflict contexts. Inclusive education as an approach to remove obstacles to learning and participation.

WHEN SCHOOL BECOMES A SPACE OF SILENCE: DEMOCRATIC COSTS OF SUPPRESSING PALESTINIAN IDENTITY LEARNING IN EAST JERUSALEM

Safaa Debs (Hebrew University of Jerusalem (Jerusalem))

East Jerusalem | democratic education | curriculum politics

In East Jerusalem, schooling is not a neutral public service but a contested political arena where citizenship, legitimacy, and collective belonging are continuously negotiated. This paper argues that the Israeli Ministry of Education operates through a systematic curricular project that minimizes or erases Palestinian narratives from official textbooks and learning materials, producing a regime of "acceptable knowledge" that redefines what can be publicly named, remembered, and debated in the classroom (Pinson, 2020). Building on scholarship that links attacks on education to broader projects of cultural erasure, the paper situates curricular silencing within the wider logic of undermining education as a pillar of identity and rights. Recent work introducing "Educide" highlights how the dismantling of educational systems whether

through physical destruction or systemic obstruction threatens cultural continuity and collective resilience (Iriqat et al., 2025). While my focus is East Jerusalem, the concept helps foreground how education becomes a strategic site where identity is targeted and democratic futures are constrained. A central contribution of the paper is its stance on teachers. I do not treat educators as the source of silencing, nor do I moralize their pedagogical choices. Instead, I foreground the structural conditions that compel avoidance: policy and curricular ambiguity, surveillance fears, and reputational risk. Within this reality, teachers' "silence" often functions as an intelligible survival strategy an attempt to protect students, families, and themselves under conditions where controversial public issues can be misread as security threats (Gindi & Erlich Ron, 2019). Analytically, I propose a "silencing cycle" relevant to East Jerusalem: (1) curricular and policy ambiguity around Palestinian identity, (2) teachers' perceptions of professional and reputational risk, (3) pedagogical avoidance and self-censorship, and (4) students' alienation and constrained political agency in their community. I argue that this cycle produces clear democratic costs: shrinking freedom of expression in educational space, diminished recognition of minority narratives as civic knowledge, and erosion of classroom practices central to democratic learning (dialogue, disagreement, justification, and mutual recognition) (Pinson, 2020). In line with the panel's emphasis on inclusion, empowerment, and resistance, the paper concludes by outlining principles for identity-affirming democratic pedagogy approaches that can sustain civic participation and collective memory without reproducing an "emergency logic" that renders Palestinian identity inherently suspect (Pacetti et al., 2024).

Gindi, S., & Erlich-Ron, R. (2019). Bargaining with the system: A mixed-methods study of Arab teachers in Israel. International Journal of Intercultural Relations, 69, 44-53.

Iriqat, D., Alousi, R., Aldahdouh, T. Z., AlDahdouh, A., Dankar, I., Alburai, D., ... & Hassoun, A. (2025). Educide amid conflict: the struggle of the Palestinian education system. Quality Education for All, 2(1), 83-101.

Pacetti, E., Soriani, A., & Castellani, D. (2024). Fostering inclusive contexts in Palestine: an index for inclusion and empowerment.

Pinson, H. (2020). The new civics curriculum for high schools in Israel: The discursive construction of Palestinian identity and narratives. Education, Citizenship and Social Justice, 15(1), 22-34.

CO-DESIGNING INCLUSION: A PARTICIPATORY MODEL FOR EVALUATION AND EMPOWERMENT IN EL SALVADOR, PALESTINE, AND CAMEROON

Alessandro Soriani (Department of Education Studies, Alma Mater Studiorum - University of Bologna, Italy) · **Elena Pacetti** (Department of Education Studies, Alma Mater Studiorum - University of Bologna, Italy)

international cooperation | capacity builiding | inclusive education

This contribution presents the development and transnational implementation of the Index for Inclusion and Empowerment (IEE), a participatory tool designed by the Department of Educational Sciences within international cooperation projects in El Salvador, Palestine and Cameroon hold in the past years (2012-2025). The IEE was conceived not as a prescriptive evaluation instrument, but as a capacity-building tool co-constructed with local stakeholders (including cooperation project staff, teachers, school leaders and policy-makers). Through collaborative workshops, reflective training sessions and community-based research processes, the tool supported schools and communities in identifying barriers to learning and participation and in designing inclusive activities that are really context-sensitive and meaningful for the transformation of the local contexts. Grounded in inclusive education as a rights-based and systemic approach, and inspired by the Index for Inclusion (Boost and Ainscow, 2002), the IEE promotes empowerment at multiple levels: strengthening teachers' professional agency through reflective practice and peer learning; fostering school leadership oriented toward equity and participation; enhancing dialogue between schools, communities and institutional actors; supporting policy alignment with inclusive principles. The international cooperation approach adopted moves beyond knowledge transfer logics and instead emphasizes reciprocal learning, contextual adaptation and shared governance mechanisms. Professional development pathways were embedded within local educational ecosystems, ensuring sustainability through co-design, mentoring processes and the creation of local facilitation teams. By presenting methodological frameworks, implementation processes and emerging outcomes across diverse socio-political contexts, the paper discusses how inclusive education can function as a transformative lever for strengthening schools and communities. It also reflects on the role of international academic partnerships in generating situated knowledge, fostering professional development and building long-term institutional capacity.

Booth, T., Ainscow, M. (2002). Index for Inclusion: developing learning and participation in schools. CSIE.

REFRAMING EDUCATION SYSTEMS IN SETTLER COLONIAL CONTEXTS: LESSONS FROM AREA C, WEST BANK

Mahmoud Soliman (Coventry University, United Kingdom)

Sumud | informal education | intangible cultural heritage

In contexts of settler colonial domination, where formal institutions are restricted, controlled, or undermined, education often emerges through informal and community-based practices. This paper explores how sumud (steadfastness) operates as a form of informal and non-formal educational practice within rural Palestinian communities in Area C of the occupied West Bank. Under conditions of full Israeli military control, these communities face ongoing threats of forcible displacement, land confiscation, and the systematic erasure of their historical presence and ways of life. Drawing on ten years of participatory research conducted through the On Our Land project, which focuses on protecting intangible cultural heritage in rural Palestinian communities, the paper examines how intangable cultural heritage practices function as intergenerational forms of knowledge transmission. Practices such as traditional farming, storytelling, land stewardship, communal labour, and local ecological knowledge serve as everyday pedagogies through which communities teach younger generations their relationship to land, identity, and collective resilience (Soliman, et al 2022). Rather than viewing education solely through formal schooling systems, this research highlights how intangible cultural heritage constitutes a living educational infrastructure that sustains belonging and resistance. These practices cultivate historical consciousness, environmental knowledge, and communal responsibility while reinforcing attachment to land as a central element of Palestinian identity (Soliman et al 2024) . By situating these practices within the framework of settler colonialism, the paper argues that the preservation and transmission of intangible cultural heritage represent both educational processes and acts of everyday resistance. In this sense, sumud functions not only as a political stance but also as a pedagogical framework through which communities reproduce cultural memory, sustain social cohesion, and resist displacement. This paper contributes to debates on informal education, decolonial pedagogy, and cultural resilience by demonstrating how community-based heritage practices operate as alternative educational systems in contexts of protracted colonial domination.

•Soliman, M. Bröckerhoff, A. Sulin, L. Darweish, 2024, 'The Harvest is a Poem': everyday practices as culture and resistance in the occupied Palestinian territory, Journal of resistance studies (2024)
•Soliman, M, Lura, S and Ecam, D 2022, Building capabilities of youth through participatory oral history project: The South Hebron Hills, a Palestinian case study. Journal of Human Development and Capabilities - Manuscript ID CJHD-2021-0130.R1

SPOCS FOR GAZA: DESIGNING COMMUNITY-ORIENTED ONLINE LEARNING AS RESISTANCE TO SCHOLASTICIDE

Carmelo Presicce (Massachusetts Institute of Technology, United States of America) · **Ayat Abodayeh** (Massachusetts Institute of Technology, United States of America)

Scholasticide | education in emergency | community-oriented online learning design

The ongoing Israeli military campaign in Gaza has devastated Palestinian educational infrastructure in what scholars and activists have named "scholasticide" — the systematic destruction of an entire people's right and capacity to learn (Dader et al., 2024; Alarabeed, 2025; Desai et al., 2025). In this context, a coalition of students, staff, and faculty activists across various institutions in the US, launched SPOCs for Gaza, a community-oriented online learning initiative designed to create meaningful educational opportunities for students in Gaza and displaced in Egypt (Abodayeh & Miller, 2024). This paper describes the iterative development of two rounds of the program, and reflects on how the intentional building of community across students, volunteers, and educators emerges as a core design principle for meaningful learning — a community in which students in Gaza, alongside volunteers and educators abroad, are active collaborators and decision-

makers. SPOCs (Small Private Online Courses) are specifically adapted for their audience and context (Fox, 2013). In SPOCs for Gaza, all materials are translated into Arabic or simplified, optimized for mobile access, and designed to function asynchronously to accommodate chronic internet instability. Arabic-speaking teaching assistants (TAs) provide instructional support while non-Arabic-speaking TAs simplify the material, adapt the activities and projects to align with students' context, and facilitate discussions, often on Whatsapp. The program grew from approximately 85 students in its first cohort to approximately 400 enrolled by the second round. A central finding from the first round was that academic access alone is insufficient in contexts of ongoing violence. In response, a student support team was formed, drawing volunteers from across the world, carefully vetted and onboarded through conversations drawing on lessons from the first cohort. Volunteers worked together, sustaining one another as they navigated the emotional and practical complexities of their role. Sometimes they connected their students with one another, weaving a broader peer network across the cohort and across borders. This infrastructure ran alongside a mutual aid network addressing students' basic survival needs. Together, these structures embody a core premise: that education under siege must be built around human connection at every layer and across borders. The team is currently developing another iteration of the program. The course offering is expanding to include English language courses, which are taught by educators from Gaza themselves. Teaching assistants from Gaza are also integrated into the course team, and the student support infrastructure is being strengthened so that the network of care is sustained across everyone involved. Designing community-oriented online spaces in the shadow of scholasticide is, this paper argues, an inherently political act — one that insists on the right to learn, to connect, and to create together, even under siege.

SPOCs for Gaza (2025). Education With Intention & Care. https://www.spocs4gaza.org/

Abodayeh, A., & Miller, H. (2024). MITx SPOCs for Gaza. MIT Faculty Newsletter. https://fnl.mit.edu/november-december-2024/mitx-spocs-for-gaza/

Alarabeed, W. (2025). The banality of scholasticide: The role of universities and academia in an age of genocide. Globalisation, Societies and Education, 1–16. https://doi.org/10.1080/14767724.2025.2577694

Dader, K., Ghantous, W., Masad, D., Joronen, M., Kallio, K. P., Riding, J., & Vainikka, J. (2024). Topologies of scholasticide in Gaza: Education in spaces of elimination. Fennia – International Journal of Geography, 202(1), 1–12. https://doi.org/10.11143/fennia.147002

Desai, C., Hammad, S., Abu Shaban, A., & Takriti, A. R. (2025). Scholasticide and resilience: The Gaza genocide and the struggle for Palestinian higher education. Curriculum Inquiry, 1–37. https://doi.org/10.1080/03626784.2025.2558520

Fox, A. (2013). From moocs to spocs. Communications of the ACM, 56(12), 38-40. https://doi.org/10.1145/2535918

ART AND RESISTANCE

Mohammed Timraz (University of Parma, Italy) · **Emanuela Pettinari** (University of Bologna, Italy)

Art · Resistance · Sumud

Since the launch of the HeART OF GAZA project, art has become a unique tool for expressing children's emotions, feelings, and daily lives under the ongoing violence and destruction in Gaza (Timraz, Pettinari, 2025). The artworks created by children are not merely drawings: they are a direct reflection of their resilience and determination, and they embody their resistance to the daily challenges they have faced for years (Karim, 2022). Each workshop and each piece of art represents an effort to confront the harsh reality and to convey their voices to the world in a peaceful yet powerful and impactful way. Despite the continuous bombing, destruction, and the ongoing atrocities affecting children, their commitment to attend artistic spaces and continue drawing reflects the strength of their will and a form of resistance in its simplest and most profound form (Hameed, 2024). Here, art becomes a means of reinforcing Palestinian identity, expressing daily struggle, and preserving collective memory. Just as journalists resist through their work, doctors through their professions, and fishermen through their labor, children and artists in Gaza practice a form of resistance through creativity and artistic expression. Through murals, drawings, music, and poetry, artists in Gaza convey stories of resilience and hope to the world. Art is not merely a cultural activity , it is a powerful tool for preserving memory and confronting oppression. It is used to express both pain and strength through visual symbols and traditional motifs. Consequently, art becomes a form of resistance without weapons, yet it carries a strong impact in conveying identity, resilience, and hope to future generations and to the outside world.

Timraz, M., Pettinari, E. (2025). HeART of Gaza. Dove i bambini palestinesi possono essere bambini. Intervista a Mohammed Timraz. INFANZIA, 52(4), 68-75.
Karim, R. (2022). Art as Artillery: Art as a method of existence and resistence in Palestine, School of the Art Institute of Chicago.

Hameed, A. A. (2024). Childood through visual narratives: exploring Palestinian Children's Representation in Born in Gaza and Children of Shatila, Littscape n.7, 19-26

DEMOCRACY UNDER RESTRICTIONS: A PHENOMENOLOGICAL STUDY OF THE EXPERIENCES OF TEACHERS AND STUDENTS IN PALESTINE

Nidaa Jibril (Al-Quds University, Palestinian Territories) · **Buad Khales** (Al-Quds University, Palestinian Territories)

Educational Democracy | Lived Experience | Palestine

Educational democracy is central to understanding how justice and participation are practiced within classrooms, particularly in restricted urban environments. The old schools (H2) in Hebron represent a complex model that imposes structural constraints and daily challenges on classroom interactions, making the school more than just a space for the transfer of knowledge, but rather an arena for reproducing democratic meaning in school life. The study starts from the idea that education and democracy are organically linked. John Dewey (1916/2008) argues that school is a microcosm of democratic life, where experience is built through social interaction and participation. It is also based on Gert Biesta's (2010) distinction between learning as the acquisition of knowledge and education as the process of empowering oneself as a democratic actor capable of emerging and being held accountable. This view is consistent with contemporary literature, which emphasizes that democratic education is achieved through daily practice in the classroom, not just through theoretical discourse (Brunker, 2025). In light of this, the study seeks to answer the fundamental question: What is the essence of the lived experience of educational democracy among teachers and students in the old schools of Hebron, and how do they reconstruct the meaning of justice and participation within a school space surrounded by urban constraints? The study is based on a qualitative approach and will target a purposive sample of teachers and students in upper elementary and secondary school who experience daily classroom interactions. The research will combine several data collection tools, including in-depth individual interviews and focus groups that highlight the collective voice of students and teachers, as well as the collection and analysis of reflective writings in which participants reflect on the details of their daily experiences. This data will be analyzed to extract core themes that reveal how meaning is constructed, democracy is produced, and social and spatial constraints are interacted with. The results are expected to reveal a dialectical tension between external constraints and efforts to build more equitable classroom spaces, where teachers develop pedagogical strategies that promote recognition and participation, and students redefine their school attendance as a daily exercise in democratic agency. The importance of this study lies in reframing the understanding of education in constrained urban environments, as it shifts teachers and students from the position of recipients to that of democratic actors and active participants in the construction of the educational experience. The study offers recommendations to curriculum developers and educational decision-makers on the need to integrate the lived experiences of teachers and students into curriculum design. It also contributes to the international debate on the relationship between learning and democracy in constrained environments, focusing on lived experience as a site for the production of educational meaning and democratic change.

Biesta, G. J. J. (2010). Good education in an age of measurement: Ethics, politics, democracy. Routledge. (pp. 1–276)
Brunker, N. (2025). Democracy and education in democratic schools: Exploring Gert Biesta's philosophical renderings in teachers' articulations of practice. The Australian Educational Researcher, 52(1), 123–141.
Dewey, J. (2008). Democracy and education. Wilder Publications. (Original work published 1916)

RESISTANCE THROUGH EDUCATION: EXPERIENCES OF PALESTINIAN SCHOOLS IN JERUSALEM

Nihad Abu Irmeleh (Al Quds University, Israel)

Resistance | Education | Jerusalem

Resistance through Education: Experiences of Palestinian Schools in Jerusalem Nihad Abu Irmeleh This research examines the role of education as a tool for cultural and social resistance in Palestinian schools in Jerusalem under the reality of occupation and its accompanying policies that exert pressure on the educational system. These policies include inter-

ference with curricula, restrictions on movement, and attempts to reshape cultural and national identity. The research is based on the fundamental premise that education is not merely a process of knowledge transfer, but rather a vital space for strengthening national awareness and preserving Palestinian identity, especially within contexts of domination and colonialism. The research focuses on the experiences of teachers in Jerusalem schools, considering them key actors in the process of building students' awareness. It draws on a theoretical framework that evokes concepts of cultural resistance, particularly those proposed by Paulo Freire on "education for the oppressed," as well as studies of education in colonial contexts, to understand how education is repurposed as a tool for resilience and peaceful resistance. The research questions revolve around the nature of the challenges faced by teachers, the strategies they employ to strengthen Palestinian identity, and the extent of the impact of these efforts on students and the local community. The importance of this research lies in its documentation of field experiences specifically in Jerusalem, a case that has not received sufficient attention in educational literature, despite its unique political, religious, and cultural context. It also contributes to providing knowledge that can benefit educational policymakers and institutions supporting education by highlighting the role of education in promoting peaceful resistance and supporting the resilience of the local community. The research aims to explore the role of education in strengthening cultural and social resistance, identify the most significant challenges hindering teachers' work, analyze the educational strategies they use to instill national awareness, and assess the impact of these strategies on the cultural identity of emerging generations. Ultimately, it offers practical recommendations to support Palestinian schools in Jerusalem. Methodologically, the research employs a mixed design combining quantitative and qualitative approaches. The sample comprises fifty teachers from Palestinian schools in Jerusalem, selected using stratified random sampling to ensure representation of different educational levels and genders. A questionnaire is used to collect statistical data on challenges and strategies, while semi-systematic interviews are conducted with a subsample to deepen the qualitative understanding of personal experiences. Quantitative data are analyzed using descriptive statistical methods and correlation analysis, while interviews are subjected to objective content analysis to extract key patterns. The results are then integrated to provide a comprehensive picture of education as a daily resistance practice that fosters identity and belonging in a complex political reality.

Education Under Siege: The Deliberate Destruction of Palestine's Education System. 2023. Science for the People Magazine, Vol. 26, No. 3. https://magazine.scienceforthepeople.org/vol-26-3-palestine/education-under-siege-2.

-Freire, Paulo. 1970. Pedagogy of the Oppressed. New York: Continuum.

-Higher Education Resisting Settler Colonial Transfer in Palestinian West Bank. 2025. Critical Inquiry. https://www.journals.uchicago.edu/doi/full/10.1086/733520.

-Quneis, Juman, and Tina Jaber Rafidi. 2023. “Education under Occupation in Palestine: Resilience and Resistance.” Education as Change. http://www.scielo.org.za/scielo.php?pid=S1947-94172023000100013&script=sci_arttext.

REFUSING ERASURE: GAZAN WOMEN ENGAGING IN EDUCATIONAL RESISTANCE

Ayat Abodayeh (Massachusetts Institute of Technology, United States of America) · **Carmelo Presicce** (Massachusetts Institute of Technology, United States of America)

scholasticide | Gazan women | education under siege

People in Gaza have long faced systemic colonial violence through blockade, occupation, and the deliberate restriction of movement and resources. Since October 2023, this violence has escalated into an active genocide (Albanese, 2024), which has also targeted the educational infrastructure that has long sustained learners, through a deliberate campaign of scholasticide (Dader et al., 2024; Alarabeed, 2025; Desai et al., 2025). This study examines resistance to this scholasticide by centering Gazan women as knowledge-makers and knowledge-seekers who continue to sustain education amid the deliberate destruction of schools and universities. By documenting their testimonies and analyzing their embodied experiences, this study presents Gazan women as active intellectual and practical laborers, refusing the "women-and-children" rhetoric that reduces them to passive victims or martyrs and recognizing them as forces that sustain education when everything around them is deliberately destroyed. Besides facing systemic colonial violence, Gazan women must also contend with patriarchal norms that constrain their ambitions and freedom of movement. These norms dismiss their educational role, reducing them to "stay-at-home mothers" and erasing their crucial contributions to building communities of care. The study reveals how the genocide has further intensified these patriarchal harms: forced marriage, for

instance, has been increasingly normalized as economic necessity. Drawing on decolonial and feminist critical frameworks (Smith, 2021), this study examines the construction of informal learning spaces as a form of knowledge production with implications for how indigenous and marginalized women globally resist systemic erasure. The study unfolds in two phases. The first gathers oral testimonies from Gazan women educators and students through narrative interviews, exploring their relationship to education before and during the genocide. The second, developed collaboratively with participants, uses photo-based inquiry to build a multimedia archive of stories told through images they themselves captured. Across both phases, participants are invited to reimagine the rebuilding of educational spaces through the lens of "critical hope" (Freire, 1992). The study relies on snowball sampling via existing community networks, prioritizing trust, safety, and voluntary participation in a highly sensitive context. Through the experiences of a small group of women in Gaza, preliminary findings illuminate how education persists as an act of resistance under genocide. Example narratives include how women came to together to create alternative classrooms using improvised materials such as whiteboards made from tarps and nylon. Students continued their studies despite targeted airstrikes on internet hubs they frequented and the manual survival labor that they had to go through. Across these testimonies, participants insisted that their efforts in maintaining education are a temporary rescue, not a substitute for real schooling, refusing to let their resilience obscure the ongoing catastrophe affecting vulnerable learners in Gaza. This study bears witness to Gazan women's crucial role in sustaining education, documenting their unrecognized struggles, and most importantly, what they are fighting to keep alive across communities.

Alarabeed, W. (2025). The banality of scholasticide: The role of universities and academia in an age of genocide. Globalisation, Societies and Education, 1–16. https://doi.org/10.1080/14767724.2025.2577694

Albanese, F. (2024). Anatomy of a genocide: Report of the Special Rapporteur on the situation of human rights in the Palestinian territories occupied since 1967. United Nations Human Rights Council. A/HRC/55/73.

Dader, K., Ghantous, W., Masad, D., Joronen, M., Kallio, K. P., Riding, J., & Vainikka, J. (2024). Topologies of scholasticide in Gaza: Education in spaces of elimination. Fennia – International Journal of Geography, 202(1), 1–12. https://doi.org/10.11143/fennia.147002

Desai, C., Hammad, S., Abu Shaban, A., & Takriti, A. R. (2025). Scholasticide and resilience: The Gaza genocide and the struggle for Palestinian higher education. Curriculum Inquiry, 1–37. https://doi.org/10.1080/03626784.2025.2558520

Freire, P. (1992). Pedagogy of hope: Reliving Pedagogy of the Oppressed. Continuum.

Junina, A. K. (2025). Displaced but not replaced: Challenges, adaptations, and resilience of higher education in Gaza in the context of war and scholasticide. Globalisation, Societies and Education, 24(1), 1–14. https://doi.org/10.1080/14767724.2025.2532022

Smith, L. T. (2021). Decolonizing methodologies: Research and indigenous peoples (3rd ed.). Zed Books.

WHEN PLAY BECOMES AN ACT OF RESISTANCE: INFORMAL EDUCATION AND DEMOCRATIC AGENCY IN AIDA CAMP

Dario Ruggieri (Primary school teacher, Italy) · **Sofia Torresani** (Sapienza, University of Rome)

Informal education | Democratic agency | Palestinian refugee camps

Aida Camp is one of more than sixty Palestinian refugee camps established in the aftermath of the Nakba and today offers a particularly significant site for examining contemporary forms of educational resistance under conditions of colonial occupation and systemic oppression. Founded in 1949 and formally recognised in 1950, the camp covers less than one square kilometre. Extreme population density, overcrowded housing, severe restrictions on mobility, and constant exposure to military violence shape everyday life. The apartheid wall further defines both the camp's geography and its symbolic condition: it physically encloses the area and structures daily existence through separation, surveillance, and territorial fragmentation (Ghannam & Haar, 2018). In this context, education is not simply a matter of access to schooling; it becomes a social practice through which collective survival, memory transmission, and political subject formation are sustained. Critical pedagogy helps frame education as a terrain of conflict and emancipatory possibility, where critical consciousness and transformative agency can develop even under structural oppression (Freire, 2022). At the same time, educational practices create spaces for recognition, voice, and resistant subjectivity within systems of exclusion (hooks, 2020). In the Palestinian context, youth and community centres therefore emerge not only as places of extracurricular support, but as pedagogical infrastructures that sustain collective agency, political imagination, and forms of democratic learning under occupation. This paper draws on qualitative field interviews with three organisations engaged in social and educational work inside the camp: Amal al Mustakbal, Aida Youth Centre, and Lajee Centre. Through a context-specific

pedagogical analysis, it explores how these organisations create informal educational spaces where children, adolescents, and young adults can process traumatic experiences, build a sense of belonging, and experiment with forms of civic participation rooted in everyday collective life. Particular attention is paid to the meanings attached to these centres locally. One interview describes them as “spaces of light in this gloomy place”, a phrase that captures their role not only as protective environments but also as spaces where social imagination remains possible despite the permanence of violence. This educational persistence becomes especially significant in a camp that has existed for more than seventy years and can no longer be understood through the temporary logic of humanitarian emergency. Aida shows how the refugee camp has become a permanent political and social framework in which suspended citizenship, daily resistance, and practices of community care are constantly renegotiated. The analysis shows that informal education plays a decisive role in producing concrete forms of inclusion and in reinterpreting the right to education under occupation. These practices respond to structural deficiencies produced by military control, while also creating possibilities for collective existence that go beyond humanitarian management. Through memory work, artistic production, sport, storytelling, and civic engagement, these organisations generate forms of empowerment that connect democratic participation to everyday resistance. Analysing these experiences helps illuminate how education, under conditions of occupation and colonial domination, continues to function as a language of resistance, a practice of future-making, and a concrete exercise of democracy in daily life.

Freire, P. (2022). Pedagogia degli oppressi. (Alziati, C. Trans.). EGA-Edizioni Gruppo Abele. (Opera originale pubblicata nel 1970)
Ghannam J., Haar R. (2018). No Safe Space: Health Consequences of Tear Gas Exposure Among Palestine Refugees. Berkeley Human Rights Center https://humanrights.berkeley.edu/publications/no-safe-space-study/
hooks, b. (2020). Insegnare a trasgredire. L'educazione come pratica della libertà. (Feminoska, Trans.). Meltemi. (Opera originale pubblicata nel 1994)

DIGITAL BRIDGES FOR CIVIC PEACE: VIRTUAL EXCHANGE AS A CATALYST FOR PAN-PALESTINIAN DEMOCRATIC EDUCATION

Rawan Tahboub (Friedrich Schiller University Jena, Germany)

Virtu-Peace | Virtual Exchange for peace education | Digital Civic Third-Spaces

Palestinian society faces a unique condition of "enforced fragmentation," where geographical and political barriers prevent the formation of a unified civic discourse. This structural isolation affects youth across the West Bank, the Gaza Strip, East Jerusalem, the "Arab 48" community, and the global Diaspora, creating a landscape of disconnected "lifeworlds." This paper presents the Virtu-Peace initiative (Virtual Interactive Reconciliation for Transforming Unity in Palestine) as a pedagogical intervention that utilizes Virtual Exchange (VE) to bridge these divides. Rather than focusing on external normalization, the project prioritizes "Civic Peace"—an internal, community-led process of social reconciliation and democratic capacity-building. Theoretically, the study utilizes Jürgen Habermas’s Theory of Communicative Action (1981) to analyze how digital "third spaces" can host a functional Palestinian Public Sphere. By facilitating synchronous, online dialogues, Virtu-Peace creates a digital environment modeled after the "Ideal Speech Situation," where the "unforced force of the better argument" allows youth from disparate regions to negotiate a shared civic identity. This process moves beyond mere interaction; it fosters Deliberative Democracy by encouraging participants to transition from strategic survival-oriented communication to communicative action oriented toward mutual understanding. A key strength of the Virtu-Peace model is its inclusive reach. By connecting youth in Gaza and the West Bank with their peers in East Jerusalem, the Arab 48, and the Diaspora, the project bypasses physical checkpoints to foster a "pedagogy of resilience." The curriculum addresses the specific identity tensions and democratic aspirations of each group, treating them not as isolated fragments, but as integral components of a collective civic body. The findings suggest that VE provides a robust framework for sustaining democratic values in conflict-affected environments, demonstrating that technology-mediated education can serve as a vital tool for internal social reconstruction and the cultivation of active, democratic agency.

Habermas, J. (1984). The Theory of Communicative Action, Vol. 1: Reason and the Rationalization of Society. Beacon Press.
Habermas, J. (2001). The Postnational Constellation: Political Essays. MIT Press.
Danesh, H. B. (2006). Towards an integrative theory of peace education. Journal of Peace Education, 3(1), 55-78. (Foundational for the project’s peace education framework).

Tahboub, R. (2024). Virtual Exchange as a Mechanism for Digital Education. In L. Conti & F. Lenehan (Eds.), Lifewide Learning in Postdigital Societies. transcript Verlag. (Linking Virtu-Peace specifically to digital education for reconciliation).

INTERNATIONAL COOPERATION FOR INCLUSION AND EMPOWERMENT: A PARTICIPATORY RESEARCH FRAMEWORK FOR INCLUSIVE EDUCATION IN EMERGENCY

Ilaria D'Angelo (University of Macerata, Italy) · **Arianna Taddei** (University of the Republic of San Marino, San Marino) · **Tommaso Santilli** (University of Macerata, Italy)

Inclusive Education | International Cooperation | Participatory research

In the Palestinian context, a territory marked by physical and symbolic barriers, restrictions on freedom, and continuous disruptions to daily life, education represents both a right under threat and a vital resource for emancipation and social transformation. Within this challenging scenario, international cooperation can offer meaningful spaces for intercultural dialogue, mutual learning, and the co-construction of context-sensitive pedagogical frameworks, therefore sustaining educational continuity and local capacities to foster democratic processes. In line with these considerations, this contribution presents a participatory research model grounded in international cooperation between the University of Macerata (Italy) and Al-Quds University (Palestine), developed within the Palestinian context through a structured workshop experience which involved a team of researchers in the fields of education and special education from both universities. The participatory workshop was conceived as a dialogical and intercultural space aimed at creating shared meanings, jointly identifying challenges and opportunities, and co-constructing research strategies capable of investigating how inclusion, resilience, and community wellbeing are sustained in the Palestinian context. Methodologically, the workshop was conducted with a participatory and reflexive approach, valuing local knowledge and lived experiences of Al-Quds University researchers as an essential epistemic resource. In this sense, the participatory workshop not only offered a structured setting to design and develop a research on inclusive education in emergency: it also represented a dimension for mutual understanding and empowerment, where the very concepts of inclusion and wellbeing were critically examined and jointly re-signified. Framed within the paradigms of Education in Emergency and inclusive education, the study explores how participatory methodologies for international cooperation can foster democratic and inclusive processes in contexts affected by protracted conflict, leveraging research practices to foster empowerment, reciprocal learning, and social impact. Specifically, the contribution illustrates the structure, development and main outcomes of the workshop, highlighting the dynamic process that led to the definition of a field research on inclusive education in emergency within the Palestinian context. In this direction, the co-construction of shared interpretative frameworks and research tools will be presented, highlighting the generative power of intercultural scientific dialogue and putting forth the voices and visions of Palestinian researchers. By presenting this participatory research framework and its practical application, the paper argues that international cooperation based on participatory approaches and intercultural dialogue can foster transformative processes capable of crossing physical and symbolic borders, sustaining the Quality of Life of school communities and promoting democratic participation in contexts affected by protracted conflict.

AbuNimah, M.I.K., et al. (2025). Promoting Inclusion in JerusalemEast: Pedagogical Trajectories and Methodological Challenges of an International Cooperation Research. Italian Journal of Special Education for Inclusion, XIII, 2, 5563. https://doi.org/10.7346/sipes-02-2025-04

AICS & RIDS (2015). Aiuto umanitario e disabilità. Vademecum 2015. Agenzia Italiana per la Cooperazione allo sviluppo. Retrieved from: www.aics.gov.it.

Inter-agency Network for Education in Emergencies (INEE) (2018). INEE Strategic Framework 2018-2023. New York: INEE. https://inee.org/resources/ineestrategic-framework-2018-2023.

Burde, D., Kapit, A., Wahl, R. L., Guven, O., & Skarpeteig, M. I. (2017). Education in emergencies: A review of theory and research. Review of Educational Research, 87(3), 619-658. https://doi.org/10.3102/0034654316671594.

Canevaro, A. (2006). Le logiche del confine e del sentiero. Una pedagogia dell'inclusione (per tutti, disabili inclusi). Erickson.

Canevaro, A., & Malaguti, E. (2014). Inclusione ed educazione: sfide contemporanee nel dibattito intorno alla pedagogia speciale. Italian Journal of Special Education for Inclusion, 2(2), 97-108

Giaconi, C. (2015). Qualità di Vita e adulti con disabilità. Percorsi di ricerca e prospettive inclusive. Milano: FrancoAngeli.

Giaconi, C., D'Angelo, I., Marfoglia, A., & Gentilozzi, C. (eds.) (2023). Ecosistemi formativi inclusivi. Milano: FrancoAngeli.

OCHA. (2018). Education undermined by deteriorating humanitarian situation in Gaza. United Nations Office for the Coordination of Humanitarian https://www.ochaopt.org/content/educationunderminedeterioratinghumanitariansituationgaza.

Pappé, I. (2011). The Forgotten Palestinians: A History of the Palestinians in Israel. Yale University Press.

Piccardo, C. (1995). Empowerment. Strategie di sviluppo organizzativo centrate sulla persona. Raffaello Cortina.

Shah, R., Paulson, J., & Couch, D. (2020). The Rise of Resilience in Education in Emergencies. Journal of Intervention and Statebuilding, 14(3), 303-326. https://doi.org/10.1080/17502977.2019.1694390.

Taddei, A. (2010). Educational models and concept of childhood in the Gaza Strip. Ricerche di Pedagogia E Didattica. Journal of Theories and Research in Education, 5(2), 1-37. https://doi.org/10.6092/issn.1970-2221/1922.

Taddei, A. (2017). Educazione inclusiva e cooperazione internazionale. Un intervento in El Salvador. Milano: FrancoAngeli.

Taddei, A. (2021). Inclusive Education in Emergencies: sfide e prospettive. Educational Reflective Practices: special issue, 2021/2, 81-95. https://doi.org/10.3280/erp2-Special-2021oa12954.

Taddei, A., D'Angelo, I., Santilli, T., & Khales, B. (2025). Inclusive Education in Emergency: Cooperazione Interuni versitaria per la Formazione dei futuri insegnanti in Palestina. Educrazia, 1(1), pp. 454-466. https://educrazia.com/?m=202511.

Taddei, A., & Pacetti, E. (2018). Rafforzare le comunità educative in contesti vulnerabili: un Index for inclusion and empowerment in Palestina. In C. Giaconi & N. Del Bianco (A cura di), In Azione. Prove di Inclusione (pp. 129-152). FrancoAngeli.

UNESCO (2020). Global Education Monitoring Report, 2020: Inclusion and Edu-cation: All Means All. United Nations Educational, Scientific and Cultural Organization (UNESCO). https://unesdoc.unesco.org/ark:/48223/pf0000373718.

UNICEF (2022). Palestine Education. Fact sheets 2022. Analyses for learning and equity using MICS data. Retrieved from: www.data.unicef.org.

UNICEF. (2024). Palestinian education under attack in Gaza: Restoration, recovery, rights and responsibilities in and through education. https://www.un.org/unispal/document/palestinianeducationunderattackunrwa25sep24/.

United Nations (2006). Convention on The Rights of Persons with Disabilities. UN, New York.

LEARNING PALESTINE SOLIDARITY: THE JEWISH NATIONAL FUND AS PEDAGOGICAL CASE STUDY

Eurig Scandrett (Queen Margaret University, United Kingdom)

Palestine solidarity | social movement learning | Jewish National Fund

There has been an international response from civil society to the genocide in Gaza through a growth in activism in solidarity with the Palestinian people. Horrified by what was happening in Gaza, many people have joined the existing Palestine solidarity movements, in some cases being newly politicised and learning about the Zionist settler colonisation of Palestine for the first time. The existing solidarity movements, following September 2023, needed to respond, often with informal and non-formal education along with practical campaigning (praxis), to provide some history and context to the Palestinian anti-colonial struggle. At the same time, significant barriers to this political education and action exists, not least the efforts of international Zionist and pro-Israel propaganda, and the actions of the state in seeking to shut down protests – especially in countries such as the UK, where the state is allied with Israel and complicit in its ethnic cleansing operations. In this context, the Jewish National Fund (JNF), as a Zionist institution established for the replacement of indigenous Palestinians with Jewish settlers (Lehn and Davis, 1988; Leon, 2021; Pappe, 2006), provides a useful pedagogical case study as well as effective target for political action. Drawing on activities, especially in Scotland as a devolved administration within the UK, this paper describes several instances of formal, non-formal, informal and popular education in which the JNF is used to provide a deeper political analysis of the current situation in colonised Palestine and stimulate action in solidarity with the Palestinian anti-colonial struggle. The case study is situated theoretically in the academic literature on social movement learning (Foley, 1999; Hall et al, 2012), Popular Education (Freire, 1972; Moyo, 2020) lifelong education (Gelpi, 1985; Scandrett et al, 2010) and public sociology (Burawoy, 2005; Scandrett, 2020).

Burawoy, M. (2005) For Public Sociology. American Sociological Review, Vol 70:4–28

Foley, G. (1999) Learning in Social Action: A Contribution to Understanding Informal Education. Leicester: National Institute for Adult and Continuing Education

Freire, P. (1972) Pedagogy of the Oppressed. London: Penguin

Gelpi, E. (1985) Lifelong Education and International Relations. London: Routledge

Hall, B., Clover, D., Crowther, J. and Scandrett, E. (eds) Learning and education for a better world: The role of social movements Rotterdam: Sense

Leon, D. (2021) The Jewish National Fund – How the Land Was 'Redeemed'. Transactions of the Jewish National Fund volume Vol 1: 4-10

Lehn W with Davis U 1988 The Jewish National Fund London: Kegan Paul International

Moyo, M. (2020) Community-Based Learning and Social Movements: Popular Education in a Populist Age. Bristol: Policy Press

Pappe I 2006 The Ethnic Cleansing of Palestine Oneworld, Oxford

Scandrett, E., Crowther, J., Hemmi, A., Mukherjee, S., Shah, D. and Sen, T. 2010 'Theorising education and learning in social movements: environmental justice campaigns in Scotland and India' Studies in the Education of Adults Vol 42. No 2: 124-140

MEANINGFUL LEARNING AS A PATHWAY TO DEMOCRATIC EDUCATION: EVIDENCE FROM ENGLISH LANGUAGE CLASSROOMS IN THE JERUSALEM SUBURBS

Raneen Alkhanafsa (Al.Quds University, Palestinian Territories) · **Prof. Buad Khales** (Al.Quds University, Palestinian Territories)

Meaningful Learning. Democratic Education. English Language Teaching | Palestine | Student Agency

This study investigates the extent to which meaningful learning principles, grounded in David Ausubel's theory, are implemented in English language classrooms at the basic education stage in the Jerusalem suburbs, and examines their potential contribution to fostering democratic educational practices. While meaningful learning emphasizes the integration of new knowledge with learners' prior cognitive structures, democratic education highlights participation, dialogue, critical thinking, and student agency. Despite growing theoretical interest in both frameworks, limited empirical research has examined their intersection within conflict-affected educational contexts. A mixed-methods descriptive design was employed. A randomly selected sample of 71 English language teachers (from a population of 190) completed a structured questionnaire measuring the implementation of meaningful learning practices, and semi-structured interviews were conducted with 10 teachers to explore their perceptions and classroom experiences. Quantitative findings revealed a high overall level of implementation (M = 4.21, SD = 0.67), particularly in activating prior knowledge, promoting conceptual connections, and emphasizing understanding over memorization. No statistically significant differences were found across gender, academic qualification, or years of experience; however, participation in professional training demonstrated a significant positive effect. Thematic analysis further indicated that meaningful learning practices contribute to enhancing student voice, collaborative engagement, and critical thinking. The findings suggest that meaningful learning functions not only as a cognitive framework but also as a pedagogical pathway toward democratic classroom culture. In the Palestinian context, classrooms may operate as micro-democratic spaces that nurture participation and resilience despite structural constraints. Integrating meaningful learning with democratic pedagogies may therefore support both academic depth and civic empowerment. Keywords: Meaningful Learning; Democratic Education; English Language Teaching; Palestine; Student Agency.

All, A., & Havens, R. L. (1997). Cognitive/concept mapping: A teaching strategy for nursing. Journal of Advanced Nursing, 25, 1210–1219.

Apple, M. W., & Beane, J. A. (2007). Democratic schools: Lessons in powerful education (2nd ed.). Heinemann.

Arends, R. I. (1998). Learning to teach (4th ed.). McGraw-Hill.

Ausubel, D. P. (1968). Educational psychology: A cognitive view. Holt, Rinehart & Winston.

Ausubel, D. P. (1978). In defense of advance organizers: A reply to the critics. Review of Educational Research, 48, 251–257.

Biesta, G. (2011). Learning democracy in school and society: Education, lifelong learning, and the politics of citizenship. Sense Publishers.

Brook, J., & Brooks, M. (1999). The courage to be constructivist. Educational Leadership, 57, 19–24.

Brown, H. D. (2000). Principles of language learning and teaching (4th ed.). Pearson Education.

Bui Phu Hung. (2019). Meaningful learning and its implications for language education in Vietnam. Journal of Language & Education, 5(1), 98–102. https://doi.org/10.17323/2411-7390-2019-5-1-98-102

Caliani, F. M., & Bressa, R. C. (2017). Refletindo sobre a aprendizagem: As teorias de Jean Piaget e David Ausubel. Colloquium Humanarum, 14(Especial), 671–677.

Craik, F. I. M., & Tulving, E. (1975). Depth of processing and the retention of words in episodic memory. Journal of Experimental Psychology: General, 104(3), 268–294. https://doi.org/10.1037/0096-3445.104.3.268

Dewey, J. (1916). Democracy and education: An introduction to the philosophy of education. Macmillan.

Diaz Ruiz, R. D. (2025). Beyond traditional teaching methods: Strategies to develop meaningful learning and English improvement in secondary education (Undergraduate monograph). Universidad Nacional Abierta y a Distancia.

Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. Proceedings of the National Academy of Sciences, 111(23), 8410–8415. https://doi.org/10.1073/pnas.1319030111

Mubarok, H., Sofiana, N., Kristina, D., & Rochsantiningsih, D. (2017). Meaningful learning model through contextual teaching and learning: The implementation in English subject. Jurnal Edulingua, 4(2).

Mitra, D. L. (2004). The significance of students: Can increasing "student voice" in schools lead to gains in youth development? Teachers College Record, 106(4), 651–688.

Mousavi, S., Radmehr, F., & Alamolhodaei, H. (2012). The role of mathematical homework and prior knowledge on students' mathematical performance.

Manzano, R., Basantes, M. C., & Villafuerte-Holguín, J. (2023). Teachers' professional development: Active approach and meaningful learning in EFL instruction. Ciencia Latina Revista Científica Multidisciplinar, 7(1), 1514–1537.

Novak, J. D. (1998). Learning, creating, and using knowledge: Concept maps as facilitative tools in schools and corporations. Routledge.

Paivio, A. (1971). Imagery and verbal processes. Holt, Rinehart & Winston.

Piaget, J. (1977). The development of thought: Equilibration of cognitive structures. Basil Blackwell.

Prince, M. (2004). Does active learning work? A review of the research. Journal of Engineering Education, 93(3), 223–231.

Reznitskaya, A., & Gregory, M. (2013). Student thought and classroom language: Examining the mechanisms of change in dialogic teaching. Educational Psychologist, 48(2), 114–133

Schunk, D. H. (2020). Learning theories: An educational perspective (8th ed.). Pearson.
Valadares, J. (2013). Concept maps and the meaningful learning of science. Journal for Educators, Teachers and Trainers, 4, 164–179.

FROM INDEPENDENT LIVING TO RETHINKING HUMANITARIAN RESPONSE: BEYOND "LEAVE NO ONE BEHIND". DISABILITY, PARTICIPATION, AND INCLUSIVE HUMANITARIAN ACTION IN GAZA

Yousef Hamdouna (EducAid, Italy)

Disability Inclusion | Human Rights–Based Approach | Inclusive Humanitarian Action

EducAid's experience in the Gaza Strip is grounded in a human rights–based approach that recognizes persons with disabilities as rights-holders rather than passive recipients of assistance. Empowerment, self-determination, and emancipation are central to this work. In 2019, EducAid has established the Gaza Independent Living Center, promoting autonomy through customized assistive devices, peer psychosocial support, and vocational training. Over three years, the Center supported more than 600 persons with disabilities and distributed over 1,000 assistive devices, many produced locally. Its multidisciplinary team was largely composed of professionals with disabilities. This affirmed a key principle: persons with disabilities are not passive beneficiaries but active agents shaping solutions that affect their lives and communities. In 2022, this approach was strengthened through FabLabs with 3D printers for production of customized assistive devices. After October 7, 2023 the subsequent military offensive destroyed the Center and forced the team into repeated displacement. Yet the human capital built over previous years was not lost. Many team members, including professionals with disabilities, continued working on the ground, adapting their skills to the humanitarian context. This continuity shows how investments in empowerment, local expertise, and disability leadership can generate resilience even when physical infrastructure is destroyed. The war has produced an unprecedented humanitarian crisis. Over 90% of Gaza's population has been displaced, and the formal education system has collapsed, with more than 95% of schools damaged or destroyed. In response, Temporary Learning Spaces emerged as community initiatives organized by families, teachers, and volunteers to maintain children's learning. In 2024, OCHA supported these community-led initiatives, integrating them into the humanitarian response. Despite these efforts, children with disabilities remain among the most excluded because of physical barriers, lack of adapted materials, and absence of assistive devices. At the same time, the number of people living with disabilities has increased dramatically: WHO estimates around 42,000 new cases of permanent injuries, while 92% of roads are damaged or destroyed, making the environment inaccessible. In such conditions, standardized humanitarian responses often fail to include persons with disabilities and risk reinforcing exclusion. EducAid has mobilized its team through a twin-track approach, acting both on the environment and at the individual level. It promotes disability mainstreaming within Temporary Learning Spaces, including 23 spaces directly supported by EducAid, reaching over 3,000 children with and without disabilities, while improving accessibility and training teachers on inclusive education in emergencies. Furthermore EducAid implements targeted interventions for children with disabilities through an outreach approach, reaching them in displacement settings. The team develops context-appropriate, personalized solutions in reactivated FabLabs using 3D printing, recycled materials, and local resources. In a territory where many assistive devices cannot enter, local digital fabrication reduces dependence on external supplies and ensures continuity of interventions. The most transformative element lies in the leadership of professionals with disabilities, who redefine their role in humanitarian action, not as passive beneficiaries but as protagonists and creators of solutions. This experience shows that inclusive humanitarian action requires rethinking dominant humanitarian models, placing rights, dignity, participation, and disability leadership at the center.

United Nations. (2006). Convention on the Rights of Persons with Disabilities (CRPD). New York: United Nations.
World Health Organization. (2024). Health Emergency Situation Reports: Gaza. Geneva: WHO.
United Nations Office for the Coordination of Humanitarian Affairs (OCHA). (2024). Occupied Palestinian Territory Humanitarian Needs Overview. OCHA.
Inter-Agency Standing Committee (IASC). (2019). Guidelines on the Inclusion of Persons with Disabilities in Humanitarian Action. Geneva: IASC.
World Health Organization (2025). Estimating trauma rehabilitation needs in Gaza, September 2025 update

THE DAILY JOURNEY: A PHENOMENOLOGICAL STUDY OF STUDENTS' LIVED EXPERIENCE CROSSING MILITARY CHECKPOINTS AS AN EVERYDAY DEMOCRATIC ACT AND RESISTANCE TO ENFORCED IGNORANCE

Haneen Bostanje (Al-Quds University, Palestinian Territories) · **Bu'ad Muhammad Al-Khalis** (Al-Quds University, Palestinian Territories)

Military Checkpoints | Lived Experience | Everyday Resistance

Israeli military checkpoints and gates in the occupied Palestinian territories constitute a geographical and political reality that imposes its control over the details of daily life, particularly the educational journey. These checkpoints go beyond being mere physical traffic barriers; they have become tools aimed at fragmenting and isolating the educational environment (Nicolai, 2007). While many previous studies have focused on the quantitative impact of these checkpoints on the educational process, this qualitative study fills a crucial research gap by exploring the "lived experience" of Palestinian students. The study views their daily school commute not merely as a state of suffering, but as a democratic act and a daily practice of resistance against enforced ignorance, where the mere insistence on crossing these military points and being present in the classroom transforms into a living form of steadfastness and an assertion of existence (Rijke & van Teeffelen, 2014). This study adopts a qualitative research design and a phenomenological approach to gain insight into the meanings high school students construct around their daily journey across checkpoints and to understand its pedagogical implications. The study seeks to answer the core question: What is the essence of the students' lived experience of crossing military checkpoints daily, and how do they construct meaning around this journey as a democratic act and a living practice of resistance to enforced ignorance? Methodologically, the study relies on a multi-tool qualitative design to ensure a comprehensive understanding of the lived experience, targeting a purposive sample of students who are forced to cross military checkpoints and gates daily (such as friction zones in the South Hebron Directorate). Instead of relying on a single tool, the research integrates in-depth individual interviews, focus groups that highlight the students' collective voice, and the collection and analysis of reflective writings in which students narrate the details of their daily journey. This intersected data will be analyzed to extract the main themes that deconstruct the essence of this experience and reveal its everyday resistance mechanisms. Preliminary insights are expected to reveal that the round trip across the checkpoint transforms from a mere obstacle into a space for informal learning, where students develop coping strategies and high psychological resilience. The experience also shows how the feeling of oppression intersects with the insistence on being present in the classroom as a form of empowerment and democracy. The significance of this study lies in reframing the narrative around education in conflict zones; it shifts the student from the position of a submissive victim to that of a democratic and resisting agent. The study offers recommendations for curriculum developers and educational decision-makers on the importance of integrating these lived experiences into school curricula and providing the necessary social-emotional learning (SEL) support, thereby enhancing students' steadfastness and affirming that education under occupation is the highest degree of democratic practice and resistance.

-Nicolai, S. (2007). Fragmented foundations: education and chronic crisis in the Occupied Palestinian Territory. UNESCO International Institute for Educational Planning (IIEP).

-Rijke, A., & van Teeffelen, T. (2014). To exist is to resist: Sumud, heroism, and the everyday. Jerusalem Quarterly, 59, 86-99.

A.06

Learning to Learn for Democracy, Empowerment and Equity

PANEL CONVENORS: Cristina Stringer (INVALSI)

PANEL KEYWORDS: Learning to learn, Evaluation, Interventions

This panel proposal focuses on the Learning to Learn (L2L) hyper-competence, included among Europe's key competencies for lifelong learning.This theme has attracted new attention among international scholars (Deakin Crick, Stringher, Ren, 2014) for its promise to help closing achievement and attainment gaps among students coming from disadvantaged backgrounds, ultimately yielding to better life outcomes. However, there are several aspects of this competence that merit attention. First and foremost, how to observe its developmental trajectory from early childhood up to adulthood (Vainikainen & Hautamäki, 2022) and how to promote it at scale in preschools, schools, universities and other non-formal and informal settings (Mannion & Mercer, 2016). Considering the strong inter-disciplinarity needed to tackle L2L, we invite international and national scholars to submit abstracts that aim at the following topics: - Developmental progression of and ways to support L2L throughout the lifespan. - Observation, assessment and evaluation tools to capture its unfolding in formal, non-formal and informal settings lifelong. Qualitative, quantitative, mixed methods, longitudinal approaches to the study of L2L are welcomed, and theoretical or phylosophical too. A thorough discussion on these topics is needed among scholars and practitioners supporting learners in different contexts, if L2L has to serve the purpose it claims, i.e. help learners of all ages reach their full learning and attainment potential, thereby improving their life outcomes and wellbeing as humans, not just as workers. Otherwise, L2L risks to become an elite concept for the affluent few, or an economic imperatiive or at best a vacuum slogan.

FROM STUDY SKILLS TO LEARNING TO LEARN: EVIDENCE-INFORMED APPROACHES TO INCLUSION IN LOWER SECONDARY SCHOOLS

Marianna Valente (Università degli Studi Roma Tre) · **Marina Chiaro** (Università degli studi Link) · **Amalia Lavinia Rizzo** (Università degli Studi Roma Tre)

Study skills | Inclusive education | Evidence-informed teaching

Learning to Learn (L2L) is a core competence for lifelong learning, as it supports individuals' ability to autonomously organize and manage their learning pathways throughout life (Council of the European Union, 2018). The study method can be understood as the operational dimension of L2L, as it represents an integrated set of cognitive, metacognitive, motivational, and organizational processes that enable students to plan, monitor, and evaluate their learning, consciously adapting strategies to the specific demands of different subjects. However, when this competence is not explicitly and systematically taught, its development tends to follow uneven trajectories—particularly among students with Specific Learning Disorders (SLD) and Attention Deficit/Hyperactivity Disorder (ADHD). In these cases, weaknesses in executive functions and self-regulation processes (APA, 2022; Barkley, 1997) hinder independent study management, time organization, deep text comprehension, and the development of effective strategic repertoires (Traversetti & Rizzo, 2023). Without targeted instructional guidance, access to the L2L competence may thus be compromised, with negative consequences for academic achievement and the fulfillment of individual potential. This contribution presents and discusses the initial findings of a research-training project with a quasi-experimental design, involving first-year lower secondary school classes in two Italian regions. Through teacher training and the implementation of an operational toolkit, the project aims to promote students' study methods. The assessment of study competences was conducted using the AMOS 8–15 battery (Cornoldi et al., 2005), which provides a comprehensive evaluation of cognitive, metacognitive, and motivational dimensions related to the acquisition of an autonomous and personal study approach. A descriptive analysis of the sample, integrated with a comparison against AMOS normative data, allowed for the delineation of students' Learning to Learn profiles at the beginning of lower secondary school. Particular attention was given to dimensions of self-regulation, organization, and study skills, and to the trajectories of students with SLDs and ADHD. Preliminary results make it possible to discuss the extent to which the competence of "learning to study" is distributed within the sample and whether inequalities intersect with special educational needs, particularly in the presence of SLDs or ADHD. The paper concludes with reflections on the pedagogical relevance of these baseline findings in shaping evidence-based interventions on study methods—conceived from a perspective of equity and Universal Design for Learning (CAST, 2018)—to support the full development of every student's learning potential.

American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders (5th ed., text rev.). American Psychiatric Publishing.

Barkley, R. A. (1997). ADHD and the nature of self-control. New York: Guilford Press.

CAST. (2018). Universal Design for Learning Guidelines version 2.2. Wakefield, MA: Author. Retrieved from http://udlguidelines.cast.org

Cornoldi, C., De Beni, R., Zamperlin, C., & Meneghetti, C. (2005). AMOS 8-15. Abilità e motivazione allo studio: Batteria per la valutazione del metodo di studio nella scuola dell'obbligo. Trento: Erickson.

Council of the European Union. (2018). Council Recommendation of 22 May 2018 on key competences for lifelong learning (2018/C 189/01). Official Journal of the European Union, C 189, 1–13.

Traversetti, M. Rizzo, A.L. (2023). DSA e strategie didattiche efficaci. Come imparare a leggere per comprendere e studiare. Milano: FrancoAngeli

LEARNING TO LEARN IN THE SCHOOL-TO-UNIVERSITY TRANSITION: EDUCATIONAL COUNSELLING AS A CONTEXT FOR OBSERVING AND SUPPORTING STRATEGIC AUTONOMY

Sofia Torresani (Sapienza, University of Rome, Italy) · **Carlotta Casacci** (Alma Mater Studiorum, University of Bologna) · **Massimo Marcuccio** (Alma Mater Studiorum, University of Bologna)

Learning to Learn | Educational counselling | School-to-University transition

Learning to learn (L2L) is increasingly recognised in higher education as a key competence for lifelong learning, empowerment, and equitable participation. In European debates, it is commonly described as a hyper-competence that mobilises cognitive, metacognitive, motivational, and socio-affective resources to sustain learning across contexts (Caena & Stringher, 2020; Stringher et al., 2021). However, limited attention has been paid to how learners reorganise their learning strategies when previously effective approaches become inadequate in demanding academic contexts. To address this issue, the study situates L2L within Pellerey's (2006) framework of "self-direction" and conceptualises it as a meta-strategic competence concerned with the reconfiguration of learning strategies. In Pellerey's framework, learning self-direction refers to the capacity through which individuals orient and regulate their actions across life domains through processes of self-determination and self-regulation supported by strategic competencies that sustain learning regulation. Learning to learn is conceived as the reflective capacity through which individuals reorganise their strategic competencies and reconfigure learning strategies when the mechanisms that sustain learning regulation prove insufficient (Marcuccio, 2016). The study explores how university students manage their studies and how limitations in their strategic competencies affect their capacity for self-direction. It also proposes a pedagogical interpretation of educational counselling as a situated environment where students can reflect on their study practices, identify ineffective strategies, and develop more effective ways of directing their learning. The study contributes to the literature by conceptualising L2L as a strategic competence of learning strategy reconfiguration and by interpreting educational counselling as an institutional pedagogical dispositif through which this competence can be observed and supported. The study is based on 298 semi-structured educational counselling sessions conducted between 2023 and 2026 with 220 students at the University of Bologna as part of the Career Guidance project. Two senior pedagogists conducted the interviews using a non-directive approach and produced detailed field notes, as interviews were not audio-recorded due to legal restraints and the formative nature of the setting. Data were analysed using an inductive and reflexive thematic approach (Braun & Clarke, 2006), with recurrent thematic patterns across sessions as the primary unit of analysis. Findings reveal significant fragilities in students' capacity to direct their learning. Difficulties in organising study time, sustaining concentration, and planning learning activities emerge as recurrent issues, often accompanied by performance anxiety and a perceived misalignment between effort and outcomes. The transition from secondary school to university represents a critical moment where the demand for autonomy frequently exceeds students' strategic resources, reflecting a mismatch between institutional expectations and students' preparedness that affects engagement and persistence (Tinto, 1975). Interpreted through the proposed framework, these difficulties indicate limitations in the strategic competencies that sustain the regulation of learning activity. Institutional guidance can therefore be conceptualised not merely as a support service but as a pedagogically structured institutional dispositif through which learning to learn becomes observable and developmentally supported. Promoting L2L in higher education thus emerges as a structural issue of governance and equity, highlighting the need to integrate strategic learning autonomy into university guidance and retention policies.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Caena, F., Stringher, C. (2020) Hacia una nueva conceptualización del Aprender a Aprender. Aula Abierta, 49(3), 207-216. https://doi.org/10.17811/rifie.49.3.2020.199-216

Marcuccio, M. (2016). Imparare a imparare nei contesti scolastici. Prospettive e sfide per l'innovazione didattica. Roma: Armando Editore.

Pellerey, M. (2006). Dirigere il proprio apprendimento. Autodeterminazione e autoregolazione nei processi di apprendimento. Brescia: La scuola.

Stringher, C., Rivera, H. a. B., Patera, S., Silva, I. S., Zubizarreta, A. C., Leme, C. D., Torti, D., Del Carmen Huerta, M., & Scrocca, F. (2021). Learning to learn and assessment: Complementary concepts or different worlds? Educational Research, 63(1), 26–42. https://doi.org/10.1080/00131881.2021.1871576

Tinto, V. (1975) Dropout from higher education: A theoretical synthesis of recent research. Review of Educational Research, 45(1), 89–125. https://doi.org/10.2307/1170024

TEACHER PROFESSIONAL DEVELOPMENT FOR THE USE OF EVIDENCE-INFORMED TEACHING STRATEGIES: A QUASI-EXPERIMENTAL STUDY IN PRIMARY SCHOOL

Marianna Traversetti (Sapienza, Italy) · **Alessio Schiavone** (Università degli Studi Roma Tre, Italy) · **Amalia Lavinia Rizzo** (Università degli Studi Roma Tre, Italy)

evidence based education | teacher training | inclusive education

For an equitable, inclusive, and democratic education, teacher development is an indispensable component in equipping educators with the tools necessary to address the challenges of instructional practice with a reflective, critical, and empirical stance. It is well established that, in order to teach effectively, teachers must possess a sophisticated methodological and pedagogical expertise capable of ensuring the quality of instructional design in response to the individual educational needs of their students. This constitutes a core teacher competency — one that enables educators to remain flexible within a framework of reflective professionalism, and to operationalize instruction with a critical mindset, fostering recursive reflection on the outcomes of teaching and the ongoing questioning of one's own practice, in a continuous process of rethinking and improvement that might aptly be described as a Deweyan-inspired disposition. In Italy, teacher education and training remains a highly contested issue, particularly because, to this day, no coherent and comprehensive system exists that effectively integrates both the dimensions more closely tied to career progression and salary structures, and those pertaining to the broader and more complex conception of teacher professionalism — one that moves decisively beyond the reductive view of the teacher as a mere transmitter of knowledge. This paper reports on an experimental study developed as a follow-up to the previous national survey 'RC-RT' conducted by SApIE, carried out in third-grade primary school classes using the EBID — Evidence-Based Improvement Design methodology (cALVANI, mARZANO, 2020). The study employed a non-probability purposive sampling design, comprising 46 third-grade classes (28 experimental and 18 control) drawn from three Italian regions (Lombardy, Lazio, and Abruzzo), involving a total of 821 students, of whom 510 were enrolled in experimental classes and 311 in control classes. The project engaged teachers in implementing the instructional strategy of Reciprocal Teaching (PalincsAR, bROWN, 1984) from an inclusive perspective, following their participation in a purpose-designed professional development course, in classes that also included students with intellectual disabilities, specific learning disorders (SLD), other specific developmental disorders (SDD), and linguistic and cultural disadvantage. The program yielded substantial learning gains in the experimental classes, including among students with Special Educational Needs (SEN). Specifically, effect sizes (Kraft, 2023)for typically developing students indicated a moderate program effect, corresponding to a three-month learning advantage in the experimental group over the control group across all administered measures: reading comprehension (ES = +0.26), summarizing (ES = +0.21), and vocabulary (ES = +0.22). Students with SEN in the experimental classes demonstrated even more pronounced gains: a five-month advantage in reading comprehension over the control classes (MT Reading Test, ES = +0.38), a six-month gain in lexical enrichment reflecting a high level of effectiveness (Verbal Meaning Test, ES = +0.45), and a seven-month gain in summarizing ability (Summary Writing Test, ES = +0.56)."

Calvani A., Marzano A., Progettare per un miglioramento basato su evidenze. Quale metodologia?, in "Rivista italiana di ricerca educativa", (24), 2020, pp. 67-83.

Kraft M. A., The Effect-Size Benchmark That Matters Most: Education Interventions Often Fail, in "Educational Researcher", 52(3), pp. 183-187, 2023, https://doi.org/10.3102/00-13189X231155154.

Palincsar A. S., Brown A.L., Reciprocal Teaching of comprehension fostering and comprehension-monitoring activities, in "Cognition and instruction", 1(2), 1984, pp. 117-175.

LEARNING TO LEARN WITHIN RESEARCH INFRASTRUCTURES: TRANSFORMATIVE TRAINING FOR COMMUNITY BUILDING IN FOSSR

Serena Fabrizio (CNR-IRCrES – Research Institute on Sustainable Economic Growth, National Research Council of Italy, Rome, Italy) · **Rita Giuffredi** (CNR-IRCrES – Research Institute on Sustainable Economic Growth, National Research Council of Italy, Rome, Italy) · **Erica Rizziato** (CNR-IRCrES – Research Institute on Sustainable Economic Growth, National Research Council of Italy, Rome, Italy)

action research | lerning to learn | participative training

Far from being regarded as the result of pure individual intellectual production, scientific knowledge and practices are now widely considered by scholars as arising from interactions among heterogeneous social actors and institutional contexts, especially when dealing with issues that are societally relevant and intersecting different understandings by scientific disciplines and social sectors (Gibbons et al., 1994; Jasanoff, 2004, Funtowicz & Ravetz, 1993). In this perspective, Research infrastructures (RIs) can be regarded as socio-technical systems, with the social components – namely the engaged community of developers, users and stakeholders – playing a critical role in sustaining effectiveness and long-term sustainability. This contribution presents a training experimentation conducted within FOSSR RI, a NextGenerationEU project aimed at fostering open science in social science research, which was proposed to the developing community of the infrastructure's contributors, users and stakeholders. The programme aimed to complement traditional training methods by offering sessions designed to stimulate transformative learning, empowerment, and community building among researchers, technologists, and stakeholders (Spinello & Fabrizio, 2025). The underlying premise was that incorporating transformative methodologies into the development of a research infrastructure could promote critical learning, collaborative empowerment and distributed leadership, particularly relevant in complex knowledge ecosystems where infrastructures function not only as technical platforms but also as spaces for interaction, shared problem framing and collective learning. Within this framework, the Action Research Sessions played a central role in cultivating learning-to-learn dynamics. These sessions were developed at CNR-IRCrES as part of a research initiative to rethink the new competencies essential for social science researchers (Rizziato, 2020, 2022a, 2022b). These sessions adopted a transformative methodological approach based on systemic thinking and horizontal leadership, focusing on transformative learning for processes and competencies. This was achieved through the integration of cognitive, emotional, and volitional dimensions to develop both subjective and intersubjective awareness, encouraging participants to take an active role. They worked according to a "horizontal leadership" approach – more accurately defined as systemic and evolutionary development leadership – capable of synergistic learning within the project thanks to forms of collective refocusing on the desired impact. The work sessions aimed to provide learners with theoretical perspectives and practical exercises to shift the focus of research towards identifying the actual beneficiaries of actions, and to reconsider the entire project from a systemic perspective. Through a combination of reflexive enquiry, co-design and experiential learning, participants were encouraged to formulate and reformulate specific "development questions" – conceived as systemic questions – to explore the feasibility of innovative ideas, and to experiment with processes in which personal, organisational and collective learning occurred simultaneously, creating value for all stakeholders. The FOSSR experience with Action research sessions shows how learning to learn can be interpreted as a collective competence emerging within research communities engaged in collaborative knowledge production. Participatory training environments such as these create the conditions for reflexivity, shared and transformative learning aimed at community building, contributing to the development of inclusive and socially robust research communities capable of critical thinking and the co-creation of public value within Research Infrastructures.

Funtowicz, S., & Ravetz, J. (1993). Science for the post-normal age. Futures, 25(7), 739-755. https://doi.org/10.1016/0016-3287(93)90022-L

Gibbons, M., Limoges, C., Nowotny, H., Schwartzman, S., Scott, P., & Trow, M. (1994). The New Production of Knowledge: The Dynamics of Science and Research in Contemporary Societies. SAGE.

Jasanoff, S. (2004). States of Knowledge: The Co-Production of Science and the Social Order. Routledge.

Rizziato, E. (2020) Verso un umanesimo della vita organizzativa: generare sviluppo nella complessità con la leadership orizzontale. Milano: Francoangeli, collana AIF.

Rizziato, E. (2022a), contributi di Nemmo, E. e Vetrano, G. Lo sviluppo locale: un approccio sistemico e generativo con la leadership orizzontale. Quaderni IRCrES n.15. Moncalieri: CNR-IRCrES. http://dx.doi.org/10.23760/2499-6661.2022.15

Rizziato, E. (2022b) Leadership orizzontale e organizzazioni integrate: rendere costruttiva la complessità in Sviluppo &Organizzazione, Sezione accreditata AIDEA (Accademina Italiana di economia aziendale), n.304 Marzo/Aprile 2022, Milano: Este ISSN 0391-7045.

Spinello, A. O., Fabrizio, S. (2025). Integrated capacity-building approach to address societal challenges through social science research infrastructures. Societal Impacts, 6, 100140. https://doi.org/10.1016/j.socimp.2025.100140.

FOSTERING LEARNING TO LEARN IN PRESCHOOL AND PRIMARY EDUCATION: AN INVESTIGATION OF TEACHERS' CONCEPTIONS, PRACTICES, AND PROFESSIONAL NEEDS

Annamaria Gentile (Università degli Studi di Modena e Reggio Emilia, Italy) · **Lucia Scipione** (Università degli Studi di Modena e Reggio Emilia, Italy) · **Agnese Vezzani** (Università degli Studi di Modena e Reggio Emilia, Italy)

Learning to Learn | Teacher Education | Teachers' Conceptions

This contribution reflects on the outcomes of a professional development path focused on the "Learning to Learn" (L2L) competence, developed as part of an internship project related to the Master's Degree Program in Primary Teacher Education at the University of Modena and Reggio Emilia (academic years 2021/22–2025/26). In line with the scientific literature that identifies L2L as a factor of equity and democracy (Deakin Crick, Stringher, Ren, 2014), the study proceeds from the hypothesis that the training program fostered among participants a broad view of competence (Hounsell, 1979), evident both in theoretical conceptualizations and in the stated pedagogical choices for school contexts. At the same time, the research group acknowledges the complexity involved in operationalizing the construct and the presence of several critical issues in everyday educational practice. The investigation therefore aims not only to identify elements of coherence with the proposed framework, but also to highlight limitations of the training program and the professional needs of teachers, understood as key indicators for the redesign of the next three-year training program. The research design involves teachers who hosted and supported student teachers during their internship project, former student teachers, and current student teachers, and develops through three levels of data collection: Investigating conceptions and practices related to L2L, and thus the persistence of professional learning over time, through an ad hoc long-term questionnaire (closed and open-ended questions) administered to cohorts from 2021/22 to 2024/25; Examining the relationship between the training received and enacted practices, with particular attention to implementation difficulties, through a final ad hoc questionnaire (including closed and open-ended questions) addressed to the 2024/25 and 2025/26 cohorts; Interpreting emerging professional development needs and contextual constraints through qualitative in-depth exploration based on focus groups conducted with mentor teachers and student teachers. The results aim to contribute to the debate on competence-oriented teaching focused on Learning to Learn in preschool and primary school, highlighting which training devices and methodological approaches can effectively support teachers in fostering students' autonomy and empowerment. In this perspective, the study discusses the conditions required for Learning to Learn to become a widespread democratic practice (Vainikainen, Hautamäki, 2022), rather than remaining confined to a purely theoretical dimension.

Consiglio dell'Unione Europea (2006), Raccomandazione del Parlamento Europeo e del Consiglio del 18 dicembre 2006 relativa a competenze chiave per l'apprendimento permanente (2006/962/CE), Gazzetta Ufficiale dell'Unione Europea, Bruxelles.

Consiglio dell'Unione Europea (2018), Raccomandazione del Consiglio del 22 maggio 2018 relativa alle competenze chiave per l'apprendimento permanente (2018/C 189/01), https://eur-lex.europa.eu/legal-content/IT/TXT/PDF/?uri=CELEX:32018H0604(01)&from=EN.

Deakin Crick, R., Stringher C., Ren K. (a cura di) (2014). Learning to learn. International perspectives from theory and practice. London: Routledge.

Hounsell, D. (1979). Learning to learn: Research and development in student learning. Higher Education, 8(4), 453-469.

Vainikainen, M. P. e Hautamäki, J. (2022). Three studies on learning to learn in Finland: Anti-Flynn effects 2001–2017. Scandinavian Journal of Educational Research, 66(1), 43-58 https://doi.org/10.1080/00313831.2020.1833240.

OBSERVING LEARNING TO LEARN IN HIGHER EDUCATION: PERCEIVED STUDY STRATEGY GAPS AND EDUCATIONAL SUPPORT IN INITIAL TEACHER EDUCATION

Sofia Torresani (Sapienza, University of Rome, Italy) · **Marianna Traversetti** (Sapienza, University of Rome)

Study method | University | Educational support

The "Learning to Learn" (L2L) competence, recognised as one of the key European competences for lifelong learning, is now considered strategic for fostering autonomy, educational equity, and active participation throughout one's life. International literature has highlighted its multidimensional nature, integrating cognitive, metacognitive, motivational, and socio-relational dimensions, whilst emphasising the difficulty of observing its developmental trajectory across different educational contexts (Stringher, 2021). Despite its centrality in European documents and in the learning outcomes of higher education (European Council, 2006, 2018), pedagogical support for this competence still appears patchy, particu-

larly during transitions between educational levels, where students are required to employ advanced self-direction strategies (Pellerey, 2006) without necessarily having received explicit training. This paper presents some findings from an exploratory study conducted within the Primary Teacher Education Course at Sapienza University of Rome, aimed at investigating students' perceptions of study strategies (Traversetti, 2017) as an observable dimension of L2L in the university context. The research assumes that the study method, understood not as a technical repertoire but as a strategic competence capable of integrating the planning, monitoring, and regulation of learning processes, constitutes one of the most significant operational expressions of L2L in academic contexts. Data were collected using the Strategic Skills Perception Questionnaire (QPSS) (Bay et al., 2010), administered to 157 students across the five years of the degree programme. The descriptive results show that 56.1% of participants stated that they had never participated in their previous educational experience in activities explicitly dedicated to study methods, whilst over 70% perceived the need to develop new strategies to tackle university study effectively. These data suggest that the development of strategic learning competence remains largely implicit and discontinuous across different educational levels, relying more on individual processes of adaptation than on intentional forms of pedagogical mediation. Particularly significant is the perception that university study requires not only a greater quantitative investment of effort, but a qualitative reorganisation of learning practices, especially in relation to time management, self-monitoring, and strategic flexibility (Rizzo & Traversetti, 2024). From this perspective, the transition to higher education emerges as a critical juncture for observing latent vulnerabilities in the developmental trajectory of 'Learning to Learn' (Hautamäki et al., 2022). Based on these perceived needs, a laboratory-based intervention was designed and launched, focusing on the organisation of study time and metacognitive reflection, through small-group activities, guided exercises, peer discussion, and critical debate. The educational framework draws on active pedagogical traditions that conceive the laboratory as a space for reflection on action and the transfer of learning (Dewey, 1938; Le Boterf, 2000), making the strategic processes involved in learning explicit and shareable. The case of initial teacher training is particularly relevant, as supporting the strategic competence of future teachers can also influence future educational practices in school settings. The paper, therefore, reflects on the need to strengthen vertical continuity between schools and universities, so that 'Learning to Learn' does not remain an implicit and unevenly distributed competence, accessible mainly through individual resources rather than through a deliberate and equitable educational project.

Consiglio Europeo. (2006, 18 dicembre). Raccomandazione del Parlamento europeo e del Consiglio relativa a competenze chiave per l'apprendimento permanente (2006/962/CE). Gazzetta ufficiale dell'Unione europea.

https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:it:PDF

Consiglio Europeo. (2018, 22 maggio). Raccomandazione del Consiglio relativa alle competenze chiave per l'apprendimento permanente (2018/C 189/01). Gazzetta ufficiale dell'Unione europea.

https://eur-lex.europa.eu/legal-content/IT/TXT/PDF/?uri=CELEX:32018H0604(01)

Bay, M., Grzadziel, D., & Pellerey, M. (2010). Promuovere la crescita nelle competenze strategiche che hanno le loro radici nelle dimensioni morali e spirituali della persona. Roma: Rapporto di ricerca, CNOS-FAP.

https://www.cnos-fap.it/sites/default/files/pubblicazioni/promuovere%20la%20crescita%20nelle%20competenze%20strategiche.PDF

Dewey, J. (1938). Experience and education. New York: Macmillan. (Trad. it. Esperienza e educazione. Firenze: La Nuova Italia, 1996).

Le Boterf, G. (2000). Construire les compétences individuelles et collectives. Éditions d'Organisation.

Pellerey, M. (2006). Dirigere il proprio apprendimento. Autodeterminazione e autoregolazione nei processi di apprendimento. Brescia: La scuola.

Rizzo, A.L., Traversetti, M. (2024). Fondamenti per lo studio della didattica inclusiva. Milano: FrancoAngeli.

Stringher C. (2021). Cos'è l'Apprendere ad apprendere? Alcune risposte a livello teorico e istituzionale, in C. Stringher "Apprendere ad apprendere in prospettiva socioculturale. Rappresentazioni dei docenti in sei Paesi" (pp. 19-49). Milano: Franco Angeli.

Traversetti, M. (2017), Progettazione didattica e metodo di studio: interventi per l'acquisizione e lo sviluppo, in L. Chiappetta Cajola, M. Traversetti " Metodo di studio e DSA. Strategie didattiche inclusive" (pp. 61-144). Roma: Carocci.

Hautamäki, J., Arinen, P., Eronen, S., Hautamäki, A., Kupiainen, S., Lindblom, B., Niemivirta, M., Pakaslahti, L., Rantanen, P., & Scheinin, P. (2002). Assessing learning-to-learn: A framework. National Board of Education, Helsinki.

A.08

Nonviolent Education and Demilitarization of Schools: Practices, Tools, and Pedagogical Perspectives Towards Universalist Humanism

PANEL CONVENORS: Annabella Coiro (rete Edumana, Italy); Chiarlie Barnao (Università di Palermo); Federica Zanetti (Università di Bologna)

PANEL KEYWORDS: Peace, nonviolent education, school demilitarization

The need to rethink education as a tool for peace, social justice, and democracy is widely recognized internationally (UNESCO, 2023; UN, 2015), yet there are differing conceptions of "peace." Rethinking peace in education requires moving beyond a reductive notion of peace as the mere absence of war toward an active, positive perspective (Galtung, 2014). Educating through nonviolence involves interrogating not only content but also educational processes, as well as the physical and symbolic environment. Learning occurs within relationships and demands adults capable of embodying democratic and nonviolent values (hooks, 1994; Freire, 2004). Building a school that rejects violence requires recognizing and dismantling punitive, competitive, and hierarchical logics persisting in educational practices, often silently and as normalized routines (Dolci, 1987). In a context of rapid transformations and increasing militarization of educational and social imaginaries, it is urgent to reflect on the risks these dynamics pose for human development. Promoting nonviolent education calls for a multidimensional approach. Personally, teachers' self-work is crucial; interpersonally, maieutic methods and shared decision-making foster communities of inquiry; socially, a nonviolent school carries inherently political significance, countering exclusionary structures and nurturing democratic experience (Dewey, 1916). The panel welcomes contributions examining how school practices and policies can advance nonviolence and demilitarization of educational imaginaries—for instance reorganization of spaces and times, non-punitive assessment, participatory structures, relational literacy, local educational networks. The aim is to contribute to the development of theoretical frameworks, pedagogical tools, and policy proposals sustaining systemic transformation consistent with a planetary humanism (Morin, 2022) and universalism (Silo, 1991).

REOPENING HISTORY: CAPITINI'S INTERGENERATIONAL ANTIFASCISM AND NONVIOLENT PEDAGOGY FOR DEMOCRATIC CIVIC EDUCATION

Gabriella Falcicchio (University of Bari Aldo Moro, Italy) · **Daniele Taurino** (University of Bari Aldo Moro, Italy)

antifascism | nonviolence | education

This contribution re-reads Aldo Capitini's Antifascismo tra i giovani through the interpretive frame offered by the recent editorial re-publication, which presents antifascism as an open-ended process rather than as a closed chapter of national memory. In this perspective, antifascism is not reduced to commemorative rhetoric: it is treated as a formative and political practice that can still address young people because it connects ideas, biographies, places, and collective relations, and because it links resistance to the principles and methods of nonviolence. The paper develops three pedagogical cores that emerge from this reading. First, the intergenerational character of antifascism: the text is configured as a network of encounters, voices, and itineraries that can be re-activated as an educational device, especially where school curricula risk isolating the history of fascism within linear and self-contained narratives. Secondly, the Capitinian lexicon of "openness" (apertura) and "Thou" (Tu): Capitini's insistence on practice/attention, dialogue, care for relationships, and refusal of "heads" (charismatic cults and hierarchical leadership) provides criteria for democratic education beyond moral exhortation and offers an antidote to what Eco has described as the re-emergent potential of "eternal fascism." Third, the horizon of "all" (tutti) and "copresence" (compresenza) as a regulative idea for civic learning: democratic formation is interpreted as an exercise in expanding the community of reference and building relational infrastructures that make meaningful participation possible. On this basis, the contribution specifies a didactic and organizational proposal explicitly aligned with the panel's focus on nonviolent education and the demilitarization of schools, understood as the dismantling of punitive, competitive, and hierarchical logics that are often normalized in everyday routines, and as a reorientation of school environments (physical, symbolic, and relational) towards active, positive peace. The proposal translates Capitini's intergenerational antifascism into a set of practices and tools that work simultaneously on (i) teachers' "self-work" and professional habitus, (ii) classroom and school governance as a democratic laboratory, and (iii) the wider local educational ecosystem. The aim is to propose Capitini's intergenerational, nonviolent antifascism as a resource for renewing civic education: not as an additional content block, but as a method for cultivating democratic agency, critical vigilance toward authoritarian drifts, and a disciplined capacity for conflict transformation.

Barbiero, R., Resistenza nonviolenta a Forlì, Risguardi Edizioni, Forlì 2015.
Bravo, A., La conta dei salvati. Dalla Grande Guerra al Tibet: storie di sangue risparmiato, Laterza, Roma-Bari 2013.
Butler, J., Regimi di guerra. O della vita che non merita lutto, trad. it., Castelvecchi, Roma 2024.
Capitini, A., Antifascismo tra i giovani, a cura di G. Falcicchio e D. Taurino, la meridiana, Molfetta 2026.
Capitini, A., Educazione aperta, vol. I, La Nuova Italia, Firenze 1967.
Capitini, A., Italia nonviolenta, Centro studi Aldo Capitini, Perugia 1981.
Capitini, A., La compresenza dei morti e dei viventi, a cura di G. Falcicchio e D. Taurino, Libreria Editrice Fiorentina, Firenze 2022.
Capitini, A., La mia opposizione al fascismo, in "Il Ponte", XVI, 1, 1960, pp. 32-37.
Capitini, A., Sull'antifascismo dal 1932 al 1943, in "Il Ponte", XI, 6, 1955, pp. 848-49.
Centro Studi Difesa Civile, Quaderno: La Resistenza non armata all'occupazione nazista in Italia e in Europa, a cura di G. Giannini, 2010, n. 1.
Di Cesare, D., Tecnofascismo, Einaudi, Torino 2025.
Eco, U., Il fascismo eterno, La Nave di Teseo, Milano 2018.
Giannini, G. (a cura di), La Resistenza non armata, Sinnos, Roma 1995.
Maori A., Moscati G. (a cura di), Dossier Aldo Capitini. Sorvegliato speciale dalla polizia, con Prefazione di G. Fofi, Stampa alternativa/Nuovi equilibri, Roma-Viterbo 2014.
Morciano, D., Falcicchio, G., Taurino, D., L'associazionismo giovanile nel Novecento. Storia, scenari, aperture, Pensa Multimedia, Lecce 2025.
Ongaro, E., Resistenza nonviolenta. 1943-1945, Emil di Odoya, Bologna 2013.

NON-COLLABORATION WITH WAR AS PEDAGOGICAL PRAXIS: ALDO CAPITINI'S NONVIOLENT FRAMEWORK FOR PEACE AND DISARMAMENT

Emanuele Follenti (Liceo Scientifico Lorenzo Respighi, Piacenza, Italy)

Capitini | nonviolence | school

Demilitarising schools entails more than adding "peace content": it calls for educational frameworks that interrupt collaboration (i.e., non-cooperation) with war as a social system. This paper focuses on Aldo Capitini's principle of non-collaboration: refusal to participate in war-making, withdrawal of consent from militarised institutions, and construction of participatory alternatives (1,2,3). In this sense, it proposes a pedagogical praxis for cultural disarmament within everyday schooling. In a time of securitised borders and renewed war economies, non-collaboration functions as a method for unlearning enemy-making and for cultivating a universalist humanism grounded in the "tu-tutti" (10). Aldo Capitini (1899–1968) was an Italian philosopher and educator who made nonviolence a central category of political action and educational renewal. He promoted a democracy "from below" and experimented with participatory forms of public deliberation, linking ethical transformation to collective organisation with his Movimento Nonviolento. The study combines a historical-educational reconstruction of the 1963 International Seminar on Nonviolent Techniques (Perugia) with a conceptual analysis of Capitini's later systematisation in Le tecniche della nonviolenza (1967) (4,5,6). The seminar is interpreted as a critical junction between educational theory and grassroots associative politics, translating "power from below" into learnable practices: civil disobedience, conscientious objection, economic non-cooperation (including boycotts) and strategies of progressive disarmament. The paper also frames peace as an active sequence of social acts rather than the mere absence of violence. From this perspective, demilitarisation acquires a clear pedagogical meaning for schools, as it entails a comprehensive transformation of governance, curriculum, and symbolic culture within educational institutions. The paper outlines pathways for mapping how militarisation enters educational spaces and for developing curricular inquiry in civic and historical education, through participatory inquiry into supply chains and public budgets. It also proposes collective practices of non-cooperation as educational exercises, including scrutinising procurement and sponsorship, declining military-led activities, and re-designing rituals and spaces in ways that cultivate inclusive forms of remembrance. Transnationally, Capitini and the Movimento Nonviolento were embedded in international pacifist circuits, such as the War Resisters' International, showing how training, educational resources, and anti-militarism campaigns circulate across borders and can be pedagogically adapted to schools today (6-7). From Capitini's 1963 Seminar to Le tecniche della nonviolenza (1967), contemporary anti-militarisation can reactivate non-collaboration as a pedagogical praxis of cultural disarmament, translating refusal and non-cooperation into learnable techniques. By tracing Capitini's influence across current Italian and European initiatives (11), the paper frames the school as a laboratory of active

nonviolence and grassroots democracy, where universalist humanism is enacted through democratised language, agency, and institutional power rather than abstract moralism (8,9). Educators and policymakers are invited to treat non-collaboration as curriculum, method, and institutional policy for demilitarising educational life.

1 Marco Catarci (2007). Il pensiero disarmato. La pedagogia della nonviolenza di Aldo Capitini. Torino: Edizioni Gruppo Abele.

2 Gabriella Falcicchio (2022). L'atto atomico della nonviolenza. Relazioni, stili di vita, educazione: Aldo Capitini e la tradizione nonviolenta. Molfetta: Edizioni La Meridiana.

3 (a cura di) Gabriella Falcicchio (2008). La pedagogia di Aldo Capitini tra profezia e liberazione. Atti del convegno (Pienza, 5–7 ottobre 2007). Firenze: Kairòs.

4 Emanuele Follenti (2023). Una storia nonviolenta. Aldo Capitini e il Seminario internazionale del 1963. Molfetta: La Meridiana.

5 Aldo Capitini (1967), Le tecniche della nonviolenza. Milano: Feltrinelli

6. War Resisters' International (1965), Training in Nonviolence, Perugia study conference materials. Available at: https://wri-irg.org/en/books/1965-perugia-en.htm

7 Education resources and campaigning against militarism in schools, Peace Pledge Union. Available at: https://www.ppu.org.uk/education

8 Maria Irene Phellas (2025), Sulle orme di Aldo Capitini. Attualità del messaggio di Aldo Capitini nella discussione sulle più odierne forme di Democrazia Locale, Labsus. Available at: https://www.labsus.org/wp-content/uploads/2025/07/Labsus_Phellas-1.pdf

9 Giuseppe Moscati (2022), Dalla democrazia all'omnicrazia: l'educazione al potere in Aldo Capitini, Cosmopolis XIX, I/2022.

10 Aldo Capitini (1965), La realtà di tutti, Trapani: Celebes.

11 In this perspective, it is worth noting the recent establishment in Italy of the Observatory Against the Militarisation of Schools and Universities (Osservatorio contro la militarizzazione delle scuole e delle università). Available at: https://osservatorionomilscuola.com/

ARCHIVES FOR PEACE: USING HISTORICAL SOURCES TO FOSTER NONVIOLENCE EDUCATION IN PRIMARY SCHOOLS

Pamela Giorgi (INDIRE) · **Rubina Bazzani** (INDIRE) · **Alberto Biondo** (Centro per lo sviluppo creativo Danilo Dolci) · **Tiziana Rita Morgante** (Centro per lo sviluppo creativo Danilo Dolci) · **Annabella Coiro** (Rete ED.UMA.NA.) · **Gabriella Fanara** (Rete ED.UMA.NA.)

Cultural heritage education | Learning ecosystems | Civic competence

This contribution presents a research and educational project exploring how archival materials can support peace and nonviolence education in primary schools. The initiative is grounded in the idea that archives —understood as repositories of collective memory and lived experiences— can function as powerful pedagogical tools within school-based learning ecosystems. By integrating archival sources into active, laboratory-based teaching, the project positions schools as community hubs capable of nurturing democratic values, critical thinking, and a culture of nonviolence. The project begins with a shared planning phase involving partner schools in Milan and Mirto, teachers, and researchers. This collaborative design process defines objectives, timelines, and thematic pathways, drawing on materials preserved in the Archive of the Centro per lo Sviluppo Creativo "Danilo Dolci," including photographs, posters, educational projects, and audio recordings. The initiative also builds on the methodological heritage of the EDUMANA network, which has long experimented with dialogic, participatory, and community-centered educational practices. The pedagogical framework is structured around a progressive introduction to archival literacy. Students first explore the concept of the archive as a place where real stories are preserved, engaging in guided conversations and reflective activities that connect personal memory to collective history. They then encounter the idea of historical sources through simplified document analysis, learning to observe, question, and interpret materials from the past. This approach emphasizes that documents do not simply "tell" stories but invite multiple readings depending on the observer's perspective. A central component of the project is the direct exploration of archival materials. When possible, classes visit the archive; alternatively, curated selections are brought into the classroom. Working in small groups, students analyze different documents and reconstruct "mini-stories," developing early research skills and experiencing firsthand the investigative dimension of historical inquiry. These activities culminate in creative reinterpretations: students write short narratives inspired by archival sources, dramatize scenes from the past, or create digital boards and multimedia artefacts that connect historical content to contemporary issues. The project explicitly links archival exploration to peace and nonviolence education. Through materials related to Danilo Dolci's work —civil disobedience, dialogic education, community development— students reflect on themes such as conflict resolution, empathy, justice, and civic responsibility. Classroom activities include listening circles, interviews, collective writing, and dramatizations, all grounded in Dolci's maieutic method. These practices encourage students to connect past experiences of nonviolent action with present-day challenges, fostering a sense of agency and shared responsibility. A final phase focuses on public dissemination, conceived as a miniature public history exercise. Schools

organize exhibitions showcasing documents, student interpretations, and multimedia productions, opening the learning process to families and the wider community. This moment reinforces the school's role as a civic center and cultural hub, promoting participation and intergenerational dialogue. The project concludes with an evaluation phase involving questionnaires, interviews, and focus groups to assess educational impact and inform future iterations. Overall, the project demonstrates how archives can become catalysts for democratic learning ecosystems, enabling schools to cultivate peace, nonviolence, and active citizenship through experiential, community-oriented pedagogy.

Dolci, D. (2018). Chissà se i pesci piangono. Mesogea
Dolci, D. (1996). La struttura maieutica e l'evolverci. La Nuova Italia.
Freire, P. (2000). Pedagogy of the oppressed. Continuum.
Harris, V. (2002). Archives and justice: A South African perspective. Society of American Archivists.
UNESCO. (2014). Global citizenship education: Preparing learners for the challenges of the twenty-first century. UNESCO Publishing.
UNESCO. (2015). Rethinking education: Towards a global common good? UNESCO Publishing.
European Commission. (2018). Council recommendation on key competences for lifelong learning. Official Journal of the European Union, C 189, 1–13.
INDIRE. (2018–2024). Documentazione e materiali di ricerca sul patrimonio culturale e la didattica. INDIRE.
Centro per lo Sviluppo Creativo "Danilo Dolci". (2020). Archival collections and educational practices for nonviolence. CSC.
Barton, K. C., & Levstik, L. S. (2004). Teaching history for the common good. Lawrence Erlbaum.

DISARMING EDUCATION: TRANSFORMATIVE PEDAGOGY, UNIVERSITY PUBLIC ENGAGEMENT, AND PRACTICES OF ACTIVE CITIZENSHIP

Federica Zanetti (University of Bologna, Italy)

Transformative pedagogy | Peace education | Active citizenship

Within contemporary debates on peace education, increasing attention has been devoted to the ways in which educational systems may contribute, often implicitly, to the reproduction of militarized social imaginaries. Beyond the most visible forms of militarization within educational spaces, these dynamics frequently operate through deeper pedagogical and cultural mechanisms: rigid hierarchies of knowledge, transmissive teaching models, competitive assessment regimes, and limited opportunities for students to participate in processes of knowledge production. Such institutional and symbolic configurations contribute to shaping an educational imaginary grounded in obedience, performativity, and the separation between academic knowledge and civic responsibility. Within international scholarship on peace education, it has been widely emphasized that education for peace cannot be reduced to the mere absence of violence, but must instead be understood as an active process aimed at cultivating democratic relationships, social justice, and the nonviolent transformation of conflicts. From this perspective, the demilitarization of education requires a profound transformation of pedagogical relations, epistemic practices, and institutional cultures that structure learning environments. This paper explores the potential of transformative pedagogy and university public engagement as strategies capable of "disarming" education from within. The theoretical framework draws on the tradition of critical and nonviolent pedagogies, including the work of Danilo Dolci, Paulo Freire, bell hooks, and Johan Galtung. In particular, Dolci's method of reciprocal maieutics offers a meaningful perspective for rethinking education as a dialogical and collective process of knowledge production, in which learning emerges through shared inquiry, active participation, and community responsibility rather than through hierarchical transmission. Building on this framework, the paper presents the educational experience of the university course Strategies and Tools for Empowerment and Active Citizenship, designed around participatory and transformative learning methodologies. The course integrates collaborative learning practices, project-based activities, and public engagement initiatives that connect academic work with social actors and local communities. Through these practices, students are involved in processes of critical reflection and civic action that transform them from passive recipients of knowledge into active participants in the production of knowledge and social practices. The analysis of this experience suggests that the integration of transformative pedagogy and public engagement can contribute to redefining the role of the university as a democratic public learning space. These practices foster critical awareness, collective agency, and active citizenship competencies while simultaneously challenging traditional epistemic hierarchies through processes of knowledge co-production among students, educators, and community actors. From this perspective, the demilitarization of educational imaginaries cannot be understood simply as the absence of militarized elements within educational

settings. Rather, it entails a deeper transformation of pedagogical relationships and knowledge practices that sustain authoritarian and exclusionary dynamics. Through dialogical learning, collaborative inquiry, and civic engagement, transformative pedagogy can help reposition the university as a site where democratic participation and social responsibility are actively cultivated. Revisiting the tradition of nonviolent education in light of contemporary practices of university public engagement thus opens pathways for imagining pedagogical processes capable of disarming education from within and reinforcing its emancipatory and democratic potential.

Barone, G. (2024). Danilo Dolci. Una rivoluzione nonviolenta. Altreconomia.
hooks, b. (2020). Insegnare a trasgredire. L'educazione come pratica della libertà. Meltemi.
Mezirow, J. (2000). Learning as Transformation: Critical Perspectives on a Theory in Progress. Jossey-Bass.
Reardon, B. (1988). Comprehensive Peace Education: Educating for Global Responsibility. Teachers College Press.

FOSTERING PEACE AND NONVIOLENCE THROUGH SCHOOL-COMMUNITY PARTNERSHIPS: A CASE STUDY OF BEST PRACTICES.

Tiziana Landra (Energia per i diritti umani, Italy) · **Dino Mancarella** (Mondo senza guerre e senza violenza)

educational partnership | nonviolence | universalist humanism

The link between schools and their local territory, strengthened by school autonomy (DPR 275/99), transforms the school institution into a central node within the community, integrating educational activities with local resources, associations, and institutions. This strategic alliance promotes territorial educational agreements, pathways for transversal skills and career guidance (PCTO), and interventions in at-risk areas, with the school acting as a cultural and legal safeguard. Within this framework, the school institution is no longer an isolated entity but rather a center for the dissemination of civic values, capable of co-designing effective educational responses to social fragmentation, promoting active citizenship rooted in local realities while opening up to global perspectives. This contribution aims to present an educational project based on the interaction between the school system and the world of civic associations, as an example of good practice. The intervention was carried out over the course of two academic years at the Istituto Comprensivo Puddu in Prato and developed within the framework of the Scuole in Marcia project (www.scuoleinmarcia.it), a platform of educational activities linked to the Third World March for Peace and Nonviolence (https://theworldmarch.org/it/), aimed at promoting knowledge, dissemination, and the practical application of such values. The activities put forward by Scuole in Marcia are characterized by a flexible model that, in this specific case, proved particularly suitable for fostering: students' protagonism. In this perspective, learners are not minds to be filled with notions, but become agents of change; the co-design of activities by teachers, ensuring their continuity over time; opportunities for students to engage in meaningful experiences "which they will live through fruitfully and creatively in subsequent experiences" (Dewey, 2014, p. 14). Students' sense of agency in addressing the complexity of situations that may arise in a constantly changing world was stimulated through an educational approach centered on nurturing futuring—the capacity to imagine the future in a critical and reflective way (Hoffman et al., 2021). While the presence of an external voice —in this case non-profit volunteers—can be stimulating because of its novelty, as well as the content and methodologies employed, it is essential, for greater effectiveness, that such interventions activate teachers in continuing the activities and provide students with spaces not only for understanding but also for concrete action. The relationship established through this pedagogical partnership becomes an alliance among teachers, experts, and students. Since nonviolence, from the perspective of Universalist Humanism as advanced by Mario Rodríguez Cobos, can only be understood through a dual framework—both social and personal (Silo, 1991)—another central aspect of the Scuole in Marcia project consisted in dedicating substantial space within workshop-based learning to recognizing the origins and dynamics of subtle forms of violence in interpersonal relationships, within the classroom group, and in the broader school environment, with the aim of overcoming them. This need is widely perceived and strongly felt by teachers in contemporary schools. In this regard as well, positive outcomes could be observed in the creation of spaces that fostered reflection, expression, listening, and mutual respect.

Comitato promotore Scuole in Marcia. (n.d.) Scuole in Marcia. https://www.scuoleinmarcia.it/it/
Comitato promotore Marcia Mondiale. (n.d.) Terza Marcia Mondiale per la pace e la nonviolenza. https://theworldmarch.org/en/

Dewey, J. (2014). Esperienza e educazione. Cortina.

Hoffman, J., Pelzer, P., Albert, L., Béneker, T., Hajer, M., & Mangnus, A. (2021). A futuring approach to teaching wicked problems. Journal of Geography in Higher Education, 45(4), 576–593. https://doi.org/10.1080/03098265.2020.1869923

Presidenza della Repubblica. (1999, 8 marzo). Regolamento recante norme in materia di autonomia delle istituzioni scolastiche, ai sensi dell'art. 21 della legge 15 marzo 1997, n. 59. (GU Serie Generale n.186 del 10-08-1999 - Suppl. Ordinario n. 152) https://www.gazzettaufficiale.it/eli/id/1999/08/10/099G0339/sg#:~:text=275

Silo. (1991). Umanizzare la Terra: Lo sguardo interno, il paesaggio interno, il paesaggio umano. Edicril.

Silo. (2000). Opere Complete Volume 1. Associazione Editoriale Multimage.

AUTOBIOGRAPHY: A DEVICE AT THE SERVICE OF PEACE AND NONVIOLENCE

Dino Mancarella (Mondo senza guerre, Italy) · **Caterina Benelli** (Università degli Studi di Firenze)

Autobiography | nonviolence education | Teacher Professional Development

The present moment is characterized by increasingly rapid and unpredictable change. The world is dominated by the extreme, the unknown, and the highly improbable (according to current human knowledge); this unpredictability will continue to grow despite the expansion of knowledge, as both scientists and non-scientists are led to observe details rather than the "big picture" and the dynamism of processes (Morin, 1999; Taleb, 2008). In this context, the individual lives a "Liquid Life" (Bauman, 2008)—a precarious existence lived under conditions of continuous uncertainty, marked by a sense of powerlessness in the face of dizzying changes. Insecurity thus becomes a permanent condition in which "anything may happen, but nothing can be done—or almost nothing [...]" (Bauman, 2017, p. 127). This instability is fueled by permanent conflict and the growth of global violence. Clashes are often reduced to identity simplifications that flatten human complexity into a single affiliation, fueling a violence that denies the plurality of individual stories (Sen, 2006). Today, neoliberalism has transformed governance into a legitimization of war, surveillance, and terror; a spirit of revenge and a "culture of cruelty" permeate daily life. To design a more just and equitable horizon for government and the economy, one must consider a simultaneous transformation of culture, consciousness, social identities, and values (Giroux, 2014). This research presents a reflection on the workshop "The Autobiographical Diary for Peace and Nonviolence" organized by the CRED (Educational and Didactic Resource Center) for teachers and educators operating within the "0-6 integrated system" and in schools of all levels in the Valdera area. The workshop, consisting of two meetings attended by over 50 people, was proposed as a response to transform the social situation described above. Its core was the autobiographical device, a practice with transformative and educational potential that allows for the creation of reflective spaces for self-care (Demetrio, 1996). Autobiography, indeed, offers participants the opportunity to increase self-awareness of their own needs and engage in deep listening—to themselves and others—to recognize and interpret different points of view (Benelli & Tozza, 2024). In line with this description, the workshop utilized autobiography—focused on themes of peace and nonviolence—to allow individuals to reclaim their own history and reflect on the complexity of their existence. Through the analysis of feedback questionnaires, it emerged how working on one's own memory and biographical events allowed for the identification of different forms of violence (The Community for Human Development, 2010) and the dismantling of the "logic of the enemy" inherent in this society. The ultimate goal is to contribute to the development of theoretical frameworks and pedagogical tools that support a systemic transformation consistent with a universalist (Silo, 2000) and planetary humanism (Morin, 2001). Replacing the logic of confrontation with the practice of listening and self-narration means laying the foundation for a consciousness and a culture where the resolution of differences occurs not through the destruction of the other, but through reconciliation and the recognition of common vulnerability and human dignity.

Z. Bauman (2008). Vita liquida. Bari: Laterza.

Z. Bauman (2017). Retrotopia. Cambridge: Polity Press.

C. Benelli, I. Tozza (2024). Le biografie professionali. Uno strumento di riflessione, di ricerca, di consapevolezza. Montemurlo: Anthology Digital Publishing.

D. Demetrio (1996). Raccontarsi. L'autobiografia come cura di sé. Milano: Cortina.

H. A. Giroux (2014). Zombie politics and culture in the age of casino capitalism. New York: Peter Lang.

La Comunità per lo Sviluppo Umano (A cura di) (2010). Il libro della Comunità per lo sviluppo umano. Firenze: Multimage.

E. Morin (1999). La testa ben fatta. Milano: Cortina.

E. Morin (2001). I sette saperi necessari all'educazione del futuro. Milano: Cortina.

N. N. Taleb (2008). Il Cigno nero. Come l'improbabile governa la nostra vita. Milano: Il Saggiatore.

A. Sen (2006). Identità e violenza. Roma-Bari: Laterza.
Silo (2000). Discorsi. In Opere Complete vol. 1, Multimage, Firenze.

PEACE EDUCATION IN THE DISCOURSE OF EDUCATION POLICY OF LITHUANIA

Vidmantas Tūtlys (Vytautas Magnus University, Lithuania) · **Povilas Dievaitis** (S. Ignacius of Loyola College, Lithuania)

Peace education | general education | education policy

Peace education serves as important instrument in seeking to establish and maintain peace in the turbulent geopolitical context exacerbated by the wars: hybrid and real, cold and hot. The value of peace education is explored and promoted by many distinguished educators and education policy makers, recognizing fundamental role of education in facilitating internalisation of the peace values, as well as provision of knowledge, skills and attitudes needed for the peaceful co-existence of people and nations (Riccardi 2023, 2025; Cesari, 2023; Affinati, 2025; Vanner, 2022). Peace education faces particular challenges and difficulties in the regions experiencing military conflicts and geopolitical tensions (Zebich-Knos et al., 2020). This paper seeks to explore the reflection of peace values in the education policy of Lithuania, as country located in the Central and Eastern Europe - region besieged by the geopolitical tensions and the Russo-Ukrainian war. There are explored the following research questions: 1) How are the ideas of peace value and peace education accepted in the design of curricula of general education in the conditions of geopolitical tensions and Russo-Ukrainian war? 2) How are the peace values intregrated with or expulsed by the trends of strengthening the discourses of national and civil security and defense in the general education curricula? 3) What are the specificities of the attitudes of education policy making and curriculum design to peace education in Lithuania in comparison to the treatment of peace education in the education policies and general education curriculum design in the most peaceful countries of the world? The research will be guided by Galtung's theory of peace (1996), as well as Harris (2007) approach to peace education. The primary research method is qualitative document analysis, complemented by reflexive thematic analysis, which will help to disclose the patterns of treating the peace value in the education policy and practices. The discourse of peace value in the education policy and practice in Lithuania is analysed in comparison to the peace values ranking in the education policies of world's most peaceful countries (Iceland, Denmark, Ireland, New Zealand, Austria, and Singapore). The research involves content analysis of the education policy douments, including national education strategies, curricula, governmental guidelines. These findings are complemented with the interviews with the reprentatives of the responsible ministries, governmental agencies responsible for the general education curriculum policy, and general education teachers. The identified themes are interpreted to reveal the representation of peace values in the educational curricula.

Affinati, E. (2025). Per amore del futuro. Educare oggi. San Paolo
Cesari, R. (2023). Hai nascosto queste cose ai sapienti. Don Lorenzo Milani, vita e parole per spiriti liberi. Giunti
Galtung, J. (1996). Peace by peaceful means: Peace and conflict, development and civilization. Routledge
Riccardi, A. (2023). Il grido della pace. San Paolo
Riccardi, A. (2025). Il coraggio della pace. Schole'
Harris, I. M. (2007). Peace education theory. Journal of Peace Education, 1(1), 5–20. https://doi.org/10.1080/1740020032000178276
Vanner, C. (2022). Peace Education for Youth: Critical Perspectives and Experiences.
Routledge.
Zebich-Knos, M. L.; Knos, J. D. (2020). Peace Education in Societies of Conflict: The Role of Schools in Promoting Peace and Reconciliation. Lexington

MAPPING CHANGES: THE THEATRE OF THE OPPRESSED AS A TRANSFORMATIVE AND EMERGENT PRACTICE IN A NONVIOLENT TRAINING PATHWAY.

Maria Sangaletti (University of Bergamo, Italy) · **Agnese Graticola** (University of Bergamo, Italy)

Nonviolent education | Theatre of the Oppressed | Critical awareness

In 2023, UNESCO called upon educational organisations and professionals to take concrete steps towards fostering a culture of peace. "Learning Peace" embodies a community's commitment grounded in faith and hope in the collective pursuit of positive peace, serving as a laboratory for training, education and growth in the fields of peace and nonviolence.

Using a case study in which the Theatre of the Oppressed – a political and pedagogical practice developed by Augusto Boal to promote critical awareness and empower communities – was introduced as a transformative educational tool within "Imparare la pace. Scuola popolare di nonviolenza" in Bergamo, this study seeks to document, understand and map the transformative processes that emerged. The Theatre of the Oppressed is presented as a politico-pedagogical practice aimed at fostering critical consciousness and the activation of oppressed subjects through the experiential, rather than ideological, recognition of conflict and oppression. Through the analysis of rituals and mechanisms of domination, thereby revealing their underlying power dynamics. The process generates dialogical maieutic pathways that encourage the collaborative search for shared solutions, which cannot be predefined or externally controlled. It produces multiple levels of impact on participants, ranging from awareness to transformation, and from the personal dimension to the social and community sphere (Boal 1994, 1996). Grounded in a complex and ecological epistemological framework, the study draws on critical pedagogy (Giroux, 2008), transformative learning theory (Mezirow, 2003), democratic education (Dewey, 2018), and systemic-complex thought (Morin, 2007; Bateson, 1977). It adopts a qualitative-interpretative case study design, integrating elements of educational ethnography, narrative inquiry and maieutic methods to analyse the aims and needs that motivated the introduction of the Theatre of the Oppressed within the programme; the cognitive, emotional, embodied, relational and political transformations that participants recognise as outcomes of the experience; and the emerging or unforeseen dynamics and tensions. In conclusion, the study seeks to highlight the significance of the Theatre of the Oppressed within a Scuola popolare di nonviolenza as a practice that nurtures adults able to embody democratic and nonviolent values (hooks, 2020; Freire, 2008).

Bateson, G. (1977). Verso un'ecologia della mente. Adelphi.
Boal, A., & Meldolesi, C. (1994). L'arcobaleno del desiderio. La meridiana.
Boal, A. (1996). Il poliziotto e la maschera: giochi, esercizi e tecniche del teatro dell'oppresso. La meridiana.
Dewey, J., & Hinchey, P. H. (2018). Democracy and Education by John Dewey: With a Critical Introduction by Patricia H. Hinchey. Myers Education Press.
Freire, P. (2008). Pedagogia della speranza: Un nuovo approccio a «La pedagogia degli oppressi». Gruppo Abele.
Giroux, H. A. (2023). Pedagogia critica. Anicia.
hooks, b. (2020), Insegnare a trasgredire. Meltemi.
Mezirow, J. (2003). Apprendimento e trasformazione : il significato dell'esperienza e il valore della riflessione nell'apprendimento degli adulti. Cortina.
Morin, E. (2007). La testa ben fatta: Riforma dell'insegnamento e riforma del pensiero. Raffaello Cortina.
UNESCO (2023). Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development. Date and place of adoption 20 November 2023, Paris, France.

RETURNING RESEARCH FINDINGS IN SCHOOL-BASED PSYCHOLOGICAL RESEARCH: PARTICIPATORY AND GENERATIVE PRACTICES

Lucia Irene Porzio (Università degli Studi di Napoli Federico II) · **Jacopo Postiglione** (Università degli Studi di Napoli Federico II) · **Filomena Carillo** (Università degli Studi di Napoli Federico II) · **Elisabetta Fenizia** (Università degli Studi di Napoli Federico II) · **Andrea Baroncelli** (Università degli Studi di Perugia) · **Enrica Ciucci** (Università degli Studi di Firenze) · **Valentina Grazia** (Università degli Studi di Parma) · **Ilaria Grazzani** (Università degli Studi di Milano Bicocca) · **Santa Parrello** (Università degli Studi di Napoli Federico II)

returning findings | partecipatory practices | school psychology

In psychological research, national and international ethical guidelines emphasize the importance of returning research findings as an integral part of the researcher's responsibility to participants. The American Psychological Association (APA, 2017) states that researchers should consider returning results as part of the informed consent process and their ethical responsibility (Standard 8.10). Similarly, the National Board of Italian Psychologists Code of Ethics for the Psychologist (CNOP, 2018) recommends ensuring transparency and respect toward participants, promoting practices that encourage informed participation. However, in the field of educational psychology, the return of findings to teachers remains relatively uncommon, often resulting in research models that limit transparency and active participation, reinforcing the idea of an asymmetry of power between psychologist-researchers and teachers (Fine, 1994; Minkler & Wallerstein, 2008). Conversely, the literature highlights how the feedback process can recognize the active role of participants, enhance trust, promote epistemic justice, and acknowledge the value of collectively produced knowledge (Mertens, 2009; Israel et al., 2013; Fricker, 2007). It is not merely a matter of protecting participants' rights, but of ensuring that research becomes generative of all possible results, allowing actors to contribute fairly, beginning with the

community that made the research possible (Paglieri, 2021). In particular, the school context requires spaces and time in which adults can enact democratic and nonviolent values (Freire, 2004). Within the research project "Mapping Social Emotional Learning and School Climate in Italian Lower Secondary Schools: advancing understanding and participation to inform intervention" conducted under the PRIN Call 2022 PNRR, quantitative and qualitative findings were shared directly with the teachers of the 36 Italian schools involved in the project. The feedback sessions were designed following an approach inspired by Teacher Participatory Action Research (T-PAR), which enables researchers to focus on teacher involvement, reflective practices, and the contextualized return of results (McNiff & Whitehead, 2002). Several studies also underline that T-PAR is closely intertwined with the personal and professional growth of teachers (Efron, 2013). The outcomes of the participatory restitution process have been collected in a "Guide of good practices", entitled "Cultivating well-being at school" published on the www.perstarebeneascuola.com website. It is a collection of suggestions for lower secondary school, developed by teachers for teachers and structured around different areas by the research unit. The sections are organized into three parts: student-teacher relationship, positive teaching, student support, classroom management, respect for rules, teacher-teacher relationship, student-student relationship, justice, involvement, encouragement, social awareness and student self-awareness. Each section is divided into in-class activities, out-of-class activities, and interaction strategies, which outlines approaches teachers may adopt to foster trust and collaboration. The present contribution therefore aims to highlight the importance of the generative return of research results as a methodological practice relevant for research in school psychology, consistent with the principles of nonviolent education and the demilitarization of educational imaginaries. From this perspective, returning research data becomes an opportunity to build relationships of trust and dialogue, also between school psychologists and teachers, to generate further knowledge that supports the development of schools as spaces of authentic democracy.

American Psychological Association. (2017). Ethical principles of psychologists and code of conduct. https://www.apa.org/ethics/code
CNOP – Consiglio Nazionale Ordine Psicologi. (2018). Codice Deontologico degli Psicologi Italiani. https://www.psy.it/codice-deontologico
Efron, S. E. (2013). Action research in education. The Guilford Press.
Fine, M. (1994). Disruptive voices: The possibilities of feminist research. University of Michigan Press.
Freire, P. (2014). Pedagogia dell'autonomia. Saperi necessari per la pratica educativa. Le staffette edizioni.
Fricker, M. (2007). Epistemic injustice: Power and the ethics of knowing. Oxford University Press.
Israel, B. A., Eng, E., Schulz, A. J., & Parker, E. A. (2013). Methods in community-based participatory research for health (2nd ed.). Jossey-Bass.
McNiff, J., & Whitehead, J. (2002). Action research: Principles and practice. London: Routledge.
Mertens, D. M. (2009). Transformative research and evaluation. Guilford Press.
Minkler, M., & Wallerstein, N. (Eds.). (2008). Community-based participatory research for health: From process to outcomes (2nd ed.). Jossey-Bass.
Paglieri, F. L'etica della restituzione in psicologia, in "Psicologia clinica dello sviluppo, Rivista quadrimestrale" 2/2021, pp. 309-312, doi: 10.1449/101513

FROM RIGID IDENTITY TO NARRATIVE IDENTITY - NONVIOLENT EDUCATION AS A CONDITION FOR RECONCILIATION

Vito Correddu (Centro Studi Umanista Salvatore Puledda, Italy)

narrative identity | nonviolent education | reconciliation

Abstract This purely theoretical article argues that the transition from a culture of revenge to a culture of reconciliation is not primarily a moral or legal issue, but a matter of identity formation and therefore an educational one. If the drive for revenge originates in a subjectivity in which the self is conceived as a fixed substance that must be defended against any disturbance, then overcoming violence requires transforming the conditions in which subjects are formed. The central claim is that non-violent education, understood as a pedagogy shaping a different modality of selfhood, is the decisive condition for reconciliation. The argument is developed through a convergence of two complementary perspectives that approach the same problem from different angles. Paul Ricoeur's phenomenological analysis of personal identity (Oneself as Another, 1992) distinguishes between two modalities of selfhood. Idem-identity — perfect identity and permanence of a substance over time — defines a self whose coherence depends on rigidity: any rupture threatens its very existence. Ipse-identity, on the contrary, is a narrative identity defined by fidelity to oneself through change: a self capable of incorporating conflict and encounter with the other without being destroyed. The self of ipse is not a fortress to defend but a story to tell and a word to keep. Francesco Remotti's anthropological critique (Contro l'identità, 1996; L'ossessione

identitaria, 2010) approaches the same structure from a cultural standpoint: the obsessive attachment to a fixed, self-identical subject — the "individual" as in-dividuus — is not a universal given but a historical construction of Western culture, one that generates a structural inability to coexist with otherness. Remotti's counter-concept of the condividuo — the subject constituted through sharing and mutual recognition rather than exclusion — reveals that what we call "identity" is always already a relational process. The idem-structure that Ricoeur describes phenomenologically is thus what Remotti diagnoses culturally. Both converge in showing that rigid identity sustains the logic of violence. Yet neither perspective addresses the conditions under which the transition from idem to ipse — from the individual to the condividuo — can actually take place. This is the gap that the present article seeks to fill. It contends that militarised pedagogies (Galtung, 1969, 1990) — broadly understood as systems structured around competition and conformity — systematically produce idem-subjects or rigid identities predisposed to violence and incapable of democratic coexistence. In contrast, nonviolent education, conceived from a universalist humanist perspective, operates as a pedagogy of narrative identity oriented towards a shared future horizon: the construction of a Universal Human Nation (Silo, 1989). It is in this dimension of futurity, and not in the conservative defence of the past, that subjects capable of navigating conflict without resorting to retaliation are formed, recognising the other as a constitutive dimension of their own narrative. The demilitarisation of schools therefore appears not as mere institutional reform but as the fundamental political act through which a society decides whether reconciliation and authentic democratic coexistence will be possible.

Refereces:

Galtung, J. (1969). Violence, peace, and peace research. Journal of Peace Research, 6(3), 167–191.

Galtung, J. (1990). Cultural violence. Journal of Peace Research, 27(3), 291–305.

Morin, E. (1999). Les sept savoirs nécessaires à l'éducation du futur. Paris: UNESCO. [Ital. trans.: I sette saperi necessari all'educazione del futuro. Milano: Raffaello Cortina Editore, 2001

Puledda, S. (1997). Interpretazioni dell'Umanesimo. Firenze: Multimage

Ricoeur, P. (1990). Soi-même comme un autre. Paris: Seuil.

Ricoeur, P. (1985). Temps et récit, 3 vols. Paris: Seuil. [Ital. trans.: Tempo e racconto vol.3. Milano: Editoriale Jaca Book SpA,1988]

Remotti, F. (1996). Contro l'identità. Roma-Bari: Laterza.

Remotti, F. (2010). L'ossessione identitaria. Roma-Bari: Laterza.

Silo [Cobos, M.L.R.] (1989). Humanizar la tierra. [Ital. trans.: Umanizzare la Terra. Firenze: Multimage, 1995].

Silo [Cobos, M.L.R.] (2006). Apuntes de psicología. [Ital. trans.: Appunti di psicologia Firenze: Multimage, 2008].

PEDAGOGY OF NONVIOLENCE BETWEEN THEORY AND PRACTICE: THE SIGNIFICANCE OF "ENERGIA PER I DIRITTI UMANI"

Vittoria Suriano (Energia per i Diritti Umani aps, Italy) · **Francesca De Vito** (Energia per i Diritti Umani aps, Italy) · **Mirko Vecchiarelli** (Sapienza University of Rome, Italy)

Nonviolence | Universalist Humanism | Pedagogy of Intentionality

This paper offers a theoretical and empirical reflection on nonviolent education, drawing on documentary analysis and qualitative research based on participant observation and the systematization of project materials developed by the association Energia per i Diritti Umani(EDU) in schools in Rome. These practices are examined as situated pedagogical practices, framed within the perspective of universalist humanism(Silo,1991), which conceives personal transformation and social transformation as inseparable processes. The theoretical framework highlights that violence is not a biological destiny(UNESCO,1991) but rather a culturally and structurally constructed phenomenon(Galtung,2008). From this perspective, nonviolence is understood both as a method of action and as a relational approach grounded in coherence between intrapsychic and social dimensions—namely, coherence among thinking, feeling, and acting, and treating others as one would wish to be treated(Tato & Serfaty,2008). A key distinction is drawn between aggression, understood as a vital energy associated with self-assertion, and violence, its destructive and culturally codified expression(Oliverio Ferraris,2013). Within this framework, anger is not simply repressed but recognized and transformed into a generative force for change(Rosenberg,2006), capable of "extinguishing the fire"(Nhat Hanh,2022) while preserving its transformative potential, in continuity with Gandhi's conception of nonviolence as an active social force(Gandhi,2017). If violence is a learned behavior, institutional education represents a primary context in which such learning can either be reinforced or reoriented. Schools can be understood as multidimensional environments in which symbolic, competitive, evaluative, and

relational forms of violence are often reproduced, embedded within disciplinary, hierarchical, and punitive logics that contribute to a broader cultural militarization of educational settings(Barnao,2024). Nonviolent education offers a way to counter these dynamics by transforming relational patterns, evaluative practices, and conflict management strategies toward dialogical, cooperative, and inclusive models(Coiro,2024). Within this perspective, Ubuntu pedagogy(Blackwood,2025)—summarized in the expression "I am because we are"—reframes the school as a space of interdependence and shared responsibility, while Dewey's experiential and democratic pedagogy(Dewey,1938) situates these practices within a vision of learning grounded in reflective action and active participation. In this framework, nonviolence is not conceived as a normative prescription but as a situated practice learned through cooperation, participation, and critical engagement with conflict. The pedagogy of intentionality(Aguilar & Bize,2018) further reinforces this transformative orientation by enabling individuals to act intentionally within social reality. This paper analyzes the experience of EDU—active in Italy, Senegal, and India—in outlining a model of nonviolent pedagogy capable of fostering the cultural and symbolic demilitarization of educational contexts. Through the analysis of emotional literacy activities, experiential workshops, and participatory initiatives such as the Library of Nonviolence, the study highlights the generative and holistic nature of the association's educational approach. This model operates across three interconnected levels: the personal level(emotional awareness and the transformation of anger), the interpersonal level(active listening, mediation, cooperation, and dialogue), and the collective level(the construction of educational communities). Finally, the study emphasizes the importance of systemic networks—from the Universal Civil Service to initiatives such as EDUMANA—identifying collaboration among local actors and volunteers as a key driver in fostering a supportive and socially aware society grounded in Patfoort's(2013) principle of equivalence.

Aguilar Arévalo, M., & Bize Brintrup, R. (2018). Pedagogia dell'intenzionalità. Educare una coscienza attiva. Associazione Multimage.
Barnao, C. (2024). Militarizzazione della società. In Osservatorio contro la militarizzazione delle scuole e delle università (a cura di), Comprendere i conflitti. Educare alla pace. Atti del I Convegno Nazionale. Aracne.
Blackwood, A. (2025). Ubuntu pedagogy: Becoming an Ubuntu responsive educator. Myers Education Press.
Coiro, A. (2024). Pratiche educative nonviolente nelle scuole italiane. In Osservatorio contro la militarizzazione delle scuole e delle università (a cura di), Comprendere i conflitti. Educare alla pace. Atti del I Convegno Nazionale. Aracne.
Dewey, J. (1938). Experience and education. Macmillan Company.
Galtung, J. (2008). Affrontare il conflitto. Trascendere e trasformare. Plus.
Gandhi, A. (2017). Il dono della rabbia e altre lezioni di mio nonno Mahatma Gandhi. Giunti Editore.
Nhat Hanh, T. (2022). Spegni il fuoco della rabbia. Governare le emozioni, vivere il nirvana. Mondadori.
Oliverio Ferraris, A. (2013). Piccoli bulli crescono: Come impedire che la violenza rovini la vita ai nostri figli. Rizzoli.
Patfoort, P. (2013). Io voglio, tu non vuoi. Manuale di educazione nonviolenta. Pisa University Press.
Rosenberg, M. B. (2006). Le sorprendenti funzioni della rabbia. Come gestirla e scoprirne il dono. Esserci.
Silo. (1991). Umanizzare la Terra: Lo sguardo interno, il paesaggio interno, il paesaggio umano. Edicril.
Tato, N., & Serfaty, C. (2008). La no-violencia a través de sus guías. Virtual Ediciones.
UNESCO. (1991). The Seville Statement on Violence (D. Adams, Ed.).

NONVIOLENT TEACHER TRAINING: A NARRATIVE REVIEW

Agnese Graticola (Università degli Studi di Bergamo, Italy)

Teacher training | Nonviolent education | Transformative learning

This study aims to explore how methods of active Nonviolence ca be merged in teacher training programmes to enhance the relational climate, teacher-student relationship and professional interactions in schools. Several studies suggest that positive relationships are predictors of teacher wellbeing, educational innovation and student learning outcomes. Nevertheless, managing relationships among students, colleagues and parents is one of the prevalent critical issues. Purposeful, non-occasional training in the development of interpersonal and communication skills and the integration of active nonviolent strategies into professional practice can enhance teachers' expertise and improve the quality of relationships in school environment. Nonviolence is a direct action that positions itself as an alternative paradigm to violence, a term endowed with an autonomous, positive and active value, distinctly different from denying or opposing violence (Capitini, 2024; Muller, 2004). Nonacceptance of reality is much more than passive acquiescence; it represents deliberate political and educational action aimed at fostering a culture of peace. Nonviolence implies a unity of theoretical reflection, educational practice and professional self-reflection. Education for nonviolence is enacted daily in the classroom, but it

also requires nonviolence in education itself: disarming language and glance towards oneself and others, recognising stereotypes and epistemic and cultural biases, resisting the normalization of logics of domination, judgment, performance and competition. In interdependence, every participant in the school system may be regarded as co-responsible for the entire community, contributing to the construction of a planetary humanism (Morin, 2015). Through a narrative review of the scientific literature, designed in accordance with the SANRA (Scale for the Assessment of Narrative Reviews) guidelines (Baethge et al., 2019), this paper aims to investigate the ways in which theoretical-practical model of Nonviolence has been applied in teacher training, the tools, the transformations documented and the recommendations suggested in the reviewed studies. The objective is to highlight how nonviolent practices and tools - such as Nonviolent Communication (Rosenberg, 2017), dialogic practices (Dolci, 2012), Theatre of the Oppressed, restorative methods, conflict transformation strategies (Patfoort, 2014) and Communities of Inquiry (Manara, 2011) - are helpful for repositioning educational action within the framework of Nonviolence. This approachstrengthens the quality of the alliance between students, families and teachers, and facilitates the design of systematic training pathways that enable the practical application of tools for deconstructing structural and cultural violence (Galtung, 2011).

Baethge, C., Goldbeck-Wood, S., & Mertens, S. (2019). SANRA—a scale for the quality assessment of narrative review articles. Research Integrity and Peer Review, 4(1), 5. https://doi.org/10.1186/s41073-019-0064-8

Capitini, A., Fofi, G., & Moscati, G. (2024). Le tecniche della nonviolenza. Manni.

Dolci, D. (2012). Palpitare di nessi: Ricerca di educare creativo a un mondo nonviolento. Mesogea.

Freire, P. (2008). Pedagogia della speranza: Un nuovo approccio a «La pedagogia degli oppressi». Gruppo Abele.

Galtung, J. (2011). Peace by peaceful means: Peace and conflict, development and civilization. Sage.

Manara, F. C. P. (2011). Il rispetto dei diritti e il suo esercizio nella comunità di ricerca filosofica con i bambini. In Educazione Democratica. Rivista di pedagogia politica (Vol. 2/2011, pp. 282–299).

Morin, E. (2015). Insegnare a vivere. Manifesto per cambiare l'educazione. Raffaello Cortina.

Muller, J. M. (2004). Il principio nonviolenza: Una filosofia della pace. Plus.

Patfoort, P. (2014). Difendersi senza aggredire. La potenza della nonviolenza. Pisa University Press Srl.

Rosenberg, M. B. (2017). Le parole sono finestre (oppure muri). Introduzione alla comunicazione nonviolenta. Esserci.

NONVIOLENCE AS A PUBLIC AND POLITICAL CATEGORY OF EDUCATION: COLLECTIVE REFLECTIONS

Annabella Coiro (rete EDUMANA, Italy)

Nonviolent education | peacebuilding | educational practices

This contribution presents an exploratory study aimed at reflecting on the role of nonviolence as a public and political category of education within school institutions. Nonviolent education is considered a fundamental dimension for peace education (UNESCO, 2023) and for the sustenance of a democratic society. The objective is to examine the pedagogical and organizational conditions through which nonviolence can be adopted as a structuring principle of the School (Primary and Secondary), fostering the implementation of nonviolent educational practices. This work is part of an ongoing process developed through facilitated meetings, communities of practice, and reflective groups across various schools and educational settings, involving the active participation of the adult school community—teachers, principals, administrative staff, parents, and educators—in dialogue with the National 'Forum Scuole per un'Educazione Nonviolenta' and the Scuola Sconfinata movement. The materials produced, consisting of shared notes and syntheses, are currently undergoing qualitative analysis to identify preliminary interpretive categories and strategic pathways for adopting nonviolent educational practices in schools. Two primary research questions guide the reflection: how nonviolence can be transformed into a public category of education, and which practices and processes facilitate the adoption of nonviolent education within school institutions. The study is structured around working groups addressing active, cooperative, and participatory didactic approaches (Dolci, 1987); the revision of knowledge through cooperative and demilitarized lenses alongside the structuring of shared decision-making spaces (Freire, 2011); nonviolent conflict transformation and restorative practices (Galtung, 2000; Patfoort, 2013); the care and self-awareness of educating adults (hooks, 2020); and school organization as a context for dialogue, participation, and peace. Preliminary findings highlight several interpretive categories, including the semantic ambivalence of the concepts of peace and nonviolence, the centrality of adult relationships, the inconsistency between the explicit and implicit curriculum, and the necessity for shared decision-making spaces. These initial

observations help delineate working hypotheses for nonviolent educational practices and peace promotion, providing conceptual and organizational tools to transform the school into a participatory, co-responsible environment oriented toward holistic human development (Silo, 1994). Ultimately, adopting nonviolent education as an essential component of human development requires rethinking the school as a context dedicated to the well-being and flourishing of children, youth, and the educating adults alike.

Baldacci, M. (2019). La scuola al bivio. Milano, Franco Angeli.
Bordin, M., Coiro, A., et al. (a cura di) (2021). Scuola Sconfinata. Proposta per una rivoluzione educativa. Milano: Fondazione Giangiacomo Feltrinelli.
Capitini A. (1967), Le tecniche della nonviolenza, Milano, Feltrinelli
Cambi F. (2021), Relazione educativa e ruolo del dialogo. In A. Mariani (a cura di), La relazione educativa, Roma, Carocci.
Dolci, D. (1987). La struttura maieutica e l'evolverci. Firenze: La Nuova Italia.
Freire, P. (2011). La pedagogia degli oppressi. Torino: Gruppo Abele (Ed. or. 1970).
Galtung, J. (2000). La trasformazione nonviolenta dei conflitti. Il metodo Transcend, Torino, EGA, 2000
hooks, b. (2020). Insegnare a trasgredire. L'educazione come pratica della libertà. Milano: Meltemi.
Patfoort, P. (2013). Io voglio, tu non vuoi. Manuale di educazione nonviolenta. Pisa: Pisa University Press.
Silo [Rodríguez Cobos, M.] (1994). Lettere ai miei amici. FIrenze: Multimage.

A.09

Citizenship, Social Justice and Playful Learning for Economic Awareness and Social Change

PANEL CONVENORS: Liliana Silva (University of Modena and Reggio Emilia, Italy); Ennio Bilancini (Imt -Scuola Alti Studi – Lucca, Italy); Leonardo Boncinelli (University of Firenze, Italy)

PANEL KEYWORDS: Play, Economy awareness, Social change

The session investigates the nexus between democratic education and awareness of socio-economic systems, emphasising play as a pedagogical tool. It examines how economic, digital, and environmental transformations shape civic participation, social justice, and sustainability, exploring the role of play in their understanding. Key phenomena include economic literacy, socio-ecological interdependencies, prosocial behaviour, and the reduction of inequalities. The session also considers how play-based interventions, both digital and analogue, individual and collaborative, can support awareness of complex dynamics and collective responsibility. This session aims to foster a critical, interdisciplinary discussion on the educational potential of play in cultivating economic awareness, democratic participation, and socio-emotional competencies. The panel illustrates how play can encourage sustainable behaviours, informed decision-making, and openness to diversity, supporting the development of citizens able to navigate complex economic and digital environments. It further explores how play-based practices, when integrated into school and community programmes, enhance engagement, motivation, and learner self-efficacy. The panel is situated within an interdisciplinary field bridging education, social sciences, behavioural economics, psychology, game studies, game design research, and educational technology, following Dewey's view of schools as agents of social change (Dewey, 1961). Its scientific relevance lies in analysing how methodologies based on play support prosocial development, deepen understanding of economic structures, and encourage sustainable practices (Di Paolo et al., 2024). By integrating theoretical frameworks with empirical findings and transformative social innovation (Avelino et al., 2017), the panel advances understanding of how play-based learning environments become spaces that foster democratic participation, critical thinking, and social justice.

ENHANCING FINANCIAL LITERACY THROUGH BOARD GAME-BASED LEARNING

Duccio Martelli (University of Perugia, Italy)

Financial literacy | Personal finance | Board game-based learning

The need to develop personal finance literacy is an increasingly important issue worldwide, especially in the wake of the latest financial shocks and geopolitical crises. The large majority of households do not possess the basic knowledge of financial concepts necessary to effectively manage their personal finances and achieve a lifetime of financial well-being. Financial literacy thus represents an essential life skill being able to reduce inequalities and to improve social justice. Despite the very large number of financial education initiatives promoted over the years both domestically and internationally, unfortunately recent evidence confirms the individuals' poor ability to manage their money, although some positive signs have emerged compared to the past. Considering the investments made to date and the attention given to the topic by governments and financial authorities worldwide, we would have expected a much greater growth in the

households' skills. The proposal aims to understand how to enhance the effectiveness of future financial education initiatives, which currently rely primarily on traditional learning methods, such as seminars. However, financial literacy is more than just understanding theoretical concepts and making practical decisions based on numbers and data. Personal finance, unlike other disciplines, requires not only technical knowledge, but also the ability to manage one's emotions, which often negatively impact on individuals' decision-making processes. In addition to that, in this domain it is unlikely that individuals have the chance to make the same decision several times; it is more common that a choice is made only once (or very few times) during the lifetime of the person, but that decision may produce its effects for one or two decades, or even more. A typical example is when an individual wants to buy a house and ask for a mortgage: signing a wrong contract lead that person to pay higher fees and interests over several years. For all of the above reasons, the methodologies used so far to teach the basics of personal finance to the general public may not be the most appropriate. Game-based learning instead, and more precisely board game-based learning, might be an effective alternative approach leading to a stronger increase in financial literacy worldwide. It has been proved in literature that this form of experiential learning through games encourages critical thinking, calculated risk-taking, and the exploration of unusual alternatives by providing an interactive and low-stakes environment for active participation. Playing games also develops participants' engagement, which is very useful to transfer knowledge, especially in domains that individuals perceive not to be very attractive and quite boring, like personal finance is thought to be. If properly used, games could represent a valuable tool for transferring basic financial skills to individuals, and thus to enhance households' financial literacy, not only in Italy, but also worldwide.

Aprea C. & Ifenthaler D. (eds.), Game-Based Learning Across the Disciplines, 2022, Springer Nature.

Bado, N. (2022). Game-based learning pedagogy: a review of the literature. Interactive Learning Environments, 30(5), 936–948. https://doi.org/10.1080/10494820.2019.1683587

Lisana, L., Dinata, H., & Valencia Tanudjaja, G. (2025). Playing to learn: Game-based approach to financial literacy for generation Z. Entertainment Computing, 52, 100896. https://doi.org/10.1016/j.entcom.2024.100896

OECD/INFE 2023 International Survey of Adult Financial Literacy. (2023). https://doi.org/10.1787/56003a32-en

Platz, L., & Jüttler, M. (2022). Game-based learning as a gateway for promoting financial literacy – how games in economics influence students'

A PLACE TO BELONG: FOSTERING COMPUTER SCIENCE IDENTITY AND SOCIAL-EMOTIONAL COMPETENCIES THROUGH PLAY IN RURAL PRESCHOOLS

Lori Caudle (The University of Tennessee, Tennessee, United States) · **Cathy Grist** (Western Carolina University, North Carolina, United States) · **Hannah Thompson** (Texas A&M University, Texas, United States) · **Frances Harper** (The University of Tennessee, Tennessee, United States) · **Margaret Quinn** (Texas A&M University, Texas, United States)

preschool · play-based learning · computer science

Young children's access to play has decreased significantly due to mass adoption of scripted curricula, standardized testing, and a movement away from educational experiences centered on the development of the whole child (Miller & Almon, 2009). There is also an increased need to integrate computer science (CS) learning into preschool education, something that has been overlooked by most CS initiatives (Harper et al., 2024; Smith, 2016). This presentation will focus on how play experiences implemented through PlayBots provided opportunities for rural preschoolers in the Southeastern United States to develop a sense of belonging in computer science (CS) while building social-emotional skills. PlayBots is a series of play-based experiences co-developed with educators to foster computational thinking, social-emotional competencies, and a sense of belonging in CS among young children. PlayBots embeds foundational computational thinking concepts (Bers, 2021) within unplugged and low-tech multimodal experiences (e.g., individual and cooperative play, culminating activities, project work, small group instruction, read-alouds, and daily routines). PlayBots evolved from a larger preschool computational thinking program built within a research-practice partnership funded by the National Science Foundation: Computer Science for All Program (see crraft.org; Harper et al. 2023, 2024) and is available online open access for early childhood educators. Over ten weeks, educators in six rural preschool classrooms spent time implementing and documenting PlayBots activities and experiences. In dramatic play, children acted like computer scientists as they developed play scenarios using real CS props to solve problems. Children chose different computer scientists identification badges of important STEM figures to wear as they engaged in work tasks. They used clipboards, paper, and writing

tools to represent their ideas. In the block center, children played Let's go Code!, using foam mats and large coding cards to build programs and move their bodies. They also explored the functions and capabilities of different robots (Bee-Bot, Robot Mouse, Code-a-Pillar, etc.), developed programs with coding cards, and constructed homes and mazes for robots with blocks and magnetic tiles. Throughout different spaces in the classrooms, children collaborated as they implemented the design process to build individual and shared robot prototypes from recyclables and loose parts (Nicholson, 1971, 1972). Children worked together to identify problems their robots could solve in the school or community. This presentation will highlight vignettes created through educators' documentation and video clips created through 360-degree camera recordings located in six preschool classrooms. These vignettes of children's interactions and engagement with CS-focused play materials demonstrate how integrating more intentional play-based learning and making thoughtful environmental adaptations to classroom spaces enhanced social-emotional learning and a sense of belonging in CS. Providing more play-based CS activities in rural preschools allows for more democratic participation in CS and play among young children, particularly those with limited or no access to CS education (Childs et al., 2024; Harper et al., 2024).

Bers, M. (2021). Bers, M. (2021). Coding as a playground: Programming and computational thinking in the early childhood classroom (2nd Ed.). Routledge.

Childs, J., Zarch, R., Dunton, S., Madkins, T. C., Trautmann, K., Taylor, Z. W., Jacobson, M., Ozturk, S., & Ottenbreit-Leftwich, A. (2024). Advancing equity and access: Addressing the side effects of broadening participation in computer science K–12 education. Review of Research in Education, 48(1). https://doi.org/10.3102/0091732X241286475

Harper, F. K., Larsen, J. A., Quinn, M., Caudle, L. A., Parker, B., Sadovnik, A., & The CRRAFT Partnership (2024). An unplugged remix of culturally responsive computing for early childhood education. Future in Educational Research, 1-20. https://doi.org/10.1002/fer3.41

Harper, F. K., Caudle, L. A., Flowers, C., Rainwater, T., Quinn, M. F., & The CRRAFT Partnership (2023). Centering teacher and parent voice to realize culturally relevant computational thinking in early childhood. Early Childhood Research Quarterly, 64(3), 381-393. http://dx.doi.org/10.1016/j.ecresq.2023.05.001

Miller, E., & Almon, J. (2009). Crisis in the kindergarten: Why children need to play in school. Alliance for Childhood. https://www.allianceforchildhood.org/sites/allianceforchildhood.org/files/file/kindergarten_report.pdf

Nicholson, S. (1972). The theory of loose parts, an important principle for design methodology. Landscape Design, 4(1), 5-14.

Nicholson, S. (1971). How not to cheat children: The theory of loose parts. Landscape Architecture, 62, 30-34.

Smith, M. (2016, January 30). Computer science for all. https://obamawhitehouse.archives.gov/blog/2016/01/30/computer-science-all

CAPITANAVIS: A RANDOMISED PILOT STUDY ON GAMIFICATION, BLOOD DONATION AWARENESS AND PRO-SOCIAL ATTITUDES IN PRIMARY SCHOOL CHILDREN

Cristiana Angelini (University of Florence, Italy) · **Ennio Bilancini** (IMT School for Advanced Studies Lucca, Italy) · **Roberto di Paolo** (University of Parma, Italy) · **Folco Panizza** (IMT School for Advanced Studies Lucca, Italy) · **Lina Rinaldi** (IMT School for Advanced Studies Lucca, Italy) · **Dario Menicagli** (University of Florence, Italy)

gamification · blood donation · prosocial behaviour

In Italy, blood and plasma donation occurs exclusively on a voluntary and unpaid basis; however, the donor population is ageing and generational renewal remains insufficient (ISS - Centro Nazionale Sangue, 2023). New donors under 50 are less likely to continue donating in the months following their first donation (Bilancini et al., 2022), making early-stage awareness initiatives particularly valuable. Volunteering and donation represent concrete expressions of altruism and pro-social behaviour, dimensions that can be cultivated since childhood (House & Tomasello, 2018; House et al., 2020). Play has long been recognised as a means to foster empathy, cooperation, and sensitivity toward the common good (Orlick, 1983). Game-based pedagogical approaches have demonstrated effectiveness in promoting pro-social behaviour (Bilancini et al., 2023), engaging both young students and their families while remaining low-cost, scalable, and amenable to follow-up (Nesti, 2017; Plass & Homer, 2015; Dix, 2019). The primary innovation of this research lies in assessing a game-based intervention in the context of pro-social behaviours related to blood and plasma donation. While prior work has examined such approaches in areas such as sustainable water use (Bilancini et al., 2021), no experimental study to date has focused on their impact on donation-related pro-social behaviours. This paper presents a pilot randomised controlled study testing the effectiveness of the CapitanAVIS project, a ludic-educational intervention centred on a collaborative board game conveying key information about blood compatibility and the collective donation system, aimed at promoting donation culture and pro-social attitudes among primary school students in the Versilia area, province of Lucca, Italy. Two research questions guided the study: (1) what is the effect of a board game activity, compared to drawing-based activities, on children's knowledge of blood donation?; (2) what is the effect of the two conditions on pro-social attitudes in children

aged 8–10? Approximately 680 students from grades 3–5 across 22 classes were randomly assigned to a treatment group (T), engaging with the CapitanAVIS board game in school and family settings, or a control group (C), involved in drawing and narrative activities on the donation theme. Data were collected at three time points, W0 (March 2022), W1 (April 2022), and W2 (May–June 2022), assessing playful habits, pro-social attitudes, and blood donation knowledge. Results indicate that knowledge of blood donation increased in both groups, with greater gains in the treatment group. Pro-social attitudes and allocation behaviour did not differ substantially between conditions, with no systematic behavioural change over time and considerable inter-individual variability. Exploratory analyses suggest a modest positive association between playful habits and pro-social attitudes. These findings provide preliminary evidence supporting game-based interventions for public health knowledge dissemination in school settings, and confirm the feasibility of the experimental design for future large-scale implementations.

Bilancini, E., Boncinelli, L., Di Paolo, R., Menicagli, D., Pizziol, V., Ricciardi, E., & Serti, F. (2022). Prosocial behavior in emergencies: Evidence from blood donors recruitment and retention during the COVID-19 pandemic. Social science & medicine, 314, 115438.

Di Paolo, R., & Pizziol, V. (2024). Gamification and sustainable water use: the case of the BLUTUBE educational program. Simulation & Gaming, 55(3), 391-417.

House, B. R., & Tomasello, M. (2018). Modeling social norms increasingly influences costly sharing in middle childhood. Journal of experimental child psychology, 171, 84-98.

House, B. R., Kanngiesser, P., Barrett, H. C., Broesch, T., Cebioglu, S., Crittenden, A. N., ... & Silk, J. B. (2020). Universal norm psychology leads to societal diversity in prosocial behaviour and development. Nature Human Behaviour, 4(1), 36-44.

Ho, S. J., Hsu, Y. S., Lai, C. H., Chen, F. H., & Yang, M. H. (2022). Applying game-based experiential learning to comprehensive sustainable development-based education. sustainability, 14(3), 1172.

ISS - Centro Nazionale Sangue (2023). Rapporto annuale sul sistema trasfusionale italiano. Istituto Superiore di Sanità.

Orlick, T. (1983). Enhancing love and life mostly through play and games. Journal of Humanistic Counseling, Education & Development.

A FRAMEWORK FOR AN AI-SUPPORTED DESIGN OF GAME-BASED LEARNING UNITS AIMED AT ENHANCING PROSOCIAL BEHAVIOUR AND RECOGNITION OF THE OTHERS

Francesco Claudio Ugolini (Università degli Studi Guglielmo Marconi, Italy) · **Flavia Di Donato** (Università degli Studi Guglielmo Marconi, Italy) · **Domenico Morreale** (Università degli Studi Guglielmo Marconi, Italy) · **Alessia Travaglini** (Università degli Studi Guglielmo Marconi, Italy)

Game-Based Learning | Prosocial behaviour | recognition of the others

The paper presents a theoretical framework and specific prompts useful for AI generation of game-based Learning Unit aimed at developing prosocial and recognition of the others skills. The framework is that of peace education, seen as a culture of relationships that is built through educational processes and social experiences in which individuals learn to confront the plurality of differences. In this context, it is possible to leverage the potential of board games and video games, included within appropriately designed Learning Units as a whole, which include within themselves playful activities and activities around the game (Andreoletti & Tinterri, 2023). While board games constitute symbolic systems governed by explicit and shared norms within which participants act, make decisions, play roles, and engage with others, video games, while presenting risks in terms of aggression, can in some cases increase prosocial behavior and recognition of others (Katsarov et al., 2019, Lopez-Naranjo et al., 2025). The contribution is based on a theoretical framework that contemplates three dimensions, directivity, sociality and projectivity (Ugolini & Morreale, 2023; forthcoming), linked respectively to the problem scenario, social scenario and identity scenario of Hanghoj (2013) and to the qualification function, socialization function and subjectification function of Education (Biesta, 2009). In this paper, we focus this framework on prosociality and on recognition of the other. Through this framework, it is possible to train Generative AI (Ugolini et al., 2025), which, through appropriate prompts, is able to generate the project of a competence-oriented Learning Unit, in a secondary school context, based on a gaming experience and linked to curricular objectives, above all those defined for civic education. The research proposes an analysis involving expert teachers and game designers, of the AI-generated Learning Unit projects in order to evaluate their feasibility in context, both from the point of view of design coherence and from the point of view of the validity of the theoretical reference model.

Andreoletti, M. & Tinterri, A. (2023) Apprendere con i giochi. Esperienze di progettazione ludica. Carocci.

Biesta, G. (2009). Good Education in an Age of Measurement: Ethics, Politics, Democracy. Paradigm Publishers.

Hanghøj, T. (2013). Game-Based Teaching: Practices, Roles, and Pedagogies. In New Pedagogical Approaches in Game-enhanced Learning: Curriculum Integration (pp. 81–101). IGI Global,.

Katsarov, J., Christen, M., Mauerhofer, R., Schmocker, D. & Tanner, C. (2019). Training Moral Sensitivity Through Video Games: A Review of Suitable Game Mechanisms. Game and Culture, 14(4), 344-366.

Lopez Naranjo, F., Maldonado, M.A., Cuadrado, E., & Moyano M. (2025). Video Games Interventions to Reduce Radicalization and Violent Extremism in Young People: A Systematic Review. Game and Culture, 20(6), 787-812.

Ugolini, F.C. & Morreale, D. (2023). Ambienti videoludici per l'apprendimento: un framework per la progettazione di attività didattiche. I Problemi della Pedagogia, 69(2), 359–386.

Ugolini, F.C., Fallucchi, F., Sardo, M., & Morreale D. (2025). Generative Artificial Intelligence and Videogame Analysis for Game-Based Learning: A Comparison between Automated Assessment and Expert Evaluation. Journal of Inclusive Methodology and Technology in Learning and Teaching, 5(4).

Ugolini F.C. & Morreale, D. (forthcoming). Direttività, socialità e modificabilità nei giochi da tavolo; un confronto tra interattività e game scenarios, Atti del BoardGame Research Meeting 2025.

HOW PLAY DEVELOPS BEAUTY, SKILLS, AND BELONGING

Paolo Lucattini (University of Molise, Italy) · **Krystina Castella** (ArtCenter College of Design Pasadena, California, United States of America) · **Ivana Rivero** (Universidad Nacional de Río Cuarto (UNRC), Argentina) · **Marcelo Ducart** (Universidad Nacional de Río Cuarto (UNRC), Argentina)

Play-based learning · child agency · play equity

Play is not marginal activity but a central social practice for individual and collective formation; therefore it must be rethought with pedagogical, philosophical, and design perspectives that integrate school, community, and university. Pedagogically, play is an instrument of active learning that fosters cognitive, emotional, and relational competences when adults recognize it as an educational practice—facilitating, designing, or simply observing a heterogeneity of experiences (structured games, risky play, creative-expressive workshops, shared reading, physical activities, etc.) calibrated to children's needs, enjoyment, and resources. Philosophically, play is a space of child agency and meaning-making: valuing children as competent actors means promoting practices that allow negotiation, experimentation, and the rewriting of social norms, countering mere reproduction of inequality. This requires an ethics and foresight in design that consider equity, dignity, and participation, acknowledging limits imposed by economic, cultural, and social capital while seeking to expand them through inclusive practices. From a design perspective, play spaces should be conceived as educational infrastructures integrated within territorial networks: open schools, car-free streets, redesigned courtyards, equipped parks, libraries, and recreation centers functioning as ludic-educational ecosystems where different ages meet in dedicated and intergenerational opportunities. Participatory design—engaging children, parents, teachers, and community—increases social cohesion and relational capital, allows calibration of material and symbolic resources, and promotes accessibility and safety. Public policy and urban planning play a crucial role in redistributing opportunities: targeted investments reduce disparities between neighborhoods and foster habitus oriented to creativity, negotiation, and autonomy. In urban contexts with dense community networks (neighborhood associations, active parishes, accessible sports centers), children can benefit from a plurality of structured and supervised play opportunities with important health and developmental benefits. Conversely, excessive scheduling and reduced informal free-play contexts can be significant barriers to creativity and nature contact. In peripheral and marginalized contexts, weak community networks often translate into scarce play opportunities, frequently compensated by informal street play or solitary digital media use; rural settings with dispersed landscapes may channel children into solitary, nature-based play. Play's unpredictability and unfinished reinterpretation of actions generate a unique aesthetics of play and players, an estrangement that seduces by destabilizing. This contribution integrates diverse research approaches (special pedagogy, physical education, sustainable and integrated design) across three geographically distant contexts—Molise (Italy), Río Cuarto (Córdoba, Argentina), and Pasadena (California, USA)—to argue that rights to play not only educate participants and spectators but also contribute to fairer, more peaceful, and resilient communities.

Brown, S. (2009). Play: How it shapes the brain, opens the imagination, and invigorates the soul. Penguin.

Brussoni, M., Gibbons, R., Gray, C., Ishikawa, T., Sandseter, E. B. H., Bienenstock, A., Chabot, G., Fuselli, P., Herrington, S., Janssen, I., & Pickett, W. (2015). What is the relationship between risky play and health in children? A systematic review. International Journal of Environmental Research and Public Health, 12(6), 6423–6454.

Ginsburg, K. R. (2007). The importance of play in promoting healthy child development and maintaining strong parent child bonds. Pediatrics, 119(1), 182–191.

Gehl, J. (2010). Cities for people. Island Press.

Gray, P. (2013). Free to learn: Why unleashing the instincts of play will make our children happier, more self reliant, and better students for life. Basic Books.

Louv, R. (2008). Last child in the woods: Saving our children from nature deficit disorder. Algonquin Books.

Monteduro, G. (2025). Disuguaglianze e differenze nell'accesso al gioco. In L. Petti (A cura di), Mettiamoci in gioco! L'attività ludica come esperienza educativa nei contesti familiari e scolastici molisani (pp. 109-121). Milano: Ledizioni. ISBN cartaceo 9791256005895 ISBN eBook 9791256005901 ISBN PDF in Open Access /9791256006373.

Sandseter, E. B. H. (2007). Categorising risky play—How can we identify risk taking in children's play? European Early Childhood Education Research Journal, 15(2), 237–252.

UN Committee on the Rights of the Child. (2013). General comment No. 17 (2013) on children's right to rest, leisure, play, recreational activities, cultural life and the arts (CRC/C/GC/17). United Nations.

A.10

Privatization of Education, Segregation and Inequalities

PANEL CONVENORS: Marco Oberti (Sciences Po, France); Quentin Ramond (Center for Economics and Social Policy (Ceas), Universidad Mayor)

PANEL KEYWORDS: privatization, Segregation, Social cohesion

Many countries are experiencing growth in private education, reflecting state retrenchment from educational provision and the rise of liberal thinking that promotes parental school choice and competition. Choosing a private school may be guided by adherence to moral and ethical principles associated with a specific religious framework, but it is also frequently part of a deliberate strategy to avoid public schools with higher share of lower-class and minority students (Oberti 2007). Prior research indicates that the expansion of private education complicates public authorities' efforts to ensure equal educational opportunity, increases school segregation, and has little impact on educational achievement (Dupriez et al. 2023). This session focuses on the broader societal consequences of private schooling expansion, examining its implications for social cohesion and the functioning of contemporary democracies. We aim to explore how private education affects relationships between different social and ethno-racial groups and the assumption of meritocracy, thereby potentially challenging social cohesion (Janmatt 2014). The status and functioning of private schools vary greatly across and within educational systems and may produce heterogeneous effects that we aim to investigate. We welcome proposals from around the world using quantitative and/or qualitative methods to address the following questions: - How education privatization affects school segregation and, more generally, inter-class and inter-ethnic relationships? - What are the consequences for injustice, discrimination, or even discontent and political protest? - What types of relationships are established between public and private education? Are local "deprivatization" initiatives emerging, and what are their effects on inequalities?

PRIVATE EDUCATION AS AN EXIT STRATEGY IN A GENTRIFYING CITY: SCHOOL CHOICE AND EDUCATIONAL TRANSITIONS IN BARCELONA

Sheila Gonzalez Motos (University of Barcelona, Spain) · **Xavier Bonal** (Autonomous University of Barcelona, Spain)

private education · school segregation · school choice

Private and publicly subsidised private schools occupy a contested position in contemporary education systems. Although often justified as instruments to diversify educational provision and accommodate parental preferences, a substantial body of research shows that they also play a central role in reinforcing social stratification and school segregation (Ball, 2003; Bonal et al., 2019; Zancajo & Bonal, 2022). While previous studies have conceptualised private schooling as a form of "exit" from public education, less attention has been paid to how this mechanism intersects with urban change and with key moments in students' educational trajectories. This article addresses this gap by examining how neighbourhood gentrification and the transition from primary to secondary education shape demand for private schooling in Barcelona. Barcelona provides a particularly informative case. Its education system combines a large publicly subsidised private sector with a school admissions framework that allows families considerable scope to bypass local public schools. At the same time, the city has experienced intense and spatially uneven gentrification, reshaping neighbourhood social composition without necessarily displacing long-term residents (López-Gay et al., 2020). This makes Barcelona especially suitable for analysing how educational choices respond to urban change in contexts where social mixing and inequality coexist spatially. Using longitudinal administrative register data, the analysis focuses on three interrelated processes: the social and contextual determinants of private school enrolment in primary education, changes in private school demand between 2014 and 2023, and the factors associated with students' transitions from public primary schools to private secondary schools. The findings show that private education operates as a key mechanism through which families manage

perceived social and academic risks in local education markets. Opting out of public schooling is strongly associated with the social composition of nearby schools, the local availability of private provision, and neighbourhood socio-economic characteristics, confirming the role of private education in facilitating selective withdrawal from public provision (Scandurra et al., 2021; Boterman, 2022). However, these dynamics vary across educational stages. In neighbourhoods undergoing gentrification—where new middle-class residents increasingly coexist with disadvantaged populations (López-Gay et al., 2020)—families are less likely to opt out of public education during primary schooling. This suggests that gentrification can initially foster engagement with local public schools, in line with research highlighting selective forms of opting in among middle-class households (Boterman, 2013; Posey-Maddox et al., 2016). This engagement, however, appears to be fragile. The transition to secondary education emerges as a decisive turning point in families' schooling strategies. At this stage, the moderating effect of gentrification on private school demand weakens substantially, and many families who previously chose public primary schools move to private or publicly subsidised private secondary schools. These transitions reflect heightened concerns about peer composition, academic differentiation, and future educational pathways as students approach adolescence (Ball, 2003; van Zanten, 2009). In conclusion, this article shows that selective withdrawal from public education is not a static phenomenon but a process that unfolds over time and across institutional thresholds.

Ball, S. J. (2003). Class strategies and the education market. London: Routledge.

Bonal, X., Scandurra, R., & Zancajo, A. (2019). Residential segregation and school segregation of foreign students in Barcelona. Urban Studies, 56(15), 3251–3269.

Boterman, W. (2013). Dealing with diversity: Middle-class family households and the issue of 'black' and 'white' schools in Amsterdam. Urban Studies, 50(6), 1130–1147.

Boterman, W. (2022). School segregation in gentrifying neighbourhoods. Urban Geography, 43(5), 676–698.

López-Gay, A., Andújar-Llosa, A., & Salvà-Tomàs, P. (2020). Residential mobility, gentrification and social change in Barcelona. Population, Space and Place, 26(6), e2354.

Posey-Maddox, L., Kimelberg, S. M., & Cucchiara, M. (2016). Middle-class parents and urban public schools. Sociology of Education, 89(1), 1–20.

Scandurra, R., Zancajo, A., & Bonal, X. (2021). School choice and school segregation. Journal of Education Policy, 36(2), 256–279.

van Zanten, A. (2009). Competitive arenas and schools' logics of action. British Journal of Sociology of Education, 30(1), 85–98.

Zancajo, A., & Bonal, X. (2022). Education markets and school segregation. Comparative Education Review, 66(3), 432–457.

THE SECRET GARDEN OF SCHOOL SEGREGATION IN THE UK: PRIVATE SCHOOLS, SOCIAL CLASS AND GEOGRAPHY

Hakan Forsberg (Uppsala University, Sweden) · **Sol Gamsu** (Durham University, United Kingdom)

private schools | segregation | social class

Socio-economic segregation in UK schools has primarily been explored through analysing Free School Meals (FSM) as a marker of deprivation. We seek to explore the 'secret garden' of UK school segregation research, providing three new insights to understanding social segregation in UK schools. Firstly, we analyse social class segregation moving beyond a binary measure of socio-economic inequality. Secondly, we include private schools - a major source of inequality within British schooling, often omitted due to missing data. Finally, we use administrative data to undertake pan-UK analysis with a greater degree of geographical and school type detail than has previously been possible in comparisons between Scotland, Northern Ireland, Wales and England. Using first year university records from the Higher Education Statistics Agency (HESA) for 2017-2019, we construct parental National Statistical Socio-Economic Classification (NSSEC) profiles for 3269 post-16 institutions across the UK. We apply the multigroup Mutual Information Index (M) and its normalised variants (H, LS) to quantify segregation at four geographic scales: home nation, English region, local authority and individual school. At a UK-wide scale segregation decreases by 22% if we exclude private schools and we find substantial geographical variation with private schools having a larger effect on school segregation in cities, particularly London. Fixed effects models for England reveal that private or selective school status and high local FSM prevalence each increase a school's local segregation score, and these effects intensify in more disadvantaged local authorities. The findings demonstrate that private schooling amplifies class-based segregation beyond what FSM-based analyses capture.

na

SPATIAL INEQUALITIES OF EDUCATIONAL OPPORTUNITY AND POLITICAL DISCONTENT: LONGITUDINAL EVIDENCE FROM URBAN CHILE

Maela Guillaume Le-Gall (Nuffield College, Oxford Universtiy, UK) · **Quentin Ramond** (Centre for Economics and Social Policy, Universidad Mayor, Chile)

political discontent | school | spatial inequality

In recent decades, the transformations of welfare regimes, characterized by the erosion of traditional safety nets and a tendency toward more localized forms of welfare delivery (Andreotti & Mingione 2016), have increased socio-spatial disparities in access to services essential for people well-being. Education represents a critical domain of this transformation, as recent market-oriented reforms have led to the expansion of private schooling and to a greater responsibility assumed by local governance actors for public education provision. Such shifts have contributed to increasing spatial inequalities in educational opportunity. Affluent areas often concentrate attractive public and private schools, whereas disadvantaged neighborhoods have lower-quality public schools that face competitive pressures from private institutions (Owens & Candipan, 2019). While several studies have shown that these spatial disparities in educational opportunity intensify school segregation (Oberti & Savina, 2019) and academic achievement gaps (Claes & Moulin, 2026), surprisingly less attention has been paid to their broader political consequences (Cremaschi et al. 2025; Nyholt, 2023). This study aims to help fill this gap in the literature by examining how spatial inequalities in public schools within increasingly privatized systems affect both conventional and contentious forms of political participation. Our argument is that the uneven spatial distribution of public and private schools does not only reorganize educational opportunities but may also generate grievances that can transform the relationship between citizens and the State. We anticipate that exposure to (good quality) public school deprivation may undermine individuals' perceptions of meritocracy and trust in institutions, which can ultimately foster political resentment. Importantly, these dynamics likely vary by social class, given that lower-class people are more dependent on public services. To what extent does spatial inequalities in education opportunity relate to political discontent? Does the relationship between local educational conditions and political discontent vary by social class? We conduct this research in Chile, one of the most unequal countries in the world where the availability and quality of schools vary considerably across municipalities. We combine data from the Chilean Longitudinal Social Survey (2018-2023) with administrative information on schools. Results from multilevel regression models indicate that local deprivation in public school is associated with distinct political responses. Among lower-income groups, limited and low-quality public provision is linked to low-resource mobilization (e.g., petition, social media), while wealthier individuals respond through high-resource actions such as strikes. At the same time, declining levels of public education provision are associated with support for right-wing parties. We show that the effects are significantly stronger for education than for other key welfare services, like health. Overall, this article advances the literature on the geography of discontent by showing that beyond economic and cultural marginalization, spatially uneven welfare provision, particularly in education, constitutes a crucial determinant of political behaviors. We also contribute to longstanding research on social class and political behavior by showing that lower-income groups, who are more dependent on public provision, are more likely to mobilize politically in contexts of welfare deprivation. Third, we show that political reactions to institutional neglect encompass different and non-mutually exclusive forms.

Andreotti, A., & Mingione, E. (2016). Local welfare systems in Europe and the economic crisis. European Urban and Regional Studies, 23(3), 252-266.

Claes, E., & Moulin, L. (2026). Private vs. Public Schooling: The role of school composition. International Journal of Educational Research, 135, 102863.

Cremaschi, S., Rettl, P., Cappelluti, M., & De Vries, C. E. (2025). Geographies of discontent: Public service deprivation and the rise of the far right in Italy. American Journal of Political Science, 69(4), 1581-1599.

Nyholt, N. (2024). Left behind: Voters' reactions to local school and hospital closures. European Journal of Political Research, 63(3), 884-905.

Owens, A., & Candipan, J. (2019). Social and spatial inequalities of educational opportunity: A portrait of schools serving high-and low-income neighbourhoods in US metropolitan areas. Urban Studies, 56(15), 3178-3197.

Oberti, M., & Savina, Y. (2019). Urban and school segregation in Paris: The complexity of contextual effects on school achievement: The case of middle schools in the Paris metropolitan area. Urban studies, 56(15), 3117-3142.

ENABLING RESIDENTIAL MIX, REINFORCING SCHOOL SEGREGATION? PRIVATE SCHOOL CHOICE IN GENTRIFYING WORKING-CLASS NEIGHBOURHOODS IN PARIS METROPOLITAN AREA

Lise Lecuyer (Sciences Po Paris, France)

School segregation | Private education | Gentrification

In the French residence-based school assignment system, where access to public schools is tied to place of residence, one might expect growing social mix in neighbourhoods to lead to more diverse schools. However, this link is disrupted as families can opt out of their assigned public school by enrolling in publicly funded private schools. Recent studies across several French cities consistently indicate that about half of observed middle-school segregation stems from residential sorting, while the remaining half is produced by family school-choice strategies (Boutchenik et al., 2021; Souidi, 2024; Lécuyer et al., 2025). Changes in the school-aged population associated with gentrification can thus produce different outcomes at school level (Boterman, 2020). We focus on working-class and socially mixed neighbourhoods in the Paris metropolitan area, which have seen an influx of upper-middle-class households yet where growing residential diversity does not translate into changes in the social composition of local public schools. Our quantitative analysis uses individual and aggregate-level data to evaluate the extent and determinants of school choices and to compare the social composition of school catchment areas with that of local public schools. Our results show that private enrollment contributes to a widening gap between residential and school composition. However, opting out through private education is not specific to gentrifying contexts but is also widespread among upper-class families living in advantaged areas, even when the local public schools remain socially advantaged. This raises questions about what the choice of private school in working-class or mixed neighbourhoods reveals concerning inter-class and inter-ethnic relations (Raveaud & van Zanten, 2006; Oberti, 2007), compared to residential relocation or private enrolment in advantaged contexts. We complement this analysis with semi-structured interviews conducted in a gentrifying municipality. Finally, our study highlights how school choice operates not only as a response to residential location but also as a driver of it. While some households strategically relocate within preferred catchment areas (Lareau & Goyette, 2014; Owens, 2017; Ramond & Oberti, 2020), access to private schooling may conversely reduce the perceived risks associated with disadvantaged school environments and thereby facilitate upper-middle class settlement in working-class neighbourhoods (Candipan, 2020). The possibility of opting out of local public schools is therefore not merely a consequence of neighbourhood change but also one of its enabling conditions, with mixed implications for both residential and school segregation.

Boterman, W., Musterd, S., Pacchi, C., & Ranci, C. (2019). School segregation in contemporary cities: Socio-spatial dynamics, institutional context and urban outcomes. Urban Studies, 56(15), 3055-3073. https://doi.org/10.1177/0042098019868377

Boterman, W. R. (2020). School choice and school segregation in the context of gentrifying Amsterdam. Housing Studies, 37(5), 720–741. https://doi.org/10.1080/02673037.2020.1829563

Boutchenik, B., Givord, P. and Monso, O. (2021). How Do Urban Segregation and High School Choice Contribute to School Segregation? Revue économique, . 72(5), 717-747. https://doi.org/10.3917/reco.725.0717.

Candipan, J. (2020). Choosing Schools in Changing Places: Examining School Enrollment in Gentrifying Neighborhoods. Sociology of Education, 93(3), 215-237. https://doi.org/10.1177/0038040720910128 (Original work published 2020)

Holme, J. (2002). Buying Homes, Buying Schools: School Choice and the Social Construction of School Quality. Harvard Educational Review 72(2):177–206.

Lareau, A., & Goyette, K. (Eds.). (2014). Choosing homes, choosing schools. Choosing Homes, Choosing Schools: Residential Segregation and the Search for a Good School. New York: Russell Sage Foundation.

Lécuyer, L. ; Oberti, M. & Ramond, Q. (2025). Carte scolaire et ségrégation. Quelle place pour la mixité sociale au collège ? La Vie des idées, https://laviedesidees.fr/Carte-scolaire-et-segregation

Oberti, M. (2007). L'école dans la ville : Ségrégation - mixité - carte scolaire. Presses de Sciences Po. https://doi.org/10.3917/scpo.obert.2007.01.

Owens, A. (2017). Racial Residential Segregation of School-Age Children and Adults: The Role of Schooling as a Segregating Force. RSF: The Russell Sage Foundation Journal of the Social Sciences, 3(2), 63–80. https://doi.org/10.7758/rsf.2017.3.2.03

Ramond, Q., & Oberti, M. (2020). Housing tenure and educational opportunity in the Paris metropolitan area. Housing Studies, 37(7), 1079–1099. https://doi.org/10.1080/02673037.2020.1845304

Raveaud, M., & Zanten, A. van. (2006). Choosing the local school: middle class parents' values and social and ethnic mix in London and Paris. Journal of Education Policy, 22(1), 107–124. https://doi.org/10.1080/02680930601065817

Souidi, Y. (2024). Vers la sécession scolaire ? Mécaniques de la ségrégation au collège., Eds Fayard

THE EMERGENCE OF A NEW PRIVATE HIGHER EDUCATION PATH : THE FRENCH “BACHELORS”

Tristan Ingrao (Université de Bourgogne Europe, France)

Higher Education | Privatization | Social Inequalities

The purpose of this paper is to present the results of research conducted since 2023 on the emergence of a new private higher education sector in France known as “bachelors”, an English literal translation of the French term “licence” used to refer to a private equivalent of the first cycle of university studies in France. However, these programs do not correspond to any defined degree and exploit a vague regulatory framework (Ingrao, 2025), allowing for a variety of recognition, ranging from no recognition to equivalence to a licence, including professional titles and the possibility of work-study programs made possible by the 2018 reform of apprenticeships in France. These are expensive programs, costing an average of €10,000 per year, offering training in various sectors such as business, management, engineering, art and audiovisual professions, as well as IT and environmental issues. “Bachelors” are presented as a private neoliberal alternative (van Zanten, 2019) to the traditional French higher education system and therefore fall between public universities and the French system of Grandes Écoles, both public and private. Given their cost (equivalent to private Grandes Écoles programs) and their marketing strategy, which presents them as an alternative to a public higher education system that is portrayed as lacking in individual support and professional integration, the emergence of this new private higher education sector raises questions about the resulting reconfigurations of socioeconomic inequalities within French higher education. So, which students enroll in “bachelor's” programs? Do they represent a new pathway for middle- and upper-class children with economic capital? Or, conversely, thanks in particular to the apprenticeship mechanism, do they represent a form of access to higher education for a new student population (Lemistre, 2021)? To answer these questions, this work draws on a mixed method approach that seeks to understand the supply and demand for “bachelors” in France, combining observations, web scraping, and survey data. I draw on 30 hours of ethnographic observation at student fairs. I also draw on a corpus of 518 files presenting “bachelor's” programs, compiled using a method of automatic online data extraction from two program directories for 2023-2024: Parcoursup (listing all public higher education programs after the baccalaureate, as well as some private programs) and Parcourprivé, the private platform offered by the French National Federation of Private Education. Finally, I draw on the secondary use of data from the Céreq Génération 2021 survey, which studies the career paths and professional integration of those who have left the education system since 2021. This research shows thus that “French bachelors” represent a real social intermediary between universities, which are absorbing the influx of students from the third wave of mass education (Coulangeon, 2008), and the Grandes Écoles, which are still very socially unjust (Bataille & Falcon, 2018). They tend to attract students from a less privileged middle class that is more ethno-racially diverse than the elite, but still seeking to distinguish themselves from the new university populations (Bodin & Orange, 2018).

Falcon, J., & Bataille, P. (2018). Equalization or Reproduction? Long-Term Trends in the Intergenerational Transmission of Advantages in Higher Education in France. European Sociological Review, 34(4), 335-347. https://doi.org/10.1093/esr/jcy015

Ingrao, T. (2025). The establishment of for-profit private higher education:The case of bachelors in France. Agora débats/jeunesses, 101(3), 27-46. https://doi.org/10.3917/agora.101.0027

Lemistre, P. (2021). Affectations post-bac avant Parcoursup : Réalité des inégalités d’affectation selon le genre et l’origine sociale combinées au type de bac et à la performance scolaire. In M. Blanchard, G. Boudesseul, T. Couppié, D. Épiphane, J.-F. Giret, C. Manifet, B. Ménard, B. Saccomanno, C. Soldano, & P. Werquin (Éds.), Sélections, du système éducatif au marché du travail : XXVIèmes journées du longitudinal. Toulouse, 12-13 novembre 2020 (p. 343 358). Céreq. https://doi.org/10.4000/books.cereq.1390

Coulangeon, P. (2008). The cultural disillusionment of school massification in france from 1981 to 2003. Journal of Cultural Economy, 1(3), 281–304. https://doi.org/10.1080/17530350802477002

van Zanten, A. (2019). Neo-liberal influences in a ‘conservative’ regime : The role of institutions, family strategies, and market devices in transition to higher education in France. Comparative Education, 55(3), 347 366. https://doi.org/10.1080/03050068.2019.1619330

Bodin, R., & Orange, S. (2018). Access and retention in French higher education : Student drop-out as a form of regulation. British Journal of Sociology of Education, 39(1), 126-143. https://doi.org/10.1080/01425692.2017.1319760

PRIVATE LOGICS IN PUBLIC SCHOOLS: MARKETISATION AND SCHOOL SEGREGATION IN BOLOGNA

Irene Giunchi (University of Bologna, Italy)

School segregation | Marketisation of education | School choice

Since the 1980s, European countries have liberalised families' school choices. This liberalisation has proceeded along two main directions: the expansion of the private sector, through an increase in private schools and greater public support for attendance at these schools, and the loosening of the link between place of residence and school allocation within the public system, which has made the correspondence between catchment area and school assignment less binding in the admissions process. A growing body of research shows that the expansion of education privatisation contributes to increasing school segregation and weakening equal educational opportunities. Alongside the dynamics directly affecting the private sector, the liberalisation of school choice has also fostered processes of marketisation within public education systems, gradually blurring the boundary between public and private. In a context of increasing competition for pupil enrolments, public schools are encouraged to adopt strategies typically associated with the private sector, shaping their educational offer and organisational practices to attract socially advantaged families. Against this background, the paper examines the mechanisms through which this progressive blurring of the boundary between public and private unfolds within the public primary school system of Bologna, with particular attention to its implications for school segregation. Bologna represents an interesting case: as the private sector plays a limited role at the primary level (around 7%), competition among families for access to desirable schools takes place largely within the public system. This occurs within an institutional setting characterised by a school quasi-market and a dense distribution of schools across the city. The analysis focuses on a specific neighbourhood (Bolognina) characterised by pronounced socio-spatial inequalities, where large public housing estates coexist with areas recently affected by processes of gentrification. Drawing on qualitative research based on semi-structured interviews and observations conducted between 2025 and 2026 with teachers, school principals, parents and public administration officials, the paper reconstructs: (1) the mechanisms through which public schools seek to enhance their attractiveness by shaping their educational offer and adopting practices that contribute to selecting their student intake; and (2) the effects of these dynamics on the socio-ethnic composition of schools and on processes of school segregation and social cohesion. The findings show that, in a neighbourhood characterised by a high concentration of public housing and emerging gentrification processes, native middle-class families become a scarce and contested resource among public schools. Their presence is associated with reputational advantages and greater school attractiveness, with consequences for staff allocation and teachers' working conditions, as well as increased pressure on local authorities to secure additional resources. In this context, schools strategically mobilise their educational offer and professional resources to retain middle-class families within their catchment areas while attracting others from neighbouring areas, contributing to polarisation between schools in close spatial proximity, even within the same comprehensive school and under the same leadership. These dynamics are also fuelling growing tensions and forms of protest among local residents, raising questions about the implications of increasing competition between public schools not only for equal educational opportunities but also for social cohesion.

Agustoni, A., Alietti, A., & Cucca, R. (2015). Neoliberalismo, migrazioni e segregazione spaziale: Politiche abitative e mix sociale nei casi europeo e italiano. Sociologia Urbana e Rurale, 106, 118–136.

Alexiadou, N. (2013). Privatising public education across Europe: Shifting boundaries and the politics of (re)claiming schools. Education Inquiry, 4(3), 22610.

Bartlett, L., Frederick, M., Gulbrandsen, T., & Murillo, E. (2002). The marketization of education: Public schools for private ends. Anthropology & Education Quarterly, 33(1), 5–29.

Boterman, W., Musterd, S., Pacchi, C., & Ranci, C. (2019). School segregation in contemporary cities: Socio-spatial dynamics, institutional context and urban outcomes. Urban Studies, 56(15), 3055–3073.

Cordini, M., & Parma, A. (2025). Territori e scuole. La segregazione scolastica a Milano. Il Mulino.

Dovemark, M., Kosunen, S., Kauko, J., Magnúsdóttir, B., Hansen, P., & Rasmussen, P. (2018). Deregulation, privatisation and marketisation of Nordic comprehensive education: Social changes reflected in schooling. Education Inquiry, 9(1), 122–141.

Frankenberg, E. (2025). Reflections on school privatization, marketization, segregation, and inequality: Timely for current legal and policy debates in the United States and the world. International Journal of Education Policy and Leadership, 21(2).

Oberti, M. (2007). Social and school differentiation in urban space: Inequalities and local configurations. Environment and Planning A, 39(1), 208–227.

Zancajo, A., & Bonal, X. (2022). Education markets and school segregation: A mechanism-based explanation. Compare: A Journal of Comparative and International Education, 52(8), 1241–1258

ARE PUBLIC AND PRIVATE SCHOOLS URBAN AMENITIES IN FRENCH REGIONAL CITIES?

Audrey Chamboredon (Sciences Po Paris, France)

Education | Choice | Parenting

This paper examines the hypothesis that schools are increasingly becoming “urban amenities”. The findings show that this pattern may apply to some private schools, but much less to public schools in the French cities studied here, despite a catchment area system that closely ties access to public schools to place of residence. Some research suggest that, in countries with a catchment-area system, parents are more likely to consider the characteristics of local schools than in countries with a system of free school choice (Boterman et al., 2019). In the United States for instance, sociologists highlight that public schools are increasingly becoming urban amenities that urban planners can leverage to attract socially advantaged families, particularly in city centers (Cucchiara, 2013; Nafaa & Maaoui, 2025). The liberalization of school choice in certain cities—through the creation of charter schools, for example—would thus weaken the link between school and residential choice (Ely & Teske, 2015). My study questions this hypothesis in the French context, where there is a system of catchment area in public schools but not in private ones. Because they are strongly funded by the state, private schools are not very expensive, and 17.3% of primary and secondary education students were enrolled in private schools in 2023. I conducted ninety-three interviews with middle- and upper-class parents in socially diverse neighborhoods within the city centers and suburbs of two regional French cities. While school choice sometimes influenced families’ residential trajectories, very few interviewees considered their catchment area when choosing where to live. Conversely, several did consider the location of private schools. This observation leads me to question how parents perceive public and private schools and their anchoring within the urban landscape. I first show that, before having children in school, parents rarely perceive public schools as services that vary locally. It is through the concrete experience of parenthood that they see differences between public schools, particularly in terms of the student populations they serve. Since it is primarily the transition to middle school that is a source of concern in France, this worry may arise well after the decision to move to a new neighborhood—a decision often made around the time children are born. Encouraged by the Republican ideal of a centralized and egalitarian school system, this relative absence of early concern is also made possible by the availability of affordable private schools, which provide an alternative for middle- and upper-class families who realize that their local school does not suit them. Conversely, parents who prefer private education pay closer attention to school locations. Prestigious private schools can be viewed as “amenities” of affluent neighborhoods, as their presence is a feature of the urban landscape that contributes to making these neighborhoods appealing for upper-class families. This challenges the idea that school districts significantly influence families’ residential choices and instead suggests that the location of private schools is likely to have a greater impact on residential trajectories of some parents.

Boterman, W., Musterd, S., Pacchi, C., & Ranci, C. (2019). School segregation in contemporary cities : Socio-spatial dynamics, institutional context and urban outcomes. Urban Studies, 56(15), 3055-3073. https://doi.org/10.1177/0042098019868377

Cucchiara, M. B. (2013). Marketing Schools, Marketing Cities: Who Wins and Who Loses When Schools Become Urban Amenities. University of Chicago Press. https://press.uchicago.edu/ucp/books/book/chicago/M/bo15112913.html

Ely, T. L., & Teske, P. (2015). Implications of Public School Choice for Residential Location Decisions. Urban Affairs Review, 51(2), 175-204. https://doi.org/10.1177/1078087414529120

Nafaa, N., & Maaoui, M. (2025). Les écoles, de nouvelles aménités urbaines aux États-Unis ? Revue internationale d’éducation de Sèvres, (98), Article 98. https://doi.org/10.4000/13wif

A.11

School Evaluation For Improvement, Equity, Inclusion And Well being

PANEL CONVENORS: Cristina Stringher (Invalsi, Italy); Michela Freddano (Invalsi, Italy)

PANEL KEYWORDS: School evaluation, wellbeing, inclusion

In Europe, school evaluation is common, also in ECEC settings, either by top-level inspectorates, or other evaluators, including settings themselves. Several forms of evaluation have been implemented to make schools accountable according to new public management theories: among them, quality certifications and audits, school external and internal evaluation or self-evaluation (Meuret & Morlaix, 2003; OECD, 2013). However, when coupled with incentives or sanctions, these initiatives fall short when it comes to truly promote improvement and not mere accountability or bureaucratic practices, not to mention quality certifications that leave the schools unchanged. In Italy, following Presidential Decree 80/2013, national school evaluation is a reality since 2015 and it has been at least experimented by INVALSI in a variety of settings, including adult education centres, VET centres and preschools. With the advent in 2025 of national preschool evaluation, the entire school system is undergoing a profound movement towards improvement. However, little is known about the mechanisms that yield positive school turnaround and how national student assessment data can be exploited to determine a school's priorities, outcomes and process objectives towards improvement. This panel invites scholars and practitioners to engage with this complex issue, by analysing the following topics connected to both external and internal school evaluation or self-evaluation: - data literacy of school staff; - school leadership; - impact of school evaluation on improvement. Papers will be selected for their capacity to bring fresh ideas, also methodologically, to investigate effects and mechanisms of evaluation for improvement and evidence-based decision-making (Scheerens, 2016).

CRITICAL ISSUES AND INCLUSIVE PERSPECTIVES TO PROMOTE THE PARTICIPATION OF PEOPLE WITH DISABILITIES AND NEURODIVERSITIES IN EDUCATIONAL CONTEXTS

Fabiola Palmiero (Università degli Studi della Campania "Luigi Vanvitelli", Italy) · **Davide Di Palma** (Università degli Studi della Campania "Luigi Vanvitelli", Italy) · **Gianluca Gravino** (Università degli Studi della Campania "Luigi Vanvitelli", Italy) · **Giovanna Scala** (Università degli Studi della Campania "Luigi Vanvitelli", Italy) · **Generoso Romano** (Università degli Studi di Napoli "Parthenope")

Inclusion | Democracy | Disability

The inclusion of people with disabilities and neurodivergent individuals is essential for the functioning of democratic societies. This study takes a mixed qualitative-quantitative approach to investigating the social, cultural, and structural barriers that restrict the democratic participation of students with disabilities and neurodivergences, and to evaluating the effectiveness of inclusive pedagogical practices in secondary school settings. The sample comprises 120 students, divided into an experimental group who participated in an inclusive educational programme and a control group with comparable characteristics. Validated quantitative tools were employed, including the Inclusive Education Questionnaire and the Participation and Empowerment Scale. The qualitative element, which involved open-ended questionnaires and thematic analysis using NVivo, explored perceptions of, obstacles to, and potential benefits of inclusive practices. The results showed statistically significant differences between the groups, with an increase in perceived participatory self-efficacy and democratic belonging among students involved in the inclusive programme. These findings highlight the need to rethink education as a democratic space that values difference and promotes cultural and structural accessibility to participation.

Ainscow, M. (2020). Struggling for equity in education: The legacy of Salamanca. Routledge.
Ainscow, M., & Messiou, K. (2018). Engaging with students' voices: A strategy for inclusive education. Routledge.
Ainscow, M., Dyson, A., & Weiner, S. (2013). From exclusion to inclusion: A review of international literature on inclusive education. Manchester University.
Allan, J. (2023). Inclusion and the future of education. Routledge.
Anderson, E. (2010). The imperative of integration. Princeton University Press.
Armstrong, T. (2017). The myth of the normal brain: Embracing neurodiversity. ASCD.
Biesta, G. (2011). Learning democracy in school and society: Education, lifelong learning, and the politics of citizenship. Springer.
Biesta, G. (2013). The beautiful risk of education. Routledge.
Black-Hawkins, K. (2019). Understanding inclusive education: Practices, policies, and principles. Cambridge University Press.
Booth, T., & Ainscow, M. (2019). The Index for Inclusion: A guide to school development. CSIE.
Braun, V., & Clarke, V. (2021). Thematic analysis: A practical guide. SAGE.
CAST. (2018). Universal Design for Learning guidelines version 2.2. CAST.
Cook-Sather, A. (2014). Student voice in school: Revolutionizing education through youth–adult partnerships. Harvard Education Press.

Creswell, J. W., & Plano Clark, V. L. (2018). Designing and conducting mixed methods research (3rd ed.). SAGE.
Dahl, R. (1998). On democracy. Yale University Press.
Davis, B., & Sumara, D. (2006). Complexity and education: Inquiries into learning, teaching, and research. Lawrence Erlbaum.
Dewey, J. (1916). Democracy and education. Macmillan.
European Agency for Special Needs and Inclusive Education. (2022). Inclusive schools: Policy review in Europe.
Ferri, B. A., & Connor, D. J. (2014). Reading resistance: Discourses of exclusion in desegregation & inclusion debates. Peter Lang.
Fielding, M. (2012). Beyond student voice: Patterns of partnership and democratic community. Routledge.
Fielding, M. (2017). The radical collegiality of inclusive education. Routledge.
Florian, L. (2021). The Sage handbook of inclusion and diversity in education. SAGE.
Florian, L., & Black-Hawkins, K. (2019). Exploring inclusive pedagogy. Cambridge University Press.
Fraser, N. (2008). Scales of justice: Reimagining political space in a globalizing world. Polity.
Fraser, N. (2009). Justice interruptus: Critical reflections on the “postsocialist” condition. Routledge.
Fraser, N., & Honneth, A. (2003). Redistribution or recognition? A political–philosophical exchange. Verso.
Freire, P. (1970). Pedagogy of the oppressed. Continuum.
Gillies, R. M. (2016). Cooperative learning: Review of research and practice. Springer.
Gilligan, C. (2011). Joining the resistance. Polity Press.
Goffman, E. (1963). Stigma: Notes on the management of spoiled identity. Prentice-Hall.
Goodenow, C., & Grady, K. (2021). The psychology of school belonging. Routledge.
Goodley, D. (2017). Disability studies: An interdisciplinary introduction (2nd ed.). SAGE.
Goodley, D., Runswick-Cole, K., & Liddiard, K. (2019). The sociology of disability: Critical perspectives. Routledge.
Hehir, T., Schuelka, M., & colleagues. (2016). A summary of research evidence on inclusive education. Alana Institute.
Honneth, A. (1995). The struggle for recognition: The moral grammar of social conflicts. MIT Press.
Johnson, D. W., & Johnson, R. T. (2018). Cooperation in the classroom (11th ed.). Interaction Book Company.
Kerschbaum, S. L. (2014). Toward a new rhetoric of difference. CCCC/NCTE.
Kershner, R., & McQuarrie, F. (2020). Student participation, voice, and agency in learning. Springer.
McLaughlin, J., Adams, R., & colleagues. (2020). Disability, shame, and belonging in education. Routledge.
Messiou, K. (2021). Working with students as co-researchers in inclusive education. Routledge.
Meyer, A., Rose, D. H., & Gordon, D. (2014). Universal Design for Learning: Theory and practice. CAST.
Mitra, D. (2018). Student voice in school reform: Building youth–adult partnerships that strengthen schools and empower youth. SUNY Press.
Noddings, N. (2015). The challenge to care in schools. Teachers College Press.
Nussbaum, M. (2011). Creating capabilities: The human development approach. Harvard University Press.
O’Toole, L. (2020). Democratic education in practice. Springer.
Oliver, M. (1990). The politics of disablement. Macmillan.
Osberg, D., & Biesta, G. (2021). Beyond curriculum: Rethinking education through complexity theory. Springer.
Patton, M. Q. (2015). Qualitative research & evaluation methods (4th ed.). SAGE.
Rappaport, J. (2020). Empowerment theory and community participation. Routledge.
Richardson, J., & Wood, M. (2019). Inclusive Education Questionnaire manual. Oxford Academic Press.
Robson, C. (2015). Real world research (4th ed.). Wiley.
Rose, D. H. (2021). Universal Design for Learning and accessibility. CAST.
Schulz, W., Ainley, J., Fraillon, J., & others. (2017). ICCS 2016 international report. IEA.
Sen, A. (1999). Development as freedom. Oxford University Press.
Sen, A. (2009). The idea of justice. Harvard University Press.
Shakespeare, T. (2014). Disability rights and wrongs revisited (2nd ed.). Routledge.
Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). Experimental and quasi-experimental designs for generalized causal inference. Houghton Mifflin.
Singer, J. (1999). “Why can’t you be normal for once in your life?” From a “problem with no name” to the emergence of a new category of difference. Disability Discourse, 59–67.
Slee, R. (2022). Defining the scope of inclusive education: Inclusion as a political project. Routledge.
Snow, C. (2020). Accessible learning environments and communication. Cambridge University Press.
Tashakkori, A., & Teddlie, C. (2019). Foundations of mixed methods research (2nd ed.). SAGE.
Taylor, C. (2017). The politics of recognition. In Multiculturalism and “The Politics of Recognition”. Princeton University Press.
Thomas, G. (2012). Changing education: The menace of ideology. Open University Press.
Tomlinson, C. A. (2017). How to differentiate instruction in academically diverse classrooms (3rd ed.). ASCD.
Tracy, S. J. (2020). Qualitative research methods: Collecting evidence, crafting analysis, communicating impact (2nd ed.). Wiley.
UNCRPD. (2006). Convention on the Rights of Persons with Disabilities. United Nations.
UNESCO. (2020). Global Education Monitoring Report: Inclusion and education. UNESCO.
Walker, N. (2021). Neuroqueer heredity: Essays on neurodiversity. Autonomous Press.
Westwood, P. (2018). Inclusive and adaptive teaching: Meeting the challenge of diversity in the classroom. Routledge.
Young, I. M. (2000). Inclusion and democracy. Oxford University Press.

GAMIFICATION INCLUSIVE TEACHING METHODS AND PARTICIPATORY DEMOCRACY

Giovanna Scala (Università degli studi della Campania Luigi Vanvitelli, Italy) · **Davide Di Palma** (Università degli studi della Campania Luigi Vanvitelli, Italy) · **Gianluca Gravino** (Università degli studi della Campania Luigi Vanvitelli, Italy) · **Fabiola Palmiero** (Università degli studi della Campania Luigi Vanvitelli, Italy) · **Giovanni Tafuri** (Università degli studi di Napoli Parthenope, Italy)

Inclusion | Equality | Education–Democracy Nexus

This study investigates the potential of gamification in civic education as an inclusive pedagogy aimed at promoting democratic participation in lower secondary schools, with a particular focus on students with physical disabilities and neurodiversities (dyslexia). Within the framework of inclusive pedagogy and participatory democracy, the research adopts a mixed qualitative-quantitative design with an experimental group and a control group. The sample, consisting of approximately 80 Year 7 students (aged 11–12), was involved in a six-week intervention: the experimental group followed a gamified programme designed according to the principles of Universal Design for Learning, while the control group followed the traditional curriculum. Quantitative data, collected using the Student Engagement Instrument (SEI) and the Self-Efficacy Questionnaire for Children (SEQ-C), show significant increases in engagement and perceived self-efficacy levels in the experimental group, with particularly marked effects among students with special educational needs. Qualitative analysis, based on semi-structured interviews with students and teachers, highlights a strengthening of the sense of belonging, self-esteem and agency, as well as an expansion of opportunities for participation and representation in the classroom. The results suggest that gamification, if intentionally designed to be inclusive and cooperative, can be configured not as a simple motivational strategy, but as a pedagogical device capable of making civic education a concrete experience of democratic, equitable and participatory citizenship.

Ainscow, M. (2020). Promoting inclusion and equity in education: Lessons from international experiences. Nordic Journal of Studies in Educational Policy, 6(1), 7–16.

Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. Psychology in the Schools, 45(5), 369–386.

Appleton, J. J., Christenson, S. L., Kim, D., & Reschly, A. L. (2006). Measuring cognitive and psychological engagement: Validation of the Student Engagement Instrument. Journal of School Psychology, 44(5), 427–445.

Bandura, A. (1997). Self-efficacy: The exercise of control. W. H. Freeman.

Barnes, C., & Mercer, G. (2010). Exploring disability (2nd ed.). Polity Press.

BERA – British Educational Research Association. (2018). Ethical guidelines for educational research (4th ed.). BERA.

Biesta, G. (2011). Learning democracy in school and society: Education, lifelong learning, and the politics of citizenship. Sense Publishers.

Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. Educational Assessment, Evaluation and Accountability, 21(1), 5–31.

Bonaiuti, G., Calvani, A., & Ranieri, M. (2007). Fondamenti di didattica: Teoria e prassi dei dispositivi formativi. Carocci.

Booth, T., & Ainscow, M. (2011). Index for inclusion: Developing learning and participation in schools (3rd ed.). Centre for Studies on Inclusive Education.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77–101.

Calvani, A. (2011). Principi di didattica e strategie per insegnare. Carocci.

Creswell, J. W., & Plano Clark, V. L. (2018). Designing and conducting mixed methods research (3rd ed.). SAGE.

Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. Psychological Inquiry, 11(4), 227–268.

Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2011). From game design elements to gamefulness: Defining "gamification". In Proceedings of the 15th International Academic MindTrek Conference (pp. 9–15). ACM.

Durlak, J. A., & DuPre, E. P. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes. American Journal of Community Psychology, 41(3–4), 327–350.

Eccles, J. S., & Roeser, R. W. (2011). Schools as developmental contexts during adolescence. Journal of Research on Adolescence, 21(1), 225–241

Florian, L. (2014). Reimagining special education: Why new approaches are needed. In L. Florian (Ed.), The SAGE handbook of special education (pp. 9–22). SAGE.

Florian, L., & Black-Hawkins, K. (2011). Exploring inclusive pedagogy. Cambridge Journal of Education, 41(4), 813–828.

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. Review of Educational Research, 74(1), 59–109.

Hamari, J., Koivisto, J., & Sarsa, H. (2014). Does gamification work? A literature review of empirical studies. In Proceedings of the 47th Hawaii International Conference on System Sciences (pp. 3025–3034). IEEE.

Johnson, D. W., & Johnson, R. T. (2009). An educational psychology success story: Social interdependence theory and cooperative learning. Educational Researcher, 38(5), 365–379.

Kapp, K. M. (2012). The gamification of learning and instruction: Game-based methods and strategies for training and education. Pfeiffer.

Meyer, A., Rose, D. H., & Gordon, D. (2014). Universal Design for Learning: Theory and practice. CAST.

Messiou, K. (2017). Research in the field of inclusive education: Time for a rethink? International Journal of Inclusive Education, 21(2), 146–159.

Muris, P. (2001). A brief questionnaire for measuring self-efficacy in youths. Journal of Psychopathology and Behavioral Assessment, 23(3), 145–149.

Nussbaum, M. C. (2011). Creating capabilities: The human development approach. Harvard University Press.

Oliver, M. (1996). Understanding disability: From theory to practice. Macmillan.

Pellerey, M. (2004). Le competenze individuali e il portfolio. La Nuova Italia.
Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). Experimental and quasi-experimental designs for generalized causal inference. Houghton Mifflin.
Shakespeare, T. (2014). Disability rights and wrongs revisited (2nd ed.). Routledge.
Slee, R. (2011). The irregular school: Exclusion, schooling and inclusive education. Routledge.
Zimmerman, B. J. (2000). Self-efficacy: An essential motive to learn. Contemporary Educational Psychology, 25(1), 82–91.

SYSTEMATIC QUALITY WORK AS A TOOL FOR IMPROVING EQUITY? A STUDY ON LOCAL EDUCATIONAL AUTHORITIES IN A DECENTRALIZED SCHOOL SYSTEM

Anna Maria Swärd (Stockholm University, Sweden)

School leadership | Systematic quality work | School improvement

Across Europe and in many other countries influenced by new public management, governance by follow-up and evaluation has increased in recent years. In a decentralized school system, such as in Sweden, local educational authorities (LEAs) have substantial responsibility for resource allocation and follow-up, while leadership is shared both within the LEA level between local elected politicians and superintendents and with, in some respects, autonomous principals (Jarl et al., 2024). This creates a multi-tiered leadership landscape in which responsibilities for equity, resource distribution, and school development are negotiated across several layers of governance. The research to be presented examines perceived possibilities and constraints in LEAs' systematic quality work (SQW), a legally mandated process in the Swedish Education Act. SQW requires LEAs to follow up on previously allocated resources, analyze results, and propose future interventions intended to support school development. The study approaches SQW from an educational equity perspective, drawing on a definition that holds that all pupils, regardless of ability or background, have the right to learning opportunities and to develop within an education system of equal quality (Ainscow, 2020). Equity in education has proved complex to realise in practice, despite its widely shared objective, in Europe and elsewhere (Leithwood, 2021). The study adopts an understanding of equity grounded in social justice and fairness attentive to individual circumstances (Espinoza, 2007; Sen, 2009). Drawing on the capability approach developed by Amartya Sen and Martha Nussbaum, and refined by Lorella Terzi (2007), equitable funding may justify additional provision when necessary to enable pupils with disabilities and special educational needs to participate fully in society. In democratic systems, governance structures are expected to distribute resources to enable such opportunities for all pupils to achieve and experience well-being (Terzi, 2007; 2025). A central challenge, though, is identifying and following up on relevant, not merely measurable, data that can meaningfully inform policymakers' decisions about resource allocation and interventions that actually meet students' needs (Swärd & Ramberg, 2026). The empirical material consists of aggregated quality reports for compulsory schools and reports on strategic objectives and budget plans from 20 Swedish municipalities. In addition, 29 interviews with local politicians and superintendents were conducted across 18 of these municipalities. The material was analyzed using content analysis (Lyhne et al., 2025), guided by neo-institutional theory and sensemaking theory (Smets et al., 2017; Weick, 2005). Tentative results indicate that the dynamics of shared, distributed, and multi-tiered leadership at the LEA level constitute a crucial component of SQW at the municipal level. These dynamics shape the practices of principals and teachers and influence the conditions for special educational provision and support for students in need. Preliminary findings also suggest a lack of systematic follow-up on the achievements of students with disabilities and special educational needs, as well as limited evaluation of the impact of earlier provisions. Policy-makers are therefore urged to take further action, and researchers to deepen inquiry in this area, including by promoting greater stakeholder involvement, particularly pupils.

Ainscow, M. 2020. "Promoting Inclusion and Equity in Education: Lessons from International Experiences." Nordic Journal of Studies in Educational Policy 6 (1), 7–16. https://doi.org/10.1080/20020317.2020.1729587
Espinoza, O. (2007). Solving the equity–equality conceptual dilemma: A new model for analysis of the educational process. Educational Research, 49(4), 343–363. https://doi.org/10.1080/00131880701717198
Jarl, M., Nordholm, D., & Wermke, W. (2024). Inside de- and re-centralisation: The formation of governance in Swedish local education authorities during education reform. Journal of Educational Administration and History, 0(0), 1–19. https://doi.org/10.1080/00220620.2024.2417303
Leithwood, K. 2021. "A Review of Evidence about Equitable School Leadership." Education Sciences 11 (8), 1–49. https://eric.ed.gov/?id=EJ1307355(open in a new window)
Lyhne, C. N., Thisted, J., & Bjerrum, M. (2025). Qualitative content analysis–framing the analytical process of inductive content analysis to develop a sound study design. Quality & Quantity, 59(6), 5329–5349. https://doi.org/10.1007/s11135-025-02220-9

Sen, A. K. (2009). The Idea of Justice. London: Allen Lane

Smets, M., Whittington, R., & Aristidou, A. (2017). Towards a Practice-Driven Institutionalism. In Greenwood, R., Oliver, C., Lawrence, T. B., Meyer, R. E., Smets, M., Aristidou, A., & Whittington, R. (Eds.) The SAGE Handbook of Organizational Institutionalism (pp. 365–391). https://doi.org/10.4135/9781446280669.n15

Swärd, A. M., & Ramberg, J. (2026). Funding special education for equity: a systematic review on funding models for special education. European Journal of Special Needs Education, 1–22. https://doi.org/10.1080/08856257.2025.2611287

Terzi, L. 2007. "Capability and Educational Equality: The Just Distribution of Resources to Students with Disabilities and Special Educational Needs." Journal of Philosophy of Education 41 (4), 757–773. https://doi.org/10.1111/j.1467-9752.2007.00589.x

Terzi, L. 2025. "Well-Being as an Educational Aim: Insights from the Capability Approach." Journal of Philosophy of Education 59 (3–4), 668–685. https://doi.org/10.1093/jopedu/qhaf027

Weick, K. E., Sutcliffe, K. M., & Obsleld, D. (2005). Organizing and the process of sensemaking. Organization Science, 16(4), 409–421.

EVALUATING INCLUSION QUALITY IN EARLY CHILDHOOD EDUCATION AND CARE: TOOLS AND REFLECTIVE PRACTICES FOR A DEMOCRATIC COMMUNITY

Claudia Lichene (Università degli Studi di Bergamo, Italy) · **Nicole Bianquin** (Università della Valle d'Aosta)

Evaluation in Early Childhood Education | Inclusion | Participation

Inclusion constitutes a foundational dimension of educational democracy and is rooted in the social and cultural transformations of the 20th century that affirmed every child's right to full participation in school and social life (Dewey, 1916; 1938; Bruner, 1961, Canevaro, 2006; Fiorucci, 2018). Within Early Childhood Education and Care (ECEC) services, this principle translates into the recognition of the child as a citizen from birth: a rights-holder and an active agent in processes of meaning-making and relational construction. The Italian National Guidelines for the Integrated 0–6 System (2021) and the National Orientations for Early Childhood Services (2022) outline a cultural and pedagogical framework that assigns educational contexts the responsibility to promote quality, equity, and participation, moving beyond a merely adaptive model of inclusion. From this perspective, inclusion does not require children to conform to pre-established organizational structures;; rather, nurseries and preschools are called to reorganize themselves in order to recognize and value differences. Body, care, and play are positioned as privileged spaces for expression, encounter, and the construction of democratic citizenship. Conceived as a dynamic and participatory process, inclusion requires organizational and cultural structures capable of sustaining reflective and democratic practices within educational teams. In this framework, tools for evaluating and self-evaluating inclusive educational quality do not serve classificatory or compliance-based functions; instead,, they operate as mediating devices that foster dialogue, collective reflection, and the negotiation of meaning (Bondioli, Ferrari, 2000; Freddano, Stringher, 2020), thus supporting the development of professional communities grounded in shared responsibility. This contribution is based on a narrative review of the national and international literature, aimed at identifying and examining tools for evaluating inclusive quality in ECEC contexts. The bibliographic search focused on the last ten years and was conducted through scientific databases including Google Scholar, Scopus, and ERIC, using keywords such as "evaluation tools, Inclusion Quality Scale, Early Childhood Education, Participation, reflexivity." Selected instruments targeted 0–6 services, addressed quality from an explicitly inclusive perspective, and were conceived for participatory and reflective use within educational teams. The identified tools were analyzed through a comparative framework grounded in recurring pedagogical dimensions in the inclusion literature (Booth & Ainscow, 2002; Bellacicco & Dell'Anna, 2022; Canevaro, 2013). The analysis explores their potential to sustain democratic practices, strengthen professional reflexivity, and promote institutional self-transformation.. Findings suggest that such instruments, when embedded in dialogical and participatory processes, can contribute to shaping educational communities that recognize children as citizens from the earliest years of life. In this sense, evaluation emerges not as a technical or neutral procedure, but as a democratic practice capable of nurturing inclusive cultures and reinforcing participation as a structural dimension of early childhood education.

Bellacicco, R., Dell'Anna, S., Marsili, F. (2022). L'inclusione scolastica in Italia. Una Mapping Review sulla ricerca empirica. L'integrazione scolastica e sociale, 21(4), 40-79.

Besio, S., Zappaterra, T. (2018). Children's play. Multifaceted aspects. Pisa: ETS edizioni.

Bianquin, N. (2017). LUDI – Play for Children with Disabilities: l'interdisciplinarietà a supporto di un nuovo modello di intervento per il gioco del bambino con disabilità. Italian journal of special education for inclusion, 5 (1), 15-31.

Bondioli, A., Ferrari, M. (2000). Valutazione formativa e restituzione. In A. Bondioli, M. Ferrari (a cura di). Manuale di valutazione del contesto educativo. Milano: FrancoAngeli

Bondioli, A. (2016). Pratiche riflessive nella formazione in servizio: il ruolo mediatore degli strumenti di valutazione di contesto. RELAdEI (Revista Latinoamericana de Educación Infantil), 5 (4), 57–69.

Bortolotti, E., Bembich, C. (2016). L'inclusione nei servizi educativi alla prima infanzia: un'esperienza di formazione. Italian Journal of Special Education for Inclusion, 4 (1), 153-164.

Bruner, J. S. (1961). The Process of Education. Cambridge, MA: Harvard University Press.

Canevaro, A. (2006). Le logiche del confine e del sentiero: una pedagogia dell'inclusione, per tutti, disabili inclusi. Bologna: Dehoniane.

Canevaro, A. (2013). Scuola inclusiva e mondo più giusto. Trento: Edizioni Centro Studi Erickson.

Dewey, J. (1916). Democracy and education: An introduction to the philosophy of education. New York: Macmillan.

Dewey, J. (1938). Experience and education. New York: Macmillan.

Decreto Ministeriale 22 novembre 2021, n. 334, Linee Pedagogiche per il sistema integrato zerosei. [The Italian National Guidelines for the Integrated 0–6 System].

Decreto Ministeriale 24 febbraio 2022, n. 43, Orientamenti nazionali per i servizi educativi per l'infanzia. [National Orientations for Early Childhood Services].

Fiorucci, M. (2018). Pedagogia interculturale. La via italiana all'inclusione. Roma: Carocci Editore.

THE 4+2 EDUCATION PATHWAY AS A MULTILEVEL GOVERNANCE FRAMEWORK: A DESIGN-BASED ANALYSIS OF A CASCADE PROFESSIONAL SUPPORT INITIATIVE

Francesca Storai (INDIRE, Italy) · **Paola Nencioni** (INDIRE, Italy) · **Antonella Zuccaro** (INDIRE, Italy)

Professional development | Multilevel governance | documentation

The paper discusses the implications of the model for evaluation and improvement policies, showing how support and documentation mechanisms do not merely perform a supportive function but can also act as tools capable of orienting system regulation and fostering continuous learning. From this perspective, the paper presents the INDIRE support project implemented within the Technological and Vocational Education and Training Pathways (4+2 model) during the 2024/2025 school year. The initiative involved 145 training pathways selected through a call issued by the Italian Ministry of Education and Merit (Circular no. 5299, 28 December 2023). The intervention took place during the transition from the pilot implementation of the 4+2 model to its system-wide institutionalization within the framework established by Law 121/2024 and Decree Law 127/2025, which integrated the model into the national education system and gave it a structural role within the technical and vocational education sector. The project was conceived as an action research process in which policy makers, expert trainers, teachers, ITS Academy staff, and labour market professionals collaborate in curriculum design and implementation within a multilevel governance framework. International literature highlights how action research can foster the transformation of teaching practices, support co-design processes, and strengthen organizational and professional capacity in real contexts (Dahal, 2023; Summak, 2022; Kemmis et al., 2014). It is also recognized as a tool for integrating individual learning and organizational development, enhancing the adaptive capacity of multilevel education systems (Brydon-Miller et al., 2021). The 4+2 model provides an integrated curriculum consisting of four years of upper secondary education (technical, vocational and regional vocational education and training – IeFP) followed by two years at an ITS Academy. The curriculum is developed in collaboration with ITS Academy instructors and labour market professionals and promotes a sector-based approach with strong laboratory-based learning, while maintaining the central role of core and general education subjects. It integrates formal knowledge, technical-professional competences, and situated practices, ensuring vertical continuity and shared responsibility among different education and training systems (Coffield, 2019; Eraut, 2004). The pilot involved policy makers, expert trainers, and training pathways in a process of co-construction and situated adaptation. Documentation produced at different system levels — including planning tools, reflective journals, and interim feedback supported monitoring, regulation, and continuous improvement. Documentation collected by individual pathways also constitutes a repository of practices useful for guiding future implementations. Within this perspective, cascade training is interpreted as a pedagogical and system-building architecture in which policy, curriculum, and professional development become integrated dimensions of a single intervention and research framework. The paper critically examines the potential and limits of this multilevel governance arrangement in supporting improvement, focusing on the organizational and professional conditions that enable — or hinder — the shift from a compliance-oriented logic to a system learning-oriented approach. The 4+2 pathway is therefore proposed as an empirical context for reflecting on the relationship between evaluation, governance, and change in contemporary education policies (OECD, 2022; Hargreaves & Shirley, 2009).

Brydon-Miller, M., Greenwood, D., & Maguire, P. (2021). Why action research? Routledge.
Coffield, F. (2019). Learning styles and pedagogy in post-16 learning: A systematic and critical review. Routledge.
Dahal, M. (2023). Action research in education: Enhancing professional practice. Journal of Education and Learning, 12(2), 45–60.
Eraut, M. (2004). Informal learning in the workplace. Studies in Continuing Education, 26(2), 247–273.
Fullan, M. (2016). The new meaning of educational change (5th ed.). Teachers College Press.
Hargreaves, A., & Shirley, D. (2009). The fourth way: The inspiring future for educational change. Corwin Press.
Kemmis, S., McTaggart, R., & Nixon, R. (2014). The action research planner: Doing critical participatory action research. Springer.
OECD. (2022). Education policy outlook 2022: Putting equity at the heart of education policy. OECD Publishing.
Summak, M. (2022). Collaborative action research in vocational education: Opportunities and challenges. International Journal of Educational Research, 113, 101–118.
Thawinwong, P., & Sanrattana, S. (2022). Action research and professional development in technical education. Asian Journal of Education, 18(3), 77–95.
Villan, J., & dos Santos, A. (2023). Co-design in vocational education: Enhancing systemic learning through action research. Journal of Vocational Education & Training, 75(1), 54–72

FROM DISTAL RAV TO PROXIMAL RAV: PEER REVIEW FOR ACTIONABLE SCHOOL IMPROVEMENT

Laura Evangelista (Istituto Nazionale per l'Analisi delle Politiche Pubbliche (INAPP), Italy) · **Diego Boerchi** (Università Cattolica del Sacro Cuore, Italy) · **Concetta Fonzo** (Istituto Nazionale per l'Analisi delle Politiche Pubbliche (INAPP), Italy)

peer review | school self-evaluation | data-based governance

In systems of school evaluation grounded in objective and comparable indicators, robust data are a necessary but insufficient condition to foster improvement, equity, inclusion and wellbeing. A recurrent issue is the diagnostic distance between "distal" indicators mainly used for reporting (e.g., final outcomes, dropout, early results in the subsequent pathway) and the school processes that generate them. In data-based governance settings, this distance is amplified by data infrastructures and performative pressures, leading schools to align, resist, or use indicators instrumentally, rather than as learning resources (Landri, 2021). When school self-evaluation reports (RAV) are interpreted mostly through distal outcomes, schools may produce simplistic causal attributions, under-specified priorities, and compliance-driven practices, ultimately weakening evidence-informed action (Falzetti, 2025). This paper proposes a peer review framework as an intermediate device between external evaluation and internal self-evaluation, aimed at turning distal indicators into actionable questions and, crucially, at building the proximal evidence needed for sound interpretation. Distal RAV indicators are treated as signals for scoping and prioritizing, not as sufficient grounds for causal hypotheses. The core mechanism is an integrated evidence package where distal indicators are complemented by proximal, multi-source and process-sensitive data (e.g., school climate, wellbeing, engagement, classroom and organizational artefacts, structured observations, stakeholder feedback, and longitudinal trends; Freddano & Stringher, 2021), in line with European peer review approaches developed within VET quality assurance and coherent with the EQAVET perspective on quality cycles (ISFOL, 2012, CEDEFOP, 2015; Evangelista & Fonzo, 2023). This design is meant to mitigate tensions between autonomy, accountability and innovation within the Italian National Evaluation System and to protect teachers' professional judgement under performance-based accountability (Mentini & Levatino, 2024; Mentini, 2024; Parcerisa et al., 2022). A second pillar is a differentiated and competent peer review team. Beyond peers from other schools, the protocol includes reviewers with domain-specific expertise related to the focus area and actors located along the educational continuity chain, so that interpretations and recommendations are both rigorous and feasible. The approach also builds on Italian experimentation with school-to-school peer review and visiting as capacity-building devices for self-evaluation and improvement (Giampietro, Poliandri, & Pillera, 2023), and on work highlighting the need for structured reflection on monitoring and evaluation within improvement plans (Freddano & Mori, 2019; Freddano, 2024). The process is presented as a lightweight but structured protocol: (1) preparation of the evidence package and clarification of evaluation questions; (2) triangulation across sources during the peer visit; (3) joint interpretation of evidence and identification of priorities; (4) definition of improvement goals that are observable, time-bound and linked to local "sentinel" indicators; (5) redesign of actions and responsibilities; (6) longitudinal follow-up to document change and unintended effects, consistent with collaborative peer enquiry models (Godfrey, 2020; Ridge & Lavigne, 2020). The expected output is not a judgement, but a

concise set of priorities, redesigned actions and a verification plan aligned with improvement-oriented evaluation. As a brief illustration, the framework is applied to student guidance processes, where distal outcomes alone poorly represent the quality of underlying practices.

CEDEFOP. (2015). European handbook for VET providers: Supporting internal quality management and providing quality public VET. Publications Office of the European Union.

Evangelista, L., & Fonzo, C. (2023). La metodologia europea della Peer Review: prima sperimentazione tra istituti scolastici e Centri di Formazione Professionale. Rassegna CNOS. Problemi, esperienze, prospettive per l'istruzione e la formazione professionale, 39.

Falzetti, P. (Ed.). (2025). Il RAV e i dati INVALSI per l'autovalutazione delle scuole. FrancoAngeli.

Freddano, M., & Mori, S. (2019). La riflessione critica e l'autoanalisi delle azioni di monitoraggio e di valutazione del Piano di Miglioramento nelle scuole statali e paritarie dell'Emilia Romagna: Rapporto di ricerca.

Freddano, Michela, & Stringher, Cristina (a cura di). (2021). Fare autovalutazione nella scuola dell'infanzia: Rapporto sulla sperimentazione del RAV Infanzia. FrancoAngeli.

Freddano, M. (2024). Editoriale. Rassegna Italiana di Valutazione, 88–89, 5–15.

Giampietro, L., Poliandri, D., & Pillera, G. C. (2023). Pratiche di apprendimento collaborativo tra scuole: peer review e visiting a supporto dell'autovalutazione delle scuole. Annali online della Didattica e della Formazione Docente, 15(26), 206–225.

Godfrey, D. (2020). From peer review to collaborative peer enquiry: Action research for school improvement and leadership development. London Review of Education, 18(3), 373–389.

ISFOL. (2012). Manuale di peer review per l'istruzione e la formazione professionale iniziale. I libri del Fondo Sociale Europeo. ISFOL.

Landri, P. (2021). To resist, or to align? The enactment of data-based school governance in Italy. Educational Assessment, Evaluation and Accountability, 33, 563–580.

Mentini, L. (2024). Negotiating between the accountability and the innovation mandates: evidence from Italian schools. Nordic Journal of Studies in Educational Policy, 10(3), 199–218.

Mentini, L., & Levatino, A. (2024). A "three-legged model": (De)constructing school autonomy, accountability, and innovation in the Italian National Evaluation System. European Educational Research Journal, 23(3), 321–346.

Parcerisa, L., Verger, A., Pagès, M., & Browes, N. (2022). Teacher autonomy in the age of performance-based accountability: A review based on teaching profession regulatory models (2017-2020). Education Policy Analysis Archives, 30(100).

Ridge, B. L., & Lavigne, A. L. (2020). Improving instructional practice through peer observation and feedback. Education Policy Analysis Archives, 28(61).

GRADUATE STUDENTS' VIEWS ON INFRASTRUCTURE AND TEACHING STUFF IN GREEK SECONDARY EDUCATION SYSTEM

Christos Militsopoulos (University of Thessaly, Greece)

quality assurance | system theory | student views

Education lies at the core of human societal evolution and is a fundamental field of study concerning any developmental process of our species. To date, the educational process has been a domain that is difficult to define and consequently even harder to evaluate with the aim of improvement. The approach for the present study was chosen because it aligns with the multi-factorial nature of education, grounding itself in systems theory. This framework allows the research questions to be placed within a web of interconnected systems and sub-systems (e.g., society, government, educational unit, educators, students, guardians) (Mavrofidis, 2018). In a democratic context, hearing the voices of those most affected by a system (the students/learners) is a fundamental democratic practice. Furthermore, this systemic perspective is crucial for understanding how education and democracy are intertwined in building "just, inclusive, and sustainable" societies. Our qualitative research was based on this theoretical framework and focused on the students' views regarding the quality of the educational process (Sallis, 2002). For this purpose, ten in-depth personal interviews were conducted with graduates of Secondary Education in Greece (Creswell, 2019). The participants selected had all graduated from Secondary Education within the preceding 1-3 years and had completed their 18th year of age, thus being adults at the time of the interviews. The main objective of the research was to investigate and compare the students' views on school infrastructure and teaching staff in order to assess the extent to which these influence the overall perception that students formed about school, particularly during the last three years of their attendance. To answer the main research question, a thematic analysis was performed on the data collected from the interviews, which also highlighted additional areas for study concerning the development of social skills within the school environment. In a period where the central strategic choice for improving education places greater emphasis on strengthening infrastructure and less on strengthening human capital, it is useful to hear the perspective of the students on the impact these interventions have on their daily educational reality.

Creswell, J. (2019). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. Pearson.
Mavrofidis, T. (2018). Society and System: An Introduction to Modergn Systemic Theory (Greek). Athens: Patakis Publications.
Sallis, E. (2002). Total Quality Management in Education, 3rd edition. Routledge.

STUDENT SURVEYS AND SCHOOL EVALUATION FOR IMPROVEMENT: A PROVINCIAL ANALYSIS AND A CASE STUDY FROM TRENTINO

Francesco Pisanu (Provincia Autonoma di Trento, Italy) · **Paolo Pancheri** (ITT Marconi Rovereto, Italy) · **Daniela Depentori** (ITT Marconi Rovereto, Italy) · **Francesco Rubino** (Provincia Autonoma di Trento, Italy) · **Giuseppe Rizza** (Provincia Autonoma di Trento, Italy)

School evaluation | Student surveys | Improvement

Over the last years, the Autonomous Province of Trento (Italy) has institutionalised the use of data from an annual upper-secondary "student customer survey" (around 5,000 respondents per year) as part of its broader school evaluation and improvement infrastructure. Originally designed to capture students' overall satisfaction, the survey includes a specific section on teaching quality, inspired by the Measures of Effective Teaching (MET) framework, aimed at eliciting students' perceptions of key instructional dimensions such as clarity, classroom climate, support, and engagement (Kane & Staiger, 2012; Bill & Melinda Gates Foundation, 2013). Results are routinely returned to schools in aggregated form and can inform professional discussion, self-evaluation processes, and school improvement priorities. This paper discusses the educational potential and governance implications of these data through two complementary analytical levels. First, at the provincial level, we analyse repeated cross-sectional survey data collected since 2018. We examine (i) the internal coherence of the teaching-quality items, (ii) differences across schools, and (iii) recurring patterns in students' perceptions of instruction. The aim is not ranking schools, but documenting how student voice (when framed as formative feedback) can support improvement-oriented evaluation practices and strengthen a shared evidence base for decision-making (Datnow & Hubbard, 2015; Coburn & Turner, 2011). Second, we develop a school-level case study focusing on the Istituto Tecnico Tecnologico "G. Marconi" (Rovereto), which experimented with a more articulated approach to feedback and data use. Beyond the provincial aggregated reports, the school adopted procedures for teacher-level feedback reporting based on a survey instrument largely aligned with the provincial item battery, and complemented these quantitative data with qualitative documentation produced internally to justify, communicate, and support the practice. The case is examined as an instance of "boundary work" between accountability and professional learning, where data use is embedded in collegial discussion and transparency-oriented routines designed to enhance legitimacy and reduce defensive uses of evidence (Earl & Katz, 2006; Schildkamp, 2019). The school's documents and routines are analysed to highlight how local leadership mediates between evidence, interpretation, and decision-making, and how this mediation affects the perceived fairness and sustainability of evaluation processes (Paletta, 2014). Overall, findings suggest that student survey data can contribute to improvement, equity, and well-being goals only when they are translated into shared interpretive practices, supported by validated tools, and combined with qualitative evidence that contextualises results. The paper concludes by discussing conditions under which evaluation data may operate as a democratic resource for school communities (supporting professional responsibility and collective learning) rather than as a purely managerial device.

Bill & Melinda Gates Foundation. (2013). Ensuring fair and reliable measures of effective teaching: Culminating findings from the MET Project.
Coburn, C. E., & Turner, E. O. (2011). Research on data use: A framework and analysis. Measurement: Interdisciplinary Research and Perspectives, 9(4), 173–206.
Datnow, A., & Hubbard, L. (2015). Teachers' use of assessment data to inform instruction: Lessons from the past and prospects for the future. Teachers College Record, 117(4), 1–26.
Earl, L. M., & Katz, S. (2006). Leading schools in a data-rich world: Harnessing data for school improvement.
Kane, T. J., & Staiger, D. O. (2012). Gathering feedback for teaching: Combining high-quality observations with student surveys and achievement gains. Bill & Melinda Gates Foundation.
Paletta, A. (2014). Valutazione dell'istruzione e miglioramento: il contributo degli studi di management. In Fondazione Giovanni Agnelli (Ed.), La valutazione della scuola. Rapporto di ricerca.
Schildkamp, K. (2019). Data-based decision-making for school improvement: Research insights and gaps. Educational Research, 61(3), 257–273.

HOW DO SECONDARY SCHOOLS IN LIGURIA ASSESS THE WELL-BEING OF STUDENTS? POSSIBLE PATHS OF EQUITY, PARTICIPATION AND REDUCTION OF SOCIO-EDUCATIONAL RISK.

Graziella Arazzi (Ufficio Scolastico Regionale per la Liguria, Italy)

Equity | Social Responsibility | Training Direction

Priority question of the survey still in progress: between high schools, technical institutes and vocational institutes in the Liguria region are there substantial differences in the evaluation of area 2.5 of the Self-Assessment Report (RAV) with regard to the dimension "Outcomes in terms of well-being at school"? Strategies currently adopted: comparative analysis of the RAV of Technical and Professional Institutes and High Schools with regard to strengths and weaknesses in relation to the "Student Well-being" dimension. Lines of action envisaged: focus groups with a significant number of members of the schools' internal evaluation units; focus groups with groups of students in the three-year period of secondary schools; interviews with parents elected to collegiate bodies; interviews with territorial partners of the various institutes. From an initial analysis of the schools' strategic documents, conducted on the UNICA platform (Ministry of Education and Merit), the following scenario emerges: - Most schools in the evaluation of the "Student Well-being" dimension assign themselves a score of 5, without however disclosing the motivation for the chosen level. - Few upper secondary education institutions (with a prevalence of the professional address) are evaluated with level 3, reporting the presence of conflicts between students, lack of internalization of social interaction guidelines, difficulty in generating concrete inclusion processes. Paradoxically, however, these institutes do not develop priorities and goals with reference to the critical framework described and, consequently, do not indicate any strategy for possible improvement. - Among the various fields of study, particularly in the area of Genoa, the institutes that have adopted the recent technological-professional chain (4+2) are the schools that interpret the data (deriving from the teachers' questionnaire and school questionnaire) with greater accuracy, completeness and consistency and present, more frequently than high schools, the definition of priorities and goals on the "student well-being" dimension. - In particular, it is noted that these institutions, being part of a significant perspective of complexity, intervene on four paths, closely connected and related to "feeling good at school" by students: Modes of production of the psychophysical and social well-being of each student within the class and in the peer group of the whole institution (first-level well-being or well-being as a result). Preparation of formal situations and enhancement of informal experiences (surveyed by students in the Digital Portfolio on the UNICA ministerial platform) that allow the integrated acquisition of social-emotional and cognitive skills (Law 22/2025) and the experimentation of second-level well-being (well-being as an enabling factor of other dimensions of the subject: self-esteem and self-determination, motivation, resilience, self-efficacy, imagination of the future, reduction of states of anxiety and stress). Implementation of forms of distributed leadership and hybrid governance (by school-business-territory networks) of school-work training of students (third-level or system well-being, characterized by the co-presence of the following elements: open-mindedness, performativity, relationship with others, collaboration, emotional regulation). Generation and supervision of training effectiveness (authentic co-learning, personalization, direction of widespread reflexivity and proactive orientation).

Organisation for Economic Co-operation and Development. (2019). OECD Survey on Social and Emotional Skills: SSES 2019 technical report. OECD Publishing.
Organisation for Economic Co-operation and Development. (2023). OECD Survey on Social and Emotional Skills: SSES 2023 technical report. OECD Publishing
Law no. 121 of 8 August 2024. Establishment of the professional technological training chain.
Longobardi S., Falzetti P. (eds) (2025), Socio-emotional skills in Italy. Analysis, evidence and perspectives from the ENRICH project. Research report, NeP edizioni Srls, Rome, 2025.
Bembich C., Pieri M. (2023, May), "Emotional well-being and self-care at school as measures of
countering educational risk", Journal of Health Care Education in Practice, 23-35.
Melchiori, F. (2018), "School and student well-being: the influence of anxiety on emotional and social skills".
«Schooling and student wellbeing: influence of anxiety on emotional and social skills», Formazione& Insegnamento, XVI, 1, 315-331.

SCHOOL SELF-EVALUATION DATA IN 'SCUOLA IN CHIARO (OPEN SCHOOL)' PLATFORM BETWEEN RIGOR AND PARTICIPATION: THE STUDENTS' PERSPECTIVE

Michela Freddano (Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione (INVALSI), Italy) · **Beba Molinari** (Università degli Studi di Roma Tor Vergata, Italy)

School Self-Evaluation | Accountability | Digital Transition

Technological development has impacted both the private and public sectors, presenting citizens and the administration with a revolution in language, communication and ways of operating (Schwab, 2017; Lamberti, 2018). The digital transition has brought about significant changes in the conduct of public life, making administrative procedures more streamlined and large amounts of data available for decision-making processes (Zawacki-Richter et al., 2019). Digitalisation has enabled the automation of processes, the creation of integrated information systems and the evolution of Artificial Intelligence also in education (Molinari, 2025). In public administration, the introduction of the principles of new public management and new public governance was aimed at making the public system more efficient, effective and sustainable, as well as ensuring greater transparency of processes and results for citizens, in line with the principle of accountability (Bovens, 2007). In this context, citizens' access to public services has increasingly been mediated by the use of digital platforms dedicated to the collection, production and dissemination of large quantities of data and information. This shift has also been observed with its implication in education and training policies (European Commission, 2020, 2021). In particular, this article focuses on "Scuola in Chiaro" (in English language "Open School", the portal of the Italian Ministry of Education and Merit, available at https://unica.istruzione.gov.it/portale/it/scuola-in-chiaro, containing detailed information on state and state-recognised schools. It had been launched in 2012 with the aim of helping families and students with guidance and the choice of school. Scuola in Chiaro is also the platform where strategic documents – such as the Self-Evaluation Report, the Three-Year Educational Programme and the Social Accountability Report – are published (Freddano, 2025), thereby bridging the gap between the National Evaluation System and students, families and, more broadly, the public. Our research focuses on users' perceptions of Scuola in Chiaro portal and, in particular, the quality of the data they perceive it to offer. To this end, an evaluative study was conducted involving a group of first-year undergraduate students enrolled on the Communication Sciences degree programme, who were asked to analyse the Scuola in Chiaro portal, either in groups or individually, according to specific criteria, and to present their findings using SWOT analysis. The students' reports were analysed qualitatively using MAXQDA software. The findings provide an original description of the self-evaluation tools of schools on Scuola in Chiaro portal, highlighting opportunities, constraints, strengths and weaknesses from the students' perspective, and offering useful suggestions for improving the services offered by the portal, with a view to making them increasingly accessible to its potential users, particularly the most direct ones, such as students and families. The results of this study also highlight that, in the evaluation of public policies, whilst methodological and scientific rigor is indispensable, participation represents a fundamental research tool for gathering evidence useful for guiding improvements to public services that are increasingly aligned with the real needs of their users.

Bovens, M. (2007). Analysing and assessing accountability: A conceptual framework. European Law Journal, 13(4), 447–468.

European Commission. (2020, 19 febbraio). Communication: Shaping Europe's digital future. European Commission. https://commission.europa.eu/publications/communication-shaping-europes-digital-future_en

European Commission (2021). 2030 Digital Compass: the European way for the Digital Decade, Brussels. Retreived 05/05/2025 from https://eufordigital.eu/wp-content/uploads/2021/03/2030-Digital-Compass-the-European-way-for-the-Digital-Decade.pdf

Freddano, M. (2025). RAV Integrato, RAV Infanzia e RAV CPIA per l'autovalutazione 2025-2028. Notizie della scuola, 1/2, pp. 17-56.

Lamberti, C. (2018). Government 4.0 – Trasformazione digitale della pubblica amministrazione. FrancoAngeli.

Molinari B. (2025), Il ruolo dell'intelligenza artificiale nell'inclusione scolastica tra aspettative e criticità, Quaderni di comunità, 3, pp. 167-194.

Puyt, R. W., Lie, F. B., & Wilderom, C. P. M. (2023). The origins of SWOT analysis. Journal of Management History, 29(4), 567–589, https://doi.org/10.1016/j.lrp.2023.102304

Schwab, K. (2017). The Fourth Industrial Revolution. Crown Business.

Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Systematic review of research on artificial intelligence applications in higher education – Where are the educators?. International Journal of Educational Technology in Higher Education, 16, 39. https://doi.orgaccountability, scuola in chiaro, National Evaluation System, Self-Evaluation/10.1186/s41239-019-0171-0

A.12

When Research Becomes Policy Instrument: Academic Knowledge in Educational Governance and Possibilities for Resistance

PANEL CONVENORS: Magali Nonjon (Sciences po Aix, France); Ariane RIchard-Bossez (Aix-Marseille University, France)

PANEL KEYWORDS: Research instrumentalization, Educational governance, Resistance practices

Contemporary educational policies increasingly mobilize academic research not merely as a knowledge resource but as a legitimation and governance instrument. From evidence-based policy movements to partnership engineering programs, researchers find themselves embedded in policy-making processes that reshape educational problems while marginalizing populations ostensibly targeted for support. Convened by researchers examining educational policies in Mediterranean and European contexts, this panel invites critical analysis of how academic knowledge is instrumentalized within educational governance, and how researchers navigate, resist, or reproduce these dynamics. We welcome papers exploring: (1) research as legitimation device—how expertise validates policy choices, constructs "evidence-based" frameworks, or produces governance tools (evaluation grids, partnership standards, indicators); (2) research as engineering—when scholars are solicited to optimize coordination, design instruments, or arbitrate conflicts, blurring analytical and operational roles; (3) structural effects—how policy agendas structure research objects, marginalize critical perspectives, silence beneficiary populations, or depoliticize inequalities through technocratic framings. We particularly encourage contributions examining: educational partnership programs where research legitimates coordination imperatives while sidelining the structural dimensions of educational inequality and pedagogical questions; international assessment regimes (PISA, OECD) producing policy convergence; think tanks and consultancy markets positioning academic credentials strategically; comparative policy transfer processes; and reflexive accounts from researchers navigating commissioned work. By interrogating instrumentalization mechanisms, this panel also seeks to identify resistance possibilities: methodological choices that center marginalized voices, research designs refusing deficit framings, collaborative approaches challenging technocratic depoliticization, or analytical frameworks making power relations visible. How can educational research contribute to democratic transformation rather than reproducing inequalities through ostensibly neutral expertise?

RESEARCH-BASED SUPPORT IN A CITÉ ÉDUCATIVE: NAVIGATING UNCERTAINTIES AND THE DEMANDS OF PUBLIC COMMISSION

Laurie Genet (Cergy Paris Université, laboratoire EMA) · **Julie Pelathe** (Cergy Paris Université, laboratoire EMA; Insei, laboratoire Ghrapes) · **Audrey Boulin** (Cergy Paris Université, laboratoire EMA)

research-based support | Cité éducative | public commission

This contribution contributes to the reflection on the conditions under which educational research is practised when solicited through public commission. It examines two dynamics in particular: research as a legitimation device, whereby academic expertise validates political choices and produces governance frameworks (1), and the structural effects of commissioned research on research objects and critical perspectives (3). Through a reflexive account of a study conducted within a "Cité éducative", framed as "research-based support" (Prieur, 2020; Vinot, 2011), the paper analyses how the researchers navigated between institutional expectations, political legitimation logics, and the preservation of a critical stance (de Bernardy & Boisgontier, 1990). The contribution is structured around five phases. The first (2019–2022) is one of informal presence on the territory, without a clearly defined status in relation to the "Cité éducative". The second (2022–2023) marks the formalisation of a research proposal: meetings with the Troïka immediately reveal how the research is mobilised as a legitimation device — the researchers "auditioned", their expertise solicited to validate prevailing institutional injunctions, particularly around civic participation, elevated at that moment to a political criterion (Fouquet & Perriault, 2010). The third phase (2023) is one of ongoing adjustment of the scientific brief to the multiple and contradictory expectations of the commissioners, illustrating how political agendas shape research objects. The fourth (from January 2024), marked by integration into operational governance spaces, opens up forms of resistance: facilitating a technical committee shifts the evaluative logic towards reflexive co-elaboration, creating a space where divergent conceptions of participation can surface. The fifth phase, that of the current reporting modalities, closes this space: findings are delivered as an institutional written report, without co-elaboration, at a remove from the territory, embodying the expert-researcher dilemma inherent in commissioned research (Draetta & Labarthe, 2011) and risking the silencing of local dynamics within a document intented to the governance. In methodological terms, the research draws on observation of all steering bodies (project team, steering committee, technical committee) and collective assemblies since 2019,

co-facilitated reflection workshops with professionals, and interviews conducted across actors in the territory. This sustained immersion built a relationship of proximity with key informants, raising persistent ethical questions that will be discussed. Comparisons with other "Cités éducatives", also monitored as part of the research support program, will be provided. By combining an analysis of the research's genesis with a reflexive account of its conditions of practice, this contribution interrogates the mechanisms of instrumentalisation at work, as well as the forms of resistance the researchers were able to build: reframings, methodological choices, and commitment to spaces of shared reflexivity with professionals in the territory.

de Bernardy, M. & Boisgontier, P. (1990). De l'évaluation des chercheurs et acteurs dans la recherche-action. Les Annales de la recherche urbaine, 47, 106-113.
Draetta, L. & Labarthe, F. (2011). La recherche sur commande et le dilemme expert-chercheur : une analyse réflexive de l'implication du sociologue dans la mise en œuvre d'une politique publique de l'innovation. Revue Interventions économiques, 43.
Fouquet, A. & Perriault, J. (2010). Évaluation, politiques publiques, politique de recherche. Communication et organisation, 38, 29-40.
Prieur, M. (2020). Quelles conditions à un accompagnement par la recherche ? Diversité, 197, 84-89.
Vinot, D. (2011). L'accompagnement à la recherche dans le cadre des recherches-interventions en sciences de gestion. Projectics / Proyéctica / Projectique, 8-9(2), 185-197.

EDUCATIONAL POLICY INSTRUMENTS AND TERRITORIAL ATTRACTIVENESS: THE POLITICAL DIMENSION OF EDUCATIONAL ACTION TOOLS

Aude-Line Gervais (Aix-Marseille Université, France)

public policy instruments | territorial attractiveness | education policies

Public policy instruments are often presented as technical, neutral, and depoliticized tools. However, following the sociology of policy instruments (Halpern et al., 2014; Lascoumes & Le Galès, 2004; Lascoumes & Simard, 2011), this paper argues that they carry political rationalities that orient public action. Drawing on fieldwork conducted in Marseille between 2020 and 2024, it examines how three educational instruments—the school catchment system, “elite linguistic sections,” and the educational component of the Marseille en Grand plan—contribute to the construction of territorial attractiveness. These instruments are embedded in a neoliberal framework that promotes performance, competitiveness, and inter-territorial competition (Brenner & Theodore, 2002; Harvey, 1989). The analysis shows, however, that the effects of these instruments are neither mechanical nor homogeneous. Their scope depends on how local actors use them, in connection with power relations and territorial strategies. Some instruments, such as the school catchment system, particularly illustrate this plasticity. Introduced in 1963 as a rational tool for managing student flows (Van Zanten & Obin, 2010), it has gradually become, in the context of the territorialization of educational action (Frandji, 2017), a political instrument mobilized differently depending on local contexts: at times a lever for combating segregation, at other times a tool serving the production of social and school homogeneity. The analysis of two different catchment boundaries adopted for the same school—first in 2019 and then in 2021 by two different municipal majorities—highlights the political dimension of this instrument (Gervais & Audren, 2022). This dimension lies not only in the intentions behind its initial design but also in the situated practices that shape its uses (Francou & Mavrot, 2020). This paper thus aims to shed light on the political dimension of educational policy instruments through an empirical approach. It will also outline a reflection on the engaged dimension of such a research posture, questioning the position of the researcher when studying instruments that contribute to the production of educational inequalities. The methodology relies on a qualitative approach combining several elements: semi-structured interviews (n=74) with a wide range of local educational actors; analysis of grey literature and administrative documents; field observations; and cartographic analysis of the instruments studied. This diversity of materials makes it possible to capture the logics embedded in the instruments, their conditions of implementation, and the variability of their uses. Rooted in the geography of education, this research adopts an interdisciplinary perspective and draws on tools and concepts from the sociology of public action.

Brenner, N., & Theodore, N. (2002), “Cities and the Geographies of “Actually Existing Neoliberalism”. Antipode, 34 (3), pp.349–379. https://doi.org/10.1111/1467-8330.00246
Francou, L., & Mavrot, C. (2020), « Les interfaces de l’action publique : Gérer, décider, contester ». Sciences de la société, n°105.
Frandji, D. (2017), « La territorialisation des politiques éducatives », Revue internationale d’éducation de Sèvres, (76), pp.115–124.

Gervais, A.-L., & Audren, G. (2022), « À Marseille, la construction d'une polarité éducative haut de gamme au service du renouvellement urbain », Urbanités, (16). https://www.revue-urbanites.fr/16-audren-gervais/

Halpern, C., Lascoumes, P., & Le Galès, P. (2014). L'instrumentation de l'action publique. Controverses, résistances, effets. Presses de Sciences Po.

Harvey, D. (1989). ''From Managerialism to Entrepreneurialism: The Transformation in Urban Governance in Late Capitalism''. Geografiska Annaler, 71(1), pp.3–17.

Lascoumes, P., & Le Galès, P. (2004). Gouverner par les instruments. Presses de Sciences Po.

Lascoumes, P., & Simard, L. (2011). « L'action publique au prisme de ses instruments », Revue française de science politique, n°61, pp.5–22.

Van Zanten, A., & Obin, J.-P. (2010). La carte scolaire, Presses universitaires de France.

ACADEMIC RESEARCH AS AN ADDITIONAL PARTNER IN LOCAL EDUCATIONAL ACTION: INSTRUMENTALIZATION VS. REFLEXIVITY?

Cintia Indarramendi (université paris 8, France)

Educational public policy evaluation | Public sociology | Research–policy partnerships

At least three processes are currently pushing social science researchers to become involved in the evaluation and support of public action in education. The first two are closely linked to contemporary public management. On the one hand, they refer to results-based management and to the growing expectation that public policy should be guided by measurable objectives, which research is expected to help assess. On the other hand, the academic world itself is increasingly required to produce "results," a requirement that translates into budgetary constraints on research and into the expectation that researchers secure their own funding through competitive calls for projects. These calls are supposed to foster more "efficient" research, better aligned with social needs. A third process is also likely at work, one that is more specific to the academic world and to sociological research. In its effort to establish its legitimacy as a science, sociology has long emphasized a distanced stance vis-à-vis action (Durkheim, 1895). Having already demonstrated its scientific validity, it now increasingly allows itself to become an "engaged" form of research (Burawoy, 2021)—one that seeks to associate with public action or even to take part in it, as is the case with participatory research and action research. What are the stakes of research work that becomes an additional partner in partnership-based public policies? What are the possibilities for such "engaged" research to become a genuine tool of reflexivity for practitioners in the field? What are the risks of instrumentalization and of losing the rigor required for the production of knowledge within a specific scientific field? We have been confronted with these questions (and continue to be), as we are involved in the evaluation processes of six Cités éducatives. The Cités éducatives (CE), implemented experimentally in 2019 and significantly expanded in 2022 and again in 2025, are a French national policy label targeting disadvantaged urban areas. They are structured around three strategic objectives: strengthening the role of schools; promoting educational continuity; and expanding horizons and opportunities. These objectives are translated into territorial goals and then into annual action plans targeting children and young people aged 0 to 25. At the heart of this initiative lies the imperative to opening schools to external partners and foster connections among all local educational stakeholders. The tripartite governance structure (communal authorities, national education system, and State) is a representative example of this imperative. As academic evaluators, we are thus one partner among others, expected to contribute to shaping local public policy. In this paper, we propose a reflexive account of the research-evaluation process. After briefly presenting the Cités éducatives label and our methodological approach, we analyze two concrete fieldwork experiences. The first concerns attempts to exert control over data, analyses, and publications. The second examines a feedback process aimed at deconstructing practices, which ultimately ends up standardizing action. These two cases allow us to highlight the risks inherent in such partnerships, while also reflecting on the potential contributions of engaged research.

Burawoy, Michael. Public sociology : between utopia and anti-utopia. Cambridge, UK, Polity Press, 2021.

Castel, Robert (2004) « La sociologie et la réponse à la demande sociale » Dans Poche / Sciences humaines et sociales, pages 67 à 77 Éditions La Découverte

Durkheim, Émile, Les règles de la méthode sociologique, Paris, 1895

Frandji, Daniel & Indarramendi, Cintia (2017) « Des possibilités de sociologie en territoire d'expertise » Recherche, politique et pratiques en éducation : services rendus et questions posées d'un univers à l'autre. Revue française de pédagogie. Recherches en éducation 200 | 2017.

PLAYING BOTH SIDES? BETWEEN REQUESTS FOR EXPERTISE AND SOCIOLOGICAL RESEARCH: OPPORTUNITIES AND CONSTRAINTS FOR EDUCATION RESEARCHERS

Renaud Cornand (Aix Marseille Université, France) · **Ariane Richard-Bossez** (Aix Marseille Université, France)

education policies | evaluation | expertise

Since the 1980s, the demand for expertise in school policy has grown significantly (Poupeau, 2003), contributing to the shaping of sociological research questions in line with administrative evaluation requirements. In seeking to legitimize implemented measures through “ever faster evaluations,” the contemporary mode of policy-making described by Xavier Pons (2024) as “fast politics” has reinforced this trend. Through their control over funding and, to some extent, access to the field, institutional sponsors participate in constructing research topics in order to identify “good practices” (Pons, 2024). Research is thus expected to be useful, but "asking sociology to serve a purpose is always a way of asking it to serve power. Whereas its scientific function is to understand the social world, starting with the powers that be” (Bourdieu, 1980). Furthermore, legitimizing sociology as a tool for public action in education may simultaneously delegitimize it as an “autonomous” scientific practice – one in which problems are determined and addressed without outside interference " (Saint-Martin, 2023). At the same time, in a context marked by increasing precariousness in social science research (Harari-Kermadec, Sargeac, and Noûs, 2020), laboratory teams cannot afford to stay away from the financial opportunities provided by evaluation contracts – as they fund PhD and post-doctoral researches, research engineers etc. In this presentation, we will reflect on a position we adopted over ten years of studying educational policy measures in France: we are both experts responding to the immediate questions of institutions and sociologists, basing our work on the production of knowledge specific to scientific research. We will draw in particular on our research experience on two programs (Barrère, 2013): Cordées de la réussite and Parcours d'excellence, which we investigated between 2008 and 2019. We will explain how this dual role led us to differentiate our modes of expression according to context: using simplified language and fewer scientific references during interactions with institutional actors and in evaluation reports; using the data collected for research purposes within our laboratory and in scientific publications. We also shared our research findings with other types of stakeholders - trade unions, elected officials, and community activists. In these contexts, our research contributed to revealing “the reality of asymmetries, inequalities, relationships of domination and exploitation, the exercise of power, and processes of stigmatization” (Lahire, 2016).

Barrère, A. (2013). La montée des dispositifs : un nouvel âge de l'organisation scolaire. Carrefours de l'éducation, 36(2), 95-116.
Bourdieu, P. (1980). Questions de sociologie. Minuit.
Harari-Kermadec, H., Sargeac, M. et Noûs, C. « Université : la fin d’un système ? », Revue française de pédagogie, 207 | 2020, 79-86
Lahire, B. (2016). Pour la sociologie. La Découverte.
Pons, X. (2024). La fabrique des politiques d'éducation : La rapidité sans la qualité ? Presses Universitaires de France..
Poupeau, F. (2003). Une sociologie d'État. L'école et ses experts en France. Raisons d'agir.
Saint-Martin, A. (2020). Sciences. Anamosa.

COLLABORATIVE RESEARCH APPROACHES – OPPORTUNITIES FOR THE PRACTICAL IMPLEMENTATION OF RECOMMENDATIONS

Haxhere Zylfiu (Kosovo Pedagogical Institute, Kosovo)

educational policies | partnerships | practices

Adult education (AE) in Kosovo is a topic that is continuously addressed within the research activities of the Kosovo Pedagogical Institute (KPI). There are seven research reports published, either as separate publications or as part of the annual journal ‘Kërkime Pedagogjike’. Based on the findings, specific recommendations have been provided, referring to the role and responsibilities of stakeholders. The aim of the research was to identify whether the recommendations arising from the studies conducted by the KPI on AE have been considered for the advancement of AE policies and practices in Kosovo. A qualitative research approach was used for this study, based on the descriptive model, with analysis of policy documents, evidence of practices, and legislation on AE. The content was supplemented with narrative analysis –semi-structured individual interviews conducted with nine representatives of the responsible institutions. A Checklist,

Content Analysis Protocol and Interview Protocol were use for data collection, analysis and interpretation. The collection, analysis and documentation of data was on the model presented by Philipp Mayring (2014). The results showed that there is both implementation and alignment of the recommendations from KPI studies on AE with policy priorities for advancing this component. However, a challenge remains the lack of explicit referencing to the findings and recommendations of the respective studies. Positive perceptions among key actors regarding the importance of KPI's recommendations for the advancement of AE along with their concrete guidance on how these recommendations can be better and more successfully implemented in future AE policies and practices, represent an important and encouraging indicator for progress. There is still much to be done in building a culture and sense of responsibility for the demonstrated implementation of recommendations in policymaking and in improving AE practices. A research–practitioner partnership approach in studies could help align needs and enable more effective implementation of recommendations in the policies and practices related to this component.

Alex, D. (2023). What are Implications and Recommendations in Research? How to Write It, with Examples? ResearchLife. https://researcher.life/blog/article/what-are-implications-recommendations-in-research

Ammon,C. (2022). Results Section for Research Papers, Summer 2022. San José State University Writing Center. https://www.sjsu.edu/writingcenter/

Autoriteti Kombëtar i Kualifikimeve. (2011). Korniza Kombëtare e Kualikimeve. Marrë nga: https://akkks.rks-gov.net

Azemi, B. (2011). Arsimi i të rriturve në Kosovë. Kërkime Pedagogjike 2011 (f.32-52), Prishtinë, Kosovë: IPK. Marrë nga: https://ipkmasht.rks-gov.net/wp-content/uploads/2020/12/Kerkime-Pedagogjike-2.pdf

Azemi, B. (2014). Ndikimi i interesave në inkurajimin e të rriturve për kualifikim. Kërkime Pedagogjike 5 (f.125-145), Prishtinë, Kosovë: IPK. Marrë nga: https://ipkmasht.rks-gov.net/wp-content/uploads/2020/12/Kerkime-Pedagogjike-5.pdf

Basu, M. (2020). Importance of Research in Education. Available at SSRN: https://ssrn.com/abstract=3703560 or http://dx.doi.org/10.2139/ssrn.3703560

Best, J.W., & Kahn, J.V. (1998). Research in Education. Shkarkuar me 19.12.2024 nga http://ww2.odu.edu/~jritz/attachments/reined.pdf

Boser, U., McDaniel's. (2018). Addressing the Gap Between Education Research and Practice. Shkarkuar me 20.12.2024 nga https://www.americanprogress.org/article/addressing-gap-education-research-practice

Coburn, C. E., Penuel, W. R., & Farrell, C. C. (2021). Fostering educational improvement with research-practice partnerships. Phi Delta Kappan, 102(7), 14–19. https://doi.org/10.1177/00317217211007332

Dibekulu, D. (2020). An Overview of Data Analysis and Interpretations in Research. International Journal of Academic Research in Education and Review. DOI:10.14662/IJARER2020.015

DVV International Kosova. (2018). Java e të mësuarit gjatë gjithë jetës. Shkarkuar me 12.05.2025 nga https://www.dvv-international.ge/alb,/kosova/lajmet/artricle/java-e-te-mesuarit-gjate-gjithe-jetes

DVV International. (2015). Curriculum globALE-Competency framework for Adult Educators. Marrë nga: https://www.dvv-international.de/en/worldwide/europe/kosovo

European Commission/EACEA/Eurydice, (2021). Adult education and training in Europe: Building inclusive pathways to skills and qualifications. Eurydice Report. Luxembourg: Publications Office of the European Union.

Goertz, M.E., Barnes.C., Massell.D. (2013). How State Education Agencies Acquire and Use Research in School Improvement Strategies. Marrë nga:https://www.researchgate.net/publication/303970535_How_State_Education_Agencies_Acquire_and_Use_Research_in_School_Improvement_Strategies

Federighi, P. (2019). Research Methodology in Adult Learning and Education. Journal of Educational Sciences, XX, 1(39) DOI: 10.35923/JES.2019.1.05. ResearchGate.

Fitria.T. (2024). Qualitative Research method in Education field: A guide for researchers, lecturers, and students.Research Gate. Marrë nga: https://www.researchgate.net/publication/383271905_Qualitative_Research_Method_in_Education_Field_A_Guide_for_Researchers_Lecturers_and_Students_Metode_Penelitian_Kualitatif_di_Bidang_Pendidikan_Pand

George, T. (2023). How to Write a Results Section|Tips & Examples. SCRIB. Marrë nga: https://www.scribbr.com/dissertation/results/

Goyal, A. (2022). Data collecting instruments and tools in research. International Journal of Creative Research Thoughts (IJCRT). Marrë nga: https://ijcrt.org/papers/IJCRTQ020011.pdf.

Kida, H. (1984). The Role of Educational Research in Educational Improvements. Singapore Journal of Education, 6(2), 54–59. https://doi.org/10.1080/02188798408548551

Komuna e Prishtinës. (2014). Rregullore për hyrat vetanake të institucioneve arsimore. Marrë nga: https://gzk.rks-gov.net/ActDocumentDetail.aspx?ActID=11846

Mayring, P. (2014). Qualitative content analysis: theoretical foundation, basic procedures and software solution. Marrë nga:https://www.researchgate.net/publication/266859800_Qualitative_content_analysis

Nicmanis.M. (2024). Reflexive Content Analysis: An Approach to Qualitative Data Analysis, Reduction, and Description. Marrë nga:https://journals.sagepub.com/doi/full/10.1177/16094069241236603

OECD. (2021). Barriers to facilitating research use in education systems, Shkarkuar me 22.12.2024 nga https://www.oecd.org/en/about/projects/strengthening-the-impact-of-education-research.html

OECD. (2024). Education research. Shkarkuar me 21.12.2024 nga https://www.oecd.org/en/topics/sub-issues/education-research.html

ECOSYSTEMIC MAPPING AS A DEMOCRATIC RESEARCH PRACTICE: BEYOND THE LEGITIMATION OF EDUCATIONAL GOVERNANCE

Alberto Righi (University of Macerata) · **Arianna Taddei** (University of the Republic of San Marino)

Ecosystemic Mapping | Educating Cities | Territorial Participation

In recent decades, research has progressively been incorporated into the educational governance of public policies, assuming a role in legitimizing policy decisions and producing technical instruments (Osborne et al., 2013). Within this framework, the growing emphasis on territorial coordination mechanisms has contributed to reinforcing forms of technocratization in educational policies (Aydarova, 2021), sometimes accompanied by the marginalization of the voices of those targeted by such interventions (Aydarova & Berliner, 2018; Biesta, 2007). In this context, paradigms such as the Educating City, promoted by the International Association of Educating Cities, and the Learning City, promoted by UNESCO, were originally developed to foster lifelong learning, participation, and democratic education (IAEC, 2020; UNESCO, 2014). However, in several contexts these paradigms risk being mobilized as symbolic frameworks within urban development strategies and urban branding policies (Facer & Buchczyk, 2019). Starting from this tension, the paper proposes a reinterpretation of these paradigms through the adoption of an ecosystemic territorial mapping methodological device (Velez et al., 2025). Inspired by the ecological model of human development developed by Urie Bronfenbrenner (Bronfenbrenner, 1979; Rahman, 2025), this tool aims to reconstruct the relationships between actors, institutions, and educational practices within a territory, integrating formal, non-formal, and informal learning and privileging a bottom-up methodological perspective (IAEC, 2021; Velez et al., 2025). Ecosystemic mapping is not conceived here as a mere technical tool for planning or administrative efficiency. Rather, it is understood as an investigative practice capable of making visible the interdependencies between territorial actors, power asymmetries, and the blind spots of local educational policies (Velez et al., 2025). The paper argues that ecosystemic mapping can transform a practice frequently used in territorial governance into a reflexive device oriented toward democratic participation. Through the involvement of local actors and the valorization of distributed educational practices, this approach enables the re-centering of marginalized voices within processes of defining territorial educational agendas (Nation et al., 2020). From this standpoint, educational research is reinterpreted not as a simple technical support for governance, but as a critical practice capable of contributing to the construction of more participatory and inclusive educational ecosystems (Akiva et al., 2020).

Akiva, T., Delale-O'Connor, L., & Pittman, K. J. (2023). The Promise of Building Equitable Ecosystems for Learning. Urban Education, 58(6), 1271-1297

Aydarova, E., & Berliner, DC (2018). Navigare nel terreno controverso della politica e della pratica della formazione degli insegnanti: Introduzione al numero speciale. Education Policy Analysis Archives , 26 , 25. https://doi.org/10.14507/epaa.26.3739

Aydarova, E. (2021): Building a One-Dimensional Teacher: Technocratic Transformations in Teacher Education Policy Discourses, Educational Studies, https://doi.org/10.1080/00131946.2021.1969934

Associazione Internazionale delle Città Educative. (2020). Carta delle Città Educative. AICE. https://www.edcities.org

Associazione Internazionale delle Città Educative. (2021). Dalla lettura della carta alla costruzione della città educativa: Guida metodologica (M. Anfuso, Trad.; 2ª ed., ed. italiana)

Biesta, G. (2007), Why "What Works" won't work: evidence-based practice and the democratic deficit in educational research. Educational Theory, 57: 1-22. https://doi.org/10.1111/j.1741-5446.2006.00241.x

Bronfenbrenner, U. (1979). The ecology of human development: Experiments by nature and design. Harvard University Press

Facer, K., & Buchczyk, M. (2019). Towards a research agenda for the 'actually existing' Learning City. Oxford Review of Education, 45(2), 151–167. https://doi.org/10.1080/03054985.2018.1551990

Nation, M., Christens, B. D., Bess, K. D., Shinn, M., Perkins, D. D., & Speer, P. W. (2020). Addressing the problems of urban education: An ecological systems perpective. Journal of Urban Affairs, 42(5), 715-730. https:/doi.org/10.1080/ 07352166.2019.1705847

Rahman, L. (2025). Bronfenbrenner's Ecological Systems Theory in Childhood Resilience and Motivation in Learning: A Literature Review. Open Journal of Social Sciences, 13, 550-561. https://doi.org/10.4236/jss.2025.136037

Osborne, M., Kearns, P., & Yang, J. (2013). Learning cities: Developing inclusive, prosperous and sustainable urban communities. International Review of Education, 59(4), 409–423. https://doi.org/10.1007/s11159-013-9384-y

UNESCO Institute for Lifelong Learning. (2014). Beijing Declaration on Building Learning Cities: Lifelong learning for all, promoting inclusion, prosperity and sustainability in cities

Velez, G., Mancheno, V., & Lopez, S. (2025). Mapping ecosystems: Building an understanding of an urban network of supports and resources for Black and Latino/a students. Urban Education, 60(6), 1778–1806. https://doi.org/10.1177/00420859241244768

RESEARCHING AN ELITE INSTITUTION FROM WITHIN: A REFLEXIVE PERSPECTIVE ON SCIENCES PO PARIS

Alice Pavie (Université de Nantes, CREN, France) · **Mathieu Rossignol-Brunet** (Université Bourgogne Europe, IREDU, France) · **Marco Oberti** (Sciences Po Paris, CRIS, France)

Education policies | Educational governance | Elite education

Sciences Po Paris is a prestigious French higher education institution—a grande école—and a key site for the training of the country's political and administrative elites (Parodi, Périvier, Larat, 2023). For the past fifteen years, we have conducted research on this institution from the perspective of the sociology of educational inequalities (Oberti, Sanselme and Voisin, 2010; Oberti, 2013; Oberti and Pavie, 2020; Rossignol-Brunet et al., 2022; Pavie et al., 2024). In 2022, at the request of the institution, we began an evaluation of a reform of the admission procedures to this highly selective institution. In this paper, we adopt a reflexive perspective on our position as researchers in relation to the institution and its transformations, as well as on the ways in which our work has been received and used within it. The case of Sciences Po is particularly noteworthy because the institution grants its own researchers extensive access to administrative data, an arrangement that has no equivalent in the French higher education landscape and that therefore deserves analysis in its own right. The numerous studies produced on the institution have been appropriated internally, though not always at the highest levels of the institutional hierarchy. While our findings were initially expected to inform governance and decisions regarding admission procedures—particularly with a view to reducing social, territorial, and gender inequalities—a new reform of the entrance examination was ultimately introduced alongside the publication of our report (Oberti, Pavie and Rossignol-Brunet, 2024), moving in the opposite direction to our recommendations. This paper seeks to shed light on this apparent paradox by highlighting the political, media, and institutional dynamics at stake. In particular, we emphasize the key role played by successive directors of the institution in shaping responses to this research, ranging from integration to rejection or indifference. Lobbying by various pressure groups—most notably the principals of elite Parisian high schools—also contributed to steering the reform in a direction contrary to our findings and recommendations. This occurred despite the fact that some actors within the institution (including student representatives and members of the administration) mobilized our results in an attempt to influence internal power relations. We nevertheless show that it was possible to preserve both our scientific agenda and the conduct of our research, thanks to the guarantees provided by our institutional status and the protections established by the formal agreement governing the project.

OBERTI M., 2013, « Politique "d'ouverture sociale", ségrégation et inégalités urbaines : le cas de Sciences Po en Île-de-France », Sociologie, 4, 3.

OBERTI M., BARRAUD DE LA LAGERIE P., ROSSIGNOL-BRUNET M., SAVINA Y., TENRET É., 2021, « Analyse comparée des filières sélectives de l'enseignement supérieur en Île-de-France dans le domaine des sciences humaines et sociales », Sciences Po. Observatoire sociologique du Changement.

OBERTI M., PAVIE A., 2020, « Les paradoxes d'un programme d'ouverture sociale : les Conventions Éducation prioritaire à Sciences Po », L'Année sociologique, 70, 2, p. 395-422.

OBERTI M., PAVIE A., ROSSIGNOL-BRUNET M., 2024, « Les enjeux de la réforme des admissions à Sciences Po Paris : Mérite et inégalités en tension dans une grande école », LIEPP.

OBERTI M., SANSELME F., VOISIN A., 2010, « Ce que Sciences Po fait aux lycéens et à leurs parents : entre méritocratie et perception d'inégalités », Actes de la recherche en sciences sociales, 180, 5, p. 102-124. https://doi.org/10.3917/arss.180.0101

PARODI M., PERIVIER H., LARAT F., 2025, « La voie étroite vers les sommets de la fonction publique L'effet croisé du genre et de l'origine sociale », Revue d'économie politique, 135, 6, p. 905-939. https://doi.org/10.3917/redp.356.0905

PAVIE A., ROSSIGNOL-BRUNET M., OBERTI M., VOLDOIRE T., 2024, « Le genre à l'épreuve de l'oral », Revue française de sociologie, 65, 3, p. 297-332. https://doi.org/10.3917/rfs.653.0297

ROSSIGNOL-BRUNET M., TENRET E., BARRAUD DE LAGERIE P., OBERTI M., SAVINA Y., 2022, « Reconfiguration du champ des formations en sciences humaines en Île-de-France : le poids de la sélection », Éducation & formations, 103, p. 136-155. https://doi.org/10.48464/ef-103-08

ORDERING THE RESEARCH, RESEARCHING THE ORDERS. TURNING FUNDING-RELATED OBSTACLES INTO HEURISTIC ELEMENTS

Raphaël Godefroid (Aix-Marseille Université, France)

pressure on research · academic freedom · young researchers

In recent years, many new forms of funding for research in social sciences have emerged and grown quickly. Those contracts can be with either public or private actors and can sometimes entail the obligation to work part-time for the funding organization, in the case of the so-called “CIFRE” contracts (Gallenga & Pesle, 2023). In the context of a constant slashing of public funding for research and the installation of a management culture (Noûs, 2020), those contracts and the working conditions they imply are to be urgently examined. I am myself employed through one of those contracts and participate in a group of young PhD candidates working of the question of research under funding from non-academic institution. Expanding on those experiences, I will try to demonstrate that the change in the research conditions for many young researchers can have serious negative consequences on their academic work. Moreover, some topics of research have been particularly prone to tie very close links between the academic and professional worlds. This is the case of research in education, where funding often comes from institutions that are themselves the fields of investigation in scientific studies (Poupeau, 2003). Our best way out may in fact be to turn the tables on the situation and regard the ordering of research as data documenting the state of the field which is investigated. Using ethnographical material from my own ongoing investigation in France, I will offer a case study showing that difficulties in doing research due to interference from external actors can be turned into heuristic elements, revealing unsuspected material that could otherwise have been overlooked. This is therefore an attempt to offer a contribution to a sociological analysis of the hindrances of the sociological research (Darmon, 2005).

Darmon, Muriel. « Le psychiatre, la sociologue et la boulangère : analyse d’un refus de terrain ». Genèses (Paris) 58, no 1 (2005): 98-112. https://doi.org/10.3917/gen.058.0098.

Gallenga, Ghislaine, et Manon Pesle. La thèse Cifre en SHS: l’art de la double contrainte. Travail & gouvernance. Presses universitaires de Provence, 2023.

Noûs, Camille. « Injonction comptable et révolution culturelle à l’Université ». Genèses 119, no 2 (2020): 73-87. https://doi.org/10.3917/gen.119.0073.

Poupeau, Franck. Une sociologie d’État: l’école et ses experts en France. Cours et travaux. Éd. Raisons d’Agir, 2003.

OPERATIONALIZING EDUCATIONAL DISADVANTAGE: SOCIAL INDICES AND GOVERNANCE INSTRUMENTS IN THE STARTCHANCEN PROGRAMME

Lea Wistuba (University of Siegen) · **Livia Jesacher-Rößler** (Friedrich-Alexander University Erlangen-Nuremberg) · **Sebastian Hösch** (Friedrich-Alexander University Erlangen-Nuremberg) · **Charlotte Assmann** (Friedrich-Alexander University Erlangen-Nuremberg) · **Anne Julia Klein** (Friedrich-Alexander University Erlangen-Nuremberg) · **Nina Bremm** (Friedrich-Alexander University Erlangen-Nuremberg)

Educational Governance · Social Indices · Educational inequality

Problem Educational inequality has long been a central concern in European education policy. In response, governments increasingly develop evidence-informed administrative instruments—such as school social indices—to identify disadvantaged schools and guide targeted interventions. A prominent example is the German Startchancen Programme (SCP), launched in 2024, supporting about 4,000 disadvantaged schools across Germany. A key governance mechanism concerns the selection of participating schools. According to the Startchancen programme federal–state agreement, states may rely on a school social index or define selection criteria covering poverty and migration. A school social index (SSI) aggregates multiple indicators of disadvantage into a composite score through a defined calculation procedure, enabling systematic comparison and prioritization of schools. By contrast, sets of indicators (SoI) or selection criteria consist of individual variables used separately (Weishaupt, 2016). In Germany’s federal system, where each state develops its own approach, this leads to different operationalizations of disadvantage and varying understandings of which schools require targeted support. Purpose This paper presents the first step of a longitudinal policy analysis. It reconstructs the governance instruments used across the federal states, distinguishing between aggregated SSI and SoI. Thus, it analyses how disadvantage is operationalized within the Startchancen Programme (1), for which policy purposes the indicators are used (2), and how these instruments are institutionally embedded (3). Theoretical perspective Educational disadvantage

is widely understood as a multidimensional phenomenon shaped by intersecting social positions such as socioeconomic background, migration history, language, and spatial inequalities (Walgenbach, 2012). These dimensions influence students' educational opportunities and learning conditions. In education policy, such constellations are translated into administrative indicators (e.g. social indices) that operationalize disadvantage by selecting and combining measurable dimensions. To examine the normative implications of these operationalizations, the analysis draws on Nancy Fraser's three-dimensional conception of social justice (Fraser, 1995; 2010), distinguishing between redistribution, recognition, and representation as key dimensions of educational equity. Methodology The study draws on a comparative document analysis of legal and administrative regulations (Prior, 2003). Publicly available policy documents and legal regulations were systematically collected and compiled in a comparative matrix capturing key features such as indicator composition, weighting procedures, and policy purposes. To analyse how educational disadvantage is operationalized, the SSI and SoI were examined using qualitative content analysis (Kuckartz & Rädiker, 2024). The coding scheme was developed inductively and deductively based on theoretical perspectives on multidimensional disadvantage. Findings and Discussion The analysis reveals a heterogeneous landscape across federal states. While all states address the dimensions of poverty and migration required by the federal–state agreement, not all used SSI. Across states, disadvantage is primarily operationalized through indicators related to socioeconomic conditions and migration, sometimes complemented by individual date like learning outcomes. However, indicator selection and weighting vary considerably, leading to different constructions of which schools and student populations are considered disadvantaged. These variations illustrate how multidimensional educational disadvantage is translated into distinct data-led administrative instruments and underline the importance of policy design for understanding the equity implications of educational reforms, while also questioning the effectiveness of such large-scale measures.

Fraser, N. (1995). From redistribution to recognition? Dilemmas of justice in a "post-socialist" age. New Left Review, 212, 68–93.

Fraser, N. (2010). Scales of justice: Reimagining political space in a globalizing world. New York: Columbia University Press.

Kuckartz, U., & Rädiker, S. (2024). Qualitative Inhaltsanalyse: Methoden, Praxis, Computerunterstützung (5th ed.). Weinheim: Beltz Juventa.

Prior, L. (2003). Using documents in social research. London: SAGE.

Walgenbach, K. (2012). Intersektionalität – eine Einführung. In K.

Walgenbach, G. Dietze, L. Hornscheidt, & K. Palm (Eds.), Gender als interdependente Kategorie: Neue Perspektiven auf Intersektionalität, Diversität und Heterogenität (pp. 81–99). Opladen: Barbara Budrich.

Weishaupt, H. (2016). Schulsozialindizes zur gerechten Verteilung von Ressourcen im Schulsystem. In R. Becker & W. Lauterbach (Eds.), Bildung als Privileg: Erklärungen und Befunde zu den Ursachen der Bildungsungleichheit (pp. 15–33). Wiesbaden: Springer

GOVERNING SKILLS THROUGH QUALITY: KNOWLEDGE, DATA INFRASTRUCTURES AND THE POLITICS OF EUROPEAN VET COORDINATION

Concetta Fonzo (Istituto Nazionale per l'Analisi delle Politiche Pubbliche (INAPP), Italy) · **Laura Evangelista** (Istituto Nazionale per l'Analisi delle Politiche Pubbliche (INAPP), Italy) · **Eleonora Zecca** (Luiss, Italy)

knowledge-based governance | policy instruments | quality VET

In recent years, the governance of Vocational Education and Training (VET) in Europe has increasingly relied on quality assurance frameworks, indicators and evidence-producing infrastructures (European Commission, 2019; Cedefop, 2007). Instruments such as the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET), benchmarking mechanisms and skills tracking systems have expanded the role of knowledge in shaping educational policy (Cedefop, 2023; European Commission, 2019). Within this evolving landscape, research and data do not merely inform policy decisions; they actively contribute to the construction of policy problems, priorities and legitimate solutions (Ozga, 2009; Ball, 2012). This paper investigates how knowledge production operates as a governing mechanism within contemporary European VET policy. Drawing on recent strategic and technical documents - including the European Commission's Union of Skills communication, EQAVET network materials and Cedefop research reports - the study examines how quality assurance and evidence-based coordination contribute to the regulation and alignment of national education systems (Cedefop, 2021; Baltiņa et al., 2025). Rather than assessing policy effectiveness, the analysis focuses on how policy knowledge frames educational challenges and structures the range of acceptable interventions, by explicitly foregrounding the role of research and academic knowledge. Methodologically, the study adopts a multi-layered

qualitative design integrating thematic document analysis, critical policy discourse analysis and insights from interpretive policy studies (Schwartz-Shea & Yanow, 2013; Fairclough, 2023). The empirical corpus includes European policy communications, quality assurance guidelines, network reports and analytical studies produced between 2005 and 2025. The analysis proceeds in three stages: first, thematic coding identifies recurring policy categories such as quality gaps, performance and skills shortages; second, discourse analysis explores how these categories stabilize specific rationalities of governance, emphasizing competitiveness, adaptability and labour-market alignment (Fairclough, 2023); third, drawing on the sociology of policy instruments, the study examines how quality assurance mechanisms - such as EQAVET peer review cycles and benchmarking indicators - function as knowledge infrastructures that render heterogeneous national systems comparable and governable (Lascoumes & Le Galès, 2007). The findings suggest that quality frameworks increasingly operate as cognitive and institutional infrastructures for policy coordination. Through standardized indicators, monitoring systems and peer learning processes, instruments such as EQAVET facilitate forms of “soft governance” based on shared metrics and comparative knowledge rather than formal legal harmonization. In this context, research performs a dual role: it provides analytical insight while simultaneously shaping the categories through which educational problems are defined and addressed. These developments raise important questions about the politics of education governance. Structural inequalities risk being reframed as technical issues of skills deficits or quality improvement, while the growing reliance on indicators and data infrastructures reinforces technocratic forms of policy coordination. At the same time, the flexible architecture of frameworks such as EQAVET leaves room for more reflexive and participatory approaches to knowledge production and policy evaluation.

Ball, S. J. (2012). Global Education: New policy networks and the neoliberal imaginary. Routledge.

Baltiņa, L., Erickson, E., & Hogarth, T. (2025). Re-thinking Europe’s skill needs: reflections following the European Year of Skills. Economia e Lavoro, (3), 129-144.

Cedefop (2021). Key competences in initial vocational education and training: digital, multilingual and literacy. Luxembourg: Publications Office. Cedefop research paper, No 78.

Cedefop (2023). The future of vocational education and training in Europe: volume 4: delivering lifelong learning: the changing relationship between IVET and CVET. Luxembourg: Publications Office. Cedefop research paper, No 91.

Cedefop, (2007). Indicators for quality in VET: to enhance European cooperation, Publications Office.

European Commission: Directorate-General for Employment, Social Affairs and Inclusion, (2019). Study on EU VET instruments (EQAVET and ECVET), Publications Office of the European Union.

Fairclough, N. (2023). Critical discourse analysis. In The Routledge handbook of discourse analysis (pp. 11-22). Routledge.

Lascoumes, P., & Le Galès, P. (2007). Introduction: Understanding public policy through its instruments - From the nature of instruments to the sociology of public policy instrumentation. Governance, 20(1), 1-21.

Ozga, J. (2009). Governing education through data in England: From regulation to self-evaluation. Journal of education policy, 24(2), 149-162.

Schwartz-Shea, P., & Yanow, D. (2013). Interpretive research design: Concepts and processes. Routledge.

A.13

Which (Democratic) Professionalism in Neoliberal Times?

PANEL CONVENORS: Laura Cataldi (University of Salerno, Italy); Willem Tousijn (University of Turin); Fiorella Vinci (eCampus University)

PANEL KEYWORDS: Democracy, Professionalism, Neoliberalism

This panel explores the role of professionalism within contemporary public services (including education) and public governance, interrogating whether it may operate as a protective factor for equity, justice, and democracy, or instead as a vehicle of dominance and institutional violence. The reflection is situated within neoliberal times, marked by inequalities, individualization, and de-politicization. Professionalism remains key as a form of social organization and a mode of regulating work and society. Public governance relies on professional bureaucracies and on various professionals working across public, third-sector, and for-profit networks. Both governance and professionalism have undergone significant transformations: Hybrid governance arrangements, where managerialist logics are dominant, coexist with a professionalism that has shifted from traditional or occupational models to organizational and hybrid ones. Recent debates on democratic professionalism (Dzur 2008, 2021; Lethbridge 2019) highlight its aspirational capacity to build bridges with citizens and foster more responsive services. Thus, under which conditions can professionalism be a way of "doing democracy," by countering the multiple forms of counterintuitive and discriminatory welfare? An element worth considering is the educational dimension inherent in all professions. Professional practice entails the transmission of knowledge from "expert" to "lay" individuals. Frequently legitimized in the name of the public interest or improved outcomes, this role often exceeds specific literacies and extends to broader orientations and conduct, reinforcing asymmetries, paternalism, and forms of institutional domination. The panel welcomes theoretical and/or empirical contributions addressing different sectors, from diverse disciplinary backgrounds and methodological approaches, focusing on the Italian case or other national contexts.

RESEARCH AND EDUCATION, AN INTEGRAL APPROACH TO DEMOCRACY

Mieke Vos - Van der Linden (Utrecht University of Applied Sciences, Netherlands, The)

Democracy | social cohesion | education

Globally, the foundations of democracy and the rule of law are under pressure. The number of democratic states governed by the rule of law is declining, and support for the international legal order, and thus for organizations like the European Union, the United Nations, and NATO, is proving fragile. Geopolitical allies, essential for peace and security, are no longer a given now that national governments around the world are experiencing pressure from or falling prey to (extreme) right-wing political movements. Big Tech and GenAI and their rising power play a crucial role in these developments. Trust in government, democracy, and politics continues to decline, which is strengthened by an increase in affective polarization: people increasingly view others as opponents and even enemies, simply because they belong to a different group. While social cohesion does exist, it's often within their own bubble of like-minded people. Affective polarization reinforces populist and authoritarian tendencies, further undermining the fundamental principle of the democratic rule of law: checks and balances. Citizens do not longer have a shared definition of democracy. One segment of society sees democracy as the majority determining policy and which institutions have a right to exist, while another segment sees democracy as inextricably linked to the rule of law, meaning that minority interests are also protected, and the concept of checks and balances is crucial to ensuring that powers monitor and balance each other. This form of polarization shifts the political and social debate from cooperation to conflict, making the government increasingly perceived as rudderless. However, how do we come into grip of this destruction of democracy? Where to begin with turning the tide? Is there a way to build a resilient democracy for the future? This paper searches for answers to these fundamental questions by shedding light on education, more specifically higher education. Central research question of this paper is how higher education can contribute to ensure that (future) residents are (more) involved in democratic decision-making, while simultaneously strengthening social cohesion as an essential condition for the sustainable functioning of an inclusive democratic legal order? The main purpose – and the theoretical framework – of the paper is to show in which way practice-based research can be integrated into education and teaching (methods) in higher education, more specifically on the level of Universities of Applied Sciences. Teachers should get the tools to convey and disseminate democratic values to the next generation of professionals, that is responsible for the resilience of our democracy now and in the future. The paper departs from a Dutch point of view, but also tries to extend the answer to the central question to the European and international level.

Adviescommissie Versterken Weerbaarheid Democratische Rechtsorde, Koester de democratie! Een dringende oproep om de democratische rechtsorde weer voor iedereéén te laten werken, 2023, online available: https://www.rijksoverheid.nl/documenten/rapporten/2023/11/02/eindrapport-koester-de-democratie-een-dringende-oproep-om-de-democratische-rechtsorde-weer-voor-iedereen-te-laten-werken (last accessed 12 January 2026).

H. Boutellier, De Neotribale Revolte, Utrecht: Uitgeverij Van Gennep, 2025.

C. Braun, Ongekende Belangen. Over maatschappelijke democratie en bestuurlijke responsiviteit, 2022, online available: https://www.universiteitleiden.nl/binaries/content/assets/governance-and-global-affairs/bsk/oraties/oratie-braun.pdf (last accessed 12 January 2026).

J. De Voogd en R. Cuperus, De Atlas van Afgehaakt Nederland, Den Haag, 2021.

L. Herzog, De democratische markt. Hoe meer economische gelijkheid onze politiek kan redden, Utrecht: Ten Have, 2025.

A. de Hingh and T. van der Linden, 'Why allowing law students to use GenAI for writing assignments is a bad idea: some reflections on the labour market orientation on HLE curriculum decisions', in: European Journal of Legal Education 6/1 (2025), pp. 539-572.

M. Honigh and C. van Ham, Verkenning en verdieping democratische erosie en respons in Nederland, Den Haag, 2024.

Ipsos I&O, Democratie, polarisatie & het politieke klimaat, Amsterdam, 2025.

R. Koenraad en R. van Gestel, 'Van HBO naar WO en weer terug: over onpraktische academici en geleerde praktijkjuristen', in: ArsAequi 73/4 (2024), pp. 366-370.

J. van Laarhoven en E. van Vugt, 'GenAI aan rechtenfaculteiten: uit voorzorg verbieden', in: NJB 33 (2025), pp. 2750-2762.

B.W.C. Ommering and E.L. Munneke, 'Balancing education, research and practice in Dutch universities of applied sciences: a conceptual and contextual exploration', in: Discover Education 4 (2025), pp. 1-13, online available: < https://doi.org/10.1007/s44217-025-00973-x >.

R. Passchier, De vloek van Big Tech. De juridisch-technologische wortels van extreem gigantisme, constitutioneel verval en digitaal feodalisme, Boom: Den Haag, 2024.

Raad voor het Openbaar Bestuur, Naar een sterkere democratie. Voor, met en van burgers, Den Haag, 2025.

Rathenau Instituut, Achter de macht van big tech. Verklarende factoren voor digitale macht, Den Haag, 2025, online available: https://www.rathenau.nl/sites/default/files/2025-07/Achter_de_macht_van_big_tech_Rapport_Rathenau_Instituut.pdf (last accessed 12 January 2026).

E. Rovers, Waarom we politiek niet alleen aan politici kunnen overlaten, Amsterdam: De Correspondent, 2025.

SCP, Eigentijdse Ongelijkheid. Een post-industriële klassenmaatschappij, Amsterdam, 2023.

W. Slingerland, 'De rol van het hoger onderwijs in het nationaal integriteitssysteem', in: A. Hoekstra, M. van Dijk en J. Talsma, Beroepsethiek in het onderwijs: van bijzaak naar Bildung, Leiden: BIOS, 2016, pp. 8-10.

J. Y. Teegelbeckers, H. Nieuwelink and R. J. Oostdam, 'How to teach for democracy? Identifying the classroom practices used by expert teachers of democracy', in: Teaching and Teacher Education 157 (2025), pp. 1-12, online available: < https://doi.org/10.1016/j.tate.2025.104942 >.

S. van der Zee, R. de Leeuw, J. Tolkamp, W. Slingerland en M. Booijnk, 'Bouwstenen voor het werken aan een sterk moreel kompas in het hoger onderwijs', in: Tijdschrift voor Hoger Onderwijs 43 (2025), pp. 1-12, online beschikbaar: < https://doi.org/10.59532/tvho.v43i19765 >.

AI AS POLICY INSTRUMENT: TECHNOCRACY, DATA, AND DEMOCRATIC LEGITIMACY IN PUBLIC ADMINISTRATION

Dimitri Ruggeri (Independent Researcher, Italy)

Artificial Intelligence | Algorithmic Governance | Democratic Legitimacy

The digital transformation of public administration is often promoted in terms of efficiency and modernization, yet its ethical and democratic implications remain insufficiently examined. This paper presents an experimental project on the ethical deployment of Artificial Intelligence (AI) across public sector decision-making, a field exposed to integrity risks, procedural complexity, and fragmented data infrastructures. The project proposes a model of "assistive AI" designed to enhance transparency, anomaly detection, and accountability without replacing human decision-making. The framework incorporates natural language processing (NLP) for automated document analysis, interpretable red-flagging systems for identifying irregularities, distributed ledger technologies for traceability, and public-facing dashboards to support civic oversight. Mandatory human supervision, algorithmic registries, and dual-layer rights to explanation—technical and civic—ensure AI operates as a support tool rather than a substitute for officials. A comparative reflection considers the case of "Diella," an avatar introduced in Albania as a digital minister for administrative oversight. While symbolically innovative, this example raises concerns about the personalization and depoliticization of algorithmic authority. In contrast, the proposed model emphasizes distributed institutional responsibility, structured oversight, and participatory governance, aligning with international initiatives such as the UK Ministry of Justice's collaboration with the Alan Turing Institute on responsible AI in judicial systems. Empirical evidence is drawn from a panel italian survey of public administration professionals and stakeholders (n=408), designed to assess perceptions of AI's role in governance. Results indicate moderate trust in institutions, high demand for transparency in automated decisions, and strong opposition to fully automated decision-making without human oversight. While AI is perceived as a tool for improving integrity and efficiency, legitimacy is conditional upon explainability, auditability, and robust accountability mechanisms. Public acceptance correlates positively with transparency, contestability, and reversibility. Preliminary pilot outcomes suggest improved

anomaly detection, enhanced traceability of administrative processes, and increased accessibility of information for stakeholders. Persistent challenges include fragmented data systems, organizational resistance, and potential technological dependencies. The study concludes that democratic renewal under algorithmic governance depends less on computational sophistication than on the design of accountability architectures. AI can strengthen integrity, transparency, and public trust only if embedded in open, auditable, and participatory frameworks. The key challenge is not whether algorithms can make decisions more efficiently, but whether institutions can govern algorithmic power in ways that preserve human responsibility, plural oversight, and democratic legitimacy.

Turing, A., et al. (2022). Responsible AI in Public Sector Applications. Alan Turing Institute.

Diella Case Study. (2021). Digital Governance in Albania. National Institute for Public Administration.

Janssen, M., Charalabidis, Y., & Zuiderwijk, A. (2012). Benefits, Adoption Barriers and Myths of Open Data and Open Government. Information Systems Management, 29(4), 258–268.

Kettunen, P., & Kallio, J. (2020). Algorithmic Governance and Public Administration Ethics. Government Information Quarterly, 37(3), 101–113.

Helbing, D., Frey, B., & Chadefaux, T. (2017). Digital Democracy: Challenges and Opportunities of AI in Governance. Springer.

PROFESSIONALISED SCHOOL GOVERNANCE AND THE EVACUATION OF POLITICS: RECLAIMING PARENTAL VOICE IN MULTI-ACADEMY TRUSTS IN ENGLAND

Karen Healey (University of Manchester, United Kingdom)

governance agonism corporatisation

The expansion of the academies programme in England since 2000 has profoundly reshaped school governance, particularly through the growth of Multi-Academy Trusts (MATs). As schools move from local authority oversight to trust-based control in the form of MATs, traditional stakeholder models of governance grounded in election, parental representation and local democratic accountability, have increasingly been displaced by professionalised forms framed by managerialism and corporatisation (Healey, 2024; Wilkins 2017). These emphasise risk management, performance metrics and skills-based appointments. This transformation raises a central question aligned with this panel: under what conditions does professionalized governance protect democracy, and when does it operate as a vehicle of dominance and depoliticisation? In the context of MATification, I argue that professionalisation is frequently mobilised as a technology of managerial control rather than as a democratic resource. Executive leaders and trustees consolidate authority through appeals to expertise, compliance and corporate responsibility, while parental and community actors are repositioned as consultative or symbolic participants. Drawing on Mouffe's (1999) theory of agonistic pluralism, I conceptualise school governance as an inherently political space structured by competing values and interests. However, organisational and hybrid forms of professionalism within MATs often reframe political disagreement as risk, inefficiency or reputational threat. Governance is cast as a technical practice oriented towards consensus and performance, rather than as a forum for contestation and value negotiation. Empirically, the paper draws on interviews and observations from an ethnographic study of three MATs. I illuminate how professionalised governance structures privilege managerial authority over democratic deliberation and narrow the space for dissent. Parental engagement is frequently repurposed as a mechanism for securing legitimacy and compliance, rather than enabling meaningful participation in decision-making. In this context, parents are positioned less as democratic actors mediating competing claims and more as recipients of professional judgement. These dynamics foreground the educational dimension inherent in professionalism. Professional practice involves the transmission of knowledge from "experts" (executive leaders, governance professionals, trustees) to "lay" actors (parents and communities). Legitimated in the name of public interest or improved outcomes, this pedagogic function extends beyond technical matters to shaping expectations, orientations and acceptable forms of conduct. Under neoliberal conditions marked by individualisation and depoliticisation, such processes risk reinforcing asymmetries, paternalism and subtle forms of institutional domination. Against these trends, I mobilise agonistic pluralism to reimagine democratic professionalism in school governance. Rather than treating conflict as dysfunction, an agonistic approach understands disagreement as constitutive of democratic life. I (argue for reopening political space within MAT governance through parent-led bodies with genuine decision-making authority, publicly accountable forums that legitimise contestation, and collaborative policymaking processes that recognise dissent as a democratic necessity. The paper contributes to debates on profes-

sionalism in contemporary public governance by showing how organisational professionalism within hybrid governance arrangements can both enable and constrain democracy. It reframes parental engagement as a contested political space shaped by asymmetrical power relations and invites reflection on how professionalism in education might move from being a vehicle of depoliticisation to a practice of “doing democracy” in neoliberal times.

Healey, K. (2024). Mapping the discursive formations of ‘effective’ school governance and the role of parents, Journal of Educational Administration and History, 57:3, 232-248.

Mouffe, C. 1999. Deliberative Democracy or Agonistic Pluralism? Social Research, 66 (3), 745-758

Wilkins, A. 2017. Rescaling the local: Multi-academy trusts, private monopoly and statecraft in England. Journal of Educational Administration and History, 49(2), 171–185

PROFESSIONALISM, SOCIAL SERVICES AND THE POLITICAL ROLE OF SOCIAL WORKERS IN WELFARE ORGANIZATIONS

Maria Pia Castro (University of Catania, Italy)

Professionalism | Social worker | Welfare Organizations

Over time, sociological debate has highlighted the relationship between professions and the State as a key element in the development of Western societies and their institutions. During the twentieth century, alongside traditional ‘occupational professionalism,’ a new ideal of ‘organizational professionalism’ developed, characterized by rational forms of authority, the standardization of working practices, and the attribution of responsibilities from outside professional groups. More recently the term "hybridity" has been used to relate the coexistence of different combinations of strands of professionalism and organizational principles within public organizations. Hybridization arises when professional and managerial principles converge, requiring professionals to reconcile competing institutional logics and to act as bridges between them. From an institutional perspective, professions are seen as "vectors of the institutional democratic project" since, when professionalism operates coherently, it contributes to shaping and consolidating the institutional design of democratic society. Professionalization is part of broader processes of institutionalization: professions are themselves institutions and view organizations as the primary vehicles for carrying out institutional work, implementing reforms (which are manifestations of institutional change), and shaping the role identities of professionals (which, in turn, represent institutional stability). Professions can also be understood as the trait d’union between social rights (such as health, defense, information and social assistance) and their effective protection. Institutional theory also highlights the growing relevance of hybrid professional roles in the public sector, where professional and managerial logics intersect and must be negotiated. Within bureaucracies, professions become crucial when decisions require specialized knowledge and value-based judgment, as well as technical expertise grounded in both abstract knowledge and experiential learning. In fields such as social work, professionalization has historically been intertwined with organizational development. In Italy, the recent introduction of the LEPS – Livelli Essenziali delle Prestazioni Sociali, has defined essential social services that must be guaranteed nationwide. This reform has also led to the recognition of professional social work and professional supervision for social workers as LEPS. While social work is expected to assume a stronger role in organizational decision-making, professional supervision is assigned a strategic institutional function, aimed not only at supporting practitioners and preventing burnout, but also at enhancing their capacity to influence decision-making and to negotiate with their organization on technical and methodological matters. An analysis within professional supervision processes involving social workers in Sicilian Local Social Areas in the Sourthen Italy has been carried out, to highlight working practices and organizational dynamics in public social services, which affects institutional change and its development, as well as the transmission of established operational practices from senior social workers’ to younger practitioners. The results reveal limited awareness of social workers’ organizational role, highly bureaucratized contexts that constrain their perceived influence, and a professional identity experienced as restricted within rigid and resistant systems. These results point to the need for further investigation into the relational dynamics between professionals and organizations in order to strengthen the organizational role of social workers.

Caria T. H., Pereira F. A. (2016). Social work as a Bureaucratic Professional Labour: an Empirical Analysis in Non-Profit Organizations in Northen Portugal. In European Journal of Social Work, 19(1), 120-139.

Faulconbridge J. R., Muzio D. (2011). Professions in a Globalizing World: Towards a Transnational Sociology of the Professions. In International Sociology, 27(1), 136-152.

Jacobbson K. (2020). Street-level Bureaucrats under New Managerialism: a Comparative Study of Agency Cultures and Caseworker Role Identities in Two Welfare State Bureaucracies. In Journal of Professions and Organization, 7, 316 – 333.

Gur, M. (2023). The Paradox of Street-Level Bureaucracy and The Moulding of the Bureaucratic Mind. in Materiali per una Storia della Cultura Giuridica, 2, 553-573

McGivern G. et al. (2015). Hybrid Manager-Professionals' Identity work: the Maintenance and Hybridization of Medical Professionalism in Managerial Contexts. In Public Administration, Vol. 93, No. 2, 412–432.

Muzio D., Brock D. M., Suddaby R. (2013). Professions and Institutional Change: Towards an Institutionalist Sociology of the Professions. In Journal of Management Studies, 50(5), 699-721.

Noordegraaf, M. (2007). From "Pure" to "Hybrid" Professionalism: Present-Day Professionalism in Ambiguous Public Domains. In Administration & Society, 39(6), 761-785.

Noordegraaf, M. (2015). Hybrid Professionalism and Beyond: (New) Forms of Public Professionalism in Changing Organizational and Societal Contexts. In Journal of Professions and Organization, 2, 187-206.

Prandini, R. (2013). Sull'auto-costituzionalizzazione del terzo settore. Quale auto-regolazione per le professioni del "sociale"? In Politiche Sociali e Servizi, 1, 59-89.

Suddaby R., Viale T. (2011). Professionals and field-level change: institutional world and the professionale project. Current Sociology, 59(4), 423-442.

GOVERNING SUFFERING. GENEALOGY OF NEOLIBERAL RATIONALITY IN TERRITORIAL MENTAL HEALTH SERVICES: THE EMILIA-ROMAGNA CASE

Leandro De Padua (Univesrity of Bologna, Italy)

neoliberal governmentality | psychiatry | Foucault

This work investigates how neoliberal rationality is reshaping institutional mandates and clinical practices within Italy's public territorial mental health services, drawing on an empirical case study of the Emilia-Romagna region. Italy was the first country to legislate the closure of asylums (Law 180/1978), establishing a community-based psychiatric model centred on territorial Mental Health Centres. Emilia-Romagna played a pioneering role in this process and remains among the best-resourced regions nationally, making it a critical case: if structural tensions between care and managerial logic manifest even in a context of relative excellence, the phenomenon acquires systemic rather than contingent significance. The theoretical framework combines Foucauldian genealogy with materialist analysis. From Foucault's lectures on biopolitics and governmentality, the study draws the concept of neoliberalism as a rationality that governs through freedom, structuring the field of possible action rather than imposing direct constraints. This lens is integrated with Chapman's neurodivergent Marxism, which grounds the genealogy of normality in material structures, Castel's analysis of risk management and the post-asylum reconfiguration of the psychiatric apparatus, Rose's account of governing through community and the production of autonomous, responsibilized subjects, and the contributions of Brown, Dardot and Laval on neoliberal subjectivation. Methodologically, the research employs a qualitative exploratory design based on a single holistic case study. Data were gathered through four semi-structured in-depth interviews with strategically sampled key informants positioned at different levels of the apparatus — governance, clinical practice, and civil society — and through the analysis of regional institutional documents treated as artefacts of managerial rationality. The analysis follows Braun and Clarke's thematic analysis within an abductive logic. The findings reveal that neoliberal rationality does not operate through frontal opposition to the logic of care, but through subsumption. The managerial grammar of performance indicators renders relational care invisible: what resists quantification tends to disappear from institutional visibility. Structural resource scarcity, the decline of territorial outreach, and the transformation of Mental Health Centres into predominantly outpatient services are experienced not as externally imposed constraints, but as internalized conditions — precisely the mode of governing through freedom that Foucault theorized. Furthermore, the institutional adoption of the recovery paradigm, while retaining emancipatory potential when grounded in material conditions and egalitarian relationships, simultaneously functions as a vehicle for the subsumption of neoliberal logic, shifting the burden of care from public services to families and the third sector and risking the responsibilization of individuals for structural failures. Finally, the analysis identifies a paradox of resistance: operators' capacity to deliver quality care despite structural constraints may inadvertently stabilize the very apparatus they contest, insofar as the system need not change while good clinical work continues to mask systemic inadequacies.

Braun, V. and Clarke, V. (2006) 'Using thematic analysis in psychology', Qualitative Research in Psychology, 3(2), pp. 77–101.

Brown, W. (2015) Undoing the Demos: Neoliberalism's Stealth Revolution. New York: Zone Books.
Castel, R. (1981) La gestion des risques. De l'anti-psychiatrie à l'après-psychanalyse. Paris: Minuit.
Chapman, R. (2023) Empire of Normality: Neurodiversity and Capitalism. London: Pluto Press.
Dardot, P. and Laval, C. (2009) La nouvelle raison du monde. Essai sur la société néolibérale. Paris: La Découverte.
Foucault, M. (2008) The Birth of Biopolitics: Lectures at the Collège de France, 1978–1979. Basingstoke: Palgrave Macmillan.
Rose, N. (1999) Powers of Freedom: Reframing Political Thought. Cambridge: Cambridge University Press.
Yin, R.K. (2014) Case Study Research: Design and Methods. 5th edn. Thousand Oaks: Sage.

SOCIAL WORK EDUCATION AT THE CROSSROADS: PROFESSIONAL IDENTITY, NEOLIBERAL GOVERNANCE, AND THE CHALLENGE OF DEMOCRATIC PROFESSIONALISM

Alessia Brunetto (University of Turin, Italy)

Social Work Education | Neoliberal Governance | Democratic Professionalism

The research examines the transformation of Masters in Social Work as a critical lens through which to observe the tensions of contemporary professionalism in neoliberal times. The study investigates how welfare transformations, marked by economic constraints and rising social complexity, retroact upon professional training, shaping the potential for either democratic engagement or institutional domination within public services. Grounded in debates on the evolution of professionalism and its shift from traditional occupational models toward organizational and hybrid forms (Cataldi, Tomatis, 2024), the research addresses two questions: 1) What trends characterize advanced social work education across European welfare regimes? 2) What are the professional-training needs of Italian Master's programs in Social Work? Through a dual-level methodology, a macro-level documentary analysis of 18 European Master's programs in Politics and Social Work, complemented by a comprehensive overview of the Italian LM-87 class, and a meso-level analysis of 12 semi-structured interviews with Piedmontese public and third-sector stakeholders, the study provides situated understanding of how professional education responds to neoliberal pressures. The European mapping confirms the impossibility of a uniform training model, revealing how Masters' curricula are shaped by the architecture of different welfare regimes (Laging, Žganec, 2021). The Italian landscape presents a fragmented picture, characterized by four main specialization axes: service governance, social policy design, innovation, and research. This richness conceals risks of potential fragmentation of professional identity, an economistic drift that subordinates social rights to managerial logics, and a structural territorial divide that reproduces the country's socio-economic inequalities (Cellini, Dellavalle, 2022). The findings resonate with the interrogation of professionalism under neoliberal governance. The economistic drift identified in curricula reflects the penetration of managerialist logics into professional education, a key feature of post-democratic transformations where technical-administrative rationality displaces political contestation over social rights. The fragmentation of professional identity threatens the collective capacity of social workers to act as a countervailing force against institutional violence and discriminatory welfare practices. Stakeholder interviews reveal a perception of identity crisis within Master's-level education, suspended between specialist intervention training and process manager formation (Cellini, Scavarda, 2020). This tension mirrors broader debates on whether professionalism can function as a vehicle for democratic renewal (Touijn, Dellavalle, 2017) or instead becomes complicit in authoritarian forms of governance through depoliticized technical expertise. The educational dimension inherent in professional practice acquires particular significance: curricula shape not only technical competencies but also cognitive orientations toward citizenship, rights, and the public good. The research contributes to understanding how professional education might foster resistance against neoliberal authoritarianism. Findings indicate the necessity of training that integrates critical policy analysis and contextual advocacy tools that enable professionals to navigate the tensions between managerial "efficiency" and democratic responsiveness. By illuminating the polarities characterizing Master's-level education and its relationship with the professional field, the study provides a foundation for rethinking how social work professionalism might be reclaimed as a democratic practice, capable of countering the multiple forms of counterintuitive and discriminatory welfare that characterize contemporary post-democratic conditions.

Cataldi, L., & Tomatis, F. (2024). Gender And Professionalism: Still A Black Box A Call For Research, Debate And Action. Suggestions From And Beyond The Pandemic Crisis. Organization, 31(1), 181-198.
Cellini, G., & Dellavalle, M. (2022). Professionalism And Training Needs Of Social Work Between Theoretical And Practical Knowledge. Italian Journal Of Sociology Of Education, 14(1), 207-226

Cellini, G., & Scavarda, A. (2020). The Effects Of The Economic Crisis And Managerialism In Social Work: A Study Of Working Practices And Relationship Reshaping. Alternativas: Cuadernos De Trabajo Social, (27).

Laging, M., & Žganec, N. (2021). Social Work Education In Europe. Springer International Publishing.

Tousijn, W., & Dellavalle, M. (2017). Logica Professionale E Logica Manageriale. Una Ricerca Sulle Professioni Sociali (Pp. 5-328). Il Mulino.

CRISES, UNCERTAINTY AND RISK – THE ROLE OF DEMOCRATIC PROFESSIONALISM

Jane Lethbridge (University of Greenwich, United Kingdom)

Democratic professionalism | risk | uncertainty

I wrote a book in 2019 'Democratic professionalism in public services' which explored what it meant for public service professionals to act in a democratic way. I would like to take this opportunity to explore how three crises that have affected Britain since 2019 have impacted on the practice of democratic professionalism, using a framework of risk and uncertainty. Although writing in the late 20th century, Ulrich Beck was concerned with the "hidden emancipatory aspects of global risks" and "emancipatory catastrophism". Zhang, Kong (2025) argue that resilience in a disaster can be improved by involving many stakeholders in the process of learning through crisis. This raises further questions about who defines the learning from a crisis, particularly which groups and how these groups resolve their differences. Muspratt-Palmer et al (2024) concluded that the process of learning is as important as the learning itself. This has implications for welfare professionals reacting to crises. As crises are characterised by uncertainty and risk, public professionals and services users must be able to come together in a shared learning process to facilitate a sense of emancipation. This will be essential for the formation of democratic professionalism. Professional expertise will have to undergo a transformation if democratic professionalism is to be embedded in public services during periods of crises. The COVID-19 pandemic features both as a major crisis and as a shadow where the learning has not yet been completed, as seen in the on-going COVID public inquiry. The second crisis, the cost-of-living crisis, resulted in extensive public service strikes, which were initially received sympathetically by service users because they were also experiencing the effects of rising prices. Trade union activity tried to focus on how an adequately paid workforce was essential for high quality public services. A third crisis, which had already begun by 2020, was how immigration has become a politically polarising issue, even with the creation of the Sanctuary movement in cities and schools, which generated forms of democratic professionalism. The impact of these three crises is still being assessed. The COVID Inquiry is now in its final weeks of hearing evidence. The cost of living remains a live political issue and trade union action is continuing. Immigration is considered a major political problem with greater polarisation across society. The paper will conclude with an assessment of future opportunities for democratic professionalism. 390 words

Beck U. (1999) World Risk Society London: Polity Press

Beck U. (2015) Emancipatory catastrophism: What does it mean to climate change and risk society? Current Sociology 63(1): 75-88

Lethbridge J. (2019) Democratic professionalism and public services Policy/ Bristol University Press

Muspratt-Palmer R., Martindale S., Soutar A., Grimsell V., Sellwood C. (2024) A blueprint for learning: How NHS England (London) learned during its response to the Covid-19 pandemic Public Health in Practice https://doi.org/10.1016/j.puhip.2024.100475

Zhang H. Kong F. (2025) How Does Crisis Learning Contribute to Disaster Resilience? A Case of Two Flood Disasters Caused by Rainstorms in Shouguang County on the North China Plain of China Journal of Contingencies and Crisis Management 33:e70035

A DECENTRALISED TUTORING MODEL IN INITIAL TEACHER EDUCATION: A CASE STUDY ON THE DEMOCRATIC GOVERNANCE OF THE SCHOOL-BASED TUTOR ROLE

Giovanna Malusà (Free University of Bozen, Italy)

Democratic Professionalism | Decentralised Governance | Initial Teacher Education

This paper presents a mixed-method case study (Creswell, 2014) examining a decentralised model for organising the school-based tutor role in the fifth year of the Master's Degree in Primary Education at the Free University of Bozen-Bolzano. The study analyses the relational and organisational dimensions of the practicum implemented in the Autonomous Province of Trento. It is situated within an ongoing phase of organisational and value-oriented transformation of the

programme and seeks to contribute to the debate on possible directions for reorganising the curricular practicum and redefining university–school relations, particularly in light of proposals oriented towards centralisation and procedural streamlining justified in terms of efficiency and rationalisation. The analysis focuses on the school-based tutor as a pedagogical mentor accompanying student teachers during the practicum, in structured dialogue with university coordinators. The tutor is interpreted as a co-responsible actor in processes of observation, planning, assessment, and professional reflection, performing a mediating function between academic knowledge and situated school practice. The research design integrates longitudinal quantitative data covering four academic years (2022/23–2025/26) with qualitative data derived from participant observation during initial and debriefing meetings between school-based tutors and university coordinators, experimentally introduced from the 2024/25 academic year onwards. Across the four-year period, 124 school-based tutors and 122 student teachers were involved, distributed across 45 Comprehensive Institutes, corresponding to approximately 85% of the provincial network. The findings highlight marked turnover in the role. The system is characterised by broad participation and limited reiteration of the same teachers over time, generating a widespread territorial distribution of practicum activities. This configuration reflects structural organisational and territorial heterogeneity, within which the decentralised model supports context-sensitive arrangements and differentiated learning pathways, aligned both with local educational needs and with students' expressed requests. In a context characterised by high tutor rotation and voluntary engagement without structured financial recognition, sustainability appears to depend on a model grounded in distributed participation and context-sensitive coordination between university coordinators and individual schools. Qualitative analysis highlights processes of professional dialogue and shared meaning-making around the tutor role, interpretable as the emergence of a community of practice (Wenger, 1998), grounded in mutual engagement and reflexivity. The meetings function not merely as coordination devices but as spaces of professional recognition and collective reflection. Their dialogical dimension fosters forms of situated responsibility and shared orientation that are difficult to generate through centralised assignment procedures. The school-based tutor role thus emerges as a form of educational professionalism shaped by situated autonomy, shared responsibility, and dialogical practice, operating in tension with centralising and managerial governance logics. If democracy is understood not only as a formal institutional principle but as an enacted practice of participation and shared responsibility (Biesta, 2011), the case suggests that future reorganisation of the practicum should strengthen these dialogical spaces rather than introduce additional formalised designation procedures, while preserving attention to local contexts. The study concludes by discussing possible ways of sustaining educational professionalism as a democratic practice within a context marked by increasing managerialisation and hybrid governance arrangements.

Biesta, G. (2011). Learning Democracy in School and Society: Education, Lifelong Learning, and the Politics of Citizenship. Sense Publishers.
Creswell, J. W. (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed.). Sage.
Wenger, E. (1998). Communities of Practice: Learning, Meaning, and Identity. Cambridge University Press.

PROFESSIONALISM, RESILIENCE AND SHARING: THE CASE OF A COMMUNITY OF PRACTICE AT THE TIME OF COVID-19

Fabio Lucchini (eCampus University, Department of Human and Social Sciences (DiSUS), Novedrate - Como, Italy)

Medical knowledge | Community of Practice | professionalism

This work is focused on the production and circulation of medical knowledge in the early stages of the COVID-19 pandemic. Specifically, the aim is to investigate the link between personal and professional resilience and the sharing of knowledge and practices at a time of epistemic rupture. The COVID-19 pandemic required the healthcare system to rapidly adapt to an unknown virus. This challenge led the medical and scientific communities to develop new knowledge and provide solutions, even without a solid evidence base to support them. In the early stages of the pandemic - at a time of epistemic rupture and in the absence of validated knowledge - the response of the scientific community and institutions was complemented by knowledge production 'from below' by professionals who were assisting patients at home (Lusardi et al., 2023; Lucchini, 2025). The empirical case refers to a Community of Practice (CoP) formed by a network of health professionals spontaneously activated in Northern Italy during the first pandemic waves - CoP conceptualized as a group

of people bound together in a common enterprise by relations of mutual involvement around a problem or domain of knowledge, producing a shared repertoire of resources (Lave & Wenger, 1991; Wagner et al. 2019). Dynamics within the network were examined through a grounded theory approach (Glaser & Strauss, 1967), bringing out some analytical categories from the empirical field, and constructing a classification system articulated at different levels of generality. The collected audiovisual material (18 video interviews) was subjected to thematic analysis starting with an encoding of extracted text segments. The analysis was assisted by MAXQDA 2022 software. The emerging narratives highlight the value of medical practice in a situation of structural crisis, giving meaning to individual action through shared processes of signification, filling the temporary absence of recognized and established knowledge. Moreover, the analysis of the professional network in question encourages reflection on the educational value of sharing experiences for the healthcare personnel involved and on the proactive contribution it can make to the National Health Service (NHS), specifically in situations of systemic uncertainty. It also reveals the potential, in terms of activism, of those healthcare professionals committed to building relationships, sharing relevant information, and promoting joint initiatives: a rich repertoire of experiences and tools that, under certain conditions, can be a valuable resource for the Italian NHS, which is struggling with financial sustainability issues that make it vulnerable in the face of the emergency.

Glaser, B., & Strauss, A. (1967). The discovery of grounded theory: Strategies for qualitative research. Mill Valley, Sociology Press.

Lave, J., & Wenger, E. (1991). Situated learning: Legitimate peripheral participation. Cambridge University Press.

Lucchini, F. (2025). Production of medical knowledge between resilience and sharing: the case of a community of practice at the time of COVID-19. International Review of Sociology, 35(2), 337-352. https://doi.org/10.1080/03906701.2025.2469050

Lusardi, R., Bronzini, M., & Piras, E. M. (2023). Low-intensity epistemic war. Medical communities and the development of legitimate knowledge in times of radical uncertainty. Rassegna Italiana di Sociologia, 4. https://doi.org/10.1423/112400

Wagner, A., Polak, P., & Świątkiewicz-Mośny, M. (2019). Who defines–who decides? Theorising the epistemic communities, communities of practice and interest groups in the healthcare field: A discursive approach. Social Theory & Health, 17(2), 192–212. https://doi.org/10.1057/s41285- 018-0073-6

A.14

Citizenship, social justice and quality in education since early childhood

PANEL CONVENORS: Cristina Stringher (Invalsi, Italy), Berenice Scandone (Polytechnic University of Milan, Italy)

PANEL KEYWORDS: citizenship, social justice, school

The panel explores the intersections between education, citizenship, and social justice, examining how schools can foster democratic participation, inclusion, and student well-being. The contributions address multiple dimensions: from peace and citizenship education, including initiatives linking schools and communities, to the shaping of the imaginary through narratives and symbolic disarmament practices in peacebuilding processes; from the use of education as a tool for peace in contexts of genocide, to the challenges of democracy in education, as illustrated by democratic regression in post-reform Indonesia. Particular attention is given to assessment justice, focusing on equity, inclusion, transparency, and pedagogical coherence in evaluation practices. Finally, the panel highlights the role of schools in supporting student well-being, drawing on insights from the Italian National Evaluation System, and reflecting on the implications of educational policies and practices for fostering active citizenship and inclusive communities.

QUALITY IN FAMILY CHILDCARE SERVICES. AN EMPIRICAL STUDY

Alessio Schiavone (Università degli Studi Roma Tre, Italy) · **Concetta La Rocca** (Università degli Studi Roma Tre, Italy) · **Arianna Lodovica Morini** (Università degli Studi Roma Tre, Italy) · **Amalia Lavinia Rizzo** (Università degli Studi Roma Tre, Italy)

Family childcare services | quality | evaluation

Within the framework of implementating the integrated 0–6 system (Legislative Decree 65/2017), this research addresses the problem of constructing and experimenting with an operational model for assessing quality in family childcare services and innovative early childhood education services. The study is situated within a pedagogical domain that remains poorly systematized from theoretical and evaluative standpoints, due to the absence of unified national regulations and the heterogeneity of regional normative frameworks (Oldini, 2004; Fortunati, 2006). Considering this context, the study adopts the paradigm of evaluation as a formative, participatory, and contextualized practice. Quality is conceptualized as a processual configuration empirically observable in the ways spaces, temporal organization, educational practices, and

interactions are constructed by stakeholders within educational contexts (Restiglian, 2020). This approach integrates perspectives from educational evaluation and customer satisfaction (Capparucci, 2011), conceiving quality as a continuous monitoring process aimed at improvement. Moreover, it is oriented according to the structuring principles of Early Childhood Education and Care (EC, 2018; 2021), such as: educational continuity 0–6, centrality of the educational relationship, children's agency, and co-responsibility with families. This study aims to develop and validate an operational model for quality assessment in family childcare services, and identify scientifically grounded indicators and procedures for analyzing their educational, organizational, and inclusive dimensions. The methodological framework is based on a mixed-methods design, articulated in a preliminary exploratory phase followed by an idiographic phase based on integrated single-case studies (Yin, 2005). The reference population includes home-based educational services affiliated with the APS Network "Scarabocchiando a casa di...," which is the research funder, encompassing over 200 non-profit services distributed across 14 Italian regions. The exploratory phase – already completed – involved the administration of questionnaires to 195 operators and 1,810 families. The questionnaire results highlight quality dimensions specific to family childcare services, including educational personalization, relational continuity, trust-building, and management of special educational needs. In agreement with the Network coordinators, the idiographic phase focuses on 6 services distributed across 3 regions (Lombardy, Emilia-Romagna, Lazio), selected for their theoretical relevance and capacity to support, extend, or refute a reference theory (Yin, 2005). During the ongoing phase, data collection involves systematic observations through specifically designed structured instruments: focused interviews and documentary analysis. Expected outcomes include: the theoretical-methodological systematization developed regarding the specificity of family childcare services; the theorization of quality assessment in home-based educational services through the integration of perceived quality data from operators and families, systematic observation of empirical evidence; and the reconstruction of processual complexity.

Capparucci, M. L. (2011). Pedagogia al nido e valutazione della qualità. CISU.

European Commission (2018). Monitoring the Quality of Early Childhood Education and Care – Complementing the 2014 ECEC Quality Framework proposal with indicators Recommendations from ECEC experts. Luxembourg: Publications Office of the European Union.

European Commission (2021). Early Childhood Education and Care: Report of the Working Group. Luxembourg: Publications Office of the European Union.

Fortunati, A. (Ed.). (2006). I nidi e gli altri servizi educativi integrativi per la prima infanzia. Firenze: Istituto degli Innocenti.

GU. (2017). DECRETO LEGISLATIVO 13 aprile 2017, n. 65 . Tratto da Istituzione del sistema integrato di educazione e di istruzione dalla nascita sino a sei anni, a norma dell'articolo 1, commi 180 e 181, lettera e), della legge 13 luglio 2015, n. 107. : https://www.gazzettaufficiale.it/eli/id/2017/05/16/17G00073/sg

Oldini, R. (2004). (Tra) nido (e) famiglia. Un servizio innovativo per l'infanzia. Milano: Vita e Pensiero.

Restiglian, E. (2020). Valutazione della qualità nei servizi per l'infanzia. Carocci.

Yin, R. K. (2005). Lo studio di caso nella ricerca scientifica: progetto e metodi. Armando.

QUALITY OF ECEC SETTINGS, SERVICES AND SYSTEMS: THEORY AND MEASUREMENT CHALLENGES IN ITALY.

Cristina Stringher (INVALSI, Italy)

Preschool quality evaluation

Quality in Early Childhood Education and Care (ECEC) settings, services and systems is key for preparing adequate learning environments where children may be involved in meaningful activities supporting their holistic growth (EU Commission, 2014; 2022; 2023; Heckman, 2008; OECD, 2015). However, the identification and definition of quality features vary remarkably among scholars from different epistemological stances (Anders, 2015; Eadie et al, 2024; McLean et al, 2022; Melhuish et al, 2015; Pascal & Bertram, 1999; Pianta et al, 2009). In addition, society at large may coalesce distinctive aspects of the quality concept, according to the unique point of observation of its stakeholders: policy makers, child advocates, school leaders, parents or inspectors. Being quality a concept indebted to new public management's theories (Gunter, Grimaldi, Hall & Serpieri, 2016), some even reject it altogether, in favour of a more concrete "good work" (Dahlberg, Moss & Pence,1999). Notwithstanding, quality matters in ECEC (Melhuish, 2011) for children's lives, therefore it merits careful consideration. The scientific literature identified quality factors, yet very few ECEC systems evaluate their settings' quality on a national basis, through internal or external evaluations or a mix of both (Eurydice, 2025; Stringher et al, submitted). Policy decisions and curricular choices impact the organisation of quality evaluation systems: within

accountability systems, incentives and sanctions are deployed to sustain service quality, while service/setting quality appraisal might yield continuous improvement, and system quality evaluation serves a more general governing purpose (EU Commission, 2018; OECD, 2013). With this theoretical contribution, I provide a conceptual map on ECEC quality definitions and concentrate on the operationalization of preschool quality within the Italian national system for educational evaluation. The methodological choices behind preschool evaluation and the pathway to its scaling up to national level are described, based upon a complex research design involving: the draft of a preschool self-evaluation format (P-SEF); a public consultation on this draft (INVALSI, 2016); an experimentation (Freddano & Stringher, 2021); an ex-ante evaluation of its strengths and weaknesses prior to its national diffusion (Freddano & Stringher, 2026). In synthesis, this major research-administrative endeavour enables the operationalization of preschool quality in Italy, serving a dual purpose: improvement of individual preschools and of the preschool sector overall. The application of the preschool evaluation format opens new avenues, and three aspects need to be further explored in the future: tools for the observation of child learning, development and wellbeing; preschool external evaluation, complementing the internal exercise; a model for childcare settings self-evaluation. These three lines of research are guided by an overarching principle, that is the best interest of the child. In sum, national preschool quality evaluation is a first-of-its-kind in the international panorama and a powerful tool to improve the quality of the entire ECEC system, an infrastructure that positions Italy at the forefront of quality for children. Our hope is that improvement stays current for all adults working for children's development, learning and wellbeing.

Anders Y. (2015), Literature review on pedagogy for a review of pedagogy in early childhood education and care (ECEC) in England (United Kingdom), https://one.oecd.org/document/EDU/EDPC/ECEC(2015)7/en/pdf

Dahlberg G., Moss P., Pence A. (1999). Beyond quality in early childhood education and care: Postmodern Perspectives. London: Routledge.

Eadie P., Page J., Levickis P., Elek C., Murray L., Wang L. & Lloyd-Johnsen C. (2024). Domains of quality in early childhood education and care: A scoping review of the extent and consistency of the literature. Educational Review, 76:4, 1057-1086, DOI:10.1080/00131911.2022.2077704.

European Commission. (2014). Proposal for a quality framework on early childhood education and care. Brussels: European Union.

EU Commission (2018). Monitoring the Quality of Early Childhood Education and Care – Complementing the 2014 ECEC Quality Framework proposal with indicators. Brussels: Author.

EU Commission (2022). Monitoring and evaluating quality of early childhood education and care in Europe: purposes, values and principles. Brussels: European Education Area Working Group on Early Childhood Education and Care (ECEC).

EU Commission (2023). Making early childhood education and care more inclusive through monitoring & evaluation of quality. Brussels: European Education Area Working Group on Early Childhood Education and Care (ECEC).

European Commission / EACEA / Eurydice (2025), Key data on early childhood education and care in Europe – 2025. Eurydice report. Luxembourg: Publications Office of the European Union.

Freddano, M., & Stringher, C. (2021). Fare autovalutazione nella scuola dell'infanzia. Milano: Franco Angeli. https://series.francoangeli.it/index.php/oa/catalog/book/673.

Freddano, M., & Stringher, C. (2026). Il Rapporto di autovalutazione (RAV) per le scuole dell'infanzia: dal quadro di riferimento INVALSI alla pratica. Roma: INVALSI.

Gunter, H., Grimaldi, E., Hall, D. & Serpieri, R. (2016). NPM and educational reform in Europe. In New Public Management and the Reform of Education. Abingdon: Routledge. 3-17.

Heckman, J. J. (2008), Schools, Skills, and Synapses, NBER Working Paper No. 14064. In National Bureau of Economic Research. National Bureau of Economic Research.

INVALSI (2016). Consultazione Nazionale sul RAV Infanzia 2016 - Prime analisi sul questionario di consultazione: http://www.invalsi.it/infanzia/index.php?action=documenti.

McLean, C., Mclsaac, J-L. D., Mooney, O., Morris, S. B., & Turner, J. (2022). A scoping review of quality in early childhood publicly-funded programs. Early Childhood Education Journal, 51, 1267–1278. https://doi.org/10.1007/s10643-022-01372-9

Melhuish E. C. (2011). Preschool matters, Science, 333(6040), 299-300.

Melhuish, E., Ereky-Stevens, K., Petrogiannis, K., Ariescu, A., Penderi, E., Rentzou, K., Tawell, A., Slot, P., Broekhuizen, M., & Leseman, P. (2015). Review of research on impact of ECEC CARE: A review of research on the effects of Early Childhood Education and Care (ECEC) upon child development. http://ecec-care.org/.

OECD. (2013). Synergies for better learning: An international perspective on evaluation and assessment. Paris: OECD Publishing.

OECD (2015). Starting Strong IV: Monitoring Quality in Early Childhood Education and Care. Paris: Author.

Pascal, C. & Bertram, T. (1999). Accounting early for lifelong learning. In Abbott, L. & Moylett, H. (eds). Early Education Transformed. London: Falmer Press, 93-104.

Pianta, R. C., Barnett, W. S., Burchinal, M., & Thornburg, K. R. (2009). The effects of preschool education: What we know, how public policy is or is not aligned with the evidence base, and what we need to know. Psychological science in the public interest, 10(2), 49-88.

Stringher, C., Collins, S., Moon, M. (submitted). Evaluation policies for preschools in Italy, Korea, and New Zealand. Challenges and opportunities for scalability to a national level. International Journal of Child Care and Education Policy.

PROMOTING PEACE AND CITIZENSHIP EDUCATION. FROM SCHOOL TO COMMUNITY.

Carla Podda (University of Cagliari, Italy)

Peace | Citizenshio | Education

Drawing on the theoretical framework of critical pedagogy (Granese, 1993; Fadda, 2009; Cambi, Cives, Fornaca, 1999), the aim of this paper is to develop a deep understanding of citizenship education, starting from its radical meaning and articulating the interconnections between the individual dimensions and the broader social and systemic dynamics, in search of collaborative and participatory solutions. Critical pedagogy is essential to analyse education as a pathway capable of orienting itself towards emancipatory and radical forms of access to knowledge, thus foregrounding values (Colicchi, 2021) and developing the transformative potential role of both knowledge and learning (Fadda, 2002; Mortari, 2007). The reflection also considers relevant theoretical contributions, current pedagogical and didactic proposals in peace and citizenship education (Baldacci, 2020; Mortari, 2008; Santerini, 2010; Nanni, Gross, 2024). Reflecting on the remarkable changes, asymmetries and outbreaks of war that are leaving profound marks on society, it is necessary to reflect on peace, on citizen's rights and on the coexisting responsibilities for the individual and for the democratic institutions. Peace and citizenship education lead to learn that each one is part of society and is interconnected with others as human being, thus each one has a role in shaping the community (Nuzzaci, Rizzi, 2020; Mulè, 2010). Both, peace and citizenship education make people aware of their right to participate in political and social decisions and guide them to be leaders in decisions making (Santerini, 2017; Secci, 2012). The paper finally analyses an innovative project concerning citizenship education. The project took place at a Higher Education Institute in the area of Cagliari and it aimed to encourage the training of informed citizens and promote the development of transversal skills between young students. Starting from the analysis of risk factors that cause anti-democratic involutions and from a critical reflection on social phenomena, action in schools' democratic life and participation in community were enhanced. The cooperative learning methodology of learning together (Johnson and Johnson, 1988, 1999, 2018) was considered as the best approach to improve peace and citizenship education between students.

Baldacci M. (2020). Un curricolo di educazione etico-sociale. Proposte per una scuola democratica. Roma: Carocci.
Cambi F., Cives G., Fornaca R. (1999). Complessità, pedagogia critica, educazione democratica. Firenze: La Nuova Italia.
Colicchi, E. (2021). I valori in educazione e in pedagogia. Roma: Carocci.
Fadda R. (2002). Sentieri della formazione. La formatività umana tra azione ed evento. Roma: Armando.
Fadda R. (2009). Un modello italiano di pedagogia critica. Presupposti, sviluppi, problemi aperti, in "Per una pedagogia critica. Dimensioni teoriche e prospettive pratiche". Colicchi E. (a cura di). Roma: Carocci.
Granese A. (1993). Il labirinto e la porta stretta. Saggio di pedagogia critica. Firenze: La Nuova Italia.
Johnson R.T., Johnson D.W. (1988). Cooperative Learning: Two Heads Learn Better Than One. In "Transforming Education: in Context", 18, p. 34.
Johnson DW, Johnson RT. (1999) Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning. 5th ed. Boston: Allyn & Bacon.
Johnson R.T., Johnson D.W. (2018). Cooperative Learning: The Foundation for Active Learning. University of Minneapolis, Minnesota: IntechOpen.
Mortari L. (2007). Cultura della ricerca e pedagogia. Roma: Carocci.
Mortari L. (2008). Educare alla cittadinanza partecipata. Milano: Bruno Mondadori.
Mulè P. (2010). Formazione, democrazia e nuova cittadinanza. Problemi e prospettive pedagogiche. Milano: Periferia.
Nanni, S.; Gross, B. (2024) Dall'io al noi. I contributi della Pedagogia per futuri (post)umani. Bergamo: Zeroseiup.
Nuzzaci, A., Rizzi, P. (2020). Cittadinanza, Educazione, Diritti: Progettare gli spazi democratici e partecipativi. Lecce: Pensa Multimedia.
Santerini, M. (2010). La scuola della cittadinanza. Roma: Editori Laterza.
Santerini, M. (2017). Da stranieri a cittadini. Educazione interculturale e mondo globale. Milano: Mondadori Università.
Secci, C. (2012). La politica come tema e dimensione dell'educazione degli adulti. Gramsci, Capitini, Freire. Napoli: Liguori.

MEASURING PARENTAL PLAY ATTITUDES IN EARLY CHILDHOOD: WHAT AN IMPERFECT QUASI-EXPERIMENTAL DESIGN CAN STILL TELL US

Marco Spampinato (VoisLab - Istituto degli Innocenti, Italy)

play facilitation | parental attitudes | early childhood education

Defining quality in Early Childhood Education and Care (ECEC) is an inherently complex task, since educational practices are deeply embedded in cultural contexts and everyday family interactions. Anthropological and sociocultural research has shown that practices considered good for children in one context often reflect specific cultural values rather than

universal developmental standards (Tobin, 2007; Adair & Doucet, 2014). Comparative European research on early childhood settings similarly indicates that educational practices remain strongly influenced by cultural contexts (Slot et al., 2016). One way to address this tension is to focus less on prescribing ideal practices and more on understanding relational processes that support children's experiences within their everyday life environments, thereby encouraging a more harmonious interplay between formal educational settings and children's everyday family interactions. This study presents the results of a quasi-experimental analysis conducted within the broader evaluation of a local project in Tuscany (Italy) aimed at preventing educational poverty. The project included several services for families with children aged 0–6, among which experimental play sessions for parents and children organized in a nursery school and in local ludoteche (toy libraries / lekotek: Björck-Åkesson & Brodin, 1992). These sessions encouraged parents to engage in playful interaction with their children using simple natural materials and everyday environments. The evaluation adopted a post-test only design with nonequivalent groups (Shadish, Cook & Campbell, 2002). A key methodological challenge was constructing an outcome measure aligned with the intervention's goal: strengthening parents' competence in facilitating play. A survey instrument was therefore developed combining attitudinal and behavioral measures. Parents were presented with pictures depicting children engaged in ambiguous play situations involving natural environments and ordinary materials. For each image, respondents evaluated the appropriateness of alternative parental reactions ranging from restrictive behaviors to facilitating and cooperative interactions. The resulting scale captured two attitudinal orientations: play-inhibiting control and play-facilitating cooperation. The survey also collected information on children's everyday activities alone and with their parents. Despite limitations in internal validity—notably the absence of baseline data and voluntary participation—relevant patterns emerge. Parents who attended the play sessions showed higher levels of play-facilitating attitudes than parents who used other project services but did not attend the sessions. No differences emerged in play-inhibiting attitudes. Moreover, treated parents did not display higher levels of tolerance for ambiguity (Arquero & McLain, 2010; McLain, 2009), suggesting that the intervention may strengthen dispositions to engage in play without necessarily modifying deeper personality traits. Beyond the causal interpretation of the treatment effect, the analysis clarifies the broader meaning of parental attitudes toward play. Higher levels of play facilitation are associated with children's engagement in everyday activities such as outdoor, creative and pretend play (Bruner, Jolly & Sylva, 1976; Lillard, 2015). Even with an imperfect design, the study shows that investigating parents' mental representations that inform perceptions and behaviors (Pylyshin, 1972) can generate evidence on how everyday family interactions facilitate or constrain children's playful experiences.

Arquero, J.L., & McLain, D.L. (2010). Preliminary validation of the Spanish version of the Multiple Stimulus Types Ambiguity Tolerance Scale (MSTAT-II). The Spanish Journal of Psychology, 13(1), 476-484.

Björck-Åkesson, E. M., & Brodin, J. M. (1992). International Diversity of Toy Libraries. Topics in Early Childhood Special Education, 12(4), 528-543. https://doi.org/10.1177/027112149201200409 (Original work published 1992)

Bruner, J. S., Jolly A., & Sylva, K. (Eds.) (1976). Play: Its role in development and evolution. Penguins Books.

Keys Adair, J., & Fabienne, D. (2014). The impact of race and culture on play in early childhood classrooms. In L. Brooker, M. Blaise, S. Edwards (Eds.). The SAGE handbook of play and learning in early childhood (pp. 354-365). SAGE Publications Ltd. https://doi.org/10.4135/9781473907850

Lillard, A. (2015). The development of play. In R.M. Lerner (ed.), Handbook of Child Psychology and Developmental Science (7th ed., Vol 2), Wiley Online Library.

McLain, D.L. (2009). Evidence of the properties of an ambiguity tolerance measure: The Multiple Stimulus Types Ambiguity Tolerance Scale-II (MSTAT-II). Psychological Reports, 105, 975-988.

Pylyshyn, Z. W. (1972). Competence and psychological reality. American Psychologist, 27(6), 546–552.

Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). Experimental and quasi-experimental designs for generalized causal inference. Houghton, Mifflin and Company.

Slot, P., Cadima, J., Salminen, J., Pastori, G., & Lerkkanen, M.K. (2016). Multiple case study in seven European countries regarding culture-sensitive classroom quality assessment (D2.3). In CARE—European Early Childhood Education and Care. https://ecec-care.org/resources/publications/

Tobin, J. (2007). An anthropologist's reflection on defining quality in education research. International Journal of Research & Method in Education, 30(3), 325—338.

WELLBEING IN SCHOOLS: LESSONS FROM THE ITALIAN NATIONAL EVALUATION SYSTEM.

Cristina Stringher (INVALSI, Italy) · **Michela Freddano** (INVALSI, Italy)

Student wellbeing | (Pre)Schools | Italian evaluation system

Wellbeing is central to international policies since the Stiglitz, Sen, Fitoussi commission (2009), whose work stays current. Belotti and Moretti (2011) identified 12 domains of children's wellbeing in 6 international studies, with educational wellbeing cutting-across them. Internationally, wellbeing is thematized in OECD's IELS Study, "Measuring what counts" and "How's life" series, it is part of the UN SDGs and is included in the European Commission's 2030 strategy. Simply put, wellbeing is a precondition to learning and (pre)schools (as secondary socialization agents) are a major context for student wellbeing and agency (Corsaro, Fingerson, 2006). A pioneer in this field is Montessori (1999; 2000) that considered children as active agents of their growth and wellbeing in the prepared environment. After COVID-19, wellbeing is crucial considering increased episodes of disruptive student behaviour, technological overload, absenteeism and dropout (OECD, 2024; Lee, Zarnic, 2024). However, student wellbeing at school is a highly situated concept and defining it for its operationalization is challenging. The ISCW study focuses on subjective wellbeing including affective (positive/negative) and cognitive life satisfaction (Ben Arieh, 2025), yet its scales are too detailed for national evaluation of school settings. Linking evaluation to wellbeing might sound bizarre, but it is not. This paper addresses student wellbeing through an innovative study, part of a broader programme on school effectiveness and improvement (Freddano, Stringher, 2021). In Italy, curricular guidelines for the first cycle of education emphasise child wellbeing, especially in preschool (MIUR, 2012). The Italian national system for educational evaluation (Presidential Decree 80/2013) is promoting school quality since 2015 with a specific national self-evaluation format for all schools to use (INVALSI, 2014). Preschools have experimented a specific version of this format in 2018-2020 (Freddano, Stringher, 2021; Previtali, Stringher, 2017) and its revision has been extended to national level in 2025 (Freddano, 2025). This theoretical contribution aims to describe the participatory quali-quantitative methodology behind the creation, with national stakeholders, of the updated (Pre)school Self-Evaluation Format. P-SEF includes a specific focus on wellbeing at school, through a set of indicators related to children's and teachers' wellbeing. This project is the result of a 10-year process (Stringher, 2025) for the identification of the indicators ultimately included in the format and concerning: child and youth wellbeing in (pre)schools as indexed by teachers' perceptions; data collection methods in (pre)schools concerning student wellbeing; (pre)schools' climate and its orientation to students' and teachers' wellbeing. Data collection has been carried out in 2025 in almost 20,000 (pre)schools nationwide. The outputs of the study are quantitative measures of wellbeing; an additional output concerns the data collection platform for large-scale application at national level. Outcomes, according to initial analyses, seem to merit further scrutiny, as student wellbeing seems to decrease sharply from preschool to secondary education. Practice, research and policy implications are manyfold and include ways to engage all (pre)schools in data literacy for wellbeing, yielding better student outcomes, and additional analyses on school processes' determinants of students' and teachers' wellbeing in different school contexts. Policy initiatives supporting student wellbeing in schools are urgently needed.

Belotti, V. & Moretti, E. (2011). L'Italia "Minore". Mappe di indicatori sulla condizione e le disuguaglianze nel benessere dei bambini e dei ragazzi. Firenze: Istituto Innocenti.

Ben Arieh, A. (2025). What Can We learn From Children? and Why Should We Listen to Them? Paper presented at the INAPP's Children's Worlds Wave 5 Launch Meeting, Rome, January 13th.

Corsaro, W.A., Fingerson, L. (2006). Development and Socialization in Childhood. In Delamater, J. (ed). Handbook of Social Psychology. Handbooks of Sociology and Social Research. Springer, Boston, MA . https://doi.org/10.1007/0-387-36921-X_6.

Freddano, M. (2025). RAV Integrato, RAV Infanzia e RAV CPIA per l'autovalutazione 2025-2028. Notizie della scuola, 1/2, pp. 17-56.

Freddano, M. & Stringher, C. (2021). Fare autovalutazione nella scuola dell'infanzia. Milano: Franco Angeli, https://www.francoangeli.it/Libro/9788835125242/Fare-autovalutazione-nella-scuola-dell%E2%80%99infanzia-Rapporto-sulla-sperimentazione-del-RAV-Infanzia?id=27313%20%%3E.

INVALSI (2014). I percorsi valutativi delle scuole - Inquadramento teorico del RAV. Roma: Autore.

Lee, J., & Zarnic, Z. (2024). The impact of digital technologies on well-being: main insights from the literature. OECD Working Papers, 29. Paris: OECD.

MIUR (2012). Indicazioni nazionali per il curricolo della scuola dell'infanzia e del primo ciclo d' istruzione. Roma: Autore.

Montessori, M. (1999). La scoperta del bambino. Milano: Garzanti.

Montessori, M. (2000). L'autoeducazione. Milano: Garzanti.

OECD (2024). In Brief: How's Life? Paris: OECD Publishing https://doi.org/10.1787/90ba854a-en.

Previtali. D. & Stringher, C. (2017). Il Sistema Nazionale di Valutazione e il Rapporto di autovalutazione per la scuola dell'infanzia. In PIB, Prima i Bambini, XLII, 239, Ottobre: 14-25.

Stiglitz, J., Sen, A., Fitoussi, J-P. (2009). Report by the Commission on the Measurement of Economic Performance and Social Progress. No place: The Commission on the Measurement of Economic Performance and Social Progress.

Stringher, C. (2025). Rapporto sulla qualità dei servizi zerosei in Italia. Rapporto commissionato da Fondazione Agnelli e presentato alla conferenza ESPANET 2025.

EDUCATING THE IMAGINARY: NARRATIVE, CHILDHOOD, AND SYMBOLIC DISARMAMENT IN PEACE-BUILDING PROCESSES

Silvestro Malara (Università Mediterranea degli Studi di Reggio Calabria, Italy) · **Fabiana Milardi** (Università Mediterranea degli Studi di Reggio Calabria, Italy)

imaginary childhood peace education

In the contemporary context marked by the proliferation of armed conflicts, humanitarian crises, and the increasing fragility of democratic systems, education is called upon to confront the question of how social imaginaries are formed - those frameworks through which societies interpret violence, conflict, and alterity. From this perspective, peacebuilding does not concern only political and institutional processes, but also the symbolic and cultural dimensions through which individuals learn to interpret and make sense of social reality (Galtung, 1969; Reardon, 1988). Within this theoretical framework, the present contribution reflects on the role of narrative in early childhood as a pedagogical device capable of shaping the social imaginary and the symbolic horizons through which individuals interpret the world. Narratives addressed to children - such as fairy tales, stories, images, and symbolic practices - should not be understood merely as forms of entertainment. Rather, they participate in the construction of systems of meaning and interpretive models that contribute to the development of the cognitive and symbolic dispositions through which individuals learn to read and understand social reality (Bourdieu, 2023; Bourdieu & Passeron, 1970). The analysis draws on sociological reflections on the imaginary, understood as a constellation of symbolic representations, myths, and narratives through which human communities construct and transmit shared worldviews (Durand, 1972). From this perspective, children's narratives may be interpreted as privileged sites for the production and transmission of the social imaginary, shaping the ways in which individuals perceive themselves, others, and the social contexts in which they are embedded. The contribution is further grounded in the Lacanian triad of the Real, the Symbolic, and the Imaginary, which offers a conceptual framework for interpreting processes of subject formation as the result of a dynamic interplay between images, language, and those dimensions of experience that resist full symbolization (Lacan, 1974). Within this framework, the imaginary emerges as a space of symbolic elaboration in which children construct representations of reality through images and stories. These processes are intertwined with the cognitive and affective dynamics described by developmental psychology, where symbolic play and narrative practices play a central role in organizing experience and in the construction of meaning (Piaget, 1978; Vygotsky, 2014; Winnicott, 1971). Engaging with the international literature on peace education (Galtung, 1969; Reardon, 1988; Harris & Morrison, 2013; Bajaj, 2008; Salomon & Cairns, 2009), the paper argues that childhood narratives can be interpreted as pedagogical devices capable of influencing the formation of collective imaginaries, fostering ethical awareness and reflective competences oriented toward democratic coexistence. In this sense, narrative education can be understood as a form of "symbolic disarmament", capable of counteracting forms of symbolic violence and supporting peacebuilding processes from the earliest stages of human development. In light of these considerations, the paper proposes to reconsider children's narrative practices not merely as educational or cultural activities, but as pedagogical dispositifs that act upon the deeper structures of the social imaginary, contributing to the formation of subjects capable of dialogue, mutual recognition, and global responsibility.

Bajaj, M. (2008). Encyclopedia of Peace Education. Charlotte: Information Age Publishing. Bourdieu, P. (2023). Il dominio maschile. Milano: Feltrinelli.

Bourdieu, P., & Passeron, J.-C. (1970). La riproduzione. Elementi per una teoria del sistema di insegnamento. Milano: Guaraldi.

Durand, G. (1972). Le strutture antropologiche dell'immaginario. Bari: Dedalo.

Galtung, J. (1969). Violence, Peace and Peace Research. Journal of Peace Research, 6(3), 167–191. Harris, I. M., & Morrison, M. L. (2013). Peace Education (3rd ed.). Jefferson: McFarland.

Lacan, J. (1974). Il seminario. Libro XI. I quattro concetti fondamentali della psicoanalisi. Torino: Einaudi.

Piaget, J. (1978). La formazione del simbolo nel bambino. Firenze: La Nuova Italia.

Reardon, B. A. (1988). Comprehensive Peace Education: Educating for Global Responsibility. New York: Teachers College Press.

Salomon, G., & Cairns, E. (2009). Handbook on Peace Education. New York: Psychology Press. Vygotskij, L. S. (2014). Sviluppo mentale del bambino e altri scritti. Firenze: Giunti.

Winnicott, D. W. (1971). Gioco e realtà. Roma: Armando Editore.

EDUCATION: A TOOL FOR PEACE IN TIMES OF GENOCIDE

Emanuela Pettinari (University of Bologna, Italy)

Scholasticide | Sumud | Education

In conflict zones, children are the most vulnerable group, a situation drastically exacerbated by the proliferation of global conflicts. Data from PRIO (2024) show that the number of children living in war zones has doubled, rising from 10% in 1990 to the current 19%. The observations made by Ladd and Cairns (1996) regarding the lethality of modern wars for civilians are tragically confirmed today: the United Nations Secretary-General (2024) reports a further 25% increase in violence against chidren compared to the previous year. These figures, which we must not forget refer to people, highlight serious short- and long-term consequences on a human, psychological and social level (Bessell, O'Sullivan, 2026). It is therefore imperative to prioritise the well-being of children in war zones and areas of genocide, ensuring the rights enshrined in the 1989 UN Convention. Having ratified the Convention in 1991, Italy is obliged to implement universal protection measures, without borders. This presentation analyses the dramatic loss of educational opportunities in the Gaza Strip following 7 October, highlighting the resulting stalling of children's cognitive, emotional and relational development. Despite this context, there are concrete examples of sumud, the typical Palestinian resilience that transforms attachment to life and the land into creative solutions as an informal school and artistic activities for children. In line with UNESCO (2023), we believe that peace is not merely the absence of conflict, but a participatory process founded on universal access to education, a cornerstone right for the realisation of all other human rights. We firmly believe that the strengthening of justice and the rule of law depends precisely on the protection of educational experiences.

Bessell S and O'Sullivan C (2026). The failure to protect the rights and needs of children in Gaza. Front. Public Health 13:1708975. doi: 10.3389/fpubh.2025.1708975

Ladd GW, Cairns E. Children: ethnic and political violence. Child Dev. 1996 Feb;67(1):14-8. doi: 10.1111/j.1467-8624.1996.tb01715.x. PMID: 8605824.

ONU (1989). Convenzione Internazionale sui Diritti dell'Infanzia e dell'Adolescenza, New York.

PRIO (2024). https://www.prio.org/comments/1152

UNESCO (2023). La Nuova Raccomandazione sull'Educazione alla Pace, https://www.unesco.it/it/temi-in-evidenza/educazione/la-nuova-raccomandazione-sulleducazione-alla-pace/

B

CONFERENCE STREAM

STREAM B

Democratic Schooling and Pedagogical Innovation

18 panels · 189 papers

B.01

Building Inclusive and Democratic Schools Through Students' Psychological Resources

PANEL CONVENORS: Simone Zasso (Sapienza University of Rome, Italy); Clementina Comitale (Sapienza University of Rome, Italy); Camila Contreras (Sapienza University of Rome, Italy); Yuanhang Fu (Sapienza University of Rome, Italy); Alessia Teresa Virzi (Sapienza University of Rome, Italy)

PANEL KEYWORDS: Individual Differences, Social-Emotional Skills, Civic Engagement

Schools are increasingly expected to promote academic learning but also students' psychological well-being, social inclusion, and active participation in democratic life. Research in psychology highlights the relevance of individual differences in developing psychological competences (e.g., empathy, self-efficacy, prosocial behaviour, and emotional regulation) as resources shaping students' capacity to build positive relationships, engage with diversity, and participate meaningfully in school communities (Caprara et al., 2014). Within Bandura's Social Cognitive Theory (Bandura, 2001), these resources operate through reciprocal interactions between individual factors, social environments, and cultural contexts. The 2030 Agenda for Sustainable Development identifies the realization of all children's rights and the inclusion of those furthest behind as essential conditions for sustainable progress worldwide. In line with this vision, international frameworks such as the OECD's work on student well-being and socio-emotional skills emphasize how psychological resources empower young people to participate actively in their communities and democratic life, reinforcing civic engagement as a key driver of the Sustainable Development Goals (OECD, 2021). This panel aims to advance interdisciplinary understanding and foster open debate on how psychosocial factors can shape students' well-being, citizenship, and social integration within and beyond the school context. We invite evidence-based studies examining these processes from psychological, educational, and multidisciplinary perspectives. Contributions may include empirical studies, comparative analyses, intervention evaluations, or conceptual reflections that explore how psychological resources support inclusive learning environments, mitigate inequalities, or strengthen democratic participation.

BEYOND NATIONAL CANONS: JAPANESE LITERARY NARRATIVES AS A RESOURCE FOR EMOTIONAL REGULATION AND DEMOCRATIC CITIZENSHIP IN ITALIAN SCHOOLS

Rosa Tiziana Bruno (Universidad "Complutense" Madrid, Spain, Italy)

Emotional Regulation | Children's Literature | Democratic Citizenship

Schools bear responsibility for fostering psychological competences—such as emotional regulation, empathy, and prosocial behaviour—essential for students' active participation in democratic life (Caprara et al., 2014). Bandura's Social Cognitive Theory (2001) posits reciprocal interactions between cultural narratives and individual representations. This psychosocial study examines how dominant literary narratives correspond with anger representations among children and adolescents, across cultures.

Using a mixed-method design, an analysis of 50 young books featuring anger themes (predominantly Italian/Western vs. Japanese) revealed distinct national "narrative templates". Italian literature often reinforces individualistic conflict resolution (explosive or repressive), while Japanese texts emphasize relational containment to preserve community harmony.
These patterns were validated against empirical data from 500 Italian students (ages 5-18) and a Japanese comparative sample.

Findings reveal a strong alignment between literary canons and youth representations: Italian youth predominantly exhibit confrontational anger, mirroring Western narrative dominance and correlating with higher resentment accumulation and reduced prosocial orientation. Conversely, the Japanese model focuses on "relational anger," where emotional regulation is not merely an individual effort but a social responsibility. By prioritizing group cohesion over individual emotional discharge, this approach fosters a culture of mutual care. The relational framework becomes therefore a cornerstone of democratic schooling, as it transforms conflict into an opportunity for collective negotiation rather than social fragmentation. Japanese youth's management of internalized and relational anger is consistent with their literary tradition, and this correspondence confirms the role of literature as an implicit emotional curriculum: contemporary literature functions primarily as a cultural crystallization, reproducing prevailing emotional norms and predetermining social imaginaries prior to formal education. Experimental Evidence: An intervention exposing Italian children to Japanese narratives demon-

strated a significant shift toward relational, prosocial imaginaries. This confirms literature's dual function: crystallization of existing norms vs. transformation through divergent models. This dual function positions children's literature as a strategic psychosocial resource for democratic education. By tracing the pathway from cultural narratives through youth representations to behavioural competences, these findings show how schools can leverage "outsider" literary traditions to counter domestically crystallized emotional fragilities. Japanese anger narratives offer Italian students cultural scaffolding for empathy and cooperation, strengthening psychological competences for inclusive school communities and active citizenship (OECD, 2021). The study calls for curriculum diversification beyond national canons to activate literature's transformative potential, preventing resentment sedimentation while cultivating a democratic emotional culture. Conclusions: Western individualistic narratives risk cultivating fragile democratic skills, while Japanese relational models offer the cultural framework for inclusive citizenship. Cross-fertilization through literary exchange would be desirable. In line with the OECD Frameworks (2021), this study promotes the curricular integration of diverse literary traditions to strengthen emotional regulation as a foundation for active democratic participation, particularly within heterogeneous school communities.

Bandura, A. (2001). Social cognitive theory: An agentic perspective. Annual Review of Psychology, 52(1), 1–26.

Caprara, G. V., Kanacri, B. P. L., Zuffianò, A., Gerbino, M., Pancotti, M., Casorisati, P., & Pastorelli, C. (2014). Why and how to promote adolescents' prosocial behaviors and academic achievement: Findings from a longitudinal study. Journal of Youth and Adolescence, 43(3), 310–329.

OECD. (2021). Beyond Academic Learning: First Results from the Survey on Social and Emotional Skills. OECD Publishing. https://doi.org/10.1787/92a11084-en

THE DAILY EMOTIONAL IMPACT OF ONLINE HATE SPEECH IN ADOLESCENCE: THE ROLE OF MIGRANT BACKGROUND

Serena Verbena (University of Florence, Italy) · **Giuseppe Corbelli** (UniNettuno University) · **Di Brango Noemi** (University of Roma La Sapienza) · **Virzì Alessia** (University of Roma La Sapienza) · **Mariotto Michela** (University of Roma Tre) · **Igor Marchetti** (University of Florence, Italy) · **Di Bari Cosimo** (University of Florence, Italy) · **Ioverno Salvatore** (University of Roma Tre) · **Antonio Zuffianò** (University of Roma La Sapienza) · **Benedetta Emanuela Palladino** (University of Florence, Italy)

Online Hate Speech | Adolescence | migrant background

Online Hate Speech (OHS) is associated with reduced psychological well-being and other adverse outcomes, yet longitudinal evidence in adolescence remains limited (Wachs et al., 2025). Even less is known about the daily mechanisms linking OHS exposure to adolescents' emotional experiences, particularly among youth with a migrant background, who often face additional discrimination-related stressors (Tynes et al., 2025). The present study examines the daily impact of OHS on negative emotions, namely sadness and anger, comparing adolescents with and without a migrant background. By leveraging intensive longitudinal data, this study provides ecologically valid insights into how OHS exposure shapes adolescents' emotions in everyday life. As part of a multicentric project, the study involves 84 high school classes in 9th and 10th grade across Italy, with data collection conducted between January and March 2025. Students completed two survey waves and a 27-day daily diary in between to assess OHS exposure and daily anger and sadness. Linear mixed-effects models were used to examine intra-individual fluctuations, focusing on adolescents with a migrant background, approximately 10 percent of the sample, and their majority-group peers. Extended OHS exposure measured at baseline, assessing exposure in the previous month, was positively associated with higher average daily sadness and anger. Additionally, for sadness, a significant three-way interaction emerged (b = -0.18, 95 percent CI [-0.34, -0.02], p = .03), indicating that the interaction between daily and extended exposure differed by migrant background. Specifically, a positive same-day association between daily OHS exposure and sadness was observed only among adolescents with a migrant background reporting low levels of extended exposure. For anger, a significant two-way interaction between daily and extended exposure was found (b = -0.11, 95 percent CI [-0.19, -0.04], p = .004), suggesting that daily OHS exposure was associated with higher anger only at lower levels of extended exposure. Overall, extended OHS exposure was associated with higher average daily sadness and anger across the sample, indicating that cumulative exposure to online hostility is emotionally burdensome for adolescents regardless of migrant background. At the same time, daily emotional effects were differentially shaped by cumulative exposure and migrant background, particularly for sadness. Among

adolescents with a migrant background, the pattern may be consistent with a desensitization process, whereby repeated exposure attenuates same-day emotional reactivity. In contrast, anger was more reactive at lower levels of cumulative exposure, with diminished daily effects as exposure became more persistent. Although anger is often viewed negatively, it may also function as a mobilizing emotion in discriminatory contexts across the sample. Over time, sustained exposure and elevated negative affect may contribute to broader impacts on psychological well-being, especially when discriminatory content targets identity-relevant dimensions among adolescents with a migrant background. Future research should further examine these mechanisms and their longer-term implications. Overall, the results underscore the importance of educational practices that actively cultivate safe, inclusive, and identity- affirming digital spaces, promote critical media literacy, and foster school environments in which diversity is explicitly valued and protected.

Tynes, B. M., McGee, T., & English, D. (2025). Adolescents' Daily Race-Related Online Experiences and Mental Health Outcomes.JAMA network open,8(10), e2536870.
https://doi.org/10.1001/jamanetworkopen.2025.36870
Wachs, S. et al. (2025). Online Hate Speech Among Adolescents: Theory, Research, and
Recommendations. In: Christakis, D.A., Hale, L. (eds) Handbook of Children and Screens. Springer, https://doi.org/10.1007/978-3-031-69362-5_62 Wirz, D. S., & Blassnig, S. (2025). A matter of perception? investigating subjective and objective exposure to hate speech with a survey and mobile longitudinal linkage study.Information, Communication & Society,28(4), 723–743. https://doi.org/10.1080/1369118X.2025.2461646

LOOKING TO THE FUTURE: A COMPARISON OF ADOLESCENTS' AND PARENTS' EXPERIENCES AND OPINIONS ON COMPREHENSIVE SEXUALITY EDUCATION

Valeria Bruno (Università degli Studi dell'Aquila, Italy) · **Roberto Baiocco** (Sapienza Univeristà di Roma) · **Jessica Pistella** (Sapienza Univeristà di Roma)

Comprehensive Sexualities Education | Adolescents | Desirable future

Comprehensive Sexuality Education (CSE) is recognized as a lifelong learning process since childhood, grounded in shared educational responsibility between schools and families. The school environment should provide CSE as a multidisciplinary and transversal subject, in line with international guidelines (IPPF, 2017; UNESCO, 2018; WHO & BZgA, 2010). On the other hand, families should openly introduce sexual and relational issues, supporting healthy development and behavior, increasing knowledge and awareness, and fostering positive and respectful attitudes toward one's own and others' sexuality (Ball et al., 2023; Benoit & Ronis, 2023; Castro et al., 2024; Nattabi et al., 2023). Italy still seems behind in the formal introduction of CSE in school contexts, as no law allows it, and the focus seems mostly on the duty and right of families to educate their children exclusively on sexual and relational topics (Bruno, 2024, 2025). However, studies on family discussion regarding sexual and relational issues highlight that difficulties and resistances are often encountered, which often lead to avoidance, discomfort, and embarrassment (Ballard & Gross, 2009; Grossman et al., 2017; Holman et al., 2023). While parents lack knowledge and competencies, adolescents who report an educational need use mostly informal sources (e.g., friends, partners, the web, pornography, social media, and peers) to self-educate (Alloni et al., 2017; Moreira et al., 2023; Unis & Sällström, 2020) and parents are considered incompetent (McCrimmon et al., 2024). Hence, family communication about CSE is perceived as inadequate or unsatisfactory (Bruno et al., 2026; Bleakley et al., 2018; Narushima et al., 2020). For these reasons, the present mixed-method study aims to explore CSE's experiences and opinions in a triadic perspective, involving Italian adolescents, their parents. The first phase of the study included semi-structured interviews with an adolescent, the mother, and the father in each family; the second phase, still ongoing, involves administering an online questionnaire to adolescents, mothers, and fathers. The first phase was an exploratory qualitative study involving 50 families, while the second one aims to reach a wider, more heterogeneous sample, enabling statistical analyses and comparisons of experiences and opinions across families, adolescents, parents and Italian contexts. The present study aims to provide a deeper understanding of how families and single members (adolescents and parents) experienced CSE and, looking forward to it, how they would like to receive it. Making them part of the rethinking process of educational change, the future aim is to design training and educational programs for both adolescents and parents.

Alloni, A., Centrone, M. R., & Viola, F. (2017). Yes to sexuality education at school: Exploring the voices of Italian adolescents. Revista de Asistenţă Socială, XVI(4), 11–28.

Ball, B., Hoefer, S., Faulkner, M., Requenes, A., Brooks, T., Munoz, G., Pacheco, E., Poland, C., Salmeron, C., & Zelaya, A. B. (2023). Innovation in sexuality and relationship education in child welfare: Shifting toward a focus on ongoing conversations, connection, and consent. Prevention Science, 24(S2), 163–173. https://doi.org/10.1007/s11121-022-01476-z

Ballard, S. M., & Gross, K. H. (2009). Exploring parental perspectives on parent-child sexual communication. American Journal of Sexuality Education, 4(1), 40–57. https://doi.org/10.1080/15546120902733141

Benoit, A. A., & Ronis, S. T. (2023). Caregivers as sexual health educators. In J. Taverner (Ed.), Sex Education Research: A Look Between The Sheets (pp. 6–17). Routledge.

Bleakley, A., Khurana, A., Hennessy, M., & Ellithorpe, M. (2018). How patterns of learning about sexual information among adolescents are related to sexual behaviors. Perspectives on Sexual and Reproductive Health, 50(1), 15–23. https://doi.org/10.1363/psrh.12053

Bruno, V. (2024). Educazione alla sessualità in Italia: Mezzo secolo di preliminari. Rivista di Sessuologia, 48(2), 147–163.

Bruno, V. (2025). Educazione (s)extracurricolare: Le lacune legislative dell'educazione alle sessualità in Italia. Nuova Secondaria Ricerca, XLII(10), 432–446.

Bruno, V., de Castro Jury Arnoud, T., Antoniucci, C., Baiocco, R., & Pistella, J. (2026). Italian bisexual women's perspectives on sexuality education: A mixed-methods study. Journal of Bisexuality. Advance online publication. https://doi.org/10.1080/15299716.2026.2636143

Castro, C. A., Monterrosa-Blanco, A., Rodríguez, L. L., Castiblanco, A., Bernal, L., Ladino, M. J., Pinilla, D., Melo, C., & Baquero, F. (2024). Knowledge and attitudes regarding contraceptive methods and sex education in students and parents of eight Colombian schools 2020–2021: A mixed methods study. The Lancet Regional Health - Americas, 30, 100678. https://doi.org/10.1016/j.lana.2024.100678

Grossman, J. M., Sarwar, P. F., Richer, A. M., & Erkut, S. (2017). "We talked about sex." "No, we didn't": Exploring adolescent and parent agreement about sexuality communication. American Journal of Sexuality Education, 12(4), 343–357. https://doi.org/10.1080/15546128.2017.1372829

Holman, A., Holloway, M., Meinecke, K., Deatherage, S., Kort, R., Erie, E., Rizk, N., Gilstrap, S., & Piskel, S. (2023). "Did I say too much? Did I say enough?": Balancing the competing struggles parents experience in talking to their children about sex-related topics. Journal of Family Communication, 23(3–4), 335–346. https://doi.org/10.1080/15267431.2023.2239230

IPPF. (2017). Deliver+Enable Toolkit: Scaling-Up Comprehensive Sexuality Education (CSE). UK.

McCrimmon, J., Widman, L., & Brasileiro, J. (2024). Adolescent barriers to sexual communication with their parents: Differences by sexual and gender identity. The Journal of Sex Research, 1–12. https://doi.org/10.1080/00224499.2024.2362899

Moreira, M. T., Rocha, E., Lima, A., Pereira, L., Rodrigues, S., & Fernandes, C. S. (2023). Knowledge about sex education in adolescence: A cross-sectional study. Adolescents, 3(3), 431–445. https://doi.org/10.3390/adolescents3030030

Narushima, M., Wong, J. P.-H., Li, A. T.-W., Bhagat, D., Bisignano, A., Fung, K. P.-L., & Poon, M. K.-L. (2020). Youth perspectives on sexual health education: Voices from the YEP study in Toronto. The Canadian Journal of Human Sexuality, 29(1), 32–44. https://doi.org/10.3138/cjhs.2019-0049

Nattabi, J., Nabunya, P., Kizito, S., Nabayinda, J., Kiyingi, J., & Ssewamala, F. (2023). The impact of parent–adolescent communication on reduction of sexual risk possibility among adolescents: Findings from the Suubi-Maka study. Archives of Sexual Behavior, 52, 3521–3530. https://doi.org/10.1007/s10508-023-02639-x

UNESCO. (2018). International technical guidance on sexuality education: An evidence-informed approach. United Nations Educational, Scientific and Cultural Organization.

Unis, B. D., & Sällström, C. (2020). Adolescents' conceptions of learning and education about sex and relationships. American Journal of Sexuality Education, 15(1), 25–52, https://doi.org/10.1080/15546128.2019.1617816

WHO & BZgA. (2010). Regional office for Europe and BZgA. Standards for sexuality education in Europe: A framework for policy makers, educational and health authorities and specialists. World Health Organization.

CAN SOCIAL SUPPORT BUFFER INEQUALITY? EVIDENCE FROM PISA 2022 ON OBJECTIVE-SUBJECTIVE STATUS GAPS AND PERCEIVED SOCIAL MOBILITY

Althea Bianca Dal Ben (University of Milano-Bicocca, Department of Sociology, Italy) · **Marta Branda** (University of Milano-Bicocca, Department of Psychology, Health and Sustainability Lab, Italy)

Social support | Subjective and Objective Social Status | Inequalities

Family socio-economic status is a major structural determinant of adolescents' educational trajectories shaping academic performance and access to future opportunities, and expectations of success across their life course (OECD, 2023). Socio-economic advantage provides students with material, cultural, and relational resources that increase the likelihood of favourable school outcomes and access to educational and occupational pathways. Yet adolescents do not experience inequality only through objective family background. Their social position is also interpreted through everyday relational contexts, including support from teachers and family, experiences of belonging, and social comparison at school. Thus, relationships may shape how young people make sense of both current status and future prospects (OECD, 2024). Research increasingly shows that subjective social status (i.e., how young people perceive their position in the social hierarchy) captures a distinct psychosocial dimension of inequality that extends beyond objective socio-economic background alone. Subjective socioeconomic status is consistently associated with adolescent health and well-being even after accounting for objective socio-economic conditions, supporting its relevance as an independent dimension of stratification (Quon & McGrath, 2014). However, objective and subjective status are positively associated but only partially

aligned (Sweeting & Hunt, 2014). This partial overlap implies that some adolescents perceive themselves as socially lower or higher than expected given family background, allowing examination of the discrepancy between structural position and perceived social standing. Examining this discrepancy, and the potential protective role of relational support, may offer a more nuanced understanding of how inequality is internalised and shapes adolescents' perceptions of present status, future opportunities, and upward social mobility. Using data from the Italian PISA 2022 sample (N=10,552) of 15-year-old students, this study examines whether a discrepancy exists between adolescents' objective socio-economic status and their perceived subjective social status, and whether perceived support from family and teachers is associated with this discrepancy and with adolescents' future expectations. Objective socio-economic status is measured through the OECD's ESCS Index. Students are asked to think about their country's society in terms of money, education and job positions. Given this input, subjective social status and perceived future opportunities are captured through students' self-placement on a 1–10 scale in response to the questions, "Where would you say your family stands at this time?" and "Where do you think you will stand when you are 30?", respectively. Indicators of perceived family's support, teacher's support, and sense of belonging are included in the analysis as key relational resources. Preliminary findings confirm a meaningful discrepancy between objective and subjective status, with 5.6% of students perceiving themselves lower than expected based on their ESCS, 53.2% showing alignment, and 41.2% perceiving themselves higher than expected. Initial analyses suggest that relational support plays a protective role: students reporting a stronger sense of belonging tend to show more positive future expectations and higher perceived opportunities for upward mobility, even when objective socio-economic status is considered. Overall, these findings suggest that inequalities' stratification is not only structurally distributed but also subjectively interpreted, and that supportive relationships may help buffer the internalisation of disadvantage by sustaining adolescents' future expectations.

OECD (2023), PISA 2022 Results (Volume I): The State of Learning and Equity in Education, PISA, OECD Publishing, Paris, https://doi.org/10.1787/53f23881-en

OECD (2024), "Parental emotional support and adolescent well-being: A cross-national examination of socio-economic and gender gaps based on PISA 2018 surveys", OECD Papers on Well-being and Inequalities, No. 20, OECD Publishing, Paris, https://doi.org/10.1787/2b7a2ac6-en.

Sweeting H, Hunt K. Adolescent socio-economic and school-based social status, health and well-being. Soc Sci Med. 2014 Nov;121:39-47. doi: 10.1016/j.socscimed.2014.09.037. Epub 2014 Sep 20. PMID: 25306408; PMCID: PMC4222198.

Quon EC, McGrath JJ. Subjective socioeconomic status and adolescent health: a meta-analysis. Health Psychol. 2014 May;33(5):433-47. doi: 10.1037/a0033716. Epub 2013 Nov 18. PMID: 24245837; PMCID: PMC5756083.

Quon EC, McGrath JJ. Subjective socioeconomic status and adolescent health: a meta-analysis. Health Psychol. 2014 May;33(5):433-47. doi: 10.1037/a0033716. Epub 2013 Nov 18. PMID: 24245837; PMCID: PMC5756083.

YOUTH POLITICAL DISENGAGEMENT AND SOCIO-POLITICAL ATTITUDES: FINDINGS FROM A CROATIAN NATIONAL STUDY OF POLITICAL LITERACY

Jelena Matić Bojić (Institute for Social Research in Zagreb, Croatia) · **Nikola Baketa** (Institute for Social Research in Zagreb, Croatia) · **Lorelaj Lukačin** (Institute for Social Research in Zagreb, Croatia)

Youth Political Disengagement | Authoritarianism | Prejudice

This presentation focuses on youth political disengagement, examined within the broader framework of a long-term research initiative on political literacy among Croatian youth. The initiative brings together a large group of Croatian social scientists and has monitored the level of political literacy among final-year secondary school students every five years since 2010 (Bagić, 2011; Kovačić & Horvat, 2016; Baketa, Bovan & Matić Bojić, 2021). The political literacy surveys provide insight into the political knowledge, as well as democratically relevant attitudes and behaviors, of a nationally representative segment of the youth population. In doing so, they offer an important perspective on the outcomes of political socialization among the current generation of the youngest voters and those who will soon become voters. The nature of the project enables the insight into trends and changes over time. Several key concepts included in the current study were also examined in earlier survey waves conducted in the 2009/2010, 2014/2015, and 2020/2021 school years. This allows researchers to monitor developments in political orientations and engagement among final-year secondary students across more than a decade. Data collection for the most recent wave in the school year 2025/2026 is currently ongoing. Within this broader research framework, the present paper places particular emphasis on youth political disengagement. Low political interest and limited political engagement among young people represent a significant challenge

for democratic societies, both in Croatia and globally. Understanding the sources and correlates of political disengagement is therefore an important step toward better understanding of the political socialization of younger generations. In this presentation, we will focus specifically on the relationship between youth political disengagement and a range of socio-political attitudes, including levels of authoritarianism as well as gender-, sexual-, and ethnic-based prejudice. To examine this phenomenon, a Youth Political Disengagement Scale was recently developed (Lukačin, Matić Bojić & Baketa, 2026). Preliminary validation results indicated a strong negative correlation between political disengagement and political interest, as well as moderate to strong negative correlations with various formal and informal forms of political participation. These findings suggest that the scale captures an important dimension of young people's relationship with politics. However, a more detailed examination of the broader attitudinal and ideological correlates of political disengagement is still needed. Data from the ongoing survey of a large nationally representative sample of final-year secondary school students (N ≈ 1000) will make it possible to further test the construct validity of the scale and to explore how youth political disengagement relates to a broader set of socio-political orientations and attitudes among young people in Croatia.

Baketa, N., Bovan, K. & Matić Bojić, J. (2021). Istraživanje političke pismenosti učenika završnih razreda srednjih škola u Republici Hrvatskoj - istraživački izvještaj za 2021. godinu [Political Literacy of Final-Year Secondary School Students in the Republic of Croatia – 2021 Research Report]. Institut za društvena istraživanja u Zagrebu.

Bagić, D. (2011). Odgaja li škola dobre građane? Studija o političkoj socijalizaciji hrvatskih srednjoškolaca. [Does School Foster Good Citizens? A Study of the Political Socialization of Croatian Secondary School Students]. GONG, Fakultet političkih znanosti.

Kovačić, M. & Horvat, M. (2016). Od podanika do građana: razvoj građanske kompetencije mladi [From Subjects to Citizens: The Development of Civic Competence Among Young People]. GONG, Institut za društvena istraživanja u Zagrebu.

Lukačin, L., Matić Bojić, J. & Baketa, N. (2026). Politička neangažiranost mladih – konstrukcija i inicijalna validacija skale [Youth Political Disengagement – Construction and Initial Validation of a Scale]. Presentation for the conference 25th Psychology Days in Zadar.

LINKS BETWEEN POSITIVITY AND STUDENTS' PERCEPTIONS OF PEER CLIMATE AT SCHOOL: A DAILY DIARY STUDY IN EARLY ADOLESCENTS

Simone Zasso (Sapienza University of Rome, Rome, Italy) · **Giulia Sailis** (Sapienza University of Rome, Rome, Italy) · **Lucia Manfredi** (Sapienza University of Rome, Rome, Italy) · **Giulia Gaggero** (University of Trento, Rovereto, Italy) · **Lavinia De Marco** (Sapienza University of Rome, Rome, Italy) · **Stefania Sette** (Sapienza University of Rome, Rome, Italy) · **Enrico Perinelli** (University of Trento, Rovereto, Italy)

Positivity and peer climate | early adolescence | daily diary study

Early adolescence is characterized by significant developmental changes in social relationships and identity construction (Bukowski et al., 2020; LaFontana & Cillessen, 2010; Laursen & Veenstra, 2021). During this period, peer relationships become increasingly salient and play a central role in adolescents' self-understanding, particularly as their identity formation is a "work in progress" (Laursen & Veenstra, 2021). Within the school context, the classroom environment represents a key social setting where early adolescents interact daily with peers and teachers. In particular, the perceived classroom climate—characterized by respect, inclusion, and supportive interactions—may influence how early adolescents perceive themselves, their future, and life more broadly (Lerner et al., 2005). In this vein, previous researchers have documented a bidirectional relationship between positivity—defined as the tendency to view one's life and future in a positive light (Caprara et al., 2012) — and students' perceptions of a positive classroom and school climate (e.g., Luengo Kanacri et al., 2017). However, these associations have primarily been examined across longer time intervals and have not yet been explored at the daily level during early adolescence. Day-to-day fluctuations in perceived peer relationships and positivity may help to better understand the dynamic nature of early adolescents' everyday social experiences and the interplay between individual dispositions and contextual factors. The present study aimed to address this gap by examining how adolescents' daily peer experiences at school are associated with their perceptions of positivity (and vice versa). Participants were N = 150 students (52% girls; Mage = 12.11, SD = 0.76) recruited in middle schools, who completed a 10-day daily diary, assessing their levels of positivity (item example "today I was satisfied with myself"; Caprara et al., 2012) and perceptions of peer climate (item example "thinking about today, did the students in your class treat each other with respect?"; Spier, 2016). A series of Dynamic Structural Equation Models (DSEMs) were ran to test carry-over effects and the within- and between-person levels reciprocal associations between positivity and peer climate.

Results revealed significant carry-over effects for both positivity and peer climate, indicating day-to-day stability

across the 10 days. Moreover, higher-than-usual perceptions of a positive peer climate on a given day were associated with higher-than-usual positivity the day after. However, the reverse association (from positivity to peer climate) was not statistically significant. Additionally, positivity and peer climate were positively related within-person on the same day. Older participants perceived the peer climate more negatively and reported lower levels of positivity than their counterparts. Males reported higher positivity levels than females. Overall, findings highlight the importance of adolescents' daily peer experiences in shaping their positive outlook on life. Promoting a respectful and inclusive classroom climate may therefore represent a favourable context for fostering adolescents' positivity and supporting early adolescents' positive development during everyday school experiences (Luengo Kanacri et al., 2017).

Bukowski, W. M., Bagwell, C., Castellanos, M., & Persram, R. J. (2020). Friendship in adolescence. In S. Hupp, & J. D. Jewell (Eds.), The encyclopedia of child and adolescent development (pp. 1–11). Wiley. http://dx.doi.org/10.1007/978-3-319-32132-5_124-2

Caprara, G. V., Alessandri, G., Eisenberg, N., Kupfer, A., Steca, P., Caprara, M. G., Yamaguchi, S., Fukuzawa, A., & Abela, J. (2012). The positivity scale. Psychological Assessment, 24(3), 701–712. https://doi.org/10.1037/a0026681

LaFontana, K. M., & Cillessen, A. H. N. (2010). Developmental changes in the priority of perceived status in childhood and adolescence. Social Development, 19(1), 130–147. https://doi.org/10.1111/j.1467-9507.2008.00522.x

Lerner, R. M., Lerner, J. V., Almerigi, J., & Theokas, C. (2005). Positive youth development: A view of the issues. Journal of Early Adolescence, 25, 10–16. https://doi.org/10.1177/0272431604273211

Luengo Kanacri, B. P., Eisenberg, N., Thartori, E., Pastorelli, C., Uribe Tirado, L. M., Gerbino, M., & Caprara, G. V. (2017). Longitudinal relations among positivity, perceived positive school climate, and prosocial behavior in Colombian adolescents. Child Development, 88(4), 1100–1114. https://doi.org/10.1111/cdev.12863

Laursen B, Veenstra R. (2021), Toward understanding the functions of peer influence: A summary and synthesis of recent empirical research. Journal of Research on Adolescence, 31(4), 889-907. https://doi.org/10.1111/jora.12606

Spier, E. (2016). Alaska school climate and connectedness survey: 2016. Statewide report (tech. rep.). American Institutes for Research (AIR). https://eric.ed.gov/?id=ED577047

CARING FOR OTHERS IN LATE CHILDHOOD: SELF-REGULATION, REWARD SENSITIVITY, AND CULTURAL VALUES AS PREDICTORS OF PROSOCIAL BEHAVIOR IN RURAL SCHOOLS.

Eleonora Palliccia (Sapienza University of Rome, Italy) · **Laura Di Giunta** (Sapienza University of Rome, Italy) · **Clementina Comitale** (Sapienza University of Rome, Italy) · **Giuseppina Cannella** (INDIRE, Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa)

collectivism | reward sensitivity | self-regulation

High-quality education should foster academic learning alongside positive behaviors that allow young people to build foundational skills and values that support an engaged citizenship (Elias et al., 1997). Prosocial behavior, defined as voluntary behavior enacted to benefit another (Eisenberg et al., 2013), fosters social competence and positive citizenship (Caprara et al., 2014). Building on Social Cognitive Theory (Bandura, 2001), prosocial behavior emerges from a complex interplay of multiple determinants (Eisenberg et al., 2013). Parents transmit values through which children view social relationships (Tamis-LeMonda et al., 2007), particularly through collectivist values emphasizing interdependence and concern for the large group. Self-regulation predicts prosocial behavior by enabling children to inhibit selfish impulses and sustain prosocial behavior (Eisenberg et al., 1992). Furthermore, reward sensitivity is positively associated with prosocial behavior in children (Yu et al., 2024), suggesting that children's responsiveness to social rewards facilitates prosocial behaviors. However, little is known about how these personality variables jointly shape prosocial behavior in late childhood. This study investigates how parental collectivism and children's reward sensitivity and self-regulation interact in predicting prosocial behavior. Participants were parents (N=189, 95.8% mothers) of children attending primary schools (55% boys; 47.5% third grade, 24.8% fourth grade, 27.7% fifth grade) within the Italian Small and Rural Schools Network of INDIRE. Parents' collectivism values were assessed using the Individualism/Collectivism Scale (Triandis, 2018). Children's self-regulation was assessed using a composite score of parent-reported measures (Coryn et al., 2009; Elliott et al., 2020; Simonds & Rothbart, 2004). Children's prosocial behavior was assessed through parent-reported Prosocial Behavior scale (Caprara & Pastorelli, 1993). Children's reward sensitivity was assessed through parent-reported BIS/BAS scales (Carver & White, 1994). A multiple regression examined main and interactive effects of parental collectivism, children's reward sensitivity and self-regulation on prosocial behavior, controlling for child gender, grade, school site, parental role and social desirability. Results revealed significant positive effects for self-regulation (β=.241, p=.008) and reward sensitivity (β=.256, p=.002). Moreover, parental collectivism significantly moderated the association between self-

regulation and prosocial behavior (β=.221, p=.022). Specifically, higher self-regulation was associated with greater prosocial behavior, particularly in contexts characterized by higher parental collectivism; whereas parental collectivism was low, differences in prosocial behavior between high and low self-regulation children were smaller. A similar pattern emerged for reward sensitivity: children with higher reward sensitivity displayed higher levels of prosocial behavior when parental collectivism was high, whereas the association was weaker in the case of low parental collectivism (β=.173, p=.042). Overall, these findings suggest that collectivistic parental values may amplify the role of individual motivational and regulatory characteristics in promoting prosocial behavior during late childhood. In line with Social Cognitive Theory (Bandura, 2001), these findings suggest that educational contexts may benefit from recognizing the interplay between individual characteristics and cultural values in supporting children's prosocial behavior.

Bandura, A. (2001). Social cognitive theory: An agentic perspective. Annual review of psychology, 52(1), 1-26.

Caprara, G. V., Kanacri, B. P. L., Gerbino, M., Zuffiano, A., Alessandri, G., Vecchio, G., ... & Bridglall, B. (2014). Positive effects of promoting prosocial behavior in early adolescence: Evidence from a school-based intervention. International Journal of Behavioral Development, 38(4), 386-396.

Caprara, G. V., & Pastorelli, C. (1993). Early emotional instability, prosocial behaviour, and aggression: Some methodological aspects. European Journal of personality, 7(1), 19-36.

Carver, C. S., & White, T. L. (1994). Behavioral inhibition, behavioral activation, and affective responses to impending reward and punishment: the BIS/BAS scales. Journal of personality and social psychology, 67(2), 319.

Coryn, C. L., Spybrook, J. K., Evergreen, S. D., & Blinkiewicz, M. (2009). Development and evaluation of the social-emotional learning scale. Journal of psychoeducational Assessment, 27(4), 283-295.

Eisenberg, N., Spinrad, T. L., & Morris, A. S. (2013). Prosocial development.

Eisenberg, N., Wolchik, S. A., Goldberg, L., & Engel, I. (1992). Parental values, reinforcement, and young children's prosocial behavior: A longitudinal study. The Journal of Genetic Psychology, 153(1), 19-36.

Elias, M. J., Zins, J. E., & Weissberg, R. P. (2000). Promoting social and emotional learning: Guidelines for educators. Adolescence, 35(137), 221.

Elliott, S. N., Anthony, C. J., DiPerna, J. C., Lei, P. W., & Gresham, F. M. (2020). SSIS SEL brief scales: User guide and technical manual. Scottsdale: SAIL CoLab.

Simonds, J., & Rothbart, M. K. (2004, October). The Temperament in Middle Childhood Questionnaire (TMCQ): A computerized self-report instrument for ages 7–10. In Poster Sess Present Occas Temperament Conf Athens, GA.

Singelis, T. M., Triandis, H. C., Bhawuk, D. P., & Gelfand, M. J. (1995). Horizontal and vertical dimensions of individualism and collectivism: A theoretical and measurement refinement. Cross-cultural research, 29(3), 240-275.

Tamis-LeMonda, C. S., Way, N., Hughes, D., Yoshikawa, H., Kalman, R. K., & Niwa, E. Y. (2008). Parents' goals for children: The dynamic coexistence of individualism and collectivism in cultures and individuals. Social development, 17(1), 183-209.

Triandis, H. C. (2018). Individualism and collectivism. Routledge.

Yu, M., Xu, H., Long, Y., Zhang, Y., Jia, L., Qu, D., & Chen, R. (2024). The moderating role of reward/punishment sensitivity in the relationship between intelligence and prosocial behavior in children. Current Psychology, 43(40), 31758-31769.

B.02

Participatory and Challenge-Based Learning for Educational Innovation, Active Citizenship and Democratic Transformation

PANEL CONVENORS: Chiara Bassetti (University of Trento, Italy); Marta Villa (University of Trento, Italy)

PANEL KEYWORDS: CBL, resilience, climate change

This panel invites contributions exploring the use of Challenge-Based Learning (Università di Trento, 2024) as an innovative pedagogical methodology to cultivate a responsible and sustainable citizenship. In line with the goal of transforming school and university classrooms into "laboratories for democracy," CBL offers an ideal participatory framework for addressing socio-economic challenges, such as those posed by climate change (Baggen et al., 2024). We seek proposals that analyze how the CBL approach, focused on real-world problem-solving, develops the critical thinking, collaboration, and civic engagement necessary for a democratic response to crises. Ecological challenges—such as promoting biodiversity, intergenerational justice, and sustainability—become the engine for learning, enabling students and teachers to act as agents of transformation (Höffken at al., 2024). The panel encourages a critical analysis of the monitoring and assessment methods associated with CBL, exploring how they can be reimagined as instruments of empowerment rather than control, supporting a more inclusive and active school culture. We will also examine the systemic barriers that limit pedagogical innovation: what competencies are necessary for teachers, and how can institutions overcome the constraints that prevent CBL from effectively addressing complex societal issues like climate change? We welcome interdisciplinary (sociological, anthropological, pedagogical, socio-ecological...) and empirical contributions that position schools and universities as living spaces for democracy in action, capable of shaping critical and aware citizens who can propose long-term solutions for the complexities of environmental and socioeconomic crises (.

CONVERGENT TASKS AS A MEANS OF INTEGRATING BIOLOGICAL, MATHEMATICAL AND DIGITAL KNOWLEDGE: A SYSTEMATIC APPROACH AND MONITORING OF ACHIEVEMENTS

Dinara Chkambayeva (NIS, Kazakhstan) · **Anar Tayapbergenova** (NIS) · **Anar Sovetova** (NIS) · **Yekaterina Vyushkova** (NIS)

psychopedagogy | learning motivation | self-determination theory

In the context of the digital transformation of education, it is not only the transfer of knowledge that is critical, but also maintaining a high level of student engagement. The traditional subject-based approach often leads to a decline in learning motivation due to the lack of visible connections between disciplines. Convergent learning, which combines biology, mathematics and IT, offers a psycho-pedagogical solution to this situation by creating conditions for deep immersion in an interdisciplinary context. It is important to justify the system of convergent tasks as a tool for developing students' subjectivity and internal motivation in the modern digital environment through the mechanism of visualised monitoring. The study is based on a systematic approach and the psycho-pedagogical theory of self-determination (E. Deci, R. Ryan). The key method is the pedagogical design of a hybrid environment, where solving complex bio-mathematical problems is associated with the use of a digital progress tracker. The tracker is seen not as a control tool, but as a means of supporting student autonomy and competence. Convergent problems are a powerful trigger for cognitive interest: the need to use IT tools to solve biological problems transforms the learning task into a research project. The progress tracker acts as an external regulator, promoting the gradual internalisation of motivation: clear visualisation of achievements in a digital environment reduces academic anxiety and increases the “sense of flow”. Psycho-pedagogical effects of monitoring: regular feedback through the tracker increases student engagement, ensuring their active participation even when working with cognitively complex material. In the synthesis of cognitive (interdisciplinarity) and motivational (digital tracking) components within a single pedagogical model. The practical significance lies in the development of methodological tools that allow subject teachers not only to integrate knowledge, but also to manage the motivational climate in the modern learning environment, ensuring the steady progress of each student.

1. Deci, E. L., & Ryan, R. M. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. Contemporary Educational Psychology, 25(1), 54–67. https://doi.org/10.1006/ceps.1999.1020
2. Csikszentmihalyi, M. (2008). Flow: The psychology of optimal experience. Harper Perennial Modern Classics. (Original work published 1990).
3. Asmolov, A. G. (2015). Psychology of personality: Cultural-historical understanding of human development. Moscow University Press.
4. Kovalchuk, M. V. (2011). Ideology of NBICS-convergence

PILOTING AND EVALUATING CHALLENGE-BASED LEARNING IN VOCATIONAL EDUCATION A SOCIO-ANTHROPOLOGICAL PARTICIPATORY APPROACH

Marta Villa (University of Trento, Italy) · **Chiara Bassetti** (University of Trento, Italy)

Participatory approach | Action research | Ethnography

The contribution presents activities carried out within the Erasmus+ project TEACH – Transforming Education: Achieving Innovation through Challenge-Based Learning, which investigates and pilots the integration of Challenge-Based Learning (CBL) in vocational education and training (VET) as a pedagogical approach for fostering active and resilient citizenship. In a context marked by climate crises, socio-economic inequalities, and accelerated technological transformations, VET is likewise called upon to redefine its educational mandate, moving beyond a merely technical-instrumental vision to assume a public function oriented toward social responsibility and democratic participation. Grounded in a theoretical framework that intertwines critical pedagogy, experiential learning, and inquiry-based approaches, the project conceives the "challenge" as an epistemic and social structure of learning. CBL is understood not only as a teaching methodology but as a transformative matrix capable of activating processes of collective problematization, deliberation, and co-construction of solutions in real-world contexts. From this perspective, the classroom is configured as a miniature public sphere (Fine, 2012)—a laboratory of democracy in which students and teachers exercise agency, critical thinking, and intergenerational responsibility (Galdames-Calderón et al., 2024). A central component of the experience was the co-design and implementation of a structured teacher training pathway, developed in a blended format and through a participatory approach involving teachers and school leaders from five European countries (Italy, Portugal, Spain, Romania, and Croatia). The activities integrated theoretical and methodological modules on CBL and its epistemological implications; workshops for the development of interdisciplinary challenges anchored in socio-ecological issues; and tools for fostering professional reflexivity within an emerging transnational community of practice. Teacher education was conceived as a transformative process of professional development aimed at strengthening facilitation skills, collaborative design competencies, and formative assessment practices oriented toward empowerment (Baggen & van den Beemt, 2024). The course has then been made available as an e-learning toolkit, available in several languages. Within this framework, an open badge recognition system was also introduced to formalize and make visible the competencies acquired by teachers who became Teamchers—a hybrid professional figure integrating teaching, mentoring, and the facilitation of complex group processes. The badge does not merely certify learning outcomes; rather, it operates as a device of professionalization and symbolic legitimation, contributing to the construction of teachers' identities aligned with pedagogical innovation and sustainability (Höffken & Lazendic-Galloway, 2024). Micro-credentialing thus becomes a tool of educational governance and a means for consolidating a European community of practice. Preliminary findings from the pilot phase highlight a strengthening of students' transversal skills—critical thinking, collaboration, and project-based agency—as well as a reconfiguration of assessment practices in a more dialogical and inclusive direction. At the same time, tensions emerged in relation to curricular constraints, schools' organizational cultures, and the need for institutional support for a systemic adoption of CBL. Overall, the contribution offers a critical reflection on the potential of CBL in upper secondary education as a pedagogical infrastructure for educational democracy, interrogating the role of teachers' training and professional recognition systems in promoting innovation.

Baggen Y., van den Beemt A. (2024), Challenge-based learning and design thinking in higher education: A Delphi study, in «Journal of Problem-Based Learning», 13(1), 1–14.

Fine, G.A. (2012), Tiny Publics: A theory of group action and culture. Russell Sage Foundation.

Galdames-Calderón, M., Stavnskær Pedersen, A., & Rodriguez-Gomez, D. (2024), Systematic Review: Revisiting Challenge-Based Learning Teaching Practices in Higher Education, in «Education Sciences», 14(9), 1008.

Höffken J., Lazendic-Galloway J. (2024), Engaging for the future: challenge-based learning and stakeholder partnerships in sustainability education, in «Sustainable Earth Reviews», 7:20.

PHOTOVOICE AND PARTICIPATORY DEMOCRACY: PROMOTING AGENCY AND EMPOWERMENT IN THE UNIVERSITY COMMUNITY

Iva Marino (Department of Psychology, Educational Science and Human Movement University of Palermo, Italy) · **Gaetano Di Napoli** (Department of Psychology, Educational Science and Human Movement University of Palermo, Italy) · **Cinzia Novara** (Department of Psychology, Educational Science and Human Movement University of Palermo, Italy)

Photovoice | democracy | empowerment

Ensuring spaces for genuine participation to foster collective agency is a fundamental principle for building democratic communities, especially in academic contexts. Universities, as privileged places for critical learning, must foster students' ability to influence decision-making processes and community life. This study explores Photovoice as a participatory methodology capable of transforming university students into coproducers of knowledge, fostering critical awareness, empowerment, and lived democracy. The project was implemented as part of a teaching experience within the Community Psychology program for community educators and community psychologists. The methodological design was divided into four phases: 1) theoretical training on empowerment, participation and visual methods; 2) guided photographic production, to represent aspects of everyday life that escape common sense, to raise awareness among the academic community and stakeholders, and to advance proposals for change; 3) collective discussions structured according to the SHOWED model; 4) public feedback and deliberative dialogue with academic stakeholders. The empirical corpus comprises 214 photographs. Each student captured, through 10 photographs, their perspective on an outdoor space nestled in a tree-lined green area on campus, which welcomes students for lunch breaks, studying, or socializing with each other and with faculty. This informal yet democratic space represents a space for relationships, where they can build and enhance a sense of belonging to the learning community. Reflexive thematic analysis (Braun & Clarke, 2006), integrated with principles of participatory analysis, highlighted three macrocategories: 1) the gap between formal representation and effective decision-making power; 2) daily micro-practices of informal democracy among peers; 3) structural and symbolic barriers that limit empowerment. The process has produced transformative effects, in terms of operational proposals for improving campus life and for the development of critical and constructive awareness that sees formal and informal leadership engaged in democratic dialogue. The findings suggest that Photovoice simultaneously functions as an epistemic device for community intervention, facilitating the co-construction of meaning and the activation of deliberative practices. The feedback initiative led to the establishment of a joint roundtable with students and faculty to review participatory practices, as well as the creation of a Student Voice laboratory. The study contributes to the debate on democratic education in the university setting, proposing Photovoice as a tool capable of integrating research, critical training and bottom-up transformation.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Wang, C., & Burris, M. A. (1997). Photovoice: Concept, methodology, and use for participatory needs assessment. Health Education & Behavior, 24(3), 369–387. https://doi.org/10.1177/109019819702400309

Zimmerman, M. A. (2000). Empowerment theory: Psychological, organizational and community levels of analysis. In J. Rappaport & E. Seidman (Eds.), Handbook of Community Psychology.

GEOCIVIS – GEOGRAPHY AND SOCIALLY ACUTE QUESTIONS FOR DEMOCRATIC CITIZENSHIP IN PRIMARY EDUCATION

Giacomo Zanolin (University of Genoa, Italy) · **Marco Lupatini** (SUPSI, University of Applied Sciences and Arts of Southern Switzerland) · **Matteo Puttilli** (University of Florence, Italy) · **Angeliki Kokkoni** (University of Florence, Italy)

Socially Acute Questions (SAQs) | spatial inequality | citizenship education

In increasingly complex and uncertain societies, primary geography education often remains focused on static knowledge, neglecting controversial and future-oriented issues. This limits opportunities for young learners to develop democratic agency and critical awareness of spatial inequalities. In this context, GEOCIVIS Project addresses the challenge of translating geography's disciplinary potential into meaningful engagement with Socially Acute Questions (SAQs) (Catling, 2013; Wilks, 2010; Simonneaux & Legardez, 2010; Floro, 2011; Lupatini, 2021) in primary education, seeking to move

beyond descriptive approaches towards relational and inquiry-oriented conceptions of geographical thinking, so as to frame social, environmental and political processes as spatially interconnected and open to critical investigation. In contemporary societies, primary curricula often acknowledge democratic citizenship as a goal yet provide limited guidance on how SAQs can be approached through disciplinary geographical inquiry. As a result, SAQs are often treated merely as topics, weakening geography's analytical contribution to civic learning. Building on scholarship in geography education and citizenship education, GEOCIVIS explores how SAQs - such as migration, spatial justice, and socio-environmental conflicts - can be introduced as geographical problems and meaningfully integrated into teacher education and primary classrooms in Switzerland and Italy. The project combines literature review, policy analysis, and classroom-based case studies to investigate how curricular expectations around democratic citizenship are enacted in practice, and how inquiry-oriented pedagogies are supported or constrained by institutional and professional conditions. On this basis, it develops multilingual guidelines, scaffolding strategies and practical teaching tools. By fostering argumentation, cognitive decentering, and negotiation of diverse perspectives, GEOCIVIS aims to support teachers in framing geography education as a driver of democratic agency and sustainability from the earliest stages of schooling.

Catling, S. (2013). Being Explicit about the Moral Purpose of Primary Geography. Journal of Geography Education, 51(4), 163–171. https://zgd-journal.de/index.php/zgd/article/view/479/484

Floro, M. (2011). Développement durable et questions socialement vives - une approche territorialisée du discours enseignant. In A. Legardez & L. Simonneaux (Eds.), Développement durable et autres questions d'actualité: questions socialement vives dans l'enseignement et la formation (pp. 163–179). Dijon : Éducagri éditions.

Lupatini, M. (2021). Socially acute questions in geography teaching contributing to citizenship education and mobilization of critical thinking and spatial thinking. Bulletin de La Société Géographique de Liège, 77, 143–157.

Simonneaux, J., & Legardez, A. (2010). The Epistemological and Didactical Challenges Involved in Teaching Socially Acute Questions. The Example of Globalization. Journal of Social Science Education, 9(4). https://doi.org/10.2390/jsse-v9-i4-1142

Wilks, J. (2010). Child-friendly cities: a place for active citizenship in geographical and environmental education. International Research in Geographical and Environmental Education, 19(1), 25–38. https://doi.org/10.1080/10382040903545484

MONITORING INFERENCE GENERATION: AN EXPLORATORY STUDY IN PAPER-BASED AND DIGITAL TEXT COMPREHENSION.

Agnese Vezzani (University of Modena and Reggio Emilia, Italy)

Reading comprehension | inference-making | self-monitoring

Awareness and engagement in reading comprehension are among the most important competencies that schools are expected to cultivate in order to support students' educational success and their democratic access to culture. The PRIN project "Promoting Text Comprehension as a Tool to Make Learning and Thinking Visible" pursued this goal by implementing, in fourth-grade primary classrooms, instructional protocols designed to foster readers' engagement in the comprehension of twelve narrative texts. The present study is situated within this broader research framework and aims to examine how children responded to the prompts of the experimental intervention, which was grounded in the principles and materials of the "text-centered" instructional approach (Cardarello & Lumbelli, 2019; Cardarello & Bertolini, 2020) and was implemented in two formats: paper-based and digital. The instructional protocol required students to work without direct adult guidance, following the prompts embedded in the materials—individually in half of the classrooms and in pairs in the remaining half. The exercises focused on the generation of inferences through challenging questions placed at key points in the text, sometimes repeated after the rereading of selected passages; on metacognitive prompts aimed at justifying one's choices; and on the identification of the most relevant information to support the initial steps toward summarization (Lumbelli, 2009; Cardarello & Lumbelli, 2019). At the end of each session, in both the paper-based and the digital experimental groups, feedback was co-constructed through whole-class discussions that brought to light the different arguments underlying the students' responses. More specifically, the study seeks to explore and document the possible development of awareness processes through which students can recognize their own errors. It examines whether, and for what reasons, children in eight fourth-grade classes (two for each experimental subgroup: paper-individual work, paper-pairs, digital-individual, digital-pairs) revised their understanding of inferential passages by changing their responses after the rereading episodes explicitly prompted by the materials. This focus stems from the well-established view that rereading and repetition of a reader's "thinking aloud" support self-correction (Lumbelli, 2009), and from the

notion that the “error-detection paradigm” is considered one of the most indicative comprehension-monitoring processes reflecting a reader’s metacognitive control (Baker, 1984; Winograd & Johnston, 1982; Sylvestre, 2012). Student responses were collected during the second and ninth sessions of the intervention, seven weeks apart. The results show that, regardless of the format (paper or digital) and the mode of work (individual or paired), children generally struggle to question or revise their initially expressed viewpoint. Overall, the study documents how students engaged with the instructional materials while reasoning autonomously through the experimental protocol and highlights implications for teachers and for future instructional interventions, both in paper-based and digital reading contexts.

Baker L. (1984), “Children’s effective use of multiple standards for evaluating their comprehension”, in Journal of Educational Psychology, 76, 4, pp. 588-620.

Baron, N. S. (2022). Come leggere: carta, schermo o audio? Raffaello Cortina Editore.

Bertolini, C., Vezzani, A. (2024). Direzioni di studio dalla letteratura sulla comprensione del testo digitale. In Batini, F., Margherita, A., Bartolucci, M., Barbisoni, G., Bertolini, C., Bianchi, L. & Zamperlin, C.. La lettura ad alta voce condivisa Sharedreading aloud. Atti del Secondo Convegno Scientifico Internazionale Perugia, 4-6 dicembre 2024 (pp. 332-344) PensaMultimediaopen access

Bertolini, C. (2012). Senza parole. Promuovere la comprensione del testo fin dalla scuola dell’infanzia. Bergamo: Edizioni Junior.

Calvani, A., & Chiappetta Cajola, L. (Eds.) (2019). Strategie efficaci per la comprensione del testo. Il Reciprocal Teaching. Firenze: SApIE.

Cardarello, R., & Bertolini, C. (2020). Didattiche della comprensione del testo. Metodi e strumenti per la scuola primaria. Roma: Carocci.

Cardarello, R., & Contini, A. (2012). Parole immagini metafore. Per una didattica della comprensione. Bergamo: Edizioni Junior.

Cardarello, R., & Lumbelli, L. (2019). La comprensione del testo. Attività su brani d’autore per le classi IV e V primaria. Firenze: Giunti.

Cardarello, R., & Pintus, A. (2018). Insegnare la comprensione a scuola. Un percorso didattico sperimentale. Italian Journal of Educational Research, 2, 189-204.

Cardarello, R., & Pintus, A. (2019). La comprensione del testo nella scuola italiana: un bilancio storico e critico. In Calvani, A., Chiappetta Cajola, L. (Eds.). Strategie

efficaci per la comprensione del testo. Il Reciprocal Teaching. (pp. 47-75). Firenze: SApIE.

Cardarello, R., & Scipione, L. (2023). Imparare a ImparaRE. Un'indagine con le scuole della provincia di Reggio Emilia (pp. 1-118). Edizioni Junior-Bambini srl

Centro interuniversitario di Ricerca Educativa sulla Professionalità dell’Insegnante (CRESPI) https://site.unibo.it/crespi/it/centro/ricerca-formazione(u.v. 07/06/2025)

Cisotto, L. (2006), Didattica del testo: processi e competenze, Carocci, Roma.

Clinton, V. (2019). Reading from paper compared to screens: A systematic review and meta analysis. Journal of Research in Reading, 42(2), 288-325.

Coiro, J. (2011). Predicting reading comprehension on the Internet: Contributions of offline reading skills, online reading skills, and prior knowledge. Journal of Literacy Research, 43(4), 352-392.

Delgado, P., Vargas, C., Ackerman, R., & Salmerón, L. (2018). Don’t throw away your printed books: A meta-analysis on the effects of reading media on reading comprehension. Educational Research Review, 25, 23-38.

Dodman, M., Cardarello, R., Damiani, V., & Ciani, A. (2025). La Ricerca-Formazione: Impatti, strumenti, fattori. FrancoAngeli

Duke, N.K., Pearson, P.D., Strachan, S.L., & Billman, A. (2011). Essential elements of fostering and teaching reading comprehension. In Samuels, S. J., Farstrup, A. (Eds.). What research has to say about reading instruction (pp. 51-83). Newark: International Reading Association.

Duncan, L. G., McGeown, S. P., Griffiths, Y. M., Stothard, S. E., & Dobai, A. (2016). Adolescent reading skill and engagement with digital and traditional literacies as predictors of reading comprehension. British Journal of Psychology, 107(2), 209-38.

Dundar, H., & Akcayir, M. (2012). Tablet vs. paper: the effect on learners’ reading performance. International Electronic Journal of Elementary Education, 4(3), 441-450

Gentile, M. (2017). Strategie di comprensione nell’apprendimento da testo scritto. Form@re, 17(2), 112-129.

Kiili, C., & Leu, D. J. (2019). Exploring the collaborative synthesis of information during online reading. Computers in Human Behavior, 95, 146-157.

Lastrucci, E. (2019). Insegnare a comprendere. Roma: Anicia.

Lumbelli, L. (2007). Complex connective inference and a possible type of implicature. Lingue e Linguaggio, 1, 85-100.

Lumbelli, L. (2009). La comprensione come problema. Il punto di vista cognitivo. Roma-Bari: Laterza.

Nardi, A. (2015). Lettura digitale vs lettura tradizionale: implicazioni cognitive e stato della ricerca. Form@re, 1(15), 7-29.

Pintus, A., Bertolini, C., Cardarello, R., & Vezzani, A. (2019). Riassumere e comprendere a confronto. In Calvani, A., Chiappetta Cajola, L. (Eds.). Strategie efficaci per la comprensione del testo. Il Reciprocal Teaching (pp. 361-375). Firenze: SApIE.

Ruffini, C. (2022). La comprensione del testo digitale e cartaceo in età scolare: il ruolo delle funzioni esecutive. In Boffo, V., & Togni, F. (Eds.). Esercizi di ricerca. Dottorato e politiche per la formazione (pp. 187-195). Firenze: Firenze University Press.

Sylvestre, E. (2012). La dimensione del controllo: un software per insegnare a capire. In Cardarello, R., Contini, A. (Eds.). Parole immagini metafore. Per una didattica della comprensione (pp. 73-90). Bergamo: Edizioni Junior.

Tarchi, C., & Pinto G. (2016). Reciprocal teaching: analyzing interactive dynamics in the co-construction of a text’s meaning. Journal of Educational Research, 109, 5, 518-530.

Van Dijk, T.A., & Kintsch, W. (1983). Strategies of Discourse Comprehension. New York: Academic Press.

Vezzani, A. (2023a). Analysing students’ interaction during the in-pairs reading comprehension task: What kind of procedure supports the focus on the text?. Ricerche di Pedagogia e Didattica – Journal of Theories and Research in Education, 18(1), 181-202.

Vezzani, A. (2023b) Lavorare a coppie nella comprensione del testo. Modelli di riferimento e realizzazioni didattiche. Bergamo: Edizioni Junior

Winograd P., Johnston P. (1982), “Comprehension monitoring and the error detection paradigm”, in Journal of reading behavior, 14, 1, pp. 61-76.

Wolf, M. (2018). Lettore, vieni a casa: il cervello che legge in un mondo digitale. Milano: Vita e Pensiero.

BUILDING A EUROPEAN CONSORTIUM FOR INTERCULTURAL PRISON EDUCATION: THE SPARK ERASMUS+ PROJECT

Candelas Bayón Cenitagoya (University of Alcalá, Spain) · **Andrea Sanz de la Rosa** (University of Alcalá, Spain) · **Sofía Antequera Manzano** (University of Alcalá, Spain) · **Carmen Merino Cabello** (University of Alcalá, Spain)

intercultural education | Deprivation of Liberty (DoL) settings | Public Service Interpreting and Translation (PSIT)

Prison education (PE) occupies an inherently paradoxical space: it operates within carceral institutions shaped by punitive logic while simultaneously aspiring to foster critical consciousness, democratic participation, and human dignity. SPARK (Supporting the Penitentiary system Advancement through Reflection and Knowledge about linguistic and cultural diversity) is an Erasmus+ project that aims to advance intercultural prison education and, more in general, deprivation of liberty (DoL) contexts across national contexts where the pressures of penal and security-driven priorities may marginalise transformative educational practice. SPARK brings together partners from across Europe to co-develop a shared framework for intercultural PE, responding to a landscape in which imprisoned populations are increasingly diverse in linguistic, cultural, and migratory terms (SPACE I, 2024), but prison education systems largely remain structured around monocultural assumptions. The project proceeds from the conviction that intercultural education in prison settings is not merely an addition or a reactive measure, but a fundamentally democratic act: one that contests the homogenizing forces of DoL institutions and opens space for hybrid subjectivities, relational learning, and critical reflexivity. Methodologically, SPARK adopts a participatory, consortium-based structure that brings together universities, penitentiary institutions, and NGO-organisations across several European countries, like Italy, Spain, Estonia or Ukraine, aiming to achieve transnational collaboration that enables comparative analysis of how institutional arrangements, professional roles, and policy environments shape the conditions for intercultural educational practice in DoL settings. Particular attention is given to the ethical tensions inherent in researching within closed institutions, including questions of access, positionality, and the asymmetries of knowledge production between academic partners and incarcerated participants. By connecting universities, penitentiary administrations, civil society organisations, and practitioners across different national contexts, SPARK creates a transnational community of practice that challenges the isolation potentially characterising PE initiatives. This contribution reflects on SPARK's design, early findings, and conceptual commitments. The contribution also presents preliminary results from the Spanish working group within the consortium. These include an account of educational initiatives already carried out in Spanish prison settings (both from previous initiatives carried out at the University of Alcalá, and from advances from the SPARK project), the preliminary design of an intercultural education course developed in dialogue with penitentiary practitioners, and an analysis of Spanish policy frameworks concerning translation, language mediation, and interculturality in prison contexts. In doing so, we aim at contributing to broader conversations about how PE can be conceived as a transformative democratic space, and about what an intercultural approach demands from both researchers and institutions.

Council of Europe (2024). SPACE I – Council of Europe Annual Penal Statistics: Prison Populations. https://www.coe.int/en/web/prison/space

FROM CLASSROOM TO CIVIC ACTION: CHALLENGE-BASED LEARNING AND THE TEACH EXPERIENCE IN DEMOCRATIC EDUCATION

Claudio Tagliabue (Trentino Social Tank soc. coop., Italy) · **Elisa Poletti** (Trentino Social Tank soc. coop., Italy)

Challenge-Based Learning | Active citizenship | Participatory learning

In a global context marked by democratic backsliding, widening inequalities and accelerating ecological crises, education is increasingly called upon to cultivate critical, responsible and actively engaged citizens. Schools and universities are therefore challenged to move beyond transmissive pedagogies and to experiment with learning environments that allow students to engage directly with complex societal issues. Within this perspective, Challenge-Based Learning (CBL) has emerged as a promising pedagogical approach capable of connecting learning processes with real-world challenges while fostering collaboration, critical thinking and civic engagement. This contribution presents the experience of the Erasmus+ project TEACH, which applies a CBL framework to engage secondary school students across Europe in addressing sustain-

ability-related challenges inspired by the values of the New European Bauhaus. The project involved schools from five European countries and implemented a structured learning pathway in which students worked in teams to analyse local socio-ecological issues, interact with teachers, mentors and community stakeholders, and design concrete proposals responding to environmental and social challenges. This intervention adopts a practice-based case study approach focusing on the implementation of the TEACH Challenge programme, which engaged more than one hundred students in a transnational learning process lasting several weeks. Through iterative phases of exploration, ideation and prototyping, students developed solutions addressing themes such as sustainability, community wellbeing and responsible innovation. The process culminated in a final public presentation of the projects, encouraging reflection on the democratic implications of the proposed solutions. The experience suggests that CBL can function as a democratic classroom laboratory, where learning becomes a collective process of inquiry, dialogue and action. By working on real-world challenges, students develop not only disciplinary knowledge but also civic agency, collaborative competences and a deeper awareness of the interconnections between social and environmental issues. Teachers, in turn, assume the role of facilitators who support participatory learning processes and guide students through complex problem-solving dynamics. Drawing on observations and reflections emerging from the implementation of the TEACH Challenge, the contribution discusses both the pedagogical potential of CBL and the enabling conditions necessary for its effective integration into school systems. Particular attention is given to how such approaches can support the development of active citizenship and sustainability-oriented learning while also highlighting institutional and pedagogical barriers that may limit their broader adoption. By analysing the TEACH experience within the broader debate on democratic education, the paper contributes to understanding how educational institutions can become spaces where democracy is not only taught but actively practiced through collaborative engagement with the pressing socio-ecological challenges of our time.

Baggen, Y., Kampen, J., Naia, A., Biemans, H., & Mulder, M. (2024). Challenge-Based Learning: A systematic literature review. Educational Research Review.
Höffken, J., et al. (2024). Education for sustainability and transformative learning in schools. Sustainability.
Nichols, M., Cator, K., & Torres, M. (2016). Challenge Based Learning User Guide. Apple Education.
Università di Trento. (2024). Challenge-Based Learning framework for democratic and sustainability education.

WHAT DRIVES ERASMUS MOBILITY CHOICES? EU VS. NON-EU DESTINATIONS AMONG ITALIAN STUDENTS

Valeria Caviezel (Università di Bergamo, Italy) · **Anna Maria Falzoni** (Università di Bergamo, Italy) · **Mara Grasseni** (Università di Bergamo, Italy)

Erasmus+ KA171 program · study abroad motivations · study abroad worries

Student participation in Erasmus programmes reflects a complex set of motivations that encompass academic, personal, linguistic, socio-cultural, and career-oriented dimensions. Early empirical research grounded in the push–pull framework highlights that mobility decisions are driven by both “push” forces originating in the home environment and “pull” factors associated with host environments (Mazzarol and Soutar, 2002; González et al., 2011; Gutema et al., 2024). Motivational analyses of Erasmus students have consistently identified academic and professional development as principal drivers of mobility, but even students’ desire for personal growth and intercultural competence emerges as a salient intrinsic incentive (Van Mol and Timmerman, 2014; Lesjak et al., 2015; Cuzzocrea and Krzaklewska, 2023). However, international students’ mobility may be hampered by the presence of barriers that higher education students face. Therefore, it is important to look at the fears and apprehension of students that retain them in their home country (Souto-Otero et al., 2013). Distance between home and host countries is considered a key factor influencing the intensity of mobility flows, reflecting transport costs, psychological barriers and cultural affinities (González et al., 2011). In the classical intra-European Erasmus context, shorter geographic distances and cultural proximity have historically facilitated student choices of nearby host countries, reducing logistical and financial frictions associated with mobility. However, as the Erasmus+ KA171 program broaden the range of eligible destinations to include extra-European partners, the geography of student choices becomes more heterogeneous, and a broad strand of literature focused on the factors that prompt students to choose one country and avoid others (Barnett et al. 2016; Kondakci et al. 2018). For Italian students, broader structural changes in travel behaviour, such as the proliferation of low-cost airlines and changing preferences towards

global experiential learning, can mitigate the "distance cost" traditionally associated with non-European destinations. Increased exposure to international travel and tourism at a young age may render extra EU destinations more attractive, both for their academic offerings and cultural enrichment potential. This paper investigates whether, and to what extent, students' individual characteristics and background factors influence their propensity to apply for Erasmus mobility to Extra-EU destinations, which involves destinations that are geographically and culturally more distant from Italy than those within the European Union, versus EU destinations. The empirical analysis relies on survey data collected by an on-line survey administered to students who apply to international mobility. We collected data on 809 students at a medium size Italian university – the University of Bergamo – that applied for an Erasmus+ or Extra-EU Program in the last two academic years (from 2024/25 to 2025/26 a.y.). The results, in line with the literature (Souto-Otero et al. 2013; Daly, 2011; Schnepf, 2022), suggest that, ceteris paribus, study experiences in countries outside Europe are primarily driven by strong personal motivations, while they are discouraged by concerns related to academic performance and learning outcomes. However, the findings also suggest that the role of motivations and perceived academic risks in shaping students' international mobility choices varies substantially across fields of study, gender and family background.

Barnett, G. A., Lee, M., Jiang, K., Park, H. W. (2016). The flow of international students from a macroperspective: a network analysis. A Journal of Comparative and International Education, 46(4), 533–559.

Cuzzocrea, V., Krzaklewska, E. (2023). Erasmus students' motivations in motion: understanding super-mobility in higher education. Higher Education, 85, 571–585.

https://doi.org/10.1007/s10734-022-00852-6.

Daly, A. (2011). Determinants of participating in Australian university student exchange programs. Journal of Research in International Education, 10(1), 58-70.

https://doi.org/10.1177/1475240910394979.

González, C. R., Mesanza, R. B., Mariel, P. (2011). The determinants of international student mobility flows: An empirical study on the Erasmus programme. Higher Education, 62(4), 413–430.

Gutema, D.M., Pant, S, Nikou, S. (2024). Exploring key themes and trends in international student mobility research - A systematic literature review. Journal of Applied Research in Higher Education, 16(3), 843–861. https://doi.org/10.1108/JARHE-05-2023-0195.

Kondakci, Y., Bedenlier, S., Zawacki-Richter, O. (2018). Social network analysis of international student mobility: uncovering the rise of regional hubs. Higher Education, 75, 517–535.

https://doi.org/10.1007/s10734-017-0154-9.

Lesjak, M., Juvan, E., Ineson, E.M. (2015). Erasmus student motivation: Why and where to go? Higher Education, 70, 845–865. https://doi.org/10.1007/s10734-015-9871-0.

Mazzarol, T, Soutar, G.N. (2002). "Push-pull" factors influencing international student destination choice. International Journal of Educational Management, 16(2), 82–90.

https://doi.org/10.1108/09513540210418403.

Schnepf, S. V., Bastianelli, E., Blasko, Z. (2022). What can explain the socioeconomic gap in international student mobility uptake? Similarities between Germany, Hungary, Italy, and the UK. European Educational Research Journal, 23(4), 479–502.

https://doi.org/10.1177/14749041221135080.

Souto-Otero, M., Huisman, J., Beerkens, M., de Wit, H., Vujić, S. (2013). Barriers to International Student Mobility: Evidence from the Erasmus Program. Educational Researcher, 42(2), 70-77.

https://doi.org/10.3102/0013189X12466696.

Van Mol, C., Timmerman, C. (2014). Should I Stay or Should I Go? An Analysis of the Determinants of Intra-European Student Mobility. Population, Space and Place, 20(5), 465-479.

https://doi.org/10.1002/psp.1833.

THIRD MISSION, INTERRELIGIOUS DIALOGUE AND TRANSVERSAL PATHWAYS TO COUNTER ANTI-SEMITISM, ANTI-GYPSYISM, AND ISLAMOPHOBIA: A HISTORICAL-RELIGIOUS, SOCIO-POLITICAL, AND INTERSECTIONAL PERSPECTIVE

Bernadette Fraioli (Sapienza University, Italy)

Third mission | interreligious dialogue | citizenship education

Even though societies are increasingly interconnected and religious and ethnic diversities should be constitutive elements of plural democracies, persistent social representations, stereotypes, and hate speech towards specific ethnic and religious groups continue to fuel specific forms of racism, often resurfacing throughout history. The study of religious pluralism finds in the works of Émile Durkheim, Max Weber, Peter L. Berger, and Niklas Luhmann four fundamental theoretical frameworks for understanding the relationship between religion, society, and education. For Durkheim, religion functions as a source of social cohesion through shared symbolic representations; in pluralistic contexts, however,

education can no longer reproduce a single collective conscience, but it must foster integrative values capable of sustaining social solidarity amid diversity. Weber interprets pluralism as a consequence of rationalization and the differentiation of value spheres: education thus becomes a space for cultivating reflexive individuals able to navigate competing worldviews.Berger emphasizes that modernity transforms religion into one option among many within a competitive "market of meanings": in this context, education plays a crucial role in developing awareness of the socially constructed character of belief systems and encouraging dialogical engagement. Luhmann conceptualizes religion and education as autonomous subsystems within a functionally differentiated society; in this framework religious pluralism is a structural outcome of social complexity and education provides individuals with communicative competencies necessary to manage diversity in systems of meaning. By integrating these perspectives, intercultural and interreligious education emerges not merely as diversity management, but as a formative process that prepares individuals to live in structurally plural societies and share civic values, enabling coexistence across religious differences in contemporary societies. In the broader context of the Academy's Third Mission and the paths for cross-cutting skills and guidance, the synergy between schools and universities can play a pivotal role in shaping the identities of students and in developing a sense of global citizenship. This paper will analyze two cases studies: the "At School for Dialogue and Peace" project for high school students to provide them with counter-narrative tools against anti-Semitism, anti-Gypsyism, and Islamophobia, by combining a historical exploration of ethnic and religious diversities with immersive experiences such as visits to places of worship, personal accounts of discrimination, and insights on the artistic means employed by second generations to fight prejudices and advocate for religious freedom and recognition of themselves as Italian citizens; opportunities for university students, ordinary citizens, and religious communities to meet and exchange ideas as part of the Third Mission project "Dialogues of Peace."

Berger, P. L. (1967). The sacred canopy: Elements of a sociological theory of religion. Anchor Books.

Durkheim, É. (1912/1995). The elementary forms of religious life (K. E. Fields, Trans.). Free Press. (Original work published 1912).

Luhmann, N. (2002). La religione della società. FrancoAngeli. (Opera originale pubblicata nel 2000).

Weber, M. (1905/2002). The Protestant ethic and the spirit of capitalism (S. Kalberg, Trans.). Roxbury Publishing. (Original work published 1905)

Spânu, P., Ulmeanu, M.-E., & Doicin, C.-V. (2024). Academic Third Mission through community engagement: An empirical study in European universities. Education Sciences, 14(2), 141.

Helm, F., Baroni, A., & Acconcia, G. (2023). Global citizenship online in higher education. Educational Research for Policy and Practice.

CHALLENGE-BASED LEARNING IN PRACTICE: A FIRST-PERSON REFLECTION IN HIGHER EDUCATION

Elena Mazzaccara (Università degli Studi di Trento, Italy)

Challenge-Based Learning | Abductive Reasoning | Reflexive Practice

This contribution reflects on my experience in the courses "Research Laboratory on Technology and Organization" and "Research Laboratory on Information Systems" within the Master's program in Organization, Society and Technology at the University of Trento, both structured according to the Challenge Based Learning (CBL) model (Nichols et al., 2016). The six-month learning process alternated theoretical lectures, hands-on laboratory activities, applied field research, and discussion with peers, teachers and external stakeholders involved in the project. The expected outcome consisted of a final group report integrating the two components of each laboratory: a qualitative research analysis and a project proposal addressing needs identified throughout the research process. In my case, my group focused on a requalification project promoted by the Municipality of Trento concerning the future opening of a youth center. Through qualitative methods, our group explored the complex tangle of desires, guidelines, and needs expressed by the various actors inhabiting the area and its potential future users. The alternation between theoretical inputs and fieldwork fostered continuous negotiation between conceptual frameworks and empirical complexity, in a process that I later recognized as abductive (Timmermans & Tavory, 2012). Initial uncertainty and ambiguity in the research process gradually became an integral part of our learning, shaping how we approached challenges and negotiated meaning collectively. My group faced challenges in developing a cohesive working approach. The uneven engagement forced me to reflect on my own role within collaborative research and ultimately viewing these dynamics as an integral part of the learning experience. In this sense, even if the

outcome did not fully represent the richness of the work, the experience proved deeply formative at an individual level. Reflexive tools, including individual Learning Agreements, a collective Learning Diary and a personal logbook, supported a continuous reflection during the courses that ended in a final position paper. The combination of qualitative methods and the CBL pedagogical structure created an open learning process that helped me engage with the challenge while fostering reflexive awareness of the research process, shifting attention from the final output to the process itself. Furthermore, tasks were not evaluated through formal grades but through continuous feedback that allowed us to learn from our mistakes and encouraged the growth of tacit knowledge (Polanyi, 1966). Rather than seeking a final, static truth, the investigation evolved into an open-ended dialogue among the researcher, the field and the research process. The classroom became a space for negotiating theory and practice within an open and democratic structure that embraced uncertainty, enabling critical reflection, fostering innovative experimentation and engaging with real-world contexts.

Nichols, M., Cator, K., & Torres, M. (2016). Challenge based learning guide. Digital Promise, Redwood City, CA.

Polanyi, M. (1966). The logic of tacit inference. Philosophy, 41(155), 1-18.

Timmermans, S., & Tavory, I. (2012). Theory construction in qualitative research: From grounded theory to abductive analysis. Sociological theory, 30(3), 167-186.

CHALLENGE-BASED LEARNING AS A CATALYST FOR SOCIAL INNOVATION AND AGENCY

Francesca Odella (University of Trento, Italy) · **Alessandra Scroccaro** (University of Trento, Italy)

Active Citizenship | Social Innovation | Transdisciplinary Education

“Challenge-Based Learning (CBL) is an important innovation within the field of education that takes learning beyond traditional methods to provide students with authentic challenges and equips them with skills that they will use in their future careers. With its emphasis on critical thinking, collaboration and communication, CBL also provides valuable transversal skills that can be used in a wide range of situations and work settings such as to complement the specific skills and knowledge required to solve a specific challenge” (Dikilitas et al, 2025). Enacting this perspective, this paper reflects on the implementation of CBL within university programs, specifically focusing on blended intensive programs (BIPs) and courses conducted at the School of Innovation (SOI) since 2020. These courses are designed to equip students with transdisciplinary tools to address the European Union’s most pressing challenges—Inclusion, Diversity, and Sustainability —through a proactive, future-oriented approach. By discussing the social and community impacts of this pedagogical innovation, the authors present outcomes from programs designed to strengthen younger generations' reflection on the community impact of global socio-political transitions. Our core contribution is to propose CBL as a ‘catalyst’ for social innovation, guiding students and teachers toward a resilient approach to current economic and technological transformations. In these innovative programs, educators can teach young people to view the future as a "tool for emancipation" (Appaduraj, 2013) and develop a sense of agency regarding unforeseen alternatives.To develop these anticipatory skills, students must build confidence in their ability to engage with knowledge (Engstrom, 1994) and address the social aspects of learning, such as cooperation and the negotiation of meanings and study practices. Through CBL group practices, students also learn to navigate cultural differences in communication and teamwork, improving their civic attitudes and relational skills. Furthermore, implementing CBL requires active societal engagement from both students and teachers, demanding a shift in attitude toward knowledge creation processes and circulation. This effort is essential when involving external stakeholders—such as NGOs and local companies— in their projects and is at the heart of effective global collaboration. Ultimately, introducing CBL in university curricula generates impacts that transcend the academic community (Kazemier et al., 2021), fostering a generation of "transdisciplinary social entrepreneurs" capable of navigating complex socio-political crises with empathy and participative agency.

Appadurai A., (2013) The future as cultural fact: Essays on the global condition, Verso Books.

Dikilitaş, K., Marshall, T., & Shahverdi, M. (2025). A Practical Guide to Understanding and Implementing Challenge-Based Learning (1st ed.). Springer Nature. https://doi. org/10.1007/978-3-031-67011-4.

Engeström, Y. (1994). Teachers as Collaborative Thinkers; Activity-theoretical Study of an Innovative Teacher. Teachers' minds and actions: Research on teachers' thinking and practice, 45.

Kazemier, E.M., L. Damhof, J. Gulmans, and P.Cremers (2021), Mastering futures literacy in higher education: An evaluation of learning outcomes and instructional design of a faculty development program, Futures 132.

QUEERING EDUCATIONAL SPACES: THE INTERSECTION OF FUTURES STUDIES AND CHALLENGE-BASED LEARNING FOR ACTIVE DEMOCRATIC CITIZENSHIP

Gianpiero Monittola (Univeristy of Trento, Italy) · **Stafano Turrini** (Univeristy of Trento, Italy) · **Lorenzo Angeli** (Univeristy of Trento, Italy)

Challenge-Based Learning | Futures Studies | External stakeholders

Our contribution explores the experience of two Educational Learning Offers (ELOs) at the School of Innovation (SOI), University of Trento, integrated into the broader offer of the European Consortium of Innovative Universities (ECIU). The ELOs were designed around challenges faced by two startups working with microalgae (microscopic organisms with potential applications in CO_2 capture and the circular economy). While the content was primarily scientific, technological, and economic, our focus here is methodological. Specifically, we experimented with: Integrating Challenge-Based Learning (CBL) with futures studies tools, such as the Futures Wheel and the Futures Cone, to provide students with structured approaches for critical thinking and scenario building. Starting from real-world challenges, the goal was to support students in exploring multiple futures, questioning assumptions, and imagining innovative solutions. Creating a productive tension between divergent and convergent phases: educators encouraged exploration, creativity, and speculative thinking, while external partners (Challenge Providers) guided students toward feasible, actionable outcomes. Through reflection on the two editions, we identify both the strengths and limitations of this model. We frame it as a form of "queering" educational spaces, in a broad sense: deliberately challenging traditional teaching practices and assumptions. Ultimately, our contribution demonstrates that the synergy between CBL and futures studies can foster inclusive and transformative learning experiences. Students are empowered to become agents of change, capable of navigating ecological, technological, and social transitions. This model highlights the potential of higher education to equip learners with the knowledge, skills, and imagination necessary to design a more sustainable future.

Monittola, G., Turrini, S., & Angeli, L. (2026). Intersecting futures studies and challenge-based learning: Elements of queering in futures education. Futures, 176, 103789. https://doi.org/10.1016/j.futures.2026.103789

ROMA DESIGN EXPERIENCE: A SYSTEMIC CHALLENGE-BASED LEARNING MODEL FOR ACTIVE CITIZENSHIP AND SOCIAL INNOVATION IN DESIGN EDUCATION

Valerio Pasquazi (ISIA Roma Design, Italy) · **Giovanna Merialdo** (ISIA Roma Design, Italy) · **Sara Andreozzi** (ISIA Roma Design, Italy) · **Sonia Massari** (Università di Pisa) · **Massimiliano Datti** (ISIA Roma Design, Italy) · **Tommaso Salvatori** (ISIA Roma Design, Italy)

Challenge-Based Learning (CBL) | pedagogy | democracy

In recent years, design education has increasingly been confronted with systemic challenges such as climate change, social inequalities, and the transition toward sustainable development models. In this context, higher education institutions are called upon to move beyond predominantly theoretical teaching models and to develop competencies capable of addressing complex and situated problems (Don Norman, 2023). In response to these transformations, pedagogical approaches based on experiential and collaborative learning have gained increasing attention, among which Challenge-Based Learning (CBL). This approach organizes educational pathways around real-world challenges addressed through interdisciplinary processes and in collaboration with external stakeholders. Such pedagogies enable students to apply academic knowledge in real contexts, fostering the development of critical thinking, problem-solving skills, and a greater sense of responsibility toward contemporary socio-environmental challenges (Höffken & Lazendic-Galloway, 2024). This contribution examines the Roma Design Experience (RDE), developed at ISIA Roma Design since 2018 and now in its eighth edition, as a consolidated model of intensive and collaborative learning based on real-world challenges. The format temporarily reconfigures the traditional learning environment into a five-day laboratory where the challenges addressed focus on crucial issues such as climate change, heritage preservation, accessibility, and sustainability. This space is characterized by a horizontal, peer-to-peer structure in which heterogeneous groups composed of undergraduate and graduate students, faculty members, PhD candidates, tutors, and external stakeholders, including public institutions, third-sector organizations, and local communities, collaborate in defining and addressing real-world challenges. The paper explores how challenge-based design workshops can function as devices of democratic pedagogy capable of fostering

collaboration, critical reflexivity, and forms of student agency. Studies on event-based design education highlight how intensive and collaborative formats can activate situated and interdisciplinary learning processes in design education (Massari et al., 2024). From this perspective, the challenge is not conceived as a predefined brief but as a problematic situation to be collectively explored through practice-based methodologies. The contribution therefore aims to map the development of critical, relational, and socially oriented competencies, while also observing enabling conditions of collaborative learning environments, including inclusivity, quality of facilitation, and psychological safety within the group. Building on observation tools developed within the Rome Design Experience, the research analyzes indicators related to the development of critical thinking, collaborative dynamics, and awareness of the social impact of design projects (Massari et al., 2024; 2025). In order to capture more intangible dimensions of the educational experience, the study introduces the Multimodal Reflective Device (MRD), which integrates micro-narratives and visual languages to support non-linear forms of reflection (Gaver, 2012). The analysis adopts a mixed-methods approach, combining qualitative and quantitative data to observe the development of collaborative and civic competencies and to evaluate enabling conditions within the learning environment. Preliminary findings suggest that the RDE model can act as a catalyst for transformative agency, encouraging students to move from executors of design briefs to active mediators of social change. Finally, the contribution discusses the transferability of the model by comparing the Roman experience with international adaptations such as D.I.S.ba and the São Paulo Design Experience 2026.

Gaver, W. (2012). What should we expect from research through design? Proceedings of the SIGCHI Conference on Human Factors in Computing Systems (CHI '12), 937–946. New York, NY: ACM. 10.1145/2207676.2208538

Höffken, J., & Lazendic-Galloway, J. (2024). Engaging for the future: Challenge-based learning and stakeholder partnerships in sustainability education. Sustainable Earth Reviews, 7(1), 20. https://doi.org/10.1186/s42055-024-00087-6

Massari, S. et al. (2024). Event-based education in design: a case study of fostering critical thinking and social impact. Cumulus Monterrey 2024 Conference: Design Across Borders United in Creativity.

Massari, S., Damiano, D., & Capri, A. (2025). Rethinking Assessment in Event-Based Design Education: An Integrated and Adaptive Model. Diid, (87), 114–133. https://doi.org/10.30682/diid8725h

Norman, D. (2023). Design for a better world: Meaningful, sustainable, humanity-centered. MIT Press.

B.03

Childhood and Democracy in the Digital Age: Building the Foundations of Active Citizenship

PANEL CONVENORS: Giuseppe Valentino (UniPegaso, Italy); Francesca Marone (University Of Naples Federico Ii, Italy); Maura Striano (University Of Naples Federico Ii, Italy)

PANEL KEYWORDS: childhood, pedagogical innovation, digital literacy

Childhood represents the critical foundation upon which democratic participation and social responsibility are built. In contemporary digital societies, children encounter algorithmic systems, social media platforms, and educational technologies that profoundly shape their cognitive development and social relations from early ages. Understanding how to foster democratic values in the digital age represents an urgent pedagogical and societal challenge. This interdisciplinary panel explores the intersection of childhood, digital literacy, and civic formation, investigating how democratic values can be effectively raised through early education. The panel invites contributions addressing four dimensions: First, pedagogical innovation: How can early education integrate digital and civic learning to foster critical thinking and active participation rather than passive consumption? Second, ethical and relational dimensions: How can educators support children in recognizing fairness, inclusion, and cooperation within technologically mediated environments? Third, institutional and community contexts: How can schools, families, and communities collaborate to establish participatory ecosystems that empower children as active citizens? Fourth, comparative and policy perspectives: Which educational models and policies most effectively balance protection with meaningful participation in children's digital experiences? By drawing on perspectives from pedagogy, philosophy, sociology, and technology studies, this panel seeks to rethink childhood as a democratic space where foundations of inclusion, empathy, and critical awareness are constructed. The panel aims to create substantive dialogue among educators, researchers, and policymakers to envision innovative frameworks for democratic education from the earliest stages of development, ultimately transforming how societies prepare children for meaningful democratic engagement.

EMOTIONS IN DIGITAL ENVIRONMENTS: BUILDING CRITICAL AND PREVENTIVE EDUCATIONAL PRACTICES IN SARDINIAN SCHOOLS

Laura Pinna (Università degli Studi di Sassari, DUMAS, Italy) · **Maria Luisa Lasio** (Università degli Studi di Sassari, DUMAS, Italy)

Adolescents | emotions | digital environment

Adolescents are increasingly immersed in digital environments where interactions often show limited respect for others' emotions and dignity, and sometimes escalate into unlawful behaviors. In response to these challenges, several upper-secondary schools in the Cagliari metropolitan area have developed projects in collaboration with expert professionals and local institutions, aiming to help students gain awareness of the emotional dimensions underlying their online actions. The empirical study presented here was carried out over three years and involved first- and second-year high school students working in small, heterogeneous groups. Through multimedia materials—videos, news articles, personal narratives, and testimonies—students were encouraged to discuss their experiences, reflect on the emotions emerging during these exchanges, and learn to identify and articulate them. This process addressed a likely lack of emotional scaffolding from primary socialization agents. Participants were also guided toward empathic reflection on the experiences of cyber-bullying victims, who were often perceived as "frozen" or "emotionless" within digital settings. Given students' initial reluctance to engage with these topics, project facilitators worked to establish a climate of trust that gradually enabled more open discussion and self-exploration regarding digital behaviors. The initiative ultimately sought to help young people become more familiar with their own emotions, recognize and name them, and understand how they may become blurred or dissociated in virtual spaces. The contribution will present the main findings emerging from these interventions, highlighting effective practices as well as critical issues, especially in light of the limited availability of in-depth national research on this phenomenon.

Crespi, I. & Scocco, M. (2020), Cyberviolenza e aspetti sociali della violenza online, https://hdl.handle.net/11393/309050
Donato, S., Eslen-Ziya, H & Mangone E. (2022). From offline to online violence: new challenges for the contemporary society. International Review of Sociology, 32(3), pp. 400-412. doi: https://doi.org/10.1080/03906701.2022.2133405
Ferri, M. (2020), La violenza di genere ed i "social", Quaderni Forensi Veliterni, vol. 3 n° 2, https://www.quaderniforensiveliterni.it/index.php/qfv/article/view/62
Ministero della Giustizia, (2024), Strumenti Statistiche, http://www.ministerodellagiustizia.it/
Save the Children (2023), Atlante dell'infanzia a rischio in Italia. Rischi digitali, https://s3-www.savethechildren.it/public/allegati/xiv-atlante-

dellinfanzia-rischio-tempi-digitali.pdf

BUILDING INTERPERSONAL TRUST IN DIGITAL CONTEXTS TO ENHANCE DEMOCRATIC ENGAGEMENT. THE ROLE OF GENDER

Isabella Quadrelli (Univeristy of Urbino Carlo Bo, Italy) · **Maria Gabriella Pediconi** (Univeristy of Urbino Carlo Bo, Italy) · **Michela Brunori** (Univeristy of Urbino Carlo Bo, Italy)

Online trust | Adolescents | gender

Building on the discussion of research findings, the paper examines adolescents' practices for building interpersonal trust in digital contexts and explores ways to critically reflect on the approaches and skills needed to enhance adolescents' digital literacy for democratic engagement. Trust and democratic engagement are deeply connected and mutually reinforcing; trustworthy relationships enhance cooperation and social ties, and social participation fosters citizens' contacts, mutual understanding, reduces fears of others, creating the conditions for building trust. Trust and public engagement are considered by Putnam (2000) to be essential components of social capital. Adolescents use social media to maintain relationships with friends and acquaintances and to create opportunities for new interpersonal interactions. Online relationships, especially those involving people who are not part of the offline network, occur in contexts characterized by high uncertainty. In such context, social network's users create and negotiate new strategies for reducing uncertainty in relation to the material actants (Hepp 2022) that populate situated interaction contexts (Roberts, S., & Ravn, S. 2019). Trust is a form of social action that reduces uncertainty and social complexity, thereby increasing decision-making and sociality (Seligman 1997; Luhman, 1979; Sztompka, 1999; Simmel, 1989). In the field of adolescents' use of social media, practices are relevant for observing young people's agency (Hepp 2022; Costa 2018) and for overcoming the "influence" approach that considers users as passive and shaped by technological infrastructures. We present findings from the action research project informed by the agency approach, promoted by the University of Urbino, entitled "Building trust in adolescents' digital relationships". The project involved 99 adolescents with an average age of 16.6 (24 males and 75 females). Visual methods were used to explore students' practices in social networks (Instagram) when contacting peers who are not part of their friends' network. They were asked to fill a template resembling an Instagram profile they could trust, by highlighting elements (photo, posts, bio description, etc.) they considered relevant. Findings show that adolescents are active and reflexive actors when engaging in online relationships. Gender is a relevant factor in shaping online practices: both male and female adolescents refer to a female profile when drawing the identikit of the trusted other. Moreover, she is an authentic person, as she discloses her name and basic information about her life and interests. Girls are more willing than boys to start online relationships with the intention to continue them in offline contexts. Such findings show that online environments are not just contexts rife with risks, but highly normed spaces where adolescents exercise their agency and moral judgement. Policies and digital literacy interventions should be oriented toward fostering digital agency, that is "the capacity to critically and safely navigate the Internet, enabling youths to express themselves, seize opportunities offered by Internet technologies, and safeguard themselves against potential online harm, often negotiating and challenging existing social norms and structures" (Choroszewicz 2024: 3). Our findings suggest that such a perspective could help children and adolescents to develop skills for participation and consultation both in online and offline communities.

Boniel-Nissim M, Marino C, Galeotti T, Blinka L, Ozoliņa K, Craig W et al. A focus on adolescent social media use and gaming in Europe, central Asia and Canada. Health Behaviour in School-aged Children international report from the 2021/2022 survey. Volume 6. Copenhagen: WHO Regional Office for Europe; 2024: CC BY-NC-SA 3.0 IGO.

Choroszewicz, M. (2024): Addressing youths' digital agency with internet technologies: discourses and practices that produce inequalities, Journal of Youth Studies, DOI: 10.1080/13676261.2024.2343698

Costa, E. 2018. Affordances-in-practice: An ethnographic critique of social media logic and context collapse. new media & society, Vol. 20(10) 3641–3656. https://doi.org/10.1177/1461444818756290

Hepp, A. 2022. Agency, social relations, and order: Media sociology's shift into the digital. Communications 47(3). DOI: 10.1515/commun-2020-0079

Luhmann, N. 1979, Trust and Power, New York: John Wiley.

Owens E. (2024) Teens on TikTok: Understanding Young People's Digital Agency as Practice. International Research in Children's Literature, 17(2): 174-188. doi: 10.3366/ircl.2024.0562

Putnam, Robert D. (2000). Bowling Alone: The Collapse and Revival of American Community. New York: Simon & Schuster.

Roberts, S., & Ravn, S. (2019). Towards a Sociological Understanding of Sexting as a Social Practice: A Case Study of University Undergraduate Men. Sociology, 54(2), 258-274. https://doi.org/10.1177/0038038519864239 (Original work published 2020)

Seligman, A. 1997, The Problem of Trust, Princeton, New Jersey: Princeton University Press.

Simmel, G. 1989. Sociologia. Milano, Edizioni di Comunità.

Smahel, D., Machackova, H., Mascheroni, G., Dedkova, L., Staksrud, E., Ólafsson, K., Livingstone, S., and Hasebrink, U. (2020). EU Kids Online 2020: Survey results from 19 countries. EU Kids Online. https://doi.org/10.21953/lse.47fdeqj01ofo

Sztompka, P. 1999. Trust. A Sociological Theory. Cambridge, Cambridge University Press.

CONNECTING GENERATIONS. USING GRANDPARENTS' MEMORIES TO BUILD CLASSROOM COMMUNITY

Stefano Costantini (Dipartimento di Formazione, Lingue, Intercultura, Letterature e Psicologia (FORLILPSI) - Università degli studi di Firenze, Italy)

In Class Well-Being | Family Memories | Historical Culture

In a European context marked by increasing multiculturalism and by pervasive use of digital technologies in the construction of identity (Landsberg, 2015), this contribution presents phases of a research project carried out in a heterogeneous, multicultural, and multilingual fifth-grade classroom in a school at the center of Florence. The study examines the hypothesis that history education — understood here as the intergenerational transmission of memories with historical value — can promote greater mutual understanding, inclusion, and the development of intercultural historical competence (Green, 2019) when mediated through grandparents' or parents' narratives and supported by active methodologies (Barton & Levstik, 2021). The project involved 22 students (12 Female; 10 Male), including 8 with culturally diverse backgrounds. The young fifth-grade students were therefore divided into two clusters ("Italian students" and "Students with a different cultural background") exclusively for research purposes. An initial focus group between two student clusters revealed that students' knowledge of one another was limited and often shaped by stereotypes. To overcome these barriers, the project required students to administer an open-ended questionnaire to their grandparents (and, in some cases, to their parents) to collect autobiographical narratives related to seven crucial areas of their lives: family traditions, social relationships, schooling, work, leisure, personal and collective memories. The collected stories made it possible to compare experiences originating from highly diverse contexts - from descriptions of postwar Italy to the wartime scenarios of the Balkan conflict (territories of the former Yugoslavia), as recounted by both a Serbian grandmother and a Croatian grandfather, and further to narratives of migration from rural communities in Honduras and Albania - thereby offering a plurality of historical and cultural perspectives. The unique and personal narratives shared by grandparents played a decisive educational role, confirming what the literature highlights regarding the value of family memory in shaping narrative identity, historical consciousness and socio-emotional competences (Souralova, 2020). The sharing of these stories in the classroom created a new space for dialogue, fostering processes of decentring, adoption of alternative perspectives, and a critical reading of cultural representations; in other words, it effectively supported an intercultural approach to historical learning (Nordgren & Johansson, 2015). Subsequently, a second focus group revealed a significant shift; students demonstrated greater openness, curiosity, and an enhanced ability to recognize mutually the complexity of their peers' backgrounds. Despite the limitations of a small sample, the practice showed that intergenerational transmission can serve as an effective pedagogical resource for promoting inclusion, historical thinking and global citizenship in multicultural school settings (Rantala et al., 2023). The grandparents' narratives provided the class with a new 'common ground', contributing to the construction of a shared historical heritage and to appreciation of cultural diversity. The experience suggests that reciprocal knowledge rooted in family stories can emerge as a decisive factor in overcoming stereotypes and in fostering a deeper relationship between school, family and community, thereby generating a participatory ecosystem in which young students are valued as active citizens capable of building a sense of belonging (Buchanan & Fivush, 2023).

Landsberg, Alison. Engaging the past: Mass culture and the production of historical knowledge. Columbia University Press, 2015.

Green, A. (2019). Why family memories and stories matter. Journal of New Zealand Studies, (29), 3-19.

Levstik, L. S., & Barton, K. C. (2022). Doing history: Investigating with children in elementary and middle schools. Routledge.

Souralová, A. (2020). Grandparents, kinship ties, and belonging after migration: the perspective of second-generation grandchildren. Global networks, 20(2), 362-379.

Nordgren, K., & Johansson, M. (2015). Intercultural historical learning: A conceptual framework. Journal of Curriculum Studies, 47(1), 1-25.
Rantala, J., van den Berg, M., & Chapman, A. (Eds.). (2023). Historical Literacy and Intergenerational Learning in a Digital Age. Routledge.
Buchanan, R., & Fivush, R. (2023). Intergenerational Narratives and the Development of Youth Agency: Family Stories, Identity, and Civic Engagement. Oxford University Press.

CULTURAL HERITAGE AND ACTIVE CITIZENSHIP: TRANSMEDIA ECOSYSTEMS FOR DEMOCRATIC EDUCATION IN EARLY CHILDHOOD

Ilaria Curci (Università degli Studi di Napoli Federico II, Italy)

Cultural heritage education | Early childhood education | Active citizenship

In contemporary societies, based on a culture of convergence, promoting democratic values—belonging, care for the common good, active citizenship—requires pedagogical approaches capable of engaging with and embracing digital languages without reducing the educational experience to passive consumption of content. The challenge lies in transforming technologies into tools for authentic participation from the earliest ages. The theoretical framework of this paper centers on cultural heritage (CH) education in its tangible and intangible dimensions, viewing CH as a privileged reservoir of experiences, meanings, and collective memories from which to draw in order to develop cognitive, social, and civic competencies. From this perspective, CH is not conceived as a closed disciplinary content, but as a democratic and communal space in which learners engage in practices of citizenship: they recognize their cultural belonging, develop critical awareness of the places they inhabit, and assume responsibility for the commons. This vision is rooted in the values of the Faro Convention and the National Plan for Cultural Heritage Education, which recognizes cultural heritage as playing a fundamental role in promoting peace, inclusion, and social integration, as well as providing an authentic and motivating context within which learning acquires meaning and becomes grounded in lived reality. It is also hoped for a critical and informed use of the channels and forms of expression offered by digital technologies as a vehicle for the broad inclusion of diverse social and cultural components through processes of identity construction, citizenship education, and the promotion of intercultural dialogue, in line with the design of civic education (Law 92/2019) and the Guidelines for the cross-curricular teaching of civic education (Ministerial Decree 183/2024). The paper illustrates an action-research experience conducted as part of the UNESCO Project for the Knowledge and Dissemination of the Universal Value of the Historic Center of Naples, developed in collaboration between the Observatory on Governance for Education in Cultural, Artistic, and Landscape Heritage (OGEP3 Unina) of the University of Naples Federico II, the Municipality of the City of Naples, three local comprehensive schools, and the innovative startup GRETA s.r.l. The program and workshop activities, focused on the key competencies of the 2018 EU Recommendation—digital, civic, and cultural awareness—placed the children in the role of creators: producers of multimodal cultural content and active builders of shared meanings within their own territory. The project developed a transmedia ecosystem of interactive cognitive artifacts based on XR technologies, structured into three complementary educational tools and integrated into the bilingual kit *Discovering the Historic Center of Naples, a UNESCO Site*. Through openness to the active participation of the public, communities, and schools, a willingness to listen, engage in dialogue, and highlight diverse perspectives, cultural sites have become spaces for the reappropriation and reinterpretation of individual and collective identities. The emerging model, founded on collaborative public-private governance, interdisciplinarity, and experiential grounding, offers concrete guidelines for designing inclusive educational environments where democratic values are built through doing, narrating, and sharing with the support of digital technology.

Bruner, J. (1991). La costruzione narrativa della realtà. In M. Ammaniti, D. N. Stern (Eds.), Rappresentazioni e narrazioni (pp. 17–38). Roma-Bari: Laterza.
Council of Europe. (2005). Framework Convention on the Value of Cultural Heritage for Society (Faro Convention). Strasbourg: Council of Europe Publishing.
Consiglio dell'Unione Europea. (2018). Raccomandazione relativa alle competenze chiave per l'apprendimento permanente. Bruxelles: Gazzetta Ufficiale dell'Unione Europea.
Jenkins, H. (2006). Convergence Culture: Where Old and New Media Collide. New York: New York University Press.
Laneve, C., Nardelli, D., Pagano, R., & Perla, L. (2000). Pedagogia e didattica dei beni culturali. Brescia: Editrice La Scuola.
Mancaniello, M. R., Marone, F., & Musaio, M. (2023). Patrimonio culturale e comunità educante: Per la promozione di un nuovo welfare urbano. Milano: Mimesis Edizioni.
Milgram, P., & Kishino, F. (1994). A taxonomy of mixed reality visual displays. IEICE Transactions on Information and Systems, 77(12), 1321–1329.
Muscarà, M., Poce, A., Re, M. R., & Romano, A. (Eds.). (2024). Heritage Education. Cittadinanza e inclusione I. Pisa: Edizioni ETS.
Ohler, J. B. (2013). Digital Storytelling in the Classroom: New Media Pathways to Literacy, Learning, and Creativity. Thousand Oaks: Corwin Press.

DIGITAL COMPETENCE IN EARLY CHILDHOOD: THE GUIDELINES FOR DIGITAL EDUCATION IN THE DI.CO.EACH PROJECT

Cosimo Di Bari (University of Florence, Italy) · **Claudio D'Antonio** (University of Florence, Italy)

digital competence | early childhood | media education

The widespread use of digital tools in everyday life is also having a growing impact on children's lives. The way these devices are used during childhood is a significant factor in the education of citizens: although pediatric guidelines advise against exposure during the first two years and although use accompanied by an adult is recommended, passive use or situations in which the adult uses the device without being present at the child's side are frequent (Common Sense Media, 2025).The PRIN Di.Co.Each. project, developed in collaboration between the University of Florence, the University of Rome La Sapienza, and the University of Bologna, aimed to explore effective strategies for building digital competence from early childhood. Following a literature review, an interdisciplinary team conducted qualitative and quantitative research to assess the use of digital tools in children's lives and to survey the perceptions of families, educational services staff, and pediatricians. The project then included action research involving educators and teachers, which led to the design and implementation of digital education experiences with children and families (Di Bari, Demozzi, Metastasio, 2026). Action research experiences have demonstrated the usefulness of a playful approach that also includes the use of digital media to explore the limits and possibilities of digital devices and that helps adults understand the need for support for children during their use. At the same time, research highlights how digital exploration experiences can be enriched by a playful framework and by exploring cross-fertilization with analog media. Nursery and preschool staff, starting with specific education, should then be equipped with the skills to design activities that effectively promote cross-fertilization. While educational services have the urgent task of raising families' awareness of their uses, it can also be beneficial to consider projects that combine traditional experiences with experiences in which digital tools, through their specific characteristics, can provoke questions, spark curiosity, encourage observation, and foster new explorations and achievements (Buckingham, 2019; Tisseron, 2023; Marangi, 2023). These experiences provided input for the development of two guidelines, aimed respectively at families and educational services staff for children aged 0-6. The presentation will focus on the findings of the research and on the experiences of dissemination and discussion, seeking to reflect on the role of the educational alliance (between educational services and families) in building digital competence. ased on the findings of the Di.Co.Each. research, it is crucial to ensure that adults caring for children are informed and trained regarding the risks and potential of digital tools. A fundamental task is to nurture the educational relationship through digital technologies and, at the same time, gradually offer children the opportunities to become active, aware, critical, and creative citizens.

Buckingham, D. (2019), The media education manifesto. London: Polity Press
Common Sense Media (2025), The Common Sense Census. Media Use by Kids Age Zero to Eight, Common Sense Media
Marangi M. (2023), Addomesticare gli schermi, Brescia: Morcelliana.
Mascheroni G. (2025), Per i bambini, Milano: Mondadori.
Tisseron S. (2023), 3-6-9-12, Brescia: Morcelliana

DIGITAL OBSERVATION IN PRESCHOOL SETTINGS: BETWEEN ETHICAL COMPLEXITY AND EDUCATIONAL INNOVATION

Emilia Restiglian (University of Padova, Italy) · **Paola Zoroaster** (University of Padova, Italy)

Video-based research | Early childhood education | Digital data ethics

In contemporary information society, characterised by rapid social changes, digitalisation has become increasingly central in educational practices. Technology is no longer merely an operational tool but constitutes a relational environment that helps shape practices of participation, collaboration, and democracy (Danby et al., 2018; Raffaghelli et al., 2025). Within this context, the dichotomy of the advantages and disadvantages of technology, particularly in the education of children aged 0 to 6, remains a subject of intense debate across the pedagogical, sociological, and psychological literature. This debate represents a significant challenge for promoting ethically responsible educational practices oriented toward

children's active participation (Livingstone, 2016). In this scenario, video recording is still a valuable methodological tool, allowing researchers and educators to examine social interactions retrospectively and to render visible dynamics that would otherwise be difficult to document (Galliani & De Rossi, 2014; Migliarini et al., 2019). For researchers, video technologies enable a more in-depth analysis of socio-educational processes and contribute to the production of new knowledge. However, while technology can support educational work, it also raises ethical challenges that require careful consideration. Drawing on a doctoral research project exploring peer feedback in early childhood, which develops a categorization of feedback types based on the Hattie & Timperley (2007) model, this contribution examines video-based data collection practices in preschool settings. The focus is on issues related to obtaining informed consent from school administrators, parents, and children, as well as the extent to which the presence of a camera might influence children's behavior and the authenticity of observed interactions. Furthermore, the study highlights how video-based educational practices facilitate the systematic "listening" to children, bringing their perspectives and modes of participation to light. This listening constitutes a central element of teachers' pedagogical planning, guiding their decisions and educational actions (UNCRC, 1989, Art. 12). Simultaneously, this contribution emphasizes how video technologies can support reflective practices among teachers, allowing for a detailed analysis of the interactions, social dynamics, feedback types, and educational styles that shape the production and reception of peer feedback. From this perspective, video technology is conceived not only as a research tool but also as a means to make children's experiences, forms of participation, and democratic learning visible and documentable, providing teachers with tools to observe and engage families (Mascheroni et al., 2018). The reflections presented offer insights into the debate on educational policies regarding the use of technology in early childhood. They emphasize the need for regulations that balance the protection of children with their meaningful participation in digital experiences, in full accordance with the UNCRC (1989, Arts. 12, 13, 17). Ultimately, this contribution aims to stimulate discussion on the relationship between technology, ethics, and educational democracy in early childhood, framing technology both as an opportunity for critical reflection and methodological innovation and as a domain requiring particular responsibility, sensitivity, and attention.

Danby, S. J., Fleer, M., Davidson, C., & Hatzigianni, M. (Eds.). (2018). Digital childhoods: Technologies and children's everyday lives (International Perspectives on Early Childhood Education and Development, Vol. 22). Springer. https://doi.org/10.1007/978-981-10-6484-5

Galliani, L., & De Rossi, M. (Eds). (2014). Videoricerca e documentazione narrativa nella ricerca pedagogica. Modelli e criteri. Pensa Multimedia.

Hattie, J. & Timperley, H. (2007). The Power of feedback. Review of Educational Research, 77, 1, 81–112. https://doi.org/10.3102/003465430298487

Livingstone, S. (2016). Reframing media effects in terms of children's rights in the digital age. Journal of Children and Media, 10(1), 4–12. https://doi.org/10.1080/17482798.2015.1123164

Mascheroni, G., Ponte, C., & Jorge, A. (Eds.). (2018). Digital parenting: The challenges for families in the digital age. Nordicom.

Migliarini, V., Lazzari, A., Balduzzi, L., De Mets, J., & Slusarczyk, M. (2019). The Contributions of Video-Analysis in Early Childhood Education and Care Research. Italian journal of educational research, (23), 106–121. Retrieved from https://ojs.pensamultimedia.it/index.php/sird/article/view/3686

Raffaghelli, J. E., Restiglian, E., & Scarcelli, C. M. (2025). Empowering postdigital childhoods: From familial practices to educational reimagination. Media Education, 16(1), 3–9. https://doi.org/10.36253/me-17836

United Nations. (1989). Convention on the Rights of the Child. United Nations Treaty Series, 1577, 3. https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child

DEMOCRACY IN THE EARLY YEARS OF LIFE: THE CONTRIBUTION OF SOCIAL WORK TO BUILDING EDUCATING COMMUNITIES WITHIN THE INTEGRATED 0–6 SYSTEM

Francesca Schir (Libera Università di Bolzano, Italy) · **Diletta Mauri** (Libera Università di Bolzano, Italy)

Democratic education 0–6 | Educating community | Child protection

Democratic education in early childhood requires a paradigm shift: from fragmented, sector-based interventions to local ecosystems capable of integrating rights, care, participation, and social justice. Within this perspective, the project Social Services and the Educational Community for Early Childhood was developed through collaboration among Save the Children, the National Foundation of Social Workers, and the Free University of Bozen-Bolzano, with pilot implementation in the Municipality of Bari. The project frames childhood not as a preparatory phase, but as a political and generative space where belonging, agency, effective access to rights are shaped. Its theoretical framework is grounded in three key dimensions: the centrality of the first 1.000 days for neurobiological, emotional and relational development; the evolution of the 0–6 system toward a universal and inclusive model; evidence that early access to high-quality educational services

can reduce social and cultural disadvantage. In line with Legislative Decree 65/2017 and European guidelines on inclusive Early Childhood Education and Care (ECEC), the research investigates a still underdeveloped issue: the role of social work in local governance and interprofessional co-design across educational, social, and health sectors. Methodologically, the study adopts a qualitative participatory action-research approach. The design involves about 25 professionals from social services, third-sector organizations active in 0–6 provision, nurseries, and preschools. The training and reflective pathway – structured through online modules and in-person workshops – includes pre- and post-questionnaires, two rounds of focus groups (at the end and six months later), and in-depth interviews with social workers. The goal is to identify professional learning processes, transformations in practice, organizational challenges. Training is considered not only a pedagogical device but also an observational context for examining the emergence of shared professional language, inter-institutional trust, and the capacity to activate rights-oriented local networks for children and families. A core axis concerns child protection and parenting support as structural levers for reducing inequality. Protection is conceived in preventive terms, emphasizing early identification of vulnerabilities (economic, relational, housing, and educational), integrated case management, and continuity during critical family transitions. Parenting support is understood as empowerment: listening, guidance, cultural and linguistic mediation, promotion of educational competencies, and facilitation of access to rights and local opportunities. From this perspective, 0–6 integration performs a concrete redistributive function by lowering material, informational, and symbolic barriers; reducing service fragmentation; strengthening trust between families and institutions; and making universalism effectively accessible, especially for the most vulnerable households. Territorial laboratory activities – including co-construction of a Manifesto of the Educating Community, mapping of 0–6 services and spaces, and analysis of relationship quality among local actors – show how participatory practices can make informal resources, service gaps, and underserved groups visible, enabling contextualized and inclusive micro-planning. Expected outcomes operate on three interconnected levels: professional (defining the profile of the 0–6 social worker), organizational (strengthening multi-actor governance), and pedagogical-political (consolidating educating communities as democratic infrastructures of proximity). The project ultimately proposes rethinking the relationship between education and democracy from early childhood onward by embedding protection, participation, shared responsibility, and equity as ordinary practices of social citizenship.

oBalduzzi, L., & Lazzari, A. (2024). Incrementare l'accessibilità dei servizi per l'infanzia nel contesto della riforma sul sistema integrato 0-6: risultati preliminari del progetto "Il buon inizio". Pedagogia Oggi, 22(2), 017-024.

oBriante, R. (2024) L'assistente sociale 0-6 in una comunità cooperativa per la prima infanzia. https://www.welforum.it/lassistente-sociale-0-6-in-una-comunita-cooperativa-per-la-prima-infanzia/(consultato il 28.08.25)

oBritto, P. R., Lye, S. J., Proulx, K., Yousafzai, A. K., Matthews, S. G., Vaivada, T., ... & Bhutta, Z. A. (2017). Nurturing care: promoting early childhood development. The lancet, 389(10064), 91-102.

oCanali, C., Neve, E., & Vecchiato, T. (2017). Servizio sociale e lotta alla povertà infantile. La rivista delle politiche sociali, 1, 147-159.

oCusick, S. E., & Georgieff, M. K. (2016). The role of nutrition in brain development: the golden opportunity of the "first 1000 days". The Journal of pediatrics, 175, 16.

oLazzari, A., Picchio, M., & Balduzzi, L. (2015). Professionalisation policies in the ECEC field: trends and tensions in the Italian context. International Journal of Early Years Education, 23(3), 274-287.

oMilani, Paola. Educazione e famiglie. Ricerche e nuove pratiche per la genitorialità. Carocci, 2018.

oMoreno Boudon, D., Serbati, S., & Milani, P. (2021). Affrontare l'invisibilità dei bambini tra 0 e 3 anni per i servizi sociali attraverso la valutazione partecipativa: appunti da uno studio pilota. Encyclopaideia, 25(60), 107-120.

oSave the Children (2019) Il miglior inizio. Disuguaglianze e opportunità nei primi anni di vita.

oTransatlantic Forum on Inclusive Early Years (2026) Early Childhood Education and Services for all!

oVandenbroeck, M., & Lazzari, A. (2014). Accessibility of early childhood education and care: A state of affairs. European Early Childhood Education Research Journal, 22(3), 327-335.

oWachs, T. D. (2000). Necessary but not sufficient: the respective roles of single and multiple influences on individual development. American Psychological Association.

PROTECTING CHILDREN FROM THE RISKS OF ALGORITHMIC BIAS AND AMPLIFIED DISCRIMINATION OF AI THROUGH EDUCATIONAL STRATEGIES AND DEBIASING TECHNIQUES

Rosaria Capobianco (Università degli studi di Napoli Federico II, Italy) · **Maria Rosaria Strollo** (Università degli studi di Napoli Federico II, Italy)

Algorithmic Bias | Artificial Intelligence | Critical Thinking

The AI Act, the European Regulation on Artificial Intelligence, (European Parliament, 2024), and the Guidelines for the introduction of Artificial Intelligence in Educational Institutions (MIM, 2025), published by the Ministry of Education and Merit, in August 2025, warn of the possible risks caused by AI with respect to our health, individual and collective safety and the protection of fundamental rights. In both documents, reference is made to the biases, biases and biases that can occur «when AI integrates discriminatory attitudes towards one or more groups of people into its algorithms, in particular related to sex, race, religion, political opinions or particular personal and social conditions» (MIM, 2025, p. 10). In childhood, biases represent a truly harmful risk: they are not just «errors of thought», but treacherous barriers to development. When a child grows up in prejudice, it crystallizes into mental patterns that condition his identity and his way of interacting with the world. AI trained on biased data can amplify stereotypes of gender, ethnicity, and socioeconomic status; The scenario becomes even more catastrophic when it is the algorithm itself that generates distorted and potentially harmful and dangerous outputs. The risks for children are even higher than for adults: in fact, in The Society of Transparency, the Korean philosopher Byung-Chul Han states that «everyone voluntarily surrenders himself to the panoptic gaze. One intentionally collaborates with the digital panoptic, revealing and exposing oneself» (Han 2014, p. 83). Bias thus becomes amplified discrimination due to distorted datasets that allow AI to produce social injustices (Floridi, 2022; 2025). It is necessary to train educators and teachers so that they recognize all possible algorithmic biases: from gender bias to cultural biases, from linguistic biases to representation biases, from historical-geographical bias (Chen, 2023), which undermine the principle of justice, causing ethical, moral, social and economic damage. AI is not a neutral tool, as it reflects the values of those who programmed it and gives visibility to the social stereotypes that affect the minds and imagination of minors. Ethical guidelines for educators on using artificial intelligence (European Commission, 2025) states how necessary it is for educators and teachers to know how to implement ethical educational-didactic design, which using inclusive datasets activate digital critical thinking education from early childhood, with the awareness that AI must be a device at the service of learning and not a tool of discrimination (Annacontini, 2023). From an educational-didactic perspective, it is necessary to train educators and teachers in agency; learner-teacher interaction; digital literacy and responsibility and trust (Panciroli & Rivoltella, 2023, pp. 84-87), because Artificial Intelligence can be positive for the educational process and can bring about an improvement «as long as the purposes are clear and the data collections transparent» (Redaelli, 2025, p. 69). The essay aims to demonstrate how through a series of educational strategies (Lorenzoni, 2025) and debiasing techniques (such as debate, evidence-based learning, metacognitive reflection) the impact of biases is reduced, and the mind is trained to critical, reflective, inclusive thinking that is less subject to preconceived judgments.

Annacontini G. (2023). La sfida pedagogica dell'IA. Dalla contrapposizione umano-artificiale alle soggettività future. Cultura pedagogica e scenari educativi, 1(2), 14-21.

Chen, Z. (2023). Ethics and discrimination in artificial intelligence-enabled recruitment practices. Humanities & Social Science Communications,10, 567, 1-12 https://doi.org/10.1057/s41599-023-02079-x

European Commission (2025). Ethical guidelines for educators on using artificial intelligence. European Education Area. EEA. https://education.ec.europa.eu/focus-topics/digital-education/action-plan/ethical-guidelines-for-educators-on-using-ai

European Parliament (2024). EU AI Act: Full text of the Artificial Intelligence Regulation (EU) 2024/1689. https://www.europarl.europa.eu/doceo/document/TA-9-2024-0138_EN.pdf

Floridi, L. (2022). Etica dell'intelligenza artificiale. Sviluppi, opportunità, sfide. Milano: Raffaello Corrtina Editore.

Floridi, L. (2025). La differenza fondamentale. Artificial Agency: una nuova filosofia dell'intelligenza artificiale. Milano: Mondadori.

Han B.C. (2014). La società della trasparenza. Roma: Nottetempo.

Lorenzoni, G. (2025). L'Intelligenza Artificiale a scuola: Guida per una pratica didattica consapevole. Torino: Lattes.

MIM (2025). Linee guida per l'introduzione dell'Intelligenza Artificiale nelle Istituzioni scolastiche. Roma.

Redaelli, L. (2025). La classe potenzIAta. Comprendere e applicare l'Intelligenza Artificiale in classe. Milano: Mondadori Università.

Panciroli, C. & Rivoltella, P.C. (2023). Pedagogia algoritmica. Per una riflessione educativa sull'intelligenza artificiale. Brescia: Morcelliana.

INDICATORS OF PEACE EDUCATION IN PRIMARY SCHOOL: A SYSTEMATIC LITERATURE REVIEW

Alessandra Priore (Università degli Studi Mediterranea di Reggio Calabria) · **Federica De Marco** (Università di Roma "La Sapienza", Italy; Università degli Studi Mediterranea di Reggio Calabria)

peace education | digital citizenship | systematic review

The transformations brought about by the digitalization of social and communicative environments require a reconsideration of the conditions that make democratic citizenship possible from early childhood. Within an ecosystem characterized by platform-mediated interactions, early public exposure, and dynamics of polarization, civic education cannot be confined to the acquisition of technical-digital skills; rather, it demands the development of critical, reflective, and relational dispositions capable of orienting action in both online and offline contexts (Biesta, 2020). In continuity with the pragmatist tradition, democracy may be understood as a situated practice of communication and cooperation (Dewey, 1916); accordingly, the school represents a crucial context for the experiential learning of such practices and for the construction of a peace-oriented society. Within the field of peace studies, conflict assumes a formative rather than pathological value. Galtung's (2014) reflection allows it to be interpreted not as an event to be eliminated, but as a relational process to be transformed through dialogical and creative modalities capable of overcoming oppositional rigidities and opening pathways toward shared solutions. This perspective is particularly relevant in contemporary contexts, where interactions, also digitally mediated, expose children at an early age to dynamics of confrontation, disagreement, and symbolic negotiation. Within this framework, peace education, conceived in transformative terms, does not merely address the management of problematic behaviors; rather, it promotes the capacity to interpret conflict as an opportunity for relational learning, fostering processes of mutual recognition and co-construction of meaning. In this discourse, the construct of moral agency assumes a central role, as it clarifies how learning processes may shape self-regulation within social relationships. When such processes are supported in educational settings structured around dialogue and cooperation (Lipman, 2003; 2005), they contribute to consolidating a situated sense of responsibility that extends to digital interactions. Interpreted through an ecological perspective on agency (Biesta & Tedder, 2007), the school can become a context in which experiences of confrontation discussed, argued, and critically re-elaborated prepare children to inhabit public spaces, including online environments, as arenas of conscious participation. Building on these theoretical premises, the article presents a systematic literature review conducted according to the PICOS framework and supported by the Rayyan software, with the aim of identifying and analyzing the key variables, influencing factors, effectiveness indicators, and best practices associated with peace education pathways. This methodological choice is grounded in the need to ensure rigor, transparency, and traceability in the process of study selection and analysis, in line with methodological guidelines for systematic reviews in the field of education (Ghirotto, 2020). The analysis of empirical studies retrieved from international databases (ERIC, Scopus, Web of Science, PsycINFO) highlights convergence around interconnected dimensions that configure peace education as a pedagogical infrastructure of citizenship. By fostering reflective and relational competences from an early age, these practices help orient digital experience toward participatory and responsible modalities, promoting subjectivities capable of inhabiting the public sphere as a space of dialogue, responsibility, and co-construction of the common good.

Biesta, G. (2020). Risking Ourselves in Education: Qualification, Socialization, and Subjectification Revisited. Boulder, CO: Paradigm.
Biesta, G., & Tedder, M. (2007). Agency and learning in the lifecourse: Towards an ecological perspective. Studies in the Education of Adults, 39(2), 132–149.
Dewey, J. (1916). Democracy and Education. New York: Macmillan.
Galtung, J. (2014). Affrontare il conflitto: Trascendere e trasformare. Pisa: Pisa University Press.
Ghirotto, L. (2020). La systematic review nella ricerca qualitativa. Metodi e strategie. Roma: Carocci.
Lipman, M. (2003). Thinking in education (Vol. 304). Cambridge: Cambridge University Press.
Lipman, M. (2005). Educare al pensiero (Vol. 1). Milano: Vita e Pensiero.

COMPETENCES, BILDUNG EDUCATION AND EVOLUTION: HOW CAN HUMANS ADAPT TO A CHANGING DIGITAL HABITAT?

Alessia Marabini (Fondazione Francis Bacon, Italy)

Human Evolution and Adaptation | IA | Bildung Oriented Critical-Ethical Sensitivity

The paper addresses the role of education in an increasingly digital and neoliberal market-oriented society, questioning how to adapt without losing human authenticity. The evolution that has accompanied humanity for millions of years seems to have almost come to a halt with the advent of AI and digital technologies. Humanity feels a sense of misalignment. One question becomes which modalities can be adopted by the human race to make up for this supposed "delay". The problem arises in particular if AI algorithms are designed to identify quantitative efficiency standards. In this case, efficiency parameters, for example in the world of work, would be calculated abstractly by the algorithms, forcing workers to adapt without taking into account the prerogatives of the human race, which are humans' assessment and physical and psychological limitations (De Caro). One question here arises regarding the pace and nature of evolution and adaptation of the human beings to their changing habitat. According to Stiegler - and drawing from Graham Wallas who faced the issue of the substantial impact of the Great Industrial Revolution on human society in Nineteenth century- it is possible to identify two different forms of adaptation (Stiegler). In the passive sense, adaptation requires modifying the predispositions of our species "from above." The idea is that the human species can adapt, without too much resistance, to the new demands of a changing society and its indisputable predetermined traits and ends. In our contemporary society that means adapting to the values of the market-oriented neoliberal society. Differently, in the active sense, the solution – without neglecting innovations in AI technologies- lies in modifying this environment itself to make it more suited to the prerogatives of our human species. In light of these considerations, the two most widespread educational models today—Competences-based learning and Bildung education—are compared. I contend that the former, in its most prominent form could translate in a passive adaptation to the standards imposed by a western market- oriented society, that is, the predetermined and never questioned "values" of competition, efficiency, and agonistic attitudes. On the contrary the latter, which is the cultural education rooted in the human being, is presenting itself as a decisive element in preventing the dispersion of humanity (Marabini; Moretti Marabini). Bildung is education as a process through which individuals work out their escape from the dependent relationships in which they initially find themselves and can make their social relationships their own, also allowing to critically question values underlying our society (Jaeggi). It occurs through a guided cultural transmission of content, which fosters the development of a critical and ethical sensitivity of a humanistic nature. Therefore, I contend that an education inspired by Bildung, without denying the possibility of also developing competences and skills in parallel, can constitute a better model for human emancipation and adaptation. It is in this sense that education truly becomes a formative and critical process in the active sense of adaptation.

De Caro, M., Giovanola, B. (2025), Intelligenze. Etica e politica dell'IA, Il Mulino, Bologna
Gennari, M. (1990), Modernità e conoscenza. La crisi dell'umanesimo e della sua Bildung, Studi di Storia dell'educazione, n. 3, pp.5-35
Jaeggi, R. (2017). Alienazione. Attualità di un problema filosofico e sociale, Castelvecchi, Roma
Marabini, A. (2020), Critique of Critical Thinking: Bildung and the Value of Critical Thinking, in A. Marabini (2020) Critical thinking, and Epistemic injustice. An Essay in Epistemology of education, Springer, Cham, Switzerland.
Moretti, L., Marabini, A. (2025), The Failure of Competence based education and the Demand for Bildung, Bloomsbury, London, UK
Stiegler, B. (2023), Bisogna adattarsi. Un nuovo imperativo politico, Carbonio Editore, Milano
Striano, M (2004) Introduzione alla pedagogia sociale, Laterza, Bari-Roma

DIGITAL TECHNOLOGIES AND SOCIAL ROBOTS IN HERITAGE EDUCATION: DEVELOPMENT OF A RESEARCH PROTOCOL

Marta Pirro (Università degli studi di Napoli Federico II, Italy)

Digital Tecnhologies | Social Robot | Heritage Education

At the heart of the school experience lies the relationship between teaching and learning, which responds to students' spontaneous need to explore, interpret, and understand the world around them. It is configured as a dynamic and participatory process that goes beyond the mere transmission of content, moving instead toward the active construction of

meaning through experience and the conscious use of tools, including digital ones. The progressive digitization of everyday environments has transformed patterns of social interaction and knowledge construction, involving children at increasingly early ages. In Italy, approximately one in three children between the ages of 6 and 10 (32.6%) uses a smartphone daily (ISTAT; Save the Children, 2023), prompting reflection on the educational responsibilities connected to technological mediation and the need to support children in developing critical and informed competencies. School remains one of the primary contexts in which students can acquire the essential skills required to participate fully in digital society (Vannini & McCleary, 2020). As highlighted in the National Digital School Plan, the challenge is to create the conditions for a learning process oriented toward cultural innovation and the enhancement of digital technologies, recognized as an "enabling tool, connector and driver of change" (MIUR, 2015). From this perspective, schools are called upon to configure themselves as spaces of "pedagogical connectivity" (Rivoltella, 2020), where technologies function as bridges among different actors and contribute to fostering a sense of belonging and shared participation. Educational robotics in kindergarten and primary school assumes particular relevance. Its theoretical foundation is rooted in Papert's constructionism, which emphasizes learning through making, in line with Dewey's concept of learning by doing, valuing active experience and participation in knowledge construction processes. International literature highlights the potential of educational robotics in supporting disciplinary learning, fostering the development of competencies, social skills, and enhancing complex cognitive functions such as problem-solving and reasoning. In this perspective, the experimental protocol promoted by the Observatory on Governance for Education to Cultural, Artistic and Landscape Heritage (OGEP3) of the Department of Humanities at the University of Naples Federico II involves the design of educational laboratories integrating social robots, zSpace technology, virtual reality viewers, cross-platform augmented reality applications, and holographic fans within arts-based learning pathways aimed at promoting education in cultural heritage and the languages of art. The experimentation is structured as a study investigating the impact of integrating these devices on collaborative learning processes, levels of student engagement, and the development of cognitive and transversal skills. In line with international guidelines recognizing technological innovation as an opportunity to enhance the quality and equity of educational systems (UNESCO, 2023), the challenge is not merely to provide access to technological tools, but to build the organizational and cultural prerequisites that enable teachers to integrate them consciously into their teaching practices. The goal is to transform these tools into meaningful and sustainable learning opportunities, avoiding purely technical or reductive approaches. Considering technologies as cognitive artifacts (Papert, 1980) within critical and contextually situated pedagogies makes it possible to promote an inclusive and participatory learning ecosystem.

Bruner, J. S. (1961). The act of discovery. Harvard Educational Review, 31, 21-32.

Chen, X., Zou, D., Cheng, G., Xie, H. (2020). Detecting latent topics and trends in educational technologies over four decades using structural topic modeling: A retrospective of all volumes of computers, education. Computers, Education 151: 103855.

Chiazzese, G., Arrigo, M., Chifari, A., Lonati, V., & Tosto, C. (2019). Educational robotics in primary school: Measuring the development of computational thinking skills with the bebras tasks. Informatics, 6(4). https://doi.org/10.3390/informatics6040043

Çiftci, S., & Bildiren, A. (2020). The effect of coding courses on the cognitive abilities and

problem-solving skills of preschool children. Computer Science Education, 30(1), 3–21.

Istat, Dati elaborati per Save the Children a febbraio 2025 sul 2022-2023, ultimo anno disponibile https://www.savethechildren.it/press/infanzia-e-digitale-circa-un-bambino-su-3-tra-i-6-e-i-10-anni-usa-lo-smartphone-tutti-i#_ftnref1

Marone F., Buccini M. (2025). Intelligenza artificiale ed educazione: nuove prospettive per l'inclusione, IUL Research, vol. 6, no.12, pp. 292-303

Marras A. (2022). Robotica educativa: un possibile pattern didattico per l'inclusione. Quaderni del Dottorato Sird.

MIUR. (2015). Piano Nazionale Scuola Digitale. Ministero dell'Istruzione, dell'Università e della Ricerca.

Papert, S. (1980). Mindstorms: children, computers, and powerful ideas. Basic Books.

Piano Nazionale Scuola Digitale, ai sensi dell'articolo 1, comma 56, della legge 13 luglio 2015, n.107. https://www.istruzione.it/scuola_digitale/allegati/2015/DM_n_851_Piano_Naz_Sc_Digitale.pdf

Rivoltella, P. C. (2020). Nuovi alfabeti. Educazione e culture nella società post-mediale. Scholé

Rivoltella P.C. & Rossi P.G. (2019), Tecnologie per l'educazione, La Scuola SEI, Brescia.

Selwyn, N. (2019). Should robots replace teachers? AI and the future of education.Polity Pres

UNESCO (2023), Global Education Monitoring Report 2023: Technology in education – A tool on whose terms? UNESCO, Paris.

Vannini, I., & McCleary, M. (2020). The Role of Schooling in Digital Literacy Development. Journal of EducationalTechnology & Society, 23(3), 129–140

B.04

Democratic Access to Scientific Knowledge through Graphic Reasoning and Visuo-Quantitative Literacy

PANEL CONVENORS: Berta Martini (Università degli Studi di Urbino); Agnese Addone (Institute for Globally Distributed Open Research and Education (Igdore)); Bruno Calza (Università degli studi di Macerata); Monica Tombolato (Università degli Studi di Urbino); Giampiero Dalai (Alpaca Società Cooperativa); Beatrice Scanferla (Università degli Studi di Urbino); Tommaso Guariento (Università Ca' Foscari Venezia); Luciano Perondi (Università Iuav di Venezia, Italy)

PANEL KEYWORDS: Education, Democracy, Scientific Knowledge

This panel examines how graphic reasoning and graphicacy can serve as democratic gateways to scientific knowledge, challenging teaching models that use spatial and visual-quantitative representations as technical procedures rather than epistemic tools for understanding. International assessments such as the OECD PISA Science Framework underscore the role of interpreting data, models, and graphical representations in scientific literacy. Yet these competencies remain unevenly distributed, reflecting persistent socio-economic, gender, and cultural disparities. Scientific education still relies on hierarchical education models that disadvantage learners without early experience with spatial thinking, proportional reasoning, or standard visual tools like the Cartesian reference frame. These cognitive resources are essential for understanding scientific models, critically engaging with data, and participating in public debate on technological and environmental issues. The panel invites contributions on how graphic representations—graphs, coordinate systems, spatial diagrams—operate not only as notational devices but as epistemic tools that foster argumentation, reveal relations, and support inclusive sense-making. Drawing on pedagogy, cognitive science, mathematics education, and visual culture, the panel seeks to outline a framework for democratic science education in which visuo-quantitative literacy becomes a shared civic competence. The goal is to reposition graphical tools as media of emancipation that cultivate critical thinking, social responsibility, and active citizenship. The panel focuses on the cognitive and neurovisual foundations of spatial and proportional reasoning, how they develop through pedagogical practices grounded in exploration and participation. Particular attention is given to the ethical and socio-political dimensions of scientific graphics, enabling equitable access for learners, including women historically underrepresented in STEM education.

VISUAL ORGANIZATION AND COGNITIVE LOAD IN DIGITAL MATHEMATICS INSTRUCTION: AN EXPERIMENTAL STUDY IN LOWER SECONDARY SCHOOL

Maddalena Galas (Università Iuav di Venezia, Italy) · **Bruno Calza** (Università degli studi di Macerata) · **Luciano Perondi** (Università Iuav di Venezia, Italy)

Cognitive Load Theory | Multimedia learning | Cartesian plane

This study investigates the role of visual organization in digital instructional materials within lower secondary education, focusing on its impact on comprehension, immediate and delayed retention, and perceived cognitive load. The research is grounded in Cognitive Load Theory (Sweller, 2010), Multimedia Learning theory (Mayer, 2002), and studies on graphicacy, assuming that spatial and hierarchical arrangement of visual elements may facilitate or hinder the integration of verbal and spatial representations. The study examines whether specific design choices—namely text–image proximity and explicit visual hierarchy—affect cognitive processes involved in learning an introductory mathematical concept: the Cartesian plane. A between-group experimental design was implemented with a sample of 52 students (age range: 11–12 years) from three first-year lower secondary classes. Each class attended a lesson on Cartesian axes delivered through one of three graphic templates derived from the combination of two independent variables: (a) text–image proximity and (b) presence of explicit visual hierarchy. Instructional content, teaching time, and delivery mode were held constant across conditions. Dependent variables included prior knowledge (baseline test), immediate retention, comprehension, perceived cognitive load, and delayed retention one week later. Cognitive load was measured using a questionnaire based on the validated scale developed by Klepsch, Schmitz, and Seufert (2017), allowing differentiation among intrinsic, extraneous, and germane load components. Results show statistically significant differences between experimental conditions only in the disaggregated analysis of cognitive load components. In particular, extraneous cognitive load varied systematically across templates, indicating that graphic design primarily influences cognitive processing rather than final performance outcomes. No statistically significant differences emerged in comprehension or retention tests. The findings show that visual organization significantly affects extraneous cognitive load, even when measurable differences in learning outcomes do not emerge. While recent systematic reviews have questioned whether the spatial contiguity effect

can be explained by reductions in extraneous load (Schroeder & Cenkci, 2020), the present study suggests a more articulated relationship between instructional design, cognitive load, and performance. Variations in extraneous load did not translate into immediate learning gains, yet they reconfigured the cognitive conditions under which spatial-quantitative reasoning unfolded. This dissociation indicates that additional variables intervene in the construction of knowledge and, in line with representational models emphasizing the coordination of depictive and descriptive processing (Schnotz & Kürschner, 2007), points to a relationship between cognitive load and learning outcomes that is neither linear nor unidirectional. Current models linking instructional design, cognitive load, and performance may therefore oversimplify the dynamics of visuo-quantitative learning. By showing that the arrangement of text and visual elements influences cognitive processing in the introduction of the Cartesian plane, the study contributes to the discussion on graphicacy as a foundational component of scientific literacy. In this perspective, the design of graphical materials becomes an epistemic and pedagogical issue: reducing unnecessary cognitive burden may support more equitable participation in visuo-quantitative practices central to mathematics and science education. The study therefore positions visual design as a potential mediator of inclusive access to scientific representations, contributing to the broader framework of democratic science education.

Klepsch M, Schmitz F and Seufert T (2017) Development and Validation of Two Instruments Measuring Intrinsic, Extraneous, and Germane Cognitive Load. Front. Psychol. 8:1997. doi: 10.3389/fpsyg.2017.01997

Mayer, R. E. (2002). Multimedia learning. Cambridge University Press.

Schnotz, W., & Kürschner, C. (2007). A reconsideration of cognitive load theory. Educational psychology review, 19(4), 469-508. https://doi.org/10.1007/s10648-007-9053-4

Schroeder, N. L., & Cenkci, A. T. (2020). Do measures of cognitive load explain the spatial split-attention principle in multimedia learning environments? A systematic review. Journal of Educational Psychology, 112(2), 254–270. https://doi.org/10.1037/edu0000372

Sweller, J. (2010). Cognitive load theory: Recent theoretical advances. In J. L. Plass, R. Moreno, & R. Brünken (Eds.), Cognitive load theory (pp. 29–47). Cambridge University Press. https://doi.org/10.1017/CBO9780511844744.004

HOW CAN MATHEMATICS EDUCATION HELP WITH THE PROBLEM OF SOCIAL INJUSTICE

Karolina Tytko (FCIPS WA, |Krakow Poland)

Visual representations | critical thinking | inclusiveness

Mathematical knowledge is often associated with a certain dogmatic nature, detached from the world of human meanings and everyday contexts. This can result in a situation where a teacher presents mathematical theory in isolation from the individual needs and cognitive processes of individual students or groups (Zhou 2022). The philosophy of mathematical practice perspective adopted in our research (Löwe and Müller 2010; Giardino 2018; Carter 2019; Van Kerkhove 2009) does not confer on mathematics the status of exceptional knowledge. Mathematics can be perceived not only as an abstract discipline, but also as a profoundly social phenomenon, as a construct born of interpersonal interactions, a language and tool embedded in social practices. One of the important aspects of this approach is research on the epistemology of visual thinking in cognition, reasoning, and even mathematical proof. In (Tytko et al. 2023) mathematical practice is described from a psychological and social perspective. There is introduced the notion of Critical Concept Kinds. This notion is strongly related to the presence of visual representations in cognitive processes. In this presentation, we will focus on a deeper analysis of the proposal of fostering Critical Concept Kinds in math and mathematical education (based on Critical Math Kinds defined by Mangraviti 2024, and Critical Gender Kinds defined by Dembroff 2019). Df.: „a critical concept kind is a way of working with a concept which destabilizes mainstream ways of working with the “same” concept. Critical individual mental practices are those practices that generate critical concept kinds” (Tytko et al. 2023). This proposal highlights the gap between the idealistic understanding of mathematical language and the process of creating, applying and learning mathematics, with particular emphasis on the processes and conditions that influence these processes. Especially multimodal aspects. Since the mental mechanisms and relationships observed in mathematical and math education practices can also be observed in other types of human practices, because of their psycho-experiental background, mathematics can also be a tool – especially in the educational context – for analyzing and shaping society. It is fit to the need in the education model, for changing an absolutist epistemology to one based on critical thinking skills and team/project collaboration (Anna Nitecka-Walerych, 2021). There are two advantages to this: 1. More effective

problem-solving at a technical level, based on practice, knowledge, and skills. 2. Contribution to a more inclusive (less harmful) society – complementing Bettcher's (2014) proposal regarding the existence of multiple worlds of meaning, in which certain concepts have different meanings. Bettcher's proposal primarily concerns practices that ultimately lead to a change in the meaning of concepts. Our proposal begins by fostering awareness and the need for critical thinking about mathematical concepts, aiming to foster the ability to reconsider dominant concept kinds in the social space, which may be harmful.

Bettcher, Talia Mae. 2014. „Trapped in the Wrong Theory: Rethinking Trans Oppression and Resistance". Signs 39 (2): 383–406. http://www.jstor.org/stable/10.1086/673088.

Boccaccio, Francesco Maria, Alessia Pennisi, Claudia Savia Guerrera et al. 2024. „Mental Imagery between Cognition and Emotion: A Narrative Review". Psychiatry International 5 (4): 697 717. https://doi.org/10.3390/psychiatryint5040049.

Bridget Cooper, Empathy in Education Engagement, Values and Achievement, Continuum 2011.

Buldt, Bernd, Benedikt Löwe, Thomas Müller. 2009. „Towards a new epistemology of mathematics". Erkenntnis 68: 309–29.

Carter, Jessica. 2019. „Philosophy of Mathematical Practice — Motivations, Themes and Prospects". Philosophia Mathematica 27 (1): 1–32. https://doi.org/10.1093/philmat/nkz002.

D'Alessandro, W., Irma Stevens. 2024. „Mature intuition and mathematical understanding". The Journal of Mathematical Behavior 76 101203. https://doi.org/10.1016/j.jmathb.2024.101203.

Giardino, V. 2018. „Manipulative imagination: How to move things around in mathematics". THEORIA. An International Journal for Theory, History and Foundations of Science 33. https://doi.org/10.1387/theoria.17871.

Kosslyn, Stephen. 1994. Image and Brain. MIT Press.

Mangraviti, F. 2024. „Critical math kinds: a framework for the philosophy of alternative mathematics". Erkenntnis. An International Journal of Scientific Philosophy, advance online publication. https://doi.org/10.1007/s10670-024-00803-w.

Nitecka-Walerych, A. 2021. „Cisza w edukacji wczesnoszkolnej. Silence in early school education". COLLOQUIUM Pedagogika–Nauki o Polityce i Administracji 44 (4): 123–43. https://doi.org/DOI: http://doi.org/10.34813/41coll2021.

Tanswell, F. S. 2018. „Conceptual engineering for mathematical concepts". Inquiry 61 (8): 881–913. https://doi.org/10.1080/0020174X.2017.1385526.

Tytko, K., F. Mangraviti, N. Rylko, N.B. Karlygash. 2023. „New epistemology of mathematics and formal sciences in the age of AI. Critical concept kinds and diversity of mental representations". Edukacja Biologiczna i Środowiskowa 2 (80). https://doi.org/10.24131/3247.230207.

Van Kerkhove, B., red. 2009. New Perspectives on Mathematical Practices: Essays in Philosophy and History of Mathematics. World Scientific Printers.

Ziqian Zhou, Empathy in Education: A Critical Review, IJ-SoTL, Vol. 16 [2022], No. 3

GRAPHIC NEUTRALIZATION AS A TOOL FOR DEMOCRATIC ACCESS TO STEM KNOWLEDGE: EMPIRICAL EVIDENCE AND IMPLICATIONS FOR EARLY CHILDHOOD MATERIALS

Laura Sisti (Istituto Tecnico Tecnologico Paritario "Abate Zanetti" indirizzo Grafica e Comunicazione, Murano (VE), Italy)

Gender stereotypes | STEM education | graphic neutralization

The gender gap in STEM disciplines is rooted in childhood, through the channels of visual culture. Gender stereotypes emerge as early as age 2 (Serbin et al., 2001) and by age 5 are consolidated into associations that children apply to themselves and others (Martin & Ruble, 2004). During this period of maximum brain plasticity (Santrock & Rolle, 2017), images are the primary means through which children construct their understanding of the world (Tizard & Hughes, 2002), conveying meanings without the need for verbal mediation (Berger, 2008; Gibson, 2004). When illustrations connote the scientific imaginary as masculine, they construct barriers (Biemmi, 2017) that girls internalize as limits, with documented effects on self-efficacy and future aspirations (Lopez, 2012), contributing to educational segregation (Bian et al., 2017) and the underrepresentation of women in the most remunerative sectors of the economy (Marone & Buccini, 2022). Data integrating INVALSI assessments and university enrolment records confirm that girls, despite showing high levels of competence, are less likely to enrol in STEM programs. The divergence in choices is therefore not explained by differences in academic performance (Falzetti, 2024). Empirical evidence from an experimental study supports this position [blinded for review]. The study involved 82 children aged 4–5 years (M = 41, F = 41; mean age = 4.73 years), exposed to graphically neutralized illustrations — through the elimination of gender markers such as clothing, hairstyles, and sexual traits; the reduction of paedomorphic features (Araujo et al., 2022; Karniol, 2011); and the adoption of a neutral colour palette through the desaturation of gender-attributable colours. Results show statistically significant differences such as reduced stereotype conformity ($U = 234$, $p < .001$), lower automatic recognition of activities as gender-associated ($U = 292$, $p < .001$), and greater hesitation in choice ($U = 461$, $p < .001$). Furthermore, qualitative observations support these findings, showing greater hesitation and verbalization of uncertainty — signals of a shift from automatic to more deliberative categorization. These results provide empirical evidence that gender biases are culturally induced and modifiable through

visual design. This is relevant for STEM materials, as pathways toward these domains depend not only on performance, but on motivational variables such as self-efficacy and disciplinary identity, influenced by gender as early as preschool age (Hart & Ganley, 2019; Vincent-Ruz et al., 2018). If graphic neutralization suspends stereotype-driven automatisms, STEM materials designed with visual neutrality criteria can represent a concrete intervention. The criteria were applied to the redesign of two STEM books for the preschool age group, demonstrating the transferability of the method to real editorial contexts. Systematically adopting these criteria — by publishers, illustrators, and institutions — means intervening on one of the earliest mechanisms through which gender inequalities are reproduced. Visual representations mediate identity construction from early childhood, shaping attitudes toward scientific knowledge. Rethinking the visual design of STEM materials as an epistemic and political act is a necessary condition for a democratic scientific education, in which knowledge becomes a shared civic competence, accessible to all regardless of gender.

Araujo, V., Schaffer, D., Costa, A. B., & Musse, S. R. (2022). Can gender categorization influence the perception of animated virtual humans? arXiv. https://doi.org/10.48550/arXiv.2208.02386

Berger, J. (2008). Ways of seeing. Penguin Books.

Bian, L., Leslie, S.-J., & Cimpian, A. (2017). Gender stereotypes about intellectual ability emerge early and influence children's interests. Science, 355(6323), 389–391. https://doi.org/10.1126/science.aah6524

Biemmi, I. (2017). Educazione sessista: Stereotipi di genere nei libri delle elementari [Sexist education: Gender stereotypes in primary school books]. Rosenberg & Sellier.

Falzetti, P. (2024). Il divario di genere nella scelta delle lauree STEM: Un percorso in salita per le ragazze [The gender gap in STEM degree choices: An uphill path for girls]. Atti Accademia Roveretana degli Agiati, 239–254.

Gibson, J. J. (2014). L'approccio ecologico alla percezione visiva [The ecological approach to visual perception] (V. Santarcangelo, Ed.). Mimesis.

Hart, S. A., & Ganley, C. M. (2019). The nature of math anxiety in adults. Journal of Numerical Cognition, 5(2), 122–144. https://doi.org/10.5964/jnc.v5i2.195

Karniol, R. (2011). The color of children's gender stereotypes. Sex Roles, 65(3–4), 119–132. https://doi.org/10.1007/s11199-011-9989-1

Lopez, A. G. (2012). Dall'esclusione all'emancipazione: Per una pedagogia dell'empowerment femminile nella scienza [From exclusion to emancipation: Toward a pedagogy of female empowerment in science]. In I. Loiodice, P. Plas, & N. Rajadell (Eds.), Percorsi di genere: Società, cultura, formazione [Gendered pathways: Society, culture, education]. ETS.

Marone, F., & Buccini, F. (2022). Nuove disuguaglianze nell'era contemporanea: Ragazze e STEM [New inequalities in the contemporary era: Girls and STEM]. Education Sciences & Society, 13(1), 170–188. https://doi.org/10.3280/ess1-2022oa13572

Martin, C. L., & Ruble, D. (2004). Children's search for gender cues: Cognitive perspectives on gender development. Current Directions in Psychological Science, 13(2), 67–70. https://www.jstor.org/stable/20182912

Santrock, J. W., & Rollo, D. (Ed.). (2017). Psicologia dello sviluppo: Con Connect [Psychology of development: With Connect] (Italian ed.). McGraw-Hill.

Serbin, L. A., Poulin-Dubois, D., Colburne, K. A., Sen, M. G., & Eichstedt, J. A. (2001). Gender stereotyping in infancy: Visual preferences for and knowledge of gender-stereotyped toys in the second year. International Journal of Behavioral Development, 25(1), 1–10. https://doi.org/10.1080/01650250042000078

Tizard, B., & Hughes, M. (2002). Young children learning (2nd ed.). Blackwell.

Vincent-Ruz, P., Binning, K., Schunn, C. D., & Grabowski, J. (2018). The effect of math SAT on women's chemistry competency beliefs. Chemistry Education Research and Practice, 19(1), 342–351. https://doi.org/10.1039/C7RP00137A

BEYOND GRAPHICACY: TOWARD A FRAMEWORK OF GRAPHIC DESIGN EQUITY IN STEM EDUCATION

Bruno Calza (University of Macerata, Macerata, Italy) · **Agnese Addone** (Institute for Globally Distributed Open Research and Education (IGDORE), Roma, Italy)

Graphic Design Equity | inclusive design | educational equity

Visual representations in educational materials are not neutral tools: they organize, hierarchize, and filter knowledge through choices of typography, color, iconography, and layout that are simultaneously cognitive, cultural, and political decisions. Yet the literature on visual design in education has focused predominantly on two dimensions — graphicacy, understood as the reader's competence in interpreting visual signs (Balchin & Coleman, 1965; Friel et al., 2001), and inclusive design, oriented toward reducing perceptual barriers (CAST, 2024; Rose & Meyer, 2002) — without systematically addressing the dimension of epistemic justice in representation. This contribution introduces the theoretical and operational framework of Graphic Design Equity (GDE), which analyzes visual design choices in terms of the equitable distribution of the conditions for understanding a graphic artifact and the reader's ability to recognize themselves in that representation. The term "graphic" is used in its semiotic sense: it refers to any visual representation choice that mediates access to knowledge, regardless of the production context. GDE does not replace existing concepts but radicalizes them toward a third level not yet formally articulated: beyond perceptual accessibility and cognitive usability, toward epistemic and symbolic justice — that is, whether everyone can understand and recognize themselves in what is made visible. The

framework is structured around three interconnected dimensions: a design dimension, concerning technical choices of typography, color, layout, and visual hierarchy; a social dimension, addressing the symbolic and cultural inclusion or exclusion of identities and perspectives; and an educational-scientific dimension, aimed at educating teachers and designers as ethical agents of representation. Studies on the gender gap in STEM show that differences in spatial reasoning emerge and grow with age rather than being present from birth (Lauer et al., 2019), and that women with cognitive profiles comparable to men's remain underrepresented in STEM fields, suggesting the role of social and structural barriers rather than cognitive ones (Sokolowski et al., 2026). The analysis of 1,255 textbooks across 34 countries documented the pervasiveness of visual bias in school materials (Crawfurd et al., 2024), while experimental research has demonstrated that counter-stereotypical images significantly improve female students' performance in scientific domains (Good et al., 2010). D'Ignazio and Klein (2020) have shown how every visualization embeds a perspective and a hierarchy of values that structure the possibilities of recognition available to the learning subject. GDE is proposed as an analytical tool to evaluate existing materials, a design framework to produce more equitable visualizations, and an ethical and educational device for the training of designers. In alignment with Goal 4 of the United Nations 2030 Agenda (2015), which aims to ensure inclusive and equitable quality education, GDE intervenes at the graphic level as a semiotic infrastructure that shapes access to understanding, translating the principles of educational equity into operational design criteria.

Balchin, W. G. V., & Coleman, A. M. (1965). Graphicacy should be the fourth ace in the pack. The Times Educational Supplement.

CAST. (2024). Universal Design for Learning Guidelines version 3.0. https://udlguidelines.cast.org

Crawfurd L, Saintis-Miller C, Todd R (2024) Sexist textbooks: Automated analysis of gender bias in 1,255 books from 34 countries. PLoS ONE 19(10): e0310366. https://doi.org/10.1371/journal.pone.0310366

D'Ignazio, C., & Klein, L. F. (2020). Data feminism. MIT Press. https://doi.org/10.7551/mitpress/11805.001.0001

Friel, S. N., Curcio, F. R., & Bright, G. W. (2001). Making sense of graphs: Critical factors influencing comprehension and instructional implications. Journal for Research in Mathematics Education, 32(2), 124–158. https://doi.org/10.2307/749671

Good, J. J., Woodzicka, J. A., & Wingfield, L. C. (2010). The effects of gender stereotypic and counter-stereotypic textbook images on science performance. Journal of Social Psychology, 150(2), 132–147. https://doi.org/10.1080/00224540903366552

Lauer, J. E., Yhang, E., & Lourenco, S. F. (2019). The development of gender differences in spatial reasoning: A meta-analytic review. Psychological Bulletin, 145(6), 537–565. https://doi.org/10.1037/bul0000191

Rose, D. H., & Meyer, A. (2002). Teaching every student in the digital age: Universal design for learning. ASCD.

Sokolowski, H. M., et al. (2026). Visual imagery and STEM occupational attainment: Gender matters. Personality and Individual Differences, 237, 113552. https://doi.org/10.1016/j.paid.2025.113552

United Nations. (2015). Transforming our world: The 2030 Agenda for Sustainable Development (A/RES/70/1). https://sdgs.un.org/2030agenda

FLOWCHARTS AS VISUO-OPERATIONAL TOOLS FOR ALGORITHM THINKING DEVELOPMENT

Giuseppe Romagno (Università Iuav di Venezia, Italy)

Graphicacy | Flowchart | Algorithmic Thinking

The proposed study articulates between two major issues in current educational discourse. On the one hand it is the growing interest in Computational Thinking (CT) defined as "solving problems, designing systems and understanding of human behavior, using the fundamental concepts of computer science" (Wing, 2006). In particular, this study will focus on the CT subcomponent related to algorithms production and usage and its cross-disciplinary relevance into the educational domain (Popat & Starkey, 2019). On the other hand this study relates to "Graphicacy", namely the ability to produce and interpret graphics, as an underpinning skill for every educational background (Balchin & Coleman, 1966). The relevance of both issues is confirmed by the attention paid by the internationally applied frameworks for K-12 computer science education (Association for Computing Machinery et al., 2016) and science education assessment (OECD, 2023). This study will focus on algorithms defined as a finite number of steps to solve a problem (Louridas, 2020), their forms of representation (Merrill, 1980) and the flowchart in particular. A narrative review of comparative studies will be included to assess the learning advantage granted by the algorithm's different forms of representation: flowchart, pseudocode, linear text, block-based tools (Giordano & Maiorana, 2015; Scanlan, 1989; Xinogalos, 2013). This study will later review the evidence provided by recent neuroimaging studies in perception of the cartesian graphical space (Ciccione et al., 2023; Ciccione & Dehaene, 2026). The involvement of the visual system's dorsal stream, known as the "how" pathway, and devoted to self spatial positioning and distance perception for purpose-oriented interactions is particularly relevant for

this study, as well as the demonstrated long established graphicacy of the cartesian diagram (Perondi et al., 2025). Calza & Perondi (2025) found that Reference Frame Systems have positive impact on understanding process compared to Rules of Composition System, e.g. flowchart. It could be hypothesized that a well established graphicacy of flowchart diagrams, leveraging on the discrete nature of the flowchart's blocks, their function-based shape, their visuo-functional connection, may lead the flowchart to be reframed from mere rappresentative form and learning aid to operational device of epistemic relevance (De Toffoli, 2025) which activates "manipulative imagination" (De Toffoli & Giardino, 2014).

Association for Computing Machinery, Code.org, Computer Science Teachers Association, Cyber Innovation Center, & CenMath and Science Initiativeter. (2016). K–12 Computer Science Framework. http://www.k12cs.org

Balchin, W. G. V., & Coleman, A. M. (1966). GRAPHICACY SHOULD BE THE FOURTH ACE IN THE PACK. Cartographica, 3(1), 23–28. https://doi.org/10.3138/C7Q0-MM01-6161-7315

Ciccione, L., & Dehaene, S. (2026). The Neural Bases of Graphical Perception: A Novel Instance of Cultural Recycling? Journal of Cognitive Neuroscience, 38(1), 71–88. https://doi.org/10.1162/JOCN.a.81

Ciccione, L., Sablé-Meyer, M., Boissin, E., Josserand, M., Potier-Watkins, C., Caparos, S., & Dehaene, S. (2023). Trend judgment as a perceptual building block of graphicacy and mathematics, across age, education, and culture. Scientific Reports, 13(1), 10266. https://doi.org/10.1038/s41598-023-37172-3

De Toffoli, S. (2025). The Epistemic Roles of Diagrams. In K. Sylvan, E. Sosa, J. Dancy, & M. Steup (Eds.), The Blackwell Companion to Epistemology, 3rd edition (pp. 180–183). Wiley-Blackwell.

De Toffoli, S., & Giardino, V. (2014). Forms and Roles of Diagrams in Knot Theory. Erkenntnis, 79(4), 829–842. https://doi.org/10.1007/s10670-013-9568-7

Giordano, D., & Maiorana, F. (2015). Teaching algorithms: Visual language vs flowchart vs textual language. 2015 IEEE Global Engineering Education Conference (EDUCON), 499–504. https://doi.org/10.1109/EDUCON.2015.7096016

Louridas, P. (2020). Algorithms. The MIT Press. https://doi.org/10.7551/mitpress/11884.001.0001

Merrill, P. F. (1980). Representations for algorithms. NSPI Journal, 19(8), 18–24. https://doi.org/10.1002/pfi.4180190808

OECD. (2023). Pisa 2025 Science Framework. https://pisa-framework.oecd.org/science-2025/assets/docs/PISA_2025_Science_Framework.pdf (Original work published OECD Publishing)

Perondi, L., & Calza, B. (2025). The impact of visual schematization in enhancing comprehension and memory of graphic organizers' artifacts. InfoDesign, 22(2). https://doi.org/10.51358/id.v22i2.1201

Perondi, L., Calza, B. & Addone, A. (2025). Toward a Progressive Model of Graphicacy.Cartesian Diagrams and the Restructuring of Cognitive Space. ISIA Journal of Design, 96. https://doi.org/10.7413/ijod0013

Popat, S., & Starkey, L. (2019). Learning to code or coding to learn? A systematic review. Computers & Education, 128, 365–376. https://doi.org/10.1016/j.compedu.2018.10.005

Scanlan, D. A. (1989). Structured flowcharts outperform pseudocode: An experimental comparison. IEEE Software, 6(5), 28–36. https://doi.org/10.1109/52.35587

Wing, J. M. (2006). Computational Thinking. Communications of the ACM, 49(3), 33–35.

Xinogalos, S. (2013). Using flowchart-based programming environments for simplifying programming and software engineering processes. 2013 IEEE Global Engineering Education Conference (EDUCON), 1313–1322. https://doi.org/10.1109/EduCon.2013.6530276

COMPARING HUMAN AND ARTIFICIAL SCIENTIFIC IMAGES FOR LEARNING ENHANCEMENT

Flavia Politi (Université de Liège; Università di Bologna) · **Jeanne Marlot** (Université de Liège) · **Maria Giulia Dondero** (F.R.S.- FNRS; Université de Liège)

Scientific images | Visual learning | Text-to-Image Systems

In this contribution, we develop a two-level discourse on scientific images. In the first part, we focus on scientific images produced through human gestures. As Dondero (2015; see also 2024) argues, the scientific image has a Peircean diagrammatic function: it increases knowledge through the manipulations and experiments performed on it. We show how this function unfolds in a specific way of "reading images" based on two main features: the nonlinearity of reading and the dependencies between the whole and its parts (Bordron 1991; Goodman 1977). In this sense, the visual interpretation of images cannot be considered a mere duplication of accessing verbal texts. We then argue that the meaning of the image must be understood through two levels of value circulation (Paolucci 2010). The first is the level of textual immanence, which allows us to conceive of the image as a signifying totality and to analyse its internal relationships and connections according to categories selected for the purposes of analysis: the topological, chromatic, and eidetic categories of Plastic Semiotics (Greimas 1984), as well as the texture as enunciative apparatus (Dondero 2020). The second is the level at which this value is exchanged with what lies outside the image-text. In the specific case of the scientific image, we often encounter a meta-textual foreground, in which the representation of an object, a method, or a scientific process is placed within another text belonging to a different semiotic system, such as verbal language. These interpretative circumstances require a work of translation that we define as intersemiotic translation (Jakobson 1959, D'Armenio et al. 2025; Dondero

& Fontanille 2012; Eco 2012; Dusi 2000). A further external factor concerns the comparison between the value produced by the image and the knowledge brought by the observer's competences regarding the represented phenomenon, as well as the relationship between that phenomenon and its terminus a quo (Eco 1997), which activates the semiosis of the graphic representation under examination. In the second part, we compare scientific images produced through conventional scientific practices with scientific images generated by text-to-image systems (e.g., Midjourney). First, we consider the relevance of the connections among the data on which these systems depend. In the automatic analysis of large corpora, such connections can assume different configurations of meaning depending on the neural architectures and algorithms used to explore the datasets. Second, we examine how these different ways of identifying relations among data (attention mechanisms, cosine similarity, segmentation, and other procedures) have a substantial impact on the rendering of the scientific image. In the context of scientific images for didactic purposes, the generation of synthetic images appears particularly useful for producing tailor-made educational resources and for personalising content. Our analysis therefore aims to define a perimeter of usability for artificial scientific images within educational practices (Mayer 2020). We showcase a corpus of scientific images drawn both from instructional materials and from multimodal generative AI systems, organised into three categories: objects (e.g. the cell), methods (e.g. how to use the microscope), and processes (e.g. the water cycle).

- Bordron, J.- F. (1991). Les objets en parties (esquisse d'ontologie matérielle). Langages, 103, 51-65.
- D'Armenio, E., Dondero, M. G., Deliège, A., Sarti, A. (2025). For a Semiotic Approach to Generative Image AI. Semiotic Review, 9.
- Dondero, M. G. (2024). The Relations between Charles Goodwin's Interactional Linguistics and Semiotics: Some Reflections on Multimodality and on the Diagram in Scientific Discourse. Signs and Society, 12(3), 257–275.
- Dondero, M. G. (2020). Les langages de l'image. De la peinture aux Big Visual Data. Paris: Hermann Éditeurs.
- Dondero, M. G. (2015). La forma diagrammatica fra matematica e arti. Rivista Italiana di Filosofia del Linguaggio, 349–361.
- Dondero, M. G., & Fontanille, J. (2025). Des images à problèmes: Le sens du visuel à l'épreuve de l'image scientifique. Limoges: Pulim.
- Dusi, N. (2000). "Introduzione. Per una ridefinizione della traduzione intersemiotica". VERSUS. Quaderni di studi semiotici, monografico: La traduzione intersemiotica, 85-86-87, 3-54.
- Eco, U. (2012). Dire quasi la stessa cosa. Esperienze di traduzione. Milano: Bompiani.
- Eco, U. (1997). Kant e l'ornitorinco. Milano: Bompiani.
- Goodman, N. (1977). The structure of appearance. Dordrecht, Boston: R. Reidel Pub. Co.
- Greimas, A. (1984). Sémiotique figurative et sémiotique plastique". Actes Sémiotiques. Documents, 60.
- Jakobson, R. (1959). On linguistic aspects of translation. On Translation. Cambridge, MA: Harvard University Press, 232-239.
- Mayer, R. E. (2020). Multimedia Learning (3rd ed.). Cambridge: Cambridge University Press.
- Paolucci, C. (2010). Strutturalismo e interpretazione. Milano: Bompiani.

ARTICULATING NARRATIVE PROBLEMS IN AAC: LOGICAL–MATHEMATICAL REPRESENTATION IN WORD PROBLEMS AND STORY PROBLEMS THROUGH SYMBOLS AND SPATIAL RELATIONS

Beatrice Scanferla (Università degli Studi di Urbino Carlo Bo, Urbino, Italy; Alpaca Società Cooperativa, Ferrara, Italy) · **Berta Martini** (Università degli Studi di Urbino Carlo Bo, Urbino, Italy) · **Giampiero Dalai** (Alpaca Società Cooperativa, Ferrara, Italy) · **Agnese Addone** (Institute for Globally Distributed Open Research and Education (IGDORE), Gothenburg, Sweden)

Augmentative and Alternative Communication (AAC) | Word Problems | Mathematics conceptual representation

One major obstacle to the application of mathematical problem-solving strategies is the lack of an adequate mental representation of the problem. Children often struggle to imagine the domain of objects and transformations described in a problem situation and instead attempt to infer the required mathematical operation directly from the verbal formulation of the problem text (Nesher, 1980). Cognitive psychology emphasizes the distinction between two phases in problem solving: representation (problem comprehension) and solution. This distinction suggests that many difficulties in mathematical problem solving may originate from an inadequate representation of the problem (Mayer, 1982). Literature in mathematics education describes that visual and symbolic representations—e.g. number lines, coordinate systems, diagrams—play a crucial role in supporting students' understanding of mathematical concepts, across different stages of education and cognitive profiles (Duval, 2017; Robotti et al., 2016; Hawes, 2020). Mathematical problems expressed in textual form—defined as word problems or story problems—play a central role in primary mathematics education. They are a form of didactic transposition which supports students' understanding of quantities and transformations of quantities by embedding them into a narrative context (Zan, 2016; Verschaffel & De Corte, 1997). This pedagogical practice has been

widely studied in mathematics education (Zan, 2011; Hickendorff et al., 2021; Fuchs et al., 2015; Kintsch, 1985) and represents a favourable domain for investigating numerical and computational reasoning in primary school children as well as in individuals with cognitive disabilities. Solving such problems typically requires the integration of linguistic comprehension, working memory and reasoning abilities (Hickendorff et al., 2021; Fuchs et al., 2015). Literature on Augmentative and Alternative Communication (AAC) pays considerable attention on how the iconic nature of signs supports everyday communication and language comprehension (Drager et al., 2010; Beukelman et al., 2020). By contrast, limited attention has been paid to the composition and spatial articulation of symbol systems for representing logical or mathematical relations. Symbol systems can be understood as epistemic tools that organize logical relationships between concepts from visual and spatial perspective (Meletis, 2025; Duval, 2017; Roth & Tobin, 1997). Visualizing such relationships may help learners avoid superficial problem solving strategies, such as performing arithmetic operations without verifying the plausibility of the result within the real-world context of the problem (Carotenuto et al., 2021). This article presents examples of story problems represented through AAC symbols arranged on communication boards that spatially articulate mathematical relations involving quantities and quantitative changes. The aim is to verify whether representing the logical-mathematical structure of a problem facilitates the understanding of quantities and basic operations. These symbol configurations may serve as a starting point for future empirical research on the teaching of mathematical concepts through AAC, where the meaning of the operation emerges from the interdependence between graphic signs and the visual space of the operation, rather than from isolated symbols. More broadly, this perspective invites reconsidering AAC not only as a communication aid but also as a pedagogical tool for accessing mathematical knowledge, promoting personal autonomy particularly for learners with cognitive disabilities or visual-perceptual cognitive styles (Mottron, 2006; Soulières, 2009).

Beukelman, D. R., & Light, J. C. (2020). Augmentative & alternative communication: Supporting children and adults with complex communication needs (Fifth edition). Paul H. Brookes Publishing Co.

Carotenuto, G., Di Martino, P., & Lemmi, M. (2021). Students' suspension of sense making in problem solving. ZDM – Mathematics Education, 53(4), 817–830. https://doi.org/10.1007/s11858-020-01215-0

Drager, K., Light, J., & McNaughton, D. (2010). Effects of AAC interventions on communication and language for young children with complex communication needs. Journal of Pediatric Rehabilitation Medicine, 3(4), 303–310. https://doi.org/10.3233/PRM-2010-0141

Duval, R. (2017). Understanding the Mathematical Way of Thinking – The Registers of Semiotic Representations. Springer International Publishing. https://doi.org/10.1007/978-3-319-56910-9

Fuchs, L. S., Fuchs, D., Compton, D. L., Hamlett, C. L., & Wang, A. Y. (2015). Is Word-Problem Solving a Form of Text Comprehension? Scientific Studies of Reading, 19(3), 204–223. https://doi.org/10.1080/10888438.2015.1005745

Hawes, Z., & Ansari, D. (2020). What explains the relationship between spatial and mathematical skills? A review of evidence from brain and behavior. Psychonomic Bulletin & Review, 27(3), 465–482. https://doi.org/10.3758/s13423-019-01694-7

Hickendorff, M. (2021). The Demands of Simple and Complex Arithmetic Word Problems on Language and Cognitive Resources. Frontiers in Psychology, 12, 727761. https://doi.org/10.3389/fpsyg.2021.727761

Kintsch, W., & Greeno, J. G. (1985). Understanding and solving word arithmetic problems. Psychological Review, 92(1), 109–129. https://doi.org/10.1037/0033-295X.92.1.109

Mayer, R. (1982). The psychology of mathematical problem solving. In F. K. Lester & Spencer Foundation (Eds), Mathematical problem solving. Issues in research. Franklin Institute Press.

Meletis, D. (2026). The normativity of linearity in writing and grapholinguistics. In H. Winskel & H. K. Pae (Eds), Handbook of Nonlinear Writing Systems: Complex Processes and Learning Challenges. Springer Cham.

Mottron, L., Dawson, M., Soulières, I., Hubert, B., & Burack, J. (2006). Enhanced Perceptual Functioning in Autism: An Update, and Eight Principles of Autistic Perception. Journal of Autism and Developmental Disorders, 36(1), 27–43. https://doi.org/10.1007/s10803-005-0040-7

Nesher, P. (1980). The Stereotyped Nature of School Word Problems. For the Learning of Mathematics, 1(1), 41–48. JSTOR.

Noël, M.-P., & Rouselle, L. (2012). How understanding mathematical learning disability may guide mathematics teaching. In N. Frederickson, D. Laurilland, & A. Tolmie (Eds), BJEP Monograph Series II: Part 8 Educational Neuroscience. British Psychological Society. https://doi.org/10.1348/97818543371712X13219598392282

Robotti, E., Antonini, S., & Baccaglini-Frank, A. (2016). Coming to see fractions on the numberline (arXiv:1602.05420). arXiv. https://doi.org/10.48550/arXiv.1602.05420

Roth, W., & Tobin, K. (1997). Cascades of inscriptions and the re-presentation of nature: How numbers, tables, graphs, and money come to re-present a rolling ball. International Journal of Science Education, 19(9), 1075–1091. https://doi.org/10.1080/0950069970190906

Soulières, I., Dawson, M., Samson, F., Barbeau, E. B., Sahyoun, C. P., Strangman, G. E., Zeffiro, T. A., & Mottron, L. (2009). Enhanced visual processing contributes to matrix reasoning in autism. Human Brain Mapping, 30(12), 4082–4107. https://doi.org/10.1002/hbm.20831

Verschaffel, L., & Corte, E. D. (1997). Teaching Realistic Mathematical Modeling in the Elementary School: A Teaching Experiment with Fifth Graders. Journal for Research in Mathematics Education, 28(5), 577. https://doi.org/10.2307/749692

Zan, R. (2011). The crucial role of narrative thought in understanding story problems. In K. Kislenko, C. Bernack, L. Holzäpfel, & T. Leuders (Eds), Current state of research on mathematical beliefs XVI: proceedings of the MAVI-16 Conference June 26-29, 2010, Tallinn, Estonia (pp. 331–348). Tallinn University.

Zan, R. (2016). Problemi di matematica. Difficoltà di comprensione e formulazione del testo. Carocci.

SCIENCE EDUCATION FOR DEMOCRACY: UNVEILING EPISTEMOLOGICAL AND LEARNING CONSTRAINTS TO ENHANCE THE DIDACTIC EFFICACY OF SCIENTIFIC VISUAL REPRESENTATIONS

Monica Tombolato (University of Urbino Carlo Bo, Italy) · **Giampiero Dalai** (University of Urbino Carlo Bo, Italy)

Visual models | Scientific representation | Science education

In today's society, which is inundated with information primarily conveyed visually, the ability to interpret graphical representations and images critically is essential for active and responsible citizenship. Teachers at all levels must, therefore, undertake the crucial challenge of developing this skill in their students by making instructional choices aimed at deconstructing clichés — such as the idea that "a picture is worth a thousand words" — and protecting students from the "tyranny of numbers," which are often presented as objective and indisputable data (Cairo, 2019; Weikmann & Lecheler, 2023; OECD, 2023). To take a step forward in this direction, this article examines the role of visual models (such as graphs, diagrams, and simulations) in physics education, drawing on Roth and Tobin's (1997) findings regarding the difficulties students face in connecting observed phenomena to their mathematical formalisations. The two scholars argue that standard physics lessons involve multiple translations of an observed phenomenon into ontologically distinct representations, which teachers—having been enculturated into the scientific community—often treat as self-evident. For instance, a rolling ball may be represented by an experimental reconstruction, a table showing its positions at specific moments in time, a graph of the curve, or the equation of uniformly accelerated motion. However, their research—along with the misconceptions that emerged during lectures aimed at future primary school teachers regarding classic physics topics such as motion along an inclined plane, the oscillation of a pendulum, and the principle of inertia (Tombolato, 2020)—shows that these representations often remain a "black box" for most students (e.g., Shah & Hoeffner, 2002). Against this backdrop, the aim of this study is to clarify the epistemological and learning constraints that must be satisfied for visual models to be used effectively in education, so that they can serve as mediators of knowledge (Bruner, 1974; Damiano, 2013; Kress, 2009) and help students reconcile their perceptual experience of the world with its scientific representation. Drawing on Ronald Giere's (2010, 2013) intentional conception of representation, we argue that whether a physics novice can correctly decode the information associated with a visual model, draw inferences about its target system (e.g., the observed phenomenon), and connect it to mathematical formulas does not depend exclusively on the model's intrinsic visual characteristics. Rather, it depends on understanding the modeller's epistemic intentions, which are concretely realised through epistemic operations—such as abstraction and idealisation (Portides, 2007, 2021)—that require a proficiency in thinking in terms of variables (Arcà & Guidoni, 1987). The work is divided into two parts. In the first part, after introducing the perspectival nature of scientific representation (Giere, 2010), we will classify visual models based on their underlying epistemic operations to account for the varying cognitive load (Sweller, 2023) associated with processing them. In the second part, we will provide teachers with guidance on combining different types of visual representation to optimise the management of the cognitive load associated with complex tasks such as the mathematisation of nature.

Arcà, M., & Guidoni, P. (1987). Guardare per sistemi, guardare per variabili. AIF Editore.

Bruner, J. S. (1974). Toward a theory of instruction. Harvard University Press.

Cairo, A. (2019). How charts lie: Getting smarter about visual information. W. W. Norton & Company.

Damiano, E. (2013). La mediazione didattica. Per una teoria dell'insegnamento. FrancoAngeli.

Giere, R. N. (2010). An agent-based conception of models and scientific representation. Synthese, 172(2), 269–281. https://doi.org/10.1007/s11229-009-9506-z

Giere, R. N. (2013). Representing with physical models. In L. Magnani & T. Bertolotti (Eds.), Models, simulations, and representations (pp. 209–215). Routledge.

Kress, G. (2009). Multimodality: A social semiotic approach to contemporary communication. Routledge.

OECD. (2023). PISA 2025 science framework. OECD Publishing. https://pisa-framework.oecd.org/science-2025/

Portides, D. (2007). The relation between idealisation and approximation in scientific model construction. Science & Education, 16(7), 699–724. https://doi.org/10.1007/s11191-006-9001-5

Portides, D. (2021). Idealization and abstraction in scientific modeling. Synthese, 198(Suppl 24), 5873–5895. https://doi.org/10.1007/s11229-018-01919-7

Roth, W. M., & Tobin, K. (1997). Cascades of inscriptions and the re-presentation of nature: How numbers, tables, graphs, and money come to re-present a rolling ball. International Journal of Science Education, 19(9), 1075–1091. https://doi.org/10.1080/0950069970190904

Shah, P., & Hoeffner, J. (2002). Review of graph comprehension research: Implications for instruction. Educational Psychology Review, 14(1), 47–69. https://doi.org/10.1023/A:1013180410169

Sweller, J. (2023). The development of cognitive load theory: Replication crises and incorporation of other theories can lead to theory expansion. Educational Psychology Review, 35(4), 95. https://doi.org/10.1007/s10648-023-09807-z

Tombolato, M. (2020). La conoscenza della conoscenza scientifica. Problemi didattici. FrancoAngeli.

Weikmann, T., & Lecheler, S. (2023). Visual disinformation in a digital age: A literature synthesis and research agenda. New Media & Society, 25(12), 3696–3713. https://doi.org/10.1177/14614448221141648

B.05

Democratic Education and Critical Thinking: Innovative Practices in School

PANEL CONVENORS: Tatiana Arrigoni (Iprase, Italy); Chiara Tamanini (Iprase, Italy)

PANEL KEYWORDS: Keywords: school innovation, teaching-learning-assesment practices for democracy, critical thinking

It is now widely acknowledged that educational systems play a crucial role in preparing young people to become active, responsible, and engaged citizens in democratic societies (see European Commission JRC 2020). This role becomes even more significant in the current context, marked by a crisis in democratic concepts and practices and by onlife forms of existence shaped by artificial intelligence, which call for the development of a robust critical mindset (L. Floridi 2025). Within the educational field, innovative and dialogic teaching practices—characterised by a strong student-centred orientation and by the promotion of active, experiential, and collaborative learning to address complex issues—appear particularly effective in responding to the dual need to foster both democratic competence and critical thinking. This approach aligns with the Deweyan view that the school must, above all, constitute a learning environment both of and for democracy (J. Dewey 1916). Building on these considerations, and in line with topic b of Axis 8, we invite contributions that shed light on how schools are seeking to innovate their curricula to promote democratic competence through the adoption of ad hoc methodologies and assessment practices. We particularly welcome presentations of educational experiences aimed at cultivating thinking skills and attitudes by participation in processes of shared knowledge construction. Such practices enable pupils to experience cooperation and responsibility toward a common goal, while also helping them develop the confidence needed to reach well-grounded insights into the crucial challenges of our time and to contribute meaningfully to the strengthening of democratic society.

SABIR: A CODESIGN PROCESS TO FOSTER INQUIRY BASED-LEARNING IN THE MEDITERRANEAN

Stefano Sandrelli (INAF, Italy; IAU Office of Astronomy for Education Center Italy) · **Gloria Tirabassi** (INAF, Italy; IAU Office of Astronomy for Education Center Italy) · **Dunja Fabian** (University of Ljubljana, Slovenia) · **Hassane Darhmaoui** (School of Science and Engineering, Al Akhawayn University in Ifrane,Morocco) · **Aysegul Yelkenci** (Istanbul Kultur University, Turkey) · **Nayra Rodriguez Eugenio** (Instituto de Astrofísica de Canarias, Spain) · **Jean-Pierre Saghbini** (UniversCiel Liban, Lebanon) · **Zakaria Belhaj** (HPS Foundation, Morocco) · **Marc Bou Zeid** (UniversCiel Liban, Lebanon) · **Alejandra Goded Merino** (Instituto de Astrofísica de Canarias, Spain)

IBL | Education | co-design

Introduction Sabir is a project aimed at fostering critical learning in the Mediterranean by producing new IBL activities for high school students [1]. Sabir is addressed to the Mediterranean IAU NAEC community [2], and it involves six countries: Italy, Lebanon, Morocco, Slovenia, Spain and Turkey. The project is conducted through a co-design method in all its phases, based on past experiences [3]. In Sabir, the basic idea is to select some non-IBL activities and to transform them into IBL ones, through a collaborative process among peers [4]. In the scientific literature, there is an agreement about the essence of inquiry as “learning science as science is done” [5, 6]. Moreover, even if the efficacy of the IBL methods is largely accepted [7], there are major effects influencing its adoption in classrooms, such as the social environment, teachers’ training, and the cultural heritage [8]. We mainly wished to identify: a) the main challenges influencing the co-design of IBL activities (Q1); b) the extent of the efficacy of IBL activities in different contexts (Q2); c) the main factors influencing the efficacy of IBL in different contexts (Q3). Method Sabir was designed to be held both online and in-person. During the online meetings, we discussed the general meaning of IBL according to different situations and we rebuilt our own scheme of an IBL activity. The NAECs proposed some existing and tested activities to be developed as IBL co-designed activities, then we started to transform them into IBL ones: we discussed all together about the main idea, the link to the national curricula, how to engage the students in the scientific challenge, what inquiries the students could choose to conduct, what would be the necessary materials/software/real data to foster an interdisciplinary approach and so on. We repeated the process of presenting, discussing and proposing further developments. During the in-person phase, a 1-week long residency, the NAECs discussed the activities in pairs, with the help of a facilitator. The presenting NAEC collected the suggestions and implemented the activity before the following bi-lateral meeting. At the end of the week, all the NAECs were requested to write down the final version of the activity. Conclusion Our goal was to evaluate how efficient the process of transformation of an activity into an IBL one was and if it had an impact on the Mediterranean

community involved. We wished to understand how effective the inquiry is when the activities are proposed in different countries and which are the major challenges. A co-design process is not straightforward. It can be very slow, especially when happening online. On the other hand, the discussion in pairs that followed during the in-person residency was much more efficient, also facilitated by the fact that NAECs knew each other from collaborating together in past projects. This confirms that working on the community (and as a community) has a strong impact on the outcome of such a project. As a final product, we published the IBL transformed activities on the IAU education platform astroEDU [9].

[1]The Sabir project, https://edu.inaf.it/oae_italia/sabir-2024/
[2]NAEC definition: https://astro4edu.org/naec-network/
[3]MIRTO-STEAM-Med: https://edu.inaf.it/oae_italia/mirto-steam-med-co-design-process/
[4]See https://edtechbooks.org/ux/participatory_and_co_design and references therein.
[5]L. Hunter et al., Cultivating Scientist- and Engineer-Educators 2010: The Evolving Professional Development Program, ASP Conference Series, Vol. 436, 2010.
[6]M. Pedaste et al., Phases of inquiry-based learning: Definitions and the inquiry cycle, Educational Research Review, 14 (2015), 47-61
[7]A. Lazonder, R. Harmsen, Meta-Analysis of Inquiry-Based Learning, Review of Educational Research, 86(3), 681-718, 2016
[8]J. Kang, T. Keinonen, Examining factors affecting implementation of Inquiry-based Learning in Finland and South Korea, Problems of education in the 21st century, Vol. 74, 2016, p. 31
[9]The published projects on astroEDU: https://astroedu.iau.org/en/collections/sabir/

FROM DIVERSITY TO DEMOCRATIC COMPETENCE: TEACHING FOR DEMOCRACY IN UNEQUAL SOCIETIES

Manuela Mendoza (Universidad de O'Higgins, Chile)

Egalitarian Attitudes | Inter-class Relationships | Social Inequality

Educational institutions are not only spaces for academic instruction but also critical arenas of socialisation where young people develop perceptions, attitudes, and beliefs about society. Among the many attitudes shaped during childhood and adolescence, views on socioeconomic inequality are of particular importance, as they may symbolically legitimise or challenge the existing social order and contribute to either the reproduction or the transformation of persistent social disparities. This paper draws on a three-year study in Chile that examines how schools shape students' attitudes towards socioeconomic inequality. Situated in one of the world's most unequal societies —where the top 1% of households capture 27% of national income— the project seeks to understand how students make sense of inequality and how schools can contribute to social cohesion. Building on sociological and educational research, the project advances two main premises. First, attitudes toward inequality are not only structured by class position but also by inter-class relationships. Encounters with peers from different social backgrounds can expand social comparisons, stimulate reflexivity, and undermine stereotypes (De Schaepmeester et al., 2021). Evidence from Chile and elsewhere suggests that socially diverse networks increase awareness of inequality, reduce belief in meritocracy, and foster support for redistribution (Otero & Mendoza, 2024). Second, schools constitute privileged micro public spaces (Amin, 2002) for such inter-class encounters. Compared to families or neighbourhoods, schools provide broader and sustained opportunities for interaction across class lines. In contexts of diversity, schools can foster citizenship attitudes such as empathy, solidarity, and tolerance, aligning with Allport's (1979) intergroup contact hypothesis. However, diversity does not automatically translate into egalitarian learning: it may also generate conflict, micro-aggressions, or internal segregation (Blalock, 1967; Garces & Jayakumar, 2014). Consequently, the project examines not only the structural composition of schools but also their pedagogical, organisational, and community practices that mediate inter-class relationships. Using a mixed-methods design, the research combines a national quantitative analysis of schools' internal socioeconomic diversity with ethnographic fieldwork in socioeconomically mixed schools. At the conference, preliminary findings will be presented, including: (a) ethnographic evidence on inter-class relationships among students; (b) the schools' responses to socioeconomic heterogeneity; and (c) the schools' pedagogical strategies to promote democratic competence and attitudes towards inequality. The findings aim to inform international debates on how diversifying schools can promote more egalitarian social attitudes. Ultimately, the project will provide critical evidence for public policy to promote schools that foster the development of egalitarian attitudes and potentially help reduce social inequalities.

Allport, G. (1954). The Nature of Prejudice. Beacon.

Amin, A. (2002). Ethnicity and the multicultural city: Living with diversity. Environment and Planning A, 34(6), 959–980.

Blalock, H. (1967). Toward a Theory of Minority-Group Relations. Wiley.

De Schaepmeester, L., van Braak, J., & Aesaert, K. (2021). Social citizenship competences of primary school students: does socio-ethnic diversity in the classroom matter? Globalisation, Societies and Education, 1-23.

Garces, L. M., & Jayakumar, U. M. (2014). Dynamic Diversity: Toward a Contextual Understanding of Critical Mass. Educational Researcher, 43(3), 115–124.

Otero, G., & Mendoza, M. (2024). The power of diversity: class, networks and attitudes towards inequality. Sociology, 58(4), 851-876.

THE "A SUON DI PAROLE" TOURNAMENT: EVALUATION OF A SUCCESS

Tatiana Arrigoni (IPRASE, Italy) · **Chiara Tamanini** (IPRASE, Italy)

debate | cognitive skills | socio-emotional skills

Since its introduction in Trentino in 2010, the debate tournament ‘A suon di parole’ has experienced exponential growth over 15 years. It now engages the majority of local higher secondary schools (as well as some institutes from neighbouring regions) and has involved approximately 17,000 students in Italian-language debates. This scenario expands further when considering participants in German and English competitions, and all students taking part in internal school qualification rounds. Two primary factors seems to be responsible for the success of the tournament: its adaptable debate format: developed ad hoc, it integrates into both curricular and trans-curricular teaching, proving particularly effective for civic and citizenship education. its being a student-centered "game": the core of the tournament's appeal is its focus on student agency. Participants actively research, verify information, and then demonstrate what they can do with their knowledge — testing their skills in and through the debate. Existing analysis already acknowledges the tournament's role in fostering teamwork, rational verbal dispute, critical thinking, and listening skills. This talk focuses on the most recent research project on ‘A Suon di Parole’, aimed at a systematic evaluation of the participants’ experience in the changing scenario of the last few years, marked by a widespread use of artificial intelligence and a growing crisis in democratic values and practices. Through a questionnaire distributed to a sample of students and teachers with repeated debate experience, aspects related to both argumentative and socio-emotional skills are explored in order to assess the tournament's impact on critical thinking and interpersonal competencies as perceived by teachers, tutors, and, especially, students. Moreover, by incorporating items from a 2016/2017 version, the questionnaire will track changes in perception over time, offering a valuable longitudinal perspective. The next phase of the research will involve a qualitative, in-depth analysis of distinguished practices and approaches adopted by individual classes and institutes. This will provide nuanced insights into the tournament participation, in its possible forms and results. This plan promises to add substantial empirical evidence to the understanding of participating in ‘A Suon di Parole’ as a powerful educational practice, documenting its evolving impact on students' cognitive and interpersonal development in rapidly changing times.

Dewey J., (2010), How we think, L. Ward (Ed.), The Mead Project. Brock University, https://brocku.ca/MeadProject/Dewey/Dewey_1910a/Dewey_1910_f.html

MIUR. (2025, 19 febbraio). Legge n. 22: Introduzione dello sviluppo di competenze non cognitive e trasversali nei percorsi delle istituzioni scolastiche e dei centri provinciali per l'istruzione degli adulti nonché nei percorsi di istruzione e formazione professionale. https://www.gazzettaufficiale.it/eli/id/2025/03/05/25G00029/SG

OECD (2021), Beyond Academic Learning: First Results from the Survey of Social and Emotional Skills, Paris: OECD Publishing.

Pontecorvo C., Ajello A.M., Zucchermaglio C. (2007), Discutendo si impara, Roma: Carrocci

Sommaggio P., Tamanini C. (2020), A suon di parole: il gioco del contraddittorio,Milano: Mimesis

Tamanini C., De Conti M. (2023), Dibattere sul debate, RicercAzione15 (2bis) https://ricercazione.iprase.tn.it/issue/view/44

TEACHING SOCIAL STUDIES EDUCATION IN A WORLD ON FIRE: REFLEXIVE JOURNALING AS DEMOCRATIC METHOD WITH PRE-SERVICE TEACHERS

Kathy Whynot (University of New Brunswick, Canada) · **Melissa Keehn** (University of New Brunswick, Canada)

reflexive journaling | methodological innovation | teaching and learning in preservice education

Social studies education is increasingly tasked with helping young people, and those preparing to teach them, navigate complexity, uncertainty, and contested knowledge, while cultivating the dispositions necessary for democratic life (Cohen & Cohen, 2025; Hawkman, 2023; Rodriquez & Swalwell, 2023). In this context, we ask: What does it mean to teach elementary social studies education methods to preservice teachers in a moment marked by political polarization, intensifying global crises, and democratic erosion? How might reflexive journaling operate as a method for democratic learning within social studies education? Our paper draws on a collaboratively taught social studies methods course where reflexive journaling functioned as a central methodological practice for both instructors and pre-service teachers. Kathy is a PhD student, Contract Academic Instructor, and former middle school Social Studies teacher. Melissa is an assistant professor and former secondary history teacher. Together, we designed and co-taught the course to 70 pre-service teachers during the winter of 2026 at a mid-sized university in New Brunswick, Canada. Course content included Indigenous education, rights and responsibilities, decision-making, Black histories, place and space, protest and social movements, community, environmental stewardship, and geography. Grounded in Black feminist theories of knowledge that foreground lived experience and embodied learning (hooks, 2014; Lorde, 1978), our reflexive journaling emerged as a shared space for wondering, noticing, feeling, questioning, and meaning-making together around complex social studies issues. Feminist traditions of teaching and learning have long positioned journaling as a practice of critical self-reflection and relational knowing - one that values intimacy, connection, and communities. hooks (2013) captures this orientation when she notes that “we write because language is the way we keep a hold on life...We communicate to connect, to know community” (p. 22). This commitment to relational meaning-making and community directly informed how journaling functioned as a key method within our social studies methods course. Our collective journaling aligned with Ross’s (2024) assertion that social studies teaching and learning should support learners in developing personally meaningful understandings of the world and their capacity to act within it. The practice of journaling invited students to think with the course - tracing personal, emotional, and professional shifts as they encountered the pedagogical tensions of teaching social studies in polarized times. Students’ entries, alongside our own, engaged with discomfort, uncertainty, and contradiction, connecting course concepts to experiences, current events, media texts, and emerging identities as social studies educators. This paper draws on our instructor journals and a sampling of students’ journals, including visual artifacts and narrative writing, to examine how this method shaped our collective learning during a moment marked by global uncertainty and social upheaval. Our findings suggest that reflexive journaling emerged as a methodological anchor for making sense of social studies teaching and learning in a world on fire (see Morrowu, 2026; Khonina & Salway, 2025; Stefanovich, 2026). Functioning as a powerful form of methodological innovation, reflexive journaling empowered educator and student voice and centered relational accountability while fostering critical thinking and a shared sense of purpose and community.

Brown, S. (2026, February). Lack of resources behind slow pace of plan to prevent on violence against Indigenous women, official says. CBC News New Brunswick. https://www.cbc.ca/news/canada/new-brunswick/indigenous-women-girls-action-plan-9.7077904

Cohen, A., & Cohen, A. (2025). The role of practice in Teacher education for democratic citizenship: Experiences of Israeli preservice teachers. The New Educator, 21(2), 158-179.

Hawkman, A. M. (2023). Acts of racial microdefense: Embodied whiteness in social studies teacher education. Whiteness and Education, 8(2), 121-139.

hooks, b. (2014). Teaching to transgress. Routledge.

hooks, b. (2013). remembered rapture: the write at work. Henry Holt and Company.

Khonina, M., & Salway, T. (2025). The rise of anti-trans laws and the role of public health advocacy. Canadian Journal of Public Health, 116(1), 97-99.

Lorde, A. (1978). The uses of the erotic. Sexualities and Communication in Everyday Life: A Reader, 53-59.

Morrowu, A. (2026, January). The Captive City. The Globe and Mail. https://www.theglobeandmail.com/world/us-politics/article-ice-arrests-in-minneapolis-increasingly-look-like-kidnappings-fearful/

Rodríguez, N. N., & Swalwell, K. (2023). Social studies for a better world: An anti-oppressive approach for elementary educators. Routledge.

Ross, E. W. (2024). The social studies curriculum: Purposes, problems, and possibilities.

Stefanovich, O. (2026, February). Inuit delegation in Greenland for opening of Canadian consulate has a message for Trump: 'Back off'. CBC News Canada. https://www.cbc.ca/news/politics/inuit-delegation-canadian-consulate-greenland-9.7074387

FOSTERING DEMOCRATIC RESILIENCE THROUGH CIVIC EDUCATION: INSIGHTS FROM THE ROLE-PLAY "IN SEARCH OF THE LOST PAST"

Mattia Zeba (Institute for Minority Rights - Eurac Research, Italy)

roleplaying · radicalisation · extremism

In a context marked by democratic fatigue and political polarisation schools and educational actors face the urgent task of fostering democratic competence and critical thinking among young people. At the same time, debates surrounding radicalisation and deradicalisation highlight profound moral and pedagogical dilemmas: how can educational interventions strengthen resilience to extremist narratives without becoming forms of counter-indoctrination? How can educators intervene meaningfully while respecting freedom of thought and expression? This paper presents and reflects on In Search of the Lost Past, a civic education role-play designed to address dynamics of alienation and polarisation that may contribute to processes of radicalisation. Rather than focusing on deradicalisation as a corrective intervention after the fact, the tool adopts a preventive and educational perspective, aiming to cultivate democratic literacy, critical thinking, and pro-social resilience. Designed for use in schools, youth centres, and community settings, the role-play engages participants in structured simulations that require them to reflect on available choices and anticipate the consequences of different courses of action. Through co-participation and co-construction, participants explore contested conceptualisations of common values, learning to recognise alternative perspectives. In doing so, they experience cooperation, responsibility towards a shared goal, and the tensions inherent in democratic decision-making processes. Drawing on implementation experiences, the paper analyses the pedagogical design of the tool and discusses its contribution to strengthening critical thinking skills, fostering personal efficacy and cultivating open-mindedness and respect for different worldviews. By situating deradicalisation-related concerns within a broader civic education framework, the paper highlights an approach that seeks to avoid the limits of ideological imposition while still addressing the risks associated with extremist narratives. The final aim is to demonstrate how participative activities can contribute to democratic competence and resilience by equipping learners not with predefined answers, but with the tools necessary to navigate complexity in plural societies.

\

UNA COSTELLAZIONE LUMINOSA: COOPERATIVE LEARNING AND EXPRESSIVE LANGUAGES TO FOSTER CRITICAL, CREATIVE, AND CARING THINKING IN PRIMARY SCHOOL.

Annalisa Liuzzi (Università degli Studi di Modena e Reggio Emilia, Italy; Fondazione Reggio Children) · **Benedetta Melloni** (Università degli Studi di Modena e Reggio Emilia, Italy; Fondazione Reggio Children) · **Vittoria Martignago** (Università degli Studi di Modena e Reggio Emilia, Italy; Fondazione Reggio Children)

Democratic competences · Critical creative and caring thinking · Reggio Emilia Approach

Recent history has been characterized by a process of very rapid transformation: economic, political, social, and cultural factors have progressively intertwined, outlining a complex, precarious, and unstable global scenario (Tramma, 2024). Immersed in this same complexity, the field of education is called to critically reflect on its own purposes and, consequently, to critically rethink its pedagogical and didactic practices (Fadda, 2009). From a policy perspective, numerous contributions highlight the importance and necessity of promoting learning experiences and educational contexts capable of supporting the development of life competences in new generations (Sala et al., 2020). In this perspective, the school - in dialogue with the community and local institutions - represents a privileged context in which to design educational experiences aimed at fostering citizenship skills (COM(2025) 88 final) within participatory and hands-on environments, capable to promote meaningful practices of reasoning, listening, dialogue, critical reflection, and self-expression (Massa, 2000). Una costellazione luminosa is an educational project targeting third, fourth, and fifth grades of primary school, promoted by the Fondazione AIRC per la Ricerca sul Cancro ETS and implemented in collaboration with the participating schools, Librì Progetti Educativi, and Fondazione Reggio Children – Centro Loris Malaguzzi ETS. The project is structured around three workshop laboratories — Ricerca, Ascolto, and Trasformazione — designed as open learning contexts accord-

ing to the values of the Reggio Emilia Approach (REA). The workshops, which last approximately two hours, are held in the facilities of the 18 participating schools and include an initial large-group sharing session, a central phase of small-group work, and a final phase of collective reflection and sharing. Through a methodology based on listening, cooperative learning, and a research-oriented stance, the classes explore a shared issue starting from open, generative questions. Artistic languages - in particular graphic, narrative, visual, and performative - mediate the experience, offering multiple expressive, critical-reflective, and learning opportunities. To complement the process, focus groups with the teachers of the participating classes allow for an in-depth examination of the processes that emerged during the activities, and reflection on the contribution that such methodologies may provide to the development of transversal and democratic citizenship skills. This contribution presents the first findings of a qualitative and exploratory study carried out within this project, epistemologically framed within an integrated theoretical perspective in which socio-constructivism (Bruner, 1992) and complexity theories (Morin, 2000) intersect with the reflections proposed by the Philosophy for Children approach (Lipman, 2003). The qualitative analysis of data collected during the phases of the project - through participant observation, photographs, audio-video recordings of conversations, artifacts produced by the classes, and focus group transcripts - investigates the relationship between cooperative knowledge-building processes and the development of multidimensional thinking, articulated in its critical, creative, and caring dimensions.

Bruner J. (1992). La ricerca del significato. Per una psicologia culturale. Bollati Boringhieri.

European Commission. (2025). Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: Action Plan on Basic Skills (COM(2025) 88 final). European Commission.

Fadda R. (2009). Un modello italiano di pedagogia critica. Presupposti, sviluppi, problemi aperti. In Colicchi E. (2009), Per una pedagogia critica. Dimensioni teoriche e prospettive pratiche (pp. 17-54). Carocci.

Lipman M. (2003) Thinking in Education. 2nd ed., Cambridge University Press.

Massa R. (2000). Tre piste per lavorare entro la crisi educativa. Animazione sociale. 30(140), 60-66.

Morin E. (2000). La testa ben fatta. Riforma dell'insegnamento e riforma del pensiero. Raffello Cortina.

Sala, A., Punie, Y., Garkov, V., & Cabrera Giraldez, M. (2020). LifeComp: The European framework for personal, social and learning to learn key competence. Publications Office of the European Union. https://doi.org/10.2760/302967

Tramma S. (2024). Il lavoro educativo. Prassi, prospettive e criticità. Carocci.

EDUCATING FOR DEMOCRATIC CULTURE: THE ROLE OF PERSONAL EPISTEMOLOGIES IN CURRICULUM AND PEDAGOGY

Manuele De Conti (Università Mercatorum, Italy)

Personal epistemologies | School curricula | Competences for democratic culture

Dominant epistemological conceptions such as realism, pragmatism, or constructivism broadly inform school curricula, their aims, and their methodologies (Gramigna 2024; Osberg & Biesta, 2021; Osberg, Biesta, & Cilliers, 2008). This study examines how different epistemological models support competences for democratic culture and identifies the model most coherent with them. To achieve this objective, the study adopts as its theoretical frameworks the construct of paradigm (De Conti, 2016; Lincoln, Lynham & Guba, 2018; Kuhn, 1969) and, more specifically, that of personal epistemologies (Chiusaroli, 2022; Hofer, 2001; Yang & Tsai, 2012). The concept of paradigm is currently employed in the literature to denote the set of laws, theories, and methodologies shared by the scientific community. Beyond being an abstract schema, a paradigm grounds scientificity and the orientations through which teaching and school curricula are structured (Cf. Kuhn, 1969; Osberg, Biesta, & Cilliers, 2008). Personal epistemologies, by contrast, concern the beliefs held by individuals about the nature of knowledge, the processes of knowing, and the nature of learning (Schommer-Aikins, 2002), and may be considered an individual manifestation of paradigms. Personal epistemologies exert a systemic influence on the various dimensions of the person, from cognitive to behavioral and cultural aspects (Schommer-Aikins, 2004), and orient approaches to learning, relationality, critical thinking, argumentation, reflexivity, and metacognition, predisposing individuals toward lifelong learning (Aytaç, Özbilen & Genç, 2022; Bath & Smith, 2009; Dewey, 1933; Kuhn, 1991; King & Kitchener, 2002). Personal epistemologies therefore constitute an element of the cognitive framework that educational processes must consciously and appropriately structure (De Conti, 2025; Gramigna, 2021, 2024) in order to ensure both the achievement of pedagogical and social objectives and the coherence between teaching methodologies and such objectives (Gramigna, 2015). In this sense, personal epistemologies function as a regulatory principle of school

curricula, fostering their overall alignment (De Conti, 2025; Osberg, Biesta, & Cilliers, 2008). However, the development of personal epistemologies is not regulated exclusively by biological processes. Although supported by developmental cognitive processes, their development is culturally mediated. This underscores the importance of education in the development of the individual and, circularly, of society (Cf. Dewey, 1916), and raises a foundational question: which epistemological model best fosters the development of competences for democratic culture? Methodologically, the contribution compares epistemological models and personal epistemologies considered in the literature to be evolutionarily more sophisticated, with competences for democratic culture. By employing the method of comparative conceptual analysis with dimensional extraction, a matrix of epistemological models and personal epistemologies will be produced on the basis of the relevant literature (Cf. Bigge, 1982; De Conti, 2016; Lincoln, Lynham & Guba, 2018). The comparison will be conducted according to the criterion of greater coherence with the competences for democratic culture drawn from the Reference Framework of Competences for Democratic Culture developed by the Council of Europe (CoE, 2018a; CoE, 2018b). The outcome of this methodologically guided reflection may serve as a foundation for the theoretical and empirical evaluation and design of school curricula and teaching methodologies, in order to ensure their alignment with democratic culture.

Aytaç, A., Özbilen, F. M., & Genç, S. Z. (2022). Teachers' Epistemological Beliefs and Lifelong Learning Tendencies: A Correlational Study. Psycho-Educational Research Reviews, 11(1), 194–208. https://doi.org/10.52963/PERR_Biruni_V11.N1.12

Bath, D. M., & Smith, C. D. (2009). The relationship between epistemological beliefs and the propensity for lifelong learning. Studies in Continuing Education, 31(2), 173–189. https://doi.org/10.1080/01580370902927758

Bigge, M. L. (1982). Educational philosophies for teachers. Merrill Publishing.

Chiusaroli, D. (2022). Epistemologie personali, epistemologie implicite, epistemologie latenti: lo stato dell'arte. Journal of Inclusive Methodology and Technology in Learning and Teaching, 2(2). https://doi.org/10.32043/jimtlt.v2i2.40

Council of Europe. (2018a). Reference framework of competences for democratic culture: Volume 1. Context, concepts and model (three-volume box set). Council of Europe Publishing. https://rm.coe.int/prems-008318-gbr-2508-reference-framework-of-competences-vol-1-8573-co/16807bc66c

Council of Europe. (2018b). Reference framework of competences for democratic culture: Volume 2. Descriptors of competences for democratic culture (three-volume box set). Council of Europe Publishing. https://rm.coe.int/prems-008418-gbr-2508-reference-framework-of-competences-vol-2-8573-co/16807bc66d

De Conti, M. (2016). Paradigmi dell'educazione. Edizioni Volta la Carta.

De Conti, M. (2025). Knowledge at the Intersection of Economy and Culture: University Facing the Challenge of Transdisciplinarity. Formazione & Insegnamento, 23(1), 131–139. https://doi.org/10.7346/-fei-XXIII-01-25_16

Dewey, J. (1916). Democracy and education: An introduction to the philosophy of education. Macmillan.

Dewey, J. (1933). How we think: A restatement of the relation of reflective thinking to the educative process. D. C. Heath.

Gramigna, A. (2015). Dinamiche della conoscenza: Epistemologia e prassi della formazione. Aracne Editrice.

Gramigna, A. (2021). La fabbrica delle idee. A proposito di educazione e intelligenza. Biblion.

Gramigna, A. (2024). Il paradigma differente. L'educazione ambientale con i più piccoli (collana Le emergenze dell'educazione). Biblion.

Hofer, B. K. (2001). Personal epistemology research: Implications for learning and teaching. Educational psychology review, 13(4), 353-383. https://doi.org/10.1023/A:1011965830686

King, P. M., & Kitchener, K. S. (2002). The reflective judgment model: Twenty years of research on epistemic cognition. In B. K. Hofer & P. R. Pintrich (Eds.), Personal epistemology: The psychology of beliefs about knowledge and knowing (pp. 37–61). Lawrence Erlbaum Associates.

Kuhn, D. (1991). The skills of argument. Cambridge University Press.

Kuhn, T. S. (1969). The structure of scientific revolutions (2nd ed., enlarged). University of Chicago Press.

Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2018). Paradigmatic controversies, contradictions, and emerging confluences, revisited. In N. K. Denzin & Y. S. Lincoln (Eds.), The SAGE handbook of qualitative research (5th ed., pp. 213-263). SAGE Publications.

Osberg, D., & Biesta, G. (2021). Beyond curriculum: Groundwork for a non-instrumental theory of education. Educational Philosophy and Theory, 53(1), 57–70. https://doi.org/10.1080/00131857.2020.1750362

Osberg, D., Biesta, G., & Cilliers, P. (2008). From Representation to Emergence: Complexity's challenge to the epistemology of schooling. Educational Philosophy and Theory, 40(1), 213–227. https://doi.org/10.1111/j.1469-5812.2007.00407.x

Schommer-Aikins, M. (2002). An evolving theoretical framework for an epistemological belief system. In B. K. Hofer & P. R. Pintrich (Eds.), Personal epistemology: The psychology of beliefs about knowledge and knowing (pp. 103–118). Lawrence Erlbaum Associates.

Schommer-Aikins, M. (2004). Explaining the Epistemological Belief System: Introducing the Embedded Systemic Model and Coordinated Research Approach. Educational Psychologist, 39(1), 19–29. https://doi.org/10.1207/s15326985ep3901_3

Yang, F.-Y., & Tsai, C.-C. (2012). Personal Epistemology and Science Learning: A Review on Empirical Studies. In Second International Handbook of Science Education (pp. 259–280). https://doi.org/10.1007/978-1-4020-9041-7_19

CULTIVATING DEMOCRATIC AGENCY IN PRIMARY SCHOOL: THE MINIGIUNTA PROJECT IN ROVERETO MUNICIPALITY

Chiara Tamanini (University of Trento, Italy) · **Paolo Bonafede** (University of Trento, Italy) · **Sabrina Madeddu** (University of Trento, Italy)

Democratic education | Philosophy for Children | Civic participation

Democratic backsliding, growing inequalities, and an infosphere saturated by polarization make the relationship between schooling and democracy a renewed educational urgency. If democracy is not only a set of principles but a way of living together, then schools must offer children opportunities to experience participation, deliberation, and responsibility as early as possible. Creating civic "micro-projects" in childhood matters because it nurtures habits of listening, justification, and care for the common world, rather than treating citizenship as a distant future status. Methodologically, dialogic and collaborative practices are particularly promising to enact democracy for learning while cultivating learning for democracy (Biesta, 2011; Dewey 1916, 1938). Philosophy for Children (P4C) operationalizes this ambition through the Community of Inquiry: children collectively generate questions, argue with reasons, and co-construct provisional answers (Lipman, 2003). P4C therefore works as an exploratory pedagogy that simultaneously supports critical thinking (concept clarification, reasons, counterexamples) and democratic competence (turn-taking, inclusion, shared norms, collective decisions), foregrounding subjectification as the formation of agents able to speak and act in a plural world (M.R.Gregory, J. Haynes, K. Murris, 2017). We present MiniGiunta (Rovereto, Italy), a civic education project implemented in a 4th-grade primary class in collaboration with the Municipality and classroom teachers (December 2025–January 2026). Across three meetings, children engaged in: (1) a P4C inquiry on perspective and "seeing differently", followed by an "urban explorers" mission to photograph hidden beauties and areas needing improvement; (2) a P4C inquiry on beauty/neglect and a gallery-based discussion of the photos, producing situated proposals for the neighbourhood and the city; (3) a metareflective P4C dialogue on participation and preparation for a simulated municipal council (role assignment and peer-education on civic roles). Continuous co-design with teachers led to substantive adaptations (e.g., simplifying community rules, reallocating time from planned activities to sustained inquiry, and shifting some written work to classroom follow-up) in order to respond to classroom dynamics and maximize children's agency (Biesta 2017). Findings are being developed through qualitative analysis of the meeting transcripts and children's artefacts (photos and written rationales), focusing on indicators of democratic participation and critical thinking (question quality, justificatory moves, perspective-taking, collective problem framing). We intend to present preliminary evidence, that highlights high engagement, rich argumentation, and the emergence of feasible, community-oriented proposals.

Biesta, G. J. J. (2011). Learning Democracy in School and Society: Education, Lifelong Learning, and the Politics of Citizenship. Rotterdam: Sense Publishers.
Biesta, G. J. J. (2017). The Rediscovery of Teaching. London/New York: Routledge.
Dewey, J. (1916). Democracy and Education: An Introduction to the Philosophy of Education. New York: Macmillan.
Dewey, J. (1938). Experience and Education. New York: Macmillan.
Freire, P. (1970). Pedagogy of the Oppressed. New York: Continuum.
Gregory, M. R., Haynes, J., & Murris, K. (Eds.). (2017). The Routledge International Handbook of Philosophy for Children. London: Routledge.
Lipman, M. (2003). Thinking in Education (2nd ed.). Cambridge: Cambridge University Press.
Lipman, M., Sharp, A. M., & Oscanyan, F. S. (1980). Philosophy in the Classroom. Philadelphia: Temple University Press.

DOES DEMOCRACY REQUIRE HUMANISTIC EDUCATION?

Martin Strouhal (Charles University, Faculty of Arts, Czech Republic (Czechia))

Humanistic Education | Cultural Crisis | Democratic culture

This paper addresses the pressing issue of the erosion of humanistic and aesthetic literacy in Czech grammar schools and examines its relationship to a broader cultural crisis. The analysis is based on a critical evaluation of the Framework Educational Programmes (2004/2025 – the basis of the Czech curricula), whose lack of substantive anchoring and conceptual clarity hinders the systematic and long-term development of pupils' humanistic education. The theoretical framework draws on the reflections of Hannah Arendt (2006/1961) and Alain Finkielkraut (1987; 1999; 2013; 2016) concerning the decline of scholastic knowledge and the weakening of cultural traditions—processes which, in their view,

endanger the capacity of the younger generation to enter the world of shared meaning, interpretation, and critical judgement. Building on these insights, the paper argues that humanistic education constitutes a necessary condition of democratic culture, as it provides the horizon of understanding that enables orientation in the public sphere, the cultivation of values, and an appreciation of historical and cultural continuity (Steiner, 1974). Failures in humanistic and aesthetic education therefore represent not merely didactic shortcomings but a threat to the very foundations of democratic life. The paper aims to initiate a discussion on the renewal of humanistic content in education, its normative grounding, and possible ways to respond to the current cultural and societal crisis (Kambouchner, 2018).

Arendt, H. 2006/1961. Between Past and Future. Penguin Publishing Group.
Finkielkraut, A. 1987. La défaite de la pensée. Gallimard.
Finkielkraut, A. 1999. L'ingratitude: conversation sur notre temps. Gallimard.
Finkielkraut, A. 2013. L'identité malheureuse. Stock.
Finkielkraut, A. 2016. La seule exactitude. Gallimard-Jeunesse.
Kambouchner, D. (éd.). 2018 L'École, question philosophique. Fayard.
Steiner. G. 1974. In Bluebeard's Castle: Some Notes Towards the Redefinition of Culture. Yale University Press.

EXPERIENCE AS ESSENCE: A "FUORICLASSE" JOURNEY. FOR A DEMOCRATIC SCHOOL OUTSIDE AND INSIDE THE CLASSROOM

Federica Bruzzone (IC Pegli, Ada Negri Primary School, experimental project "FuoriClasse", Genoa, Italy)

Institutional Pedagogy | Experiential Learning | Active Citizenship

This contribution investigates the inseparable and fundamental link between education and democracy through the analysis of the experimental outdoor learning project "FuoriClasse", implemented in a public primary school in Genoa. In an era characterised by exclusionary technicalism and normative pressures toward authoritarian and standardised models, the "FuoriClasse" project presents itself as a form of pedagogical resistance aimed at restoring the school's role as a permanent laboratory for active participation and critical thinking. It embraces the idea of a "school without borders", where childhood is seen as a privileged phase for the formation of the political subject through exploration, dialogue, research and authentic direct experience. The project serves as a paradigm capable of overcoming the dualism between theory and praxis by placing experience at the heart of the educational process. Its roots lie in the vision of scholars such as Freire (1968) and Dewey (1938), conceiving education not as preparation for life, but as life itself: a social process through which the classroom, the street, and the city are transformed into laboratories of genuine democracy. In line with Morin's teaching (1999), the objective is the formation of "well-made heads," capable of inhabiting the complexity of the present and deconstructing the fragmentation of knowledge. In this view, "FuoriClasse" implements a radical departure from frontal teaching, adopting a research methodology and an alternative to standard textbooks, overcoming disciplinary divisions. This approach allows students to live the territory in its totality: parks, libraries, museums and shops, transforming it into the "living book" of the community. It prioritises learning mediated by the body in motion as the pivot of an authentic experience that educates toward choice, autonomy, empathy, and responsibility toward the world. Through direct experience and flow learning (Cornel, 2015), the techniques of Institutional Pedagogy proposed by Freinet (1994) emerge as the project's methodological core. One of the key tools is the Individual Work Plan: in a framework of self-organisation and constant self-assessment, each child chooses which tasks to engage in, defining personal short-, medium-, and long-term goals. Thus, learning becomes a responsible choice where each individual is the builder of their own growth path. This autonomy intertwines with the collective dimension in the Class Assembly, a sovereign body governed by specific roles and the consensus method: the negotiation of rules and decision-making occurs through counter-proposals aimed at unanimity. This practice transforms the class into an anti-authoritarian community where individuality finds space in collective fulfilment, exemplified by the Class Magazine. This quarterly publication, created by the editorial collective and sold to the public, self-finances printing and supports childhood in Palestine. This contribution demonstrates how cooperation, dialogue, listening, and free expression are the essence of democratic education. Students feel like citizens of the world, fostering a reflective, critical, and engaged mindset capable of critically inhabiting the

complexity of reality. Through active participation in the shared construction of knowledge and the assumption of individual and collective responsibility, "FuoriClasse" describes an open and inclusive school that lays the foundations for a more just, cohesive, and resilient society.

Cornell, J., Vivere la natura. Attività di scoperta e giochi per tutte le età. Assisi, Ananda Edizioni, 2015

Dewey J., Esperienza e educazione, Milano, Raffaello Cortina Editore, 2014 (ed.originale 1938)

Freinet C., (a cura di Madeleine Freinet), La scuola Moderna Guida pratica per l'organizzazione materiale tecnica e pedagogica della scuola “popolare”, Trieste, Asterios Editore, 2022 (ed.originale 1994)

Freire P., La pedagogia degli oppressi, Torino, EGA. 2022 (ed.originale 1968)

Morin E., La testa ben fatta, Milano, Raffaello Cortina Editore, 2000 (ed.originale 1999)

DEMOCRACY AS DELIBERATIVE PRACTICE. ETHICAL DILEMMAS AND PLATONE 3.0 AI IN THE PATHS MODEL OF CRITICAL DEMOCRATIC EDUCATION

Samuele Calzone (INDIRE, Italy) · **Dario De Santis** (INDIRE, Italy)

Ethical Deliberation · Epistemic Vigilance · AI-Mediated Learning

In contemporary educational contexts marked by democratic fragility and accelerated digital transformation, the cultivation of critical thinking has become a central pedagogical priority for sustaining democratic agency. This paper presents the theoretical framework and pedagogical architecture of PATHS (A Philosophical Approach to Thinking Skills), an educational model designed to foster democratic competencies through structured engagement with ethical dilemmas. PATHS conceptualizes critical thinking not as an isolated cognitive skill but as a socially situated, deliberative practice enabling learners to navigate complexity, ambiguity, and value pluralism. Democracy requires citizens capable of reflective judgment, moral evaluation, and reasoned participation in public discourse. Contemporary scholarship in democratic pedagogy emphasises that critical thinking entails interrogating assumptions, assessing evidence, detecting bias, and articulating justified positions in dialogical contexts. Within this framework, ethical dilemmas function as pedagogical devices that foreground the normative tensions inherent in collective decision-making. By confronting learners with competing yet defensible alternatives, dilemmas expose structural dynamics of democratic life: negotiation among plural values, recognition of legitimate disagreement, and reason-giving under conditions of uncertainty. The PATHS model operationalises this nexus through structured engagement with ethically complex scenarios designed to generate cognitive conflict and activate analytic reasoning, evaluative judgment, and dialogic interaction. Students collaboratively examine cases, construct and challenge arguments, anticipate counter-arguments, and publicly defend their positions in regulated debates. These practices align with contemporary models of higher-order thinking, argumentation theory, and dialogic pedagogy, positioning ethical dilemmas as epistemic tools that scaffold reflective deliberation and cultivate democratic “habits of mind,” including intellectual humility, perspective-taking, justificatory reasoning, and respect for dissent. Evidence from the national initiative Olimpiadi dei Dilemmi Etici, implemented across secondary schools within PATHS, demonstrates the model’s capacity to strengthen deliberative competencies. To date, over 4,000 teachers have experimented with PATHS, and these dilemmas have given rise to the Ethical Dilemma Olympics, which this year reached 40 schools with over 100 teams: it is a remarkable exercise in democracy. In this structured yet participatory setting, student teams analyse dual-scenario dilemmas and engage in evidence-based public argumentation, consolidating recognition of plural viewpoints, commitment to reason-giving, and dialogical responsibility. Ethical deliberation thus becomes a pedagogically regulated microcosm of democratic practice. The relevance of this approach is amplified within AI-mediated digital ecosystems, where algorithmic curation and generative systems reshape epistemic environments and public discourse. Educational research underscores the urgency of fostering “epistemic vigilance” and robust critical AI literacy — the capacity to interrogate sources, contextualise algorithmic outputs, and evaluate AI-generated content within explicit normative frameworks. PATHS integrates ethical deliberation with digital awareness, positioning critical thinking as a safeguard against misinformation and unreflective technological reliance. A key component is Platone 3.0 AI, a maieutic chatbot developed by the PATHS research group, designed to privilege epistemic process over outcome. Inspired by a

neo-Platonic dialogical paradigm, it guides students through structured questioning and argumentative refinement, supporting dilemma analysis and reflection on complex real-life issues. By foregrounding inquiry and justificatory reasoning, the model fosters active, digital, and democratic citizenship.

- Costa, C., & Murphy, M. (2025). Generative Artificial Intelligence in Education: (What) Are We Thinking? Learning, Media and Technology.
- Mercier, H., & Sperber, D. (2011). Why do humans reason? Arguments for an argumentative theory. Behavioral and Brain Sciences, 34(2), 57–111.
- Rapanta, C., Bhatt, I., Bozkurt, A., Chubb, L. A., Erb, C., Forsler, I., ... & Zeivots, S. (2025). Critical GenAI Literacy: Postdigital Configurations. Postdigital Science and Education, 7, 1296–1333.
- Samuelsson, M. (2016). Education for deliberative democracy: Rationale, theory and practice. Democracy & Education, 24(2), Art. 2.
- Sperber, D., Clément, F., Heintz, C., Mascaro, O., Origgi, G., & Wilson, D. (2010). Epistemic Vigilance. Mind & Language, 25(4), 359–393.

WHICH FACTORS SHAPE THE DEVELOPMENT OF CRITICAL THINKING SKILLS AT UNIVERSITY

Guillaume Cuny (Nantes Université, France)

critical thinking | higher education | curricula

Within the framework of its Academic Freedom in Action project, the Council of Europe has expressed the ambition to “protect and promote the values of academic freedom, ensuring that higher education remains a stronghold of democracy and critical thinking.” From this perspective, the mission of universities can no longer be limited to the production and transmission of knowledge; it also includes the development, among both staff and students, of critical skills enabling them to assess the validity of arguments and information. However, these critical skills do not appear to be evenly distributed across academic disciplines. A survey published by the Jean Jaurès Foundation in 2023 (Kraus & al. 2023) shows that adherence to misinformation varies according to students’ field of study: students in Health and Law appear more likely to endorse false information than those enrolled in the Social Sciences and Humanities or in the Arts. Based on this observation, we formulate the general hypothesis that disciplinary affiliations shape differentiated relationships to knowledge, which are more or less conducive to the development of critical thinking skills. This raises the question of which dimensions are actually decisive in explaining adherence to or resistance against misinformation. Do these variations stem from students’ ways of learning, with a more instrumental relationship to knowledge being, for instance, less conducive to the development of reflexivity? Is rote learning necessarily associated with weaker critical capacities, or should greater attention be paid to modes of assessment, which may impose particular relationships to knowledge (Abrami & al, 2015) ? Do they relate to the degree of consensus within disciplines regarding what counts as legitimate knowledge to be taught, potentially limiting the questioning of highly stabilised forms of knowledge (Millet, 2003 ; David, 2024) ? Do they depend on the place given to epistemology within disciplinary curricula (Bernstein, 1971 ; Young, 1971 ; Forquin, 2008 ; Shay, 2016) or on the specific histories of disciplines and the additional efforts some have had to make in order to establish themselves as sciences ? Finally, what role do major sociological variables such as gender and social background play in these processes? Drawing on a questionnaire survey conducted with 2,000 students at the University of Nantes, aimed at measuring their degree of adherence to misinformation and collecting data on their ways of learning and accessing information, as well as twelve collective interviews carried out with students grouped by discipline focusing on their relationships to their field of study and to the knowledge transmitted within it, this paper analyses the factors most likely to influence adherence to or resistance against misinformation. Based on these findings, it outlines possible avenues for action to strengthen the development of critical thinking skills in the university of tomorrow.

Abrami, P. C., Bernard, R. M., Borokhovski, E., Waddington, D. I., Wade, C. A., & Persson, T. (2015). Strategies for Teaching Students to Think Critically : A Meta-Analysis. Review of Educational Research, 85(2), 275-314.

Bernstein, B. (1973). On the Classification and Framing of Educational Knowledge. In Knowledge, Education, and Cultural Change. Routledge.

David, M. (2024). Sociologie des savoirs au lycée et à l’université. l’Harmattan.

Millet, M. (2003). Les Étudiants et le travail universitaire : Étude sociologique. In Les Étudiants et le travail universitaire : Étude sociologique. Presses universitaires de Lyon.

Kraus, F., Lee Bouygues, H., & Reichstadt, R. (2023, 12 janvier). La mésinformation scientifique des jeunes à l’heure des réseaux sociaux. Fondation Jean-Jaurès.

Young, M. F. D. (1971). An approach to the study of curricula as socially organized knowledge. In M. F. D. Young (Ed.), Knowledge and control: New directions for the sociology of education (pp. 19–46). Collier Macmillan.

Shay, S. (2016). Curricula at the boundaries. Higher Education, 71(6), 767-779.

TEACHING AS INQUIRY: PHILOSOPHY FOR CHILDREN AS A PATH TO THE TRANSFORMATION OF PROFESSIONAL HABITUS IN EARLY CHILDHOOD AND PRIMARY EDUCATION

Daniel Mastrosimone (University of Turin, Italy) · **Valerio Ferrero** (University of Turin, Italy)

Community of Philosophical Inquiry | Philosophy for Children | Teacher Habitus

This paper explores whether and how Philosophy for Children can function as a tool for the professional development of early childhood and primary school teachers through a structured training programme and the subsequent implementation of the approach in classroom practice. The study is framed within a pragmatist and dialogic conception of education (Barak, 2024; Biesta, 1995; Freire, 1970 Kazepides, 2012), according to which schooling is a space for shared inquiry and for the cultivation of democratic dispositions. Drawing on Dewey's theory of experience and community (1902; 1938), on the Philosophy for Children tradition (Lipman, 1991; 2010), and on the notion of professional habitus as a system of embodied dispositions orienting practice (Feldman, 2016; Nairz-Wirth & Feldmann, 2019), the project assumes that introducing community of philosophical inquiry may generate transformations not only at the level of techniques, but in teachers' epistemic and relational stance. The research focuses on the following questions: Does participation in a structured Philosophy for Children training programme modify teachers' conceptions of knowledge, learning and teaching? How does the implementation of regular philosophical inquiry sessions affect their professional posture, particularly in relation to dialogue and classroom authority? Are changes observable in questioning practices and in attention to the relational dimension of teaching? Fourteen in-service teachers participated in the project: ten from primary schools (ages 6–11) and four from early childhood settings (ages 3–6). The training consisted of 25 hours combining theoretical input on the epistemological and pedagogical foundations of Philosophy for Children with experiential workshops based on the community of inquiry model. Teachers then implemented fortnightly community of philosophical inquiry sessions in their classes over a six-month period. A qualitative, longitudinal design (Lichtman, 2010 Walford, 2001) was adopted. Data were collected through these tools: an initial written open-ended interview exploring beliefs about teaching, learning and dialogue; participant observation during selected training meetings and classroom sessions, documented through field notes; in-depth semi-structured interviews conducted at the end of the implementation phase. Data were analysed through thematic coding (Braun & Clarke, 2022), integrating inductive procedures with analytic categories derived from the theoretical framework. Triangulation across sources (Ma & Norwich, 2007; Oliver-Hoyo & Allen, 2006) supported the credibility of interpretations. Preliminary results indicate a shift from a predominantly instructional and outcome-oriented stance towards a more dialogic and inquiry-based posture. Teachers report greater awareness of the relational dimension of their role and of the ethical responsibility involved in facilitating dialogue. Observations confirm an increased use of open, generative questions, a reduction of evaluative interventions, and a broader distribution of speaking turns. Participants describe a progressive decentring of the teacher's epistemic authority and a stronger focus on listening and on building on pupils' contributions. These findings suggest that sustained engagement with Philosophy for Children can affect teachers' professional habitus, particularly in relation to questioning practices and relational attention. The study highlights the relevance of long-term, practice-based training in promoting pedagogical transformations aligned with democratic and dialogic aims, while acknowledging the exploratory nature and limited scale of the research.

Barak, M. (2024). Educational ideals and classroom realities: Developing teachers' concepts of dialogic pedagogy in real-world contexts. Teaching and Teacher Education, 138, 104401.

Biesta, G. (1995). Pragmatism as a pedagogy of communicative action. In J. Garrison (Ed.), The new scholarship on Dewey (pp. 105-122). Springer.

Braun, V., & Clarke, V. (2022). Thematic Analysis: A Practical Guide. Sage.

Dewey, J. (1902). The Child and the Curriculum. University of Chicago Press.

Dewey, J. (1916). Democracy and Education. Macmillan.

Dewey, J. (1938). Experience and Education. Collier Books.

Feldman, J. (2016). Pedagogical habitus engagement: Teacher learning and adaptation in a professional learning community. Educational Research for Social Change, 5(2), 65-80.

Freire, P. (1970). Pedagogy of Oppressed. Herder & Herder.

Kazepides, T. (2012). Education as dialogue. Educational Philosophy and Theory, 44(9), 913-925.

Lichtman, M. (2010). Understanding and evaluating qualitative educational research. Sage.

Lipman, M. (1991). Thinking in Education. Cambridge University Press.

Lipman, M. (2008). A Life Teaching Thinking. IAPC.

Ma, A., & Norwich, B. (2007). Triangulation and theoretical understanding. International Journal of Social Research Methodology, 10(3), 211-226.

Nairz-Wirth, E., & Feldmann, K. (2019). Teacher professionalism in a double field structure. British Journal of Sociology of Education, 40(6), 795-808.

Oliver-Hoyo, M., & Allen, D. (2006). The use of triangulation methods in qualitative educational research. Journal of college science teaching, 35(4), 42-47.
Walford, G. (2001). Doing qualitative educational research. Bloomsbury.

PHILOSOPHY FOR CHILDREN IN SCHOOL-WORK TRAINING: TEACHING CRITICAL THINKING THROUGH OBSERVATION AND DIALOGUE

Nicolò Valenzano (University of Turin, Italy) · **Carlo Maggi** (University of Turin, Italy)

Philosophy for Children | critical thinking | School-Work Training

In line with the need to promote democratic skills and sound critical thinking (Dewey, 1916; European Commission JRC, 2020), this paper presents an innovative experience carried out as part of the Pathways for Transversal Skills and Orientation (PCTO) in a fourth-year class at a vocational institute for health and social care. As part of an initiative aimed at promoting the recognition of children's thinking skills among secondary school students, the intervention utilised the Philosophy for Children (P4C) methodology (Lipman, 2003) with a twofold objective: to develop adolescents' critical thinking through philosophical inquiry and to equip them with the relational skills necessary to operate in primary school contexts. In the first phase, the students participated in four P4C sessions, through which they began to build a community of inquiry and experienced first-hand how a P4C session functions. Initially, in agreement with the class teachers, it was assumed that this phase would provide the adolescents with sufficient foundational knowledge to attempt to act as facilitators in the primary school class, supported by the teacher. This initial objective proved to be overly ambitious; consequently, in reshaping the proposal, the focus was recalibrated towards the acquisition of skills for structured observation (Cohen, Manion, Morrison, 2017). Students were subsequently provided with a 'Discussion Check-list' (Heesen, 2002), a tool designed to assess children's behaviour and the quality of dialogue. The second phase of the project involved two P4C sessions in a fifth-year primary school class, led by an external expert acting as the facilitator, with the direct involvement of a small group of adolescents: each session included two co-facilitators and four observers. The debriefing phase (the third phase), structured in two parts, was crucial for reflecting upon democratic attitude. The first part, reserved for the operational group, brought out significant reflections on the complexity of active listening and the challenge of 'suspending judgement'. In particular, the adolescents experienced the difficulty of listening to children without feeling the urge to intervene to correct them, provide the 'right answer', or impose an adult perspective on thoughts that sometimes manifest as unpredictable (Kohan, 2006). This constitutes a fundamental democratic discovery: learning to tolerate differing opinions and allowing others to construct their own thoughts. The students recounted their surprise at witnessing the depth of the children's reasoning, effectively dismantling age-related prejudices and recognising the dignity of every voice—a core pillar of democracy. The second part of the debriefing involved the entire class and took the form of a P4C meta-session. Starting with the sharing of data collected by the observers and the impressions of the co-facilitators, the class philosophically explored the role of the facilitator and the importance of respecting the ideas of all session participants (Kennedy, 2004). The experience demonstrates how the integration of philosophical practice, observational responsibility, and shared meta-reflection can transform the PCTO into a genuine learning environment that cultivates democracy. Collaboration towards a common goal and the shared analysis of practices have enabled students to develop the skills required to face the challenges of contemporary society with democratic openness.

Cohen, L., Manion, L., & Morrison, K. (2017). Observation. In Research methods in education (8th ed.). Routledge.
Dewey, J. (1916). Democracy and education: An introduction to the philosophy of education. Macmillan.
European Commission, Joint Research Centre. (2020). LifeComp: The European framework for personal, social and learning to learn key competence. Publications Office of the European Union.
Heesen, B. (2002). La valutazione in P4C: Alcune annotazioni sulla esperienza olandese. In A. Cosentino (Ed.), Filosofia e formazione: 10 anni di Philosophy for Children in Italia (1991-2001) (pp. 263–267). Liguori.
Kennedy, D. (2004). The philosopher as teacher: The role of a facilitator in a community of philosophical inquiry. Metaphilosophy, 35(5), 745–765.
Kohan, W. (2006). Infanzia e filosofia. Morlacchi.
Lipman, M. (2003). Thinking in education (2nd ed.). Cambridge University Press.

AN INNOVATIVE AND HOLISTIC APPROACH IN THE MAGIC OF KNOWLEDGE – THE NIGHT OF THE LITTLE EXPLORERS: EMBODIED COGNITION, DYNAMIC LEARNING, AND THE SCHOOL AS AN EXPERIENTIAL ARCHIPELAGO

Eleonora Spada (università degli studi di Palermo, Italy) · **Rosalba Ventura** (università degli studi di Palermo, Italy) · **Eliana Danzì** (università degli studi di Palermo, Italy) · **Alida Cosenza** (università degli studi di Palermo, Italy) · **Elena Mignosi** (università degli studi di Palermo, Italy)

embodied cognition · education · innovative approach

This work presents the key aspects of an innovative educational approach developed within the project “The Magic of Knowledge: The Night of the Little Explorers”. The project was conceived in 2025 by a group of researchers from the University of Palermo (Italy) with the aim of combining experiential learning with the principles of embodied cognition in order to promote dynamic, multisensory, and participatory forms of knowledge construction in primary education. The initiative was first implemented in June 2025 at the “Ignazio Buttitta” Comprehensive School in Bagheria (Palermo, Italy). During this event, local educational communities, primary school students, and families were actively involved. The project formed part of a broader university Third Mission research program aimed at experimenting with innovative educational models capable of integrating scientific learning, bodily experience, and community participation. The theoretical framework of the project was grounded in embodied learning, which emphasizes the deep connection between cognitive processes and bodily, perceptual, and relational dimensions of experience (Barsalou, 2008; Wilson, 2002). Within this perspective, the school is reinterpreted not only as a place of knowledge transmission but also as a relational and cultural environment capable of activating immersive learning experiences in which knowledge emerges from the interaction between body, environment, and social context. The project proposed a symbolic and pedagogical transformation of the school into an “archipelago of knowledge”, composed of five thematic experiential spaces that children could explore through circular and multimodal learning pathways. These spaces included “Senti-Menti”, dedicated to sensory and emotional exploration; “Debug”, focused on logical and computational thinking through unplugged coding activities; “Tutti Suonati”, a collaborative music laboratory centered on rhythm and collective sound experiences; “Young Scientists”, an inquiry-based environment devoted to observation and experimentation; and “Body to Body”, a space designed to promote learning through movement, imitation, and relational interaction. Within this experiential structure, knowledge was not transmitted passively but co-constructed through embodied experiences, social interaction, and sensory engagement that simultaneously activated cognitive, emotional, and relational dimensions. A distinctive element of the project was the active involvement of families, who participated in preparatory training sessions and engaged in the activities together with their children, strengthening the connection between school, university, and the local community. Following the initial implementation, the project was replicated in a more structured research format that introduced systematic observation tools aimed at collecting data on children’s cognitive, emotional, and social behaviors during the activities. This research-oriented development reinforces the scientific dimension of the intervention and supports its potential replicability in other educational contexts.

Varela, F. J., Thompson, E., & Rosch, E. (1991). The embodied mind: Cognitive science and human experience. MIT Press. https://mitpress.mit.edu/9780262720212/the-embodied-mind/

Lakoff, G., & Johnson, M. (1999). Philosophy in the flesh: The embodied mind and its challenge to Western thought. Basic Books. https://books.google.com/books/about/Philosophy_in_the_Flesh.html?id=6cXWAAAAMAAJ

Gallagher, S. (2005). How the body shapes the mind. Oxford University Press. https://global.oup.com/academic/product/how-the-body-shapes-the-mind-9780199271948

Shapiro, L. (2011). Embodied cognition. Routledge. https://doi.org/10.4324/9780203864081

SERVICE LEARNING AS A PEDAGOGICAL APPROACH TO FOSTER DEMOCRATIC CITIZENSHIP AND CRITICAL THINKING

Lorenza Orlandini (INDIRE, Italy)

service learning | critical thinking | educational innovation

This contribution reflects on Service Learning (SL) as an educational approach capable of fostering democratic competences and critical thinking in schools, in response to the profound social, cultural, and technological transformations affecting contemporary democracies. Drawing on the Deweyan idea of school as an environment of and for democracy (Dewey, 1916), the paper argues that SL represents a pedagogical framework able to integrate meaningful learning, civic participation, and the co-construction of knowledge (Eyler & Giles, 1999; Furco, 1996). In a context marked by the crisis of democratic practices, the polarization of public discourse, and forms of onlife existence increasingly mediated by digital platforms and artificial intelligence systems (Floridi, 2015, 2025), it has become urgent to develop students' capacity to critically interrogate information, relationships, collective needs, and decision-making processes. Schools are therefore called upon to support the development of democratic competences and critical thinking skills that enable young people to participate responsibly in public life. This need is consistent with European educational frameworks that recognize the central role of schools in preparing active, responsible, and participatory citizens (Council of Europe, 2018; Sala et al., 2020). Within this perspective, SL (Furco, 1996; Tapia, 2006; Orlandini et al., 2020) can be understood as a curricular and interdisciplinary approach in which teachers, students, and community stakeholders co-design learning pathways aimed at addressing real social issues. Local authorities, associations, cultural institutions, and third-sector organizations may all be involved in these processes, strengthening the relationship between school and community. The methodological core of SL lies in the integration of participatory inquiry, experiential learning, cooperative work, and structured moments of reflection (Bringle & Hatcher, 1995; Dewey, 1938). Students are engaged in analysing a community problem, defining shared goals, and implementing service actions with a tangible impact. In this perspective, the "service" component is not conceived as occasional volunteering but as an intentional, curricular, and reflective practice that connects disciplinary knowledge with social responsibility and students' agency (Mitchell, 2008). Particular attention is therefore devoted to the teaching conditions that enable SL to support student-centred pedagogies. Through these practices, the classroom becomes a deliberative space where students learn to negotiate meanings, make reasoned decisions, and evaluate the consequences of their choices (Westheimer & Kahne, 2004). Finally, the paper discusses possible assessment criteria and tools consistent with the transformative nature of SL. These include democratic competence rubrics, reflective journals, systematic observations, self- and peer-assessment practices, and evidence of impact on the local context. Previous research highlights positive effects of SL on student engagement, academic achievement, and socio-civic development (Billig, 2000; Celio et al., 2011). The aim of the contribution is to show that curricular innovation does not simply consist in adopting active methodologies, but in building educational ecologies where learning means participating responsibly in shared civic life. The presentation will also include examples of SL projects implemented in Italian primary and secondary schools, highlighting enabling factors and critical issues, such as time management, the construction of local partnerships, and organizational sustainability, and offering insights into the transferability of this approach to other educational contexts.

Billig, S. H. (2000). Research on K–12 school-based service-learning: The evidence builds. Phi Delta Kappan, 81(9), 658–664.

Bringle, R. G., & Hatcher, J. A. (1995). A service-learning curriculum for faculty. Michigan Journal of Community Service Learning, 2, 112–122.

Celio, C. I., Durlak, J., & Dymnicki, A. (2011). A meta-analysis of the impact of service-learning on students. Journal of Experiential Education, 34(2), 164–181. https://doi.org/10.1177/105382591103400205

Council of Europe. (2018). Reference framework of competences for democratic culture. Council of Europe Publishing.

Dewey, J. (1916). Democracy and education. Macmillan.

Dewey, J. (1938). Experience and education. Macmillan.

Eyler, J., & Giles, D. E. (1999). Where's the learning in service-learning? Jossey-Bass.

Floridi, L. (2015). The onlife manifesto: Being human in a hyperconnected era. Springer.

Floridi, L. (2025). The ethics of artificial intelligence: Principles, challenges, and opportunities. Oxford University Press.

Furco, A. (1996). Service-learning: A balanced approach to experiential education. In B. Taylor (Ed.), Expanding boundaries: Serving and learning (pp. 2–6). Corporation for National Service.

Mitchell, T. D. (2008). Traditional vs. critical service-learning: Engaging the literature to differentiate two models. Michigan Journal of Community Service Learning, 14(2), 50–65.

Orlandini, L., Chipa, S., & Giunti, C. (2020). Il Service learning per l'innovazione scolastica. La proposta del Movimento delle Avanguardie educative. Roma: Carocci.

Sala, A., Punie, Y., Garkov, V., & Cabrera, M. (2020). LifeComp: The European framework for personal, social and learning to learn key competence. Publications Office of the European Union.

Tapia, M. N. (2006). Educación y solidaridad: La pedagogía del aprendizaje-servicio. Ciudad Nueva.

Westheimer, J., & Kahne, J. (2004). What kind of citizen? The politics of educating for democracy. American Educational Research Journal, 41(2), 237–269.

CULTIVATING CRITICAL THINKERS FOR DEMOCRATIC LIFE: INNOVATIVE PRACTICES IN SCHOOLING

Tawanda Mataka (CAPE PENINSULA UNIVERSITY OF TECHNOLOGY, South Africa)

Innovation | democratic | competence

The contemporary educational landscape stands at a crossroads where multiple crises converge to challenge foundational assumptions about schooling's democratic purposes. Political disaffection spreads across established democracies as citizens withdraw from civic participation. Algorithmic governance increasingly mediates access to information and opportunity through opaque systems escaping public accountability. What philosopher Luciano Floridi terms "onlife existence"the blending of analog and digital experience reshapes how young people encounter knowledge and construct identities, particularly as artificial intelligence permeates learning environments. These intersecting developments demand urgent reconsideration of how schools cultivate both democratic competence and critical thinking. Operating within a critical-interpretivist paradigm, this investigation rejects claims to value-neutral inquiry while embracing the position that educational knowledge emerges from specific historical conditions and power relations rather than objective certainties. This stance enables examination of how pedagogical practices either interrupt or reproduce existing social arrangements. The central argument holds that democratic education constitutes an ontological condition of meaningful learning rather than merely instrumental preparation for future citizenship. This framing synthesises three theoretical traditions: critical theory, illuminating how educational institutions reproduce or challenge hegemonic structures; post-foundational political thought, questioning essentialist conceptions of democracy while embracing contingency; and epistemic justice frameworks, examining how knowledge practices systematically include or marginalize diverse voices. The methodological approach employs theoretical synthesis, weaving conceptual insights across disciplinary boundaries through critical engagement with philosophical, sociological, and educational literature. This methodology aims not to measure effects but to generate new configurations of meaning reframing how democratic education might be practiced within schools. The analysis unfolds across three interconnected registers: how pedagogical architectures spatial arrangements, curricular rhythms, and interaction norms cultivate or foreclose capacities for collective judgment through shared knowledge construction; the epistemic challenges learners face in digitally mediated spheres where traditional markers of truth undergo constant renegotiation; and structural asymmetries distorting access to democratic educational experiences, questioning whether innovation frameworks address historical injustices. Analysis reveals that institutional design fundamentally shapes democratic capacity development. Dialogic methodologies enabling cooperation toward shared goals prove particularly effective for fostering critical thinking and democratic dispositions, requiring students to navigate disagreement and assume responsibility for collective outcomes. However, current innovation frameworks often overlook persistent structural asymmetries, potentially extending democratic experiences primarily to privileged populations. The paper advances democratic education as provisional enactment of political life within schools' sites where coexistence is perpetually reworked through encounter and conflict rather than passive transmission of civic content. Recommendations include curriculum redesign prioritising collaborative problem-solving of complex issues; teacher preparation emphasising facilitation of democratic experimentation; and assessment practices valuing shared knowledge construction over individual performance. As theoretical synthesis, findings remain provisional and context-sensitive, requiring empirical validation across diverse settings while remaining attentive to non-Western educational philosophies. Fundamentally, reclaiming education's democratic vocation requires embracing innovative pedagogies that cultivate thinking skills and civic confidence through lived democratic experience recognizing that schools become democratic not by teaching about democracy but by enacting it. Key words: School innovation; democratic competence; critical thinking; dialogic pedagogy; civic agency

Atif, A., & Fitzpatrick, N. (2025). A post-foundational ontology for a democratic instrumentality of education. Educational Philosophy and Theory, *57*(5), 461–472.

Deegan, M. J. (2024). Reflections on criticality in educational philosophy: Critical traditions, Freire and Wittgenstein. Palgrave Macmillan.

Dewey, J. (1916). Democracy and education: An introduction to the philosophy of education. Macmillan.

European Commission, Joint Research Centre. (2020). European frameworks for key competences. Publications Office of the European Union.

Floridi, L. (2025). The ethics of artificial intelligence: Principles, challenges, and opportunities. Oxford University Press.

Freire, P. (1970). Pedagogy of the oppressed. Herder and Herder.

Hamilton, K. (2025). Embodying democracy in K–12 classrooms: Wayfinding through rich and rough curricular terrain [Doctoral dissertation, University of British Columbia]. UBC Library Open Collections.

Knobloch, K. R., & Chabvuta, T. (2025). Dialogic listening as a tool for community-centred transformation: How students construct listening through community agreements. International Journal of Listening, *39*(2), 195–207.

Laclau, E., & Mouffe, C. (1985). Hegemony and socialist strategy: Towards a radical democratic politics. Verso.

UNESCO. (2024). Rethinking research and knowledge: Epistemic justice and the futures of education. UNESCO Publishing.

Walker, M. (2019). Defending the need for a foundational epistemic capability in education. Journal of Human Development and Capabilities, *20*(2), 145–161.

NEOSOCRATIC DIALOGUE AND DEMOCRATIC CULTURE IN EDUCATION - A PEDAGOGICAL APPROACH FOR CULTIVATING DEMOCRATIC COMPETENCES

Evelina Ivanova-Vardzhiyska (Sofia University St. Kliment Ohridski, Bulgaria) · **Paolo Dordoni** (Liceo Pascoli, Bolzano; LIA, Rovereto)

Neosocratic Dialogue | Democratic Culture | Thinking together

Contemporary philosophy and education increasingly recognise the importance of dialogical approaches such as philosophical debate, Philosophy for Children (P4C), communities of inquiry, and deliberative practices. Within this broader field, Neosocratic Dialogue—developed in the tradition of Leonard Nelson (1882–1927) and Gustav Heckmann (1898–1996)—offers a distinctive way of practising philosophy collaboratively by connecting personal experience with philosophical inquiry. Historically, Neosocratic Dialogue emerged in the context of intellectual resistance in Germany during the Weimar Republic, the Nazi period, and the years of exile and reconstruction after the Second World War. From its origins, the practice has been closely linked to the aspiration to sustain and promote democratic culture—even in circumstances where democratic life appeared to be under threat. Today, Neosocratic Dialogue has developed into a widely used philosophical practice supporting democratic education across diverse contexts, including adult education, schools, universities, civil society initiatives, business ethics, and health care. It represents a distinctive form of collaborative philosophical inquiry in which participants, guided by a facilitator, explore authentic beliefs grounded in reflection on personal experience. This dialogical process—often described as Miteinanderdenken ("thinking together")—encourages slow and reflective thinking, critical examination of assumptions, mutual understanding, and a shared search for truth and consensus. Dialogues typically begin with the careful analysis of a lived experience proposed by participants, which becomes the starting point for conceptual clarification and philosophical investigation without appealing to authority. By recognising the dignity of each participant as an autonomous subject and fostering highly organised collaborative thinking, Neosocratic Dialogue creates meaningful opportunities for engaging with values, perspectives, and shared understanding. In this way, theoretical reflection and practical experience, rational argument and emotional engagement, inquiry and mutual respect remain deeply interconnected. The presentation draws on the Erasmus+ project Development of Competences for Democratic Culture through Neosocratic Dialogue (2020–2023), implemented by Sokratovské rozhovory z.s., Collegio Arcivescovile Celestino Endrici, and Plovdiv University Paisii Hilendarski. The project explored how Neosocratic Dialogue can contribute to the development of democratic competences in education, particularly in relation to the Council of Europe Reference Framework of Competences for Democratic Culture (RFCDC). One of the key outcomes of the project is the handbook The Power of Consensus, which introduces teachers to the principles of Neosocratic Dialogue and provides a set of educational activities designed to cultivate dialogical attitudes and democratic competences, together with practical guidelines for facilitating philosophical dialogue in school contexts. Building on this project experience, the presentation offers examples of how Neosocratic Dialogue can be implemented in educational settings with teachers, students, and pupils. It also discusses how activities from the handbook can support the development of democratic

competences at different educational levels, using the RFCDC as a common reference framework. These experiences point to the potential of Neosocratic Dialogue as a pedagogical approach capable of strengthening democratic culture in education and suggest directions for further research and implementation on a broader scale.

Council of Europe (2018). Reference Framework of Competences for Democratic Culture, Strasbourg: Cedex
Dordoni P. (2009). Il dialogo socratico. Una sfida per un pluralismo sostenibile, Apogeo: Milano
Dordoni P. (2025). Pratiche del confilosofare. Deliberazione, dialogo socratico e pensiero metaforico, Milano: Mimesis
Heckmann, G. (2018). Das Sokratische Gespräch. Erfahrungen in philosophischen Hochschulseminaren, Münster: Lit Verlag 1st ed 1981.
Knežić, D. (2011). Socratic Dialogue and Teacher Pupil Interaction, The Hague: Eleven
Krohn, D. (1989). Das Sokratische Gespräch. Ein Symposion, Hamburg: Junius Verlag
Krohn, D.; Neißer, B.; Walter, N.(eds), (1997). Neuere Aspekte des Sokratischen Gespräch
Sokratisches Philosophieren Band IV, Frankfurt am Main: Dipa-Verlag
Pokorná Sára, Dordoni Paolo, Ivanova - Vardzhiyska Evelina, Winklerová Lucie. The Power of Consensus: Developing Competences for Democratic Culture through Neo Socratic Dialogue (Forthcoming)
Raupach-Strey, G. (2002). Sokratische Didaktik, Münster: Lit Verlag
Saran R., Neisser B. (2004). Enquiring Minds: Socratic Dialogue in Education, Trentham
Books Limited
Ivanova-Vardzhiyska, E. (2021). Kompetentnosti za democratichna kultura – neobhodim
element ot profesionalnata kvalifikacia na uchitelite. In: Damyanova, A.&M. Todorova, N.
Panova, D. Hinkova, E. Karaminkova-Kabakova, J. Yordanova-Pancheva, I. Kirkov (Eds.).
Izmerenia na kompetentnostta. Sofia: Sv. Kliment Ohridski University Press. [Иванова-
Варджийска, Е. (2021). Компетентности за демократична култура – необходим елемент
от професионалната квалификация на учителите – в: Дамянова, А., Тодорова, М.,
Панова, Н. Хинкова, Д., Караминкова-Кабакова, Е. Йорданова-Панчева, Ю., Кирков, И
(съст.) Измерения на компетентността, УИ „Св. Кл. Охридски“, С., с.333-347.]
Ivanova-Vardzhiyska, E. (2022). Razvivane na kompetentnosti za democratichna kultura chrez filosofski dialog. In: Hinkova, D. & E. Ivanova-Vardzhiyska, I. Kirkov (Eds.). Grazdanskoto obrazovania dnes – postijenia i predisvikatelstva. Sofia: Sv. Kliment Ohridski University Press. [Иванова-Варджийска, Е. (2022). Развиване на компетентности за демократична култура чрез философски диалог – в: Хинкова, Д., Иванова-Варджийска, Е., Кирков, И. (съст.) Гражданското образование днес – постижения и предизвикателства, УИ „Св. Кл. Охридски“, С., с.60-79.]

STRUCTURED DISCOURSE WORKSHOPS AS A TOOL FOR FOSTERING DEMOCRATIC COMPETENCIES IN SCHOOLS

Patrik Geloneck (Goethe University Frankfurt, Germany) · **Monika Oberle** (Goethe University Frankfurt, Germany)

democratic competencies · pluralistic orientations · political discussion skills

Civic education plays a central role in enabling young people to navigate pluralistic and increasingly polarized societies. Democratic competencies such as openness to diverse perspectives, political tolerance, and the ability to engage constructively with disagreement are widely regarded as key prerequisites for informed participation and democratic resilience (Avery, 2002, p. 113; Hess & McAvoy, 2014, p. 7; Mercer & Littleton, 2007, p. 2). While international research has examined deliberative formats in educational settings (Persson et al., 2020), systematically evaluated and standardized discourse interventions specifically targeting pluralistic orientations remain scarce in the German school context. Against this background, the proposed presentation introduces the conceptual framework and results of the ongoing evaluation of a discourse workshop developed by the non-profit organisation apropolis e.V. (https://apropolis.org), contributing to current debates by linking theoretical perspectives on political discourse skills with the design and empirical examination of a concrete educational intervention. In this contribution, pluralistic orientations are understood as students' acceptance of political diversity, the perceived legitimacy of dissent, and their willingness to engage with competing political positions (Wenzel, 2023, pp. 58–61). The workshop targets this dimension of democratic learning, going beyond factual knowledge toward students' normative and dispositional engagement with political plurality. The workshop "Streiten, aber richtig!" combines several didactic elements, including collaboratively developed discussion rules, values-based reflection phases, the analysis of critical incidents, structured confrontational discussion formats, a parliamentary role play, and a counterfactual "what if?" exercise. These elements create a learning environment that is both supportive and challenging, allowing students to practice dealing with disagreement, articulating arguments, and engaging with alternative viewpoints – skills consistently identified as core components of democratic competence in civic education research (Detjen et al., 2012; Council of Europe, 2018, p. 38). The evaluation follows a pretest–posttest design with approximately

n=600 students in grades 7 to 12 across different secondary school types, including lower and middle track, academic, special education, and vocational schools. The study aims to capture students` evaluation of the workshop as well as their learning effects using a semi-standardized questionnaire. The survey asks students` to evaluate the workshop after participation and measures changes in their discursive political self-efficacy and pluralistic orientations such as openness to opposing viewpoints. The study draws on validated scales developed by Shrout et al. (2022), whose facets emotional tolerance, intellectual tolerance, non-rigidity, and pluralistic motivation, correspond closely to the competency dimensions targeted by the workshop. The instrument has been adapted for use in the German school-age context. Additionally, instruments from Oberle et al. (2020) are used to measure changes in political interest and self-efficacy. The presentation addresses three aspects: the conceptual and theoretical foundations of the workshop, the methodological design of the study, and selected results of the empirical evaluation. The presentation concludes by outlining perspectives for future research, including the potential of longitudinal and control-group designs and additional qualitative methods. By addressing both the potentials and limitations of structured discourse formats under real-world school conditions, it aims to stimulate discussion on how democratic competencies can be fostered through targeted educational interventions.

Avery, P. G. (2002). Political Tolerance, Democracy, and Adolescents. In W. C. Parker (Ed.), Education for Democracy: Contexts, Curricula, Assessments. Emerald Publishing Limited, 113–126. https://doi.org/10.1108/978-1-60752-548-620251009

Council of Europe (Ed.). (2018). Reference framework of competences for democratic culture. Council of Europe Publishing.

Detjen, J., Massing, P., Richter, D., & Weißeno, G. (2012). Politikkompetenz – ein Modell. Springer Fachmedien Wiesbaden. https://doi.org/10.1007/978-3-658-00785-0

Hess, D. E., & McAvoy, P. (2014). The Political Classroom. Routledge. https://doi.org/10.4324/9781315738871

Mercer, N., & Littleton, K. (2007). Dialogue and the Development of Children's Thinking. Routledge. https://doi.org/10.4324/9780203946657

Oberle, M., Leunig, J., & Ivens, S. (2020). What do students learn from political simulation games? A mixed-method approach exploring the relation between conceptual and attitudinal changes. European Political Science, 19(3), 367–386. https://doi.org/10.1057/s41304-020-00261-2

Persson, M., Andersson, K., Zetterberg, P., Ekman, J., & Lundin, S. (2020). Does Deliberative Education Increase Civic Competence? Results from a Field Experiment. Journal of Experimental Political Science, 7(3), 199–208. https://doi.org/10.1017/XPS.2019.29

Shrout, P. E., Mogami, M., Xu, Q., Ghodse-Elahi, Y., Mutter, E., Riccio, M. T., Valshtein, T. J., Baadan, V., & Goudarzi, S. (2022). Measuring openness to political pluralism. Journal of Social and Political Psychology, 10(2), 624–642. https://doi.org/10.5964/jspp.7867

Wenzel, N. (2023). Pluralismusorientierungen von Schülerinnen und Schülern: Eine empirische Studie. Springer Fachmedien Wiesbaden. https://doi.org/10.1007/978-3-658-42069-7

LIFE SKILLS EDUCATION AND DEMOCRATIC CLASSROOM PRACTICES: TEACHERS' EXPERIENCES OF IMPLEMENTING THE LIFE SKILLS TRAINING PROGRAMME IN PRIMARY SCHOOLS

Elisabetta Nigris (Università degli Studi di Milano-Bicocca, Italy) · **Barbara Balconi** (Università degli Studi di Milano-Bicocca, Italy) · **Sofia Bosatelli** (Università degli Studi di Milano-Bicocca, Italy) · **Matilda Morosini** (Università degli Studi di Milano-Bicocca, Italy)

Life Skills Education | Democratic Classroom Practices | Primary Education

This contribution presents the findings of a qualitative study conducted during the implementation of the Life Skills Training Programme (LSTP) in primary education with the local Health Protection Agency. The study explores how the programme is translated into everyday school practices and examines the meanings, perceived changes, and challenges emerging from the experiences of teachers and teacher-trainers involved in its implementation. LSTP is a preventive programme in the socio-health field aimed at reducing substance use and preventing violent behaviours by addressing the social and psychological factors associated with risk behaviours (Botvin et al., 1995; 2003). It focuses on three core components: personal self-regulation, social skills development, and resistance to substance use, integrating health education with the promotion of positive attitudes and responsible decision-making (Botvin et al., 2015). In school contexts, these dimensions foster relational competences, reflective dialogue, and participatory classroom practices that enable pupils to experience cooperation, responsibility, and shared decision-making, thus supporting the development of democratic competences. From this perspective, the programme can also be interpreted as a pedagogical device that contributes to constructing classrooms as spaces for democracy (Dewey, 1916). The study is situated within an ecological perspective (Mortari, 2007) and adopts a fourth-generation evaluation approach (Lincoln & Guba, 1989), inspired by the principles of participatory evaluation (Bezzi, 2010). The research develops along three main dimensions: analysing perceived effectiveness and critical issues among teachers and teacher-trainers; identifying changes observed in both

students and teachers; and defining guiding principles to improve and consolidate the programme and its training processes. Four focus groups were conducted remotely with teachers (N = 39), and three with teacher-trainers (N = 22). All sessions were audio-recorded, transcribed verbatim, and analysed through qualitative content analysis (Krippendorff, 2004), supported by a coding system inspired by Grounded Theory (Charmaz, 2016; Tarozzi, 2008). Codes were grouped into categories representing shared units of meaning through intersubjective verification among researchers. A descriptive analysis was also conducted on teachers' pedagogical documentation. Findings indicate that teachers perceive LSTP as strengthening students' personal and social competences and fostering dialogic, participatory classroom practices that promote cooperation, responsibility, and shared decision-making, while also supporting students' well-being and enhancing classroom cohesion. Active methodologies and structured activities foster teachers' professional development by encouraging reflective and collaborative practice, especially when the programme is integrated into the curriculum and implemented continuously. However, challenges emerge, including the perceived rigidity of some components, difficulties in engaging families, and the need to update content to address evolving educational contexts. Teacher-trainers emphasise training as a space for dialogue among professionals across local contexts, while also highlighting the complexity of their dual role as teachers and trainers, challenges in collaboration with healthcare professionals, and difficulties in ensuring continuity across school levels, particularly in lower secondary education. The analysis of the pedagogical documentation produced by teachers also reveals different ways of integrating the programme into teaching practice. Finally, the University plays a strategic role between the education and health sectors and between initial and in-service teacher education, providing tools and training to support reflective and participatory practices.

Bezzi, C. (2010). Il nuovo disegno della ricerca valutativa. Milano: FrancoAngeli.

Botvin, G. J., Baker, E., Dusenbury, L., Botvin, E. M., & Diaz, T. (1995). Long-term follow-up results of a randomized drug abuse prevention trial in a white middle-class population. Journal of the American Medical Association, 273, 1106–1112.

Botvin, G. J., Griffin, K. W., Paul, E., & Macaulay, A. P. (2003). Preventing tobacco and alcohol use among elementary school students through life skills training. Journal of Child & Adolescent Substance Abuse, 12(4), 1-17. in: Scheier, L. M. (2015). Handbook of adolescent drug use prevention: Research, intervention strategies, and practice (pp. xxv-575). American

Psychological Association.

Botvin, G. J., & Griffin, K. W. (2015). Preventing tobacco, alcohol, and drug abuse through Life Skills Training. In L. M. Scheier (Ed.), Handbook of drug abuse prevention research, intervention strategies, and practice. Washington, DC: American Psycho-

logical Association.

Charmaz, K. (2016). Shifting the grounds: Constructivist grounded theory methods. In Developing grounded theory (pp. 127-193). Routledge.

Dewey, J. (1916). Democracy and education: An introduction to the philosophy of education. Macmillan.

Guba, E. G., & Lincoln, Y. S. (1989). Fourth generation evaluation. Sage.

Krippendorff, K. (2004). Content Analysis: An Introduction to Its Methodology (2nd ed.). Thousand Oaks, CA, Sage.

Mortari, L. (2007). Cultura della ricerca e pedagogia: prospettive epistemologiche. Roma: Carocci.

Organisation for Economic Co-operation and Development. (2021). Beyond academic learning: First results from the survey of social and emotional skills. OECD Publishing.

Tarozzi, M. (2008). Che cos'è la grounded theory. Roma: Carocci.

FROM GRAMMAR REFLECTION TO ACTIVE CITIZENSHIP: THE EDUCATIONAL IMPACT OF VALENCY GRAMMAR IN ITALIAN SCHOOLS.

Loredana Camizzi (INDIRE, Italy) · **Francesco Perrone** (INDIRE, Italy) · **Valentina Bambini** (IUSS PAVIA, Italy) · **Chiara Battaglini** (IUSS PAVIA, Italy) · **Elena Didoni** (IUSS PAVIA, Italy) · **Chiara Pompei** (IUSS PAVIA, Italy)

Valency grammar | multimodal approach | reasoning

Grammar teaching in Italy has long been characterized by ideological contrasts and pedagogical debates. The X Theses for a Democratic Linguistic Education (GISCEL, 1975) criticized traditional approach focused on norms, correctness and memorization, proposing instead a descriptive, use oriented and metacognitive model. However, this perspective made limited progress in schools as it required greater professional commitment from teachers, most of whom continued to rely on textbooks and the traditional model inherited from classical culture. Recently, the National Guidelines for the First Cycle of Education (MIM, 2025) seem to signal a return to normative, rule-based grammar, also framed to teach students respect for social norms. Grammar remains one of the most difficult and least appreciated areas of study. Analyzing the results of INVALSI tests on grammar questions, Lo Duca (2014) noted that both native and migrant students have diffi-

culty completing tasks that require linguistic reflection, perhaps due to mechanical and decontextualized teaching. Moreover, national and international assessments show a connection between grammatical awareness and reading comprehension. Valency Grammar (VG) offers a response to these persistent challenges. Developed by Tesnière (1959), in the VG the verb is the organizational center of the sentence and attracts other essential elements through a Valence mechanism, explained through chemical and theatrical metaphors. Sabatini's adaptation for Italian (Sabatini 2004; Sabatini et al., 2011) introduced radial stemmas (GRS), which visually represent deep syntactic relations through shapes and colors, making VG particularly suitable for educational contexts. The model aligns with approaches like Colorful Semantics (Bryan, 1997), which use visual cues to support morphosyntactic development, including for learners with difficulties (De Santis & Bambini, 2023). VG promotes linguistic reflection starting from students' implicit grammar (Lo Duca, 2018). Empirical studies (Camizzi eds., 2020) show that VG fosters inquiry-based and collaborative learning and active manipulation and multimodal representation of sentence. Teachers also reported improvements in student learning in metalinguistic reflection and text comprehension and production strategies. To more rigorously verify these perceptions, INDIRE and IUSS launched an experimental study in 2023/24 school year. The design includes a pre-training assessment, a training phase comparing a valency-based grammar curriculum with a traditional one, a post-training assessment and a follow-up 6–12 months later. The research spans all school levels, but this paper focuses on primary school, involving 84 pupils divided into experimental and control groups. A mixed-methods approach (Trinchero, 2019; Teddlie & Tashakkori, 2008) integrates quantitative results with qualitative data from interviews, focus groups, and classroom observations. The data show that, although all students improved their grammar during the intervention, only the VG group also achieved improvements in reading comprehension and metalinguistic awareness. Over time, both groups achieved similar levels, but VG appears to have accelerated learning, helping all students achieve the expected skills sooner. Qualitative evidence explains this effect: in VG laboratories, knowledge is constructed through reasoning, dialogue and multimodal manipulation of linguistic structures, which increases engagement and inclusion. A model of grammar that promotes reflection rather than memorization strengthens text comprehension and critical thinking, essential skills for developing active and conscious citizenship.

Bryan A (1997) Colourful semantics. In Chiat S, Law J, and Marshall J (eds) Language disorders in children and adults: psycholinguistic approaches to therapy. London: Whurr, 143-61.

Camizzi, L. (2020), Didattica della grammatica valenziale: dal modello teorico al laboratorio in classe, Carocci, Roma.

De Santis, C., Bambini, V. (2023). La grammatica valenziale: nuove prospettive nella ricerca teorica, applicata e neurolinguistica. STUDI DI GRAMMATICA ITALIANA, XLII, 303-335.

GISCEL (1975), Dieci tesi per un'educazione linguistica democratica (https://giscel.it/dieci-tesi-per-leducazione-linguistica-democratica/).

Lo Duca, M. G. (2018), Viaggio nella grammatica, Esplorazioni e percorsi per i bambini della scuola primaria, Carocci, Roma.

Lo Duca, M. G. (2014). Le prove di grammatica INVALSI e gli apprendenti immigrati, in Invalsi, Working paper 22/2014.

MIM (2025), Indicazioni nazionali per il curricolo della scuola dell'infanzia e del primo ciclo d'istruzione, Decreto 221 del 9 Dicembre 2025.

Sabatini (2004), Lettera sul ritorno alla grammatica. Obiettivi, contenuti, metodi e mezzi (https://giscel.it/wp-content/uploads/2019/11/Sabatini-Lettera-sulla-grammatica.pdf)

Sabatini f., Camodeca c., De Santis c. (2011), Sistema e testo. Dalla grammatica valenzialeall'esperienza dei testi, Loescher, Torino.

Tashakkori, M. A., & Teddlie, B. C. (2008). Mixed Methodology: Combining Qualitative and Quantitative Approaches. Sage Publications.

Tesnière, L. (1959). Eléments de syntaxe structural, Paris Librairie C. Klincksieck.

Traduzione italiana del 2021: Tesnière, L. (2001) Elementi di sintassi strutturale, Rosenberg & Sellier, 2001

REDEFINING EDUCATION IN MARGINALIZED CONTEXTS: INNOVATIVE PRACTICES IN SCHOOL IN CATANIA

Ilaria Piovesan (University of Milan, Italy)

Inclusion | Democratic Hub | Innovative Practices

The metropolitan city of Catania holds the national primacy for school dispersion, with an abandonment rate that interests about 25% of the student population (Istat, 2024).Such percentage intertwines with the finding of insufficient levels of alphabetic and numerical competences, which exceed, for the Catanese student population of secondary schools of first grade, 50%. (Istat, 2024) This scenario inserts itself inside of a system that does not guarantee citizens essential levels of performance (LEP) regarding instruction. Marginalized by national policies, the South is characterized by strong educational disparities. The city of Catania presents itself as the urban version of this national scheme: only 5% of children has the

possibility to attend a communal nest [nursery], only 9% can make use of full time at elementary schools, the schools are often dilapidated and deprived of suitable structures for curricular activities and the formative institutes are hardly reachable by families that do not dispose of a private vehicle because of the scarcity of public transports. (Istat, 2024) To explore how democratic education can be enacted despite these territorial constraints, this study analyzes the experiences of two comprehensive institutes that have implemented innovative practices to contrast segregation and educational poverty. The first institute is located in the neighborhood of Picanello which, influenced by the proximity to the residential zone of the seafront and by areas of elevated economic prestige, features a strong contrast. In this area, the comprehensive institute “Agatino Malerba” has attempted to propose to all its users an accessible and competitive school, seeking to transform a “ghetto” institute, not attended by children of the “well-to-do” Catania, into an attractive one. The projects undertaken are numerous and have from the very start had the objective to involve and change the entire neighborhood, modifying its spaces and rendering it a possible center of aggregation. Furthermore, thanks to the rich, inclusive and free formative offer, the school has become attractive also for those who before refused to attend it, permitting to reduce the levels of school segregation. The second institute is situated in the municipality of Adrano, which is part of the belt of Etnean towns, which, characterized by a heterogeneous socio-economic distribution, are part of the metropolitan area of Catania. The institute “Vincenzo Bascetta” of Adrano has sought in these years the goal to repopulate the empty desks that characterised its classes: to the names present in the list of the enrolled did not correspond, in fact, faces. The principal and the teachers have therefore tried, through a series of projects and laboratories, to attract the pupils providing them, other than a place of learning, a new space of listening and socialization. Both case studies demonstrate that education in marginalized areas requires more than just standard instruction, it demands a structural reorganization of the school’s relationship with its territory. They seem to be of great interest since they aim to contrast the strong educational inequalities that afflict the Catanese metropolitan area

Colloca, C., & Pantaleo, V. (2025). Diseguaglianze socio-spaziali e progetti di rigenerazione urbana: il caso di Catania in Rivista Trimestrale di Scienza dell'Amministrazione.

Cordini, M., Parma P., (2021). La segregazione scolastica. Un'analisi delle disuguaglianze nell'accesso all'istruzione. Milano, FrancoAngeli.

Istat (2024), Rapporto annuale 2024, Roma, Istituto Nazionale di Statistica.

Reardon, S. F. (2011), The widening academic achievement gap between the rich and the poor: New evidence and possible explanations. In "Whither Opportunity? Rising Inequality, Schools, and Children's Life Chances".

Vianello F., a cura di, 2006, Ai margini della città, forme di controllo e risorse sociali nel nuovo ghetto, Roma, Carocci.

B.06

Dialogic Teaching in Education: Practices, Languages, and Conditions for Democratic Learning

PANEL CONVENORS: Serena Goracci (Indire, Italy); Luisa Zecca (University of Milano Bicocca, Italy); Laura Parigi (Indire, Italy); Loredana Camizzi (Indire, Italy)

PANEL KEYWORDS: Dialogic inquiry, classroom discussion formats, collaborative knowledge building

This panel explores dialogic teaching as a pedagogical and curricular orientation capable of sustaining democratic education, understood not as ideological positioning but as daily practice of participation, shared meaning-making, and collective inquiry within educational communities. Drawing on Freire's conception of dialogic pedagogy as an emancipatory process that problematizes reality and nurtures critical consciousness, the panel invites contributions investigating how dialogic learning can become a generator of curricular, cultural, and relational transformation. Dialogic inquiry, classroom discussion formats, collaborative knowledge building, and forms of emergent curriculum constitute powerful devices for structuring democratic encounters in learning environments. However, research shows that educators often experience dialogic interactions as difficult to manage: conversations may appear unpredictable, cognitively demanding, and hard to reconcile with pre-defined curricular expectations. These tensions highlight the need for professional competences, organisational conditions, and design tools that enable teachers to sustain dialogic practices while maintaining coherence with institutional frameworks. Given the central role of language in the vygotskian perspective — as cultural tool, mediator of thought, and potential barrier to inclusion—the panel explores how linguistic repertoires shape participation, agency, and power relations. We invite contributions that address transversal literacies, multilingual contexts, culturally responsive pedagogies, and the role of narrative, disciplinary, and everyday languages in fostering or constraining democratic dialogue. The panel aims to gather empirical studies, theoretical reflections, and practice-based innovations that explore dialogic inquiry as a way to reimagine pedagogical routines, assessment cultures, and curriculum design as spaces of autonomy, participation, and shared responsibility, positioning educational contexts as laboratories of democracy in action.

VALUING, PRACTICING DELIBERATELY OF REGIONAL LANGUAGE VARIETIES AS AN ESSENTIAL DEMOCRATIC ACTOR: THE CASE OF FRENCH-SPEAKING BELGIUM

Corinne Gillon (Haute École de la Ville de Liège, Belgium)

Regional languages | linguistic identities | diaphasic varieties

The legitimization of regional language varieties, advocated today by numerous speakers and specialists (Francart, 2010; Klinkenberg, 2015), is part of an ambitious societal project: to assign linguistic diversity a role as a guarantor of democracy. It posits that, alongside national languages, representative of "nation-states," regional varieties, as well as dialects, deserve recognition because, in this era of globalization, the democratic challenge demands respect for cultural diversity. "We should," says Francart, "perpetuate the use of a language that derives its legitimacy from its capacity to express the plural identity of the societies and individuals that compose it." "Belgian French, Quebec French, Louisiana French, Romansh, Sardinian, Neapolitan, Catalan, and other living variants of national languages embody a civic and political issue: indeed, language mobilizes identity, social, cultural, and educational concerns. Allowing everyone to express themselves fosters pluralistic dialogue and debate. In schools, this issue allows for work on representations and examination of diaphasic varieties and appropriate, deliberate language choices. In French-speaking Belgium, this evolution of attitudes necessitated a guilt-inducing questioning of the hegemony of the French of the Île-de-France region and its essentialist and unitarist definition (Klinkenberg, 2015), constructed by several centuries of idealizing and authoritarian discourse." This process allowed for a disinhibition of "decentralized" Francophone communities with regard to the norm of standard French, and, freed from feelings of linguistic insecurity, they are now claiming liberated, authentic practices in addition to the official national language. Methodologically, the exercise of linguistic awareness as a driving force for the identification and inclusion of regional varieties is essential because it consists, in particular, of "identifying the attitudes and representations that speakers have of their own speech and that of others" and, consequently, of "analyzing all the formal and semantic facets of verbal messages" (Alvarez-Peyrère, 1998). This vigilant reading is attentive to the moral, cultural, ideological, and emotional implications of the utterances. We propose a review of these teaching practices conducted with future teachers.

Alvarez-Péreyre, F. 1998, «La conscience linguistique: pourquoi, comment?», sous la direction de Jean- Claude Bouvier. «Les Français et leurs langues». Montpellier, France. Publications de l'Université de Provence, pp. 291-302, 1991. <halshs-00174649>

Francard , M. Variation diatopique et norme endogène. Français et langues régionales en Belgique francophone

Revue Cairn.Info, 2010; Pages 113 à 126

https://shs.cairn.info/revue-langue-francaise-2010-3-page-113?lang=frFrancard

Kinkenberg, Jean-Marie, 2015, La Langue dans la Cité, Vivre et penser l'équité culturelle, Les Impressions nouvelles

DIDACTICS OF DISCUSSION AND PROFESSIONAL DEVELOPMENT OF TEACHERS. A RESEARCH-TRAINING PATH IN PRIMARY SCHOOL

Beatrice Carbè (Sapienza Università di Roma, Italy) · **Giordana Szpunar** (Sapienza Università di Roma, Italy) · **Patrizia Sposetti** (Sapienza Università di Roma, Italy)

Teaching strategy of classroom discussion | research-training | primary school

The aim of the communication proposal is to contribute empirical and didactic research to reflection on discussion as a teaching tool for developing critical thinking. Classroom discussion, understood as a strategy capable of generating a space for comparison and negotiation of meanings, plays a fundamental role in processes of shared construction of knowledge (Pontecorvo et al., 2004; Lumbelli, 1982; Czerwinsky Domenis, 2000; Brookfield & Preskill, 2009; Carugati, 1988; Doise & Mugny, 1982). Although several studies have highlighted the value of discussion as a collective knowledge processing device (Pontecorvo et al., 2004; Alexander, 2018; Mercer, 2000), within school contexts, there persists a limited diffusion of teaching activities based on this strategy and aimed at the development of critical thinking (Dewey, 1933/2019; Lipman, 1988). This could be due to a lack of training for teachers in dialogic approaches. Because it is rooted in school contexts, discussion requires teachers to manage communication and dialogue skills (Hennessy et al., 2021; Parmigiani & Gozzi, 2017). In light of these reflections, as part of a PhD in Educational Research at Sapienza University of Rome, a field research project was developed and is currently being implemented in the third-grade classes of a primary school in Rome. The study adopts a multilevel strategy, structured around exploratory investigation processes and divided into sequential phases of observation, design, experimentation, and reflection, a typical approach in research training (Asquini, 2018). This approach is a way to investigate and modify discussion-centered teaching practices and involves integrating, modifying, and testing a conversation analysis device, ODIS, developed and tested in previous research (Zecca, Perucchini & Bertolini, 2025). ODIS was developed to support teachers in conducting and analyzing classroom discussions, in close connection with the educational experience (Bertolini et al., 2022). The research-training program, aimed at promoting an intentional and reflective use of discussion, aims to achieve a shared design, with the primary focus on reworking the tool and experimenting directly with teachers. This device, based on a cyclical process of participatory use and review, allows not only the observation of communication dynamics but also the stimulation of self-assessment and professional awareness in teachers. To this end, the study is divided into phases that include: administering pre- and post-test questionnaires (Fredella et al., 2022); implementing mixed-methods training activities; analyzing transcripts of class discussions; and moments of discussions between teachers and researchers. The ongoing analyses aim to explore how this path can impact the intentional use of classroom discussion as a cognitive and relational mediation practice, as well as the organization of inclusive and participatory learning contexts. Therefore, the research is expected to lead to the development of a framework that supports teachers in reflecting on and improving their teaching practice and fosters a culture of participatory learning in schools. The initial results of the research and training, which will be shared at the conference and subsequently explored through the extended contribution, will concern the observed changes in teachers' communication and reflective skills, as well as the development of an initial version of the new tool.

Alexander, R. (2018). Developing dialogic teaching: Genesis, process, trial. Research Papers in Education, 33 (5), 561-598.

Asquini, G. (2018). La ricerca-formazione: Metodologia e dispositivi. Carocci.

Bertolini, C., Zini, A., Landi L. & Funghi, S. (2022). Formare gli insegnanti alla discussione in classe: il Discussion Study: In Ricerca didattica e formazione insegnanti per lo sviluppo delle Soft Skills. Atti del convegno Nazionale SIRD. Palermo, 30 giugno, 1 e 2 luglio 2022. Lecce: Pensa MultiMedia Editore.

Brookfield, S. D., Preskill, S., (2009). Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms. Jossey-Bass.

Carugati, F. (1988). Dinamiche sociali, divergenze, conflitti: il modello del conflitto socio-cognitivo nella comprensione dello sviluppo del pensiero. In V. Ugazio (Ed.), La costruzione della conoscenza (pp. 115–140). Milano: Franco Angeli.

Czerwinsky Domenis, L. (2000). La discussione intelligente. Una strategia per la costruzione social della conoscenza. Erikson.

Dewey, J. (1933/2019). Come pensiamo. Milano: Raffaello Cortina Editore.

Doise, W., & Mugny, G. (1982). La costruzione sociale dell'intelligenza. Il Mulino.

Fredella, C., Goracci, S., Perucchini, P., Sposetti, P., Szpunar, G., & Zecca, L. (2022). La discussione come strategia didattica: rappresentazioni, usi e finalità degli insegnanti. In Ricerca didattica e formazione insegnanti per lo sviluppo delle Soft Skills. Atti del convegno Nazionale SIRD. Palermo, 30 giugno, 1 e 2 luglio 2022. Lecce: Pensa MultiMedia Editore.

Hennessy, S., Kershner, R., Calcagni, E., & Ahmed, F. (2021). Supporting practitioner led inquiry into classroom dialogue with a research informed professional learning resource: a design based approach. Review of Education, 9(3).

Lipman, M. (1988). Pratica e riforma dell'educazione. La filosofia con i bambini, in Cosentino, A. (2002). Filosofia e formazione. 10 anni di ''Philosophy for Children'' in Italia (1991-2001). Napoli: Liguori Editore.

Lumbelli, L. (1982). Psicologia dell'educazione: comunicare a scuola. Bologna: Il Mulino.

Mercer, N. (2000). Words and minds: How we use language to think together. Routledge.

Parmigiani, D., & Gozzi, A. (2017). La discussione guidata come strategia didattica per imparare a pensare. Pedagogia più Didattica. Erickson.

Pontecorvo, C., Ajello, A.M., Zucchermaglio, C., (2004). Discutendo si impara. Interazione e conoscenza a scuola. Roma: Carocci Editore.

Zecca, L., Perucchini, P., Bertolini, C., (2025). Modelli di Discussione in classe. ODIS uno strumento per l'osservazione della comunicazione tra insegnanti e studenti. In Scuola e cittadinanza democratica. Franco Angeli.

WEAVING NEW LINGUISTIC PATTERNS AND SPACES AS A COMMUNITY

Liboria Pantaleo (MCE, Italy)

dialoque | creativity | multimodal learning

Cooperative/collaborative methodologies inspired by active teaching methods, the potential of dialogic learning, media communication and high-quality children's literature offer multiple opportunities to work on conceptual mediation with even the youngest children: a powerful tool for understanding, learning, problem solving and the ability to connect ideas and concepts. Stimulating an approach of discovery and cooperative reflection in spaces for dialogue and co-construction of meaning allows for a profound approach to today's textuality. The potential of communication makes it possible to develop creative and multimodal activities capable of responding to the needs of individual pupils, promoting a real pedagogy of emancipation and the conditions for democratic learning. The presentation will showcase experiences conducted in kindergarden and primary schools that can be transferred to other school contexts to document these possibilities.

John Dewey (1916). Democracy and Education. New York: Macmillan.

John Dewey (1938). Experience and Education. New York: Collier.

Célestin Freinet (1969). Le tecniche Freinet della scuola moderna. Firenze: La Nuova Italia.

Lev Vygotskij (1978). Mind in Society. Cambridge, MA: Harvard University Press.

Paulo Freire (1970). Pedagogy of the Oppressed. New York: Continuum.

Neil Mercer (2000). Words and Minds: How We Use Language to Think Together. London: Routledge.

David W. Johnson & Roger T. Johnson (1999). Learning Together and Alone. Boston: Allyn & Bacon.

Louise Rosenblatt (1978). The Reader, the Text, the Poem. Carbondale: Southern Illinois University Press.

Aidan Chambers (1993). Tell Me: Children, Reading and Talk. Stroud: Thimble Press.

Gunther Kress (2010). Multimodality: A Social Semiotic Approach to Contemporary Communication. London: Routledge.

Henry Jenkins (2006). Convergence Culture: Where Old and New Media Collide. New York: NYU Press.

Jacques Rancière (2002). Il maestro ignorante. Milano: Mimesis.

VOICES IN THE LAB: REIMAGINING THE ITALIAN EFL CLASSROOM THROUGH DIALOGIC INQUIRY AND DEMOCRATIC PRACTICE

Alexandra Covaci (University of Salento, Italy; University of Glasgow)

Dialogic Teaching | EFL Italy | Democratic Pedagogy

This panel contribution addresses the intersection of dialogic teaching and democratic education within the specific context of English as a Foreign Language (EFL) instruction in Italian secondary and higher education. While the Italian "Indicazioni Nazionali" increasingly emphasize transversal competences and active citizenship, the reality of the EFL classroom often remains anchored in transmissive models and "IRF" (Initiation-Response-Feedback) patterns that limit

student agency. Drawing on the panel's core themes, this session explores how Freire's "problem-posing" education can be operationalized in a foreign language context. We argue that the EFL classroom is uniquely positioned to be a "laboratory of democracy" because it requires students to negotiate meaning across linguistic and cultural boundaries. However, this potential is often stifled by the tension between the unpredictable nature of dialogic inquiry and the rigid constraints of the Italian curricolo chiuso. The discussion will be structured around three interconnected dimensions: Practices: How specific discussion formats (e.g., Exploratory Talk, Socratic Circles) can be adapted to the Italian EFL classroom to shift power dynamics from teacher-led to student-owned inquiry. Languages: An analysis of how the English language acts as both a tool for emancipation and a potential barrier. We examine how "translanguaging" and the use of everyday repertoires can support inclusion in multilingual Italian school settings. Conditions: A reflection on the professional competences and organizational "spaces" required for Italian teachers to sustain dialogic practices without abandoning institutional assessment requirements. By presenting a mix of theoretical reflections and practice-based innovations—such as the transition from "correctness-focused" to "meaning-focused" assessment—this panel aims to demonstrate how dialogic teaching can transform the EFL classroom from a site of passive consumption into a space of shared responsibility and collective critical consciousness.

Alexander, R. J. (2020). A Dialogic Teaching Companion. Routledge.
Freire, P. (1970). Pedagogy of the Oppressed. Herder and Herder.
Lantolf, J. P., & Thorne, S. L. (2006). Sociocultural Theory and the Genesis of Second Language Development. Oxford University Press.
Wegerif, R. (2013). Dialogic: Education for the Internet Age. Routledge.

SEEING TOGETHER, EXPERIENCING TOGETHER, THINKING TOGETHER: CIVIC EDUCATION THROUGH THE COLLABORATIVE EXPLORATION OF IMAGES

Evelina Ivanova-Vardzhiyska (Sofia University St. Kliment Ohridski, Bulgaria)

civic education | collaborative learning | innovation in education

Contemporary approaches to civic education increasingly emphasise learning democracy as a lived and collaborative experience rather than as a purely conceptual domain of knowledge. Within this perspective, educational practices that foster dialogue, shared inquiry, and the interpretation of multiple perspectives play a crucial role in developing democratic competences. This paper presents the results of the School Innovation Lab "Educational Integration and Civic Education", developed within the national project "Innovation in Action" initiated by the Bulgarian Ministry of Education. The lab focused on designing and testing an innovative cooperative learning model based on the collaborative exploration of visual images in educational contexts. The proposed model uses images as a starting point for collective observation, interpretation, and dialogue. Through structured collaborative activities, students are encouraged to see together, share experiences and perspectives, and gradually construct meaning through discussion and reflection. In this way, working with images becomes not only an aesthetic or interpretative exercise, but also a pedagogical pathway for developing key democratic competences such as perspective-taking, argumentation, empathy, and participation in shared inquiry. The paper outlines the theoretical foundations of the model, describes the stages of its development within the innovation lab, and presents a set of ready-to-use instructional activities applicable across subjects and educational levels. It thus contributes a transferable pedagogical model demonstrating how the collaborative exploration of images can support interdisciplinary approaches to civic education and foster democratic learning practices in diverse educational contexts. Through the collaborative exploration of images, students do not simply analyse visual material; they engage in a shared process of inquiry in which democratic learning unfolds as seeing together, experiencing together, and thinking together.

Council of Europe (2022) Digital Citizenship Education Handbook, Strassbourg, last seen 12.03.2026 на https://rm.coe.int/prems-003222-gbr-2511-handbook-for-schools-16x24-2022-web-bat-1-/1680a67cab
Council of Europe (2021). Reference Frame of Competences for democratic culture in brief, последно посещение на 12.03.2026 на https://rm.coe.int/prems-004721-the-reference-framework-of-competences-for-democratic-cul/1680a27f24
Dewey, John How we think, https://www.gutenberg.org/files/37423/37423-h/37423-h.htmq las seen 12.03.2026
Henzler, B. (2023) Montage as a gesture of mediation and education in: Film Education Journal, 6 (2), 141-61.

DIALOGIC TEACHING IN STEM EDUCATION: SUPPORTING CONCEPTUAL PROGRESSION FROM PRESCHOOL TO SECONDARY SCHOOL

Valentina Paterna (Istituto Comprensivo King Grugliasco) · **Angela Piacente** (Parole della Scienza) · **Enrica Miglioli** (Parole della Scienza) · **Paola Valentina Gatto** (Parole della Scienza) · **Maddalena Zafettieri** (Parole della Scienza) · **Rosanna Mostrucchio** (Parole della Scienza) · **Felicita Carenini** (Parole della Scienza) · **Marco Falasca** (Parole della Scienza)

Dialogic Teaching | Conceptual Progression | Action Research

This paper highlights the crucial importance of cooperative dialogic teaching as both a method and a philosophy of life for fostering scientific understanding among all students and for supporting the development of communities grounded in mutual respect and democratic citizenship. Through conceptual progression and research-validated strategies, dialogic teaching enables inclusive access to scientific reasoning. Since language is one of the primary vehicles for learning, we propose an educational pathway in which dialogue (primarily oral but sometimes mediated through writing) is not merely "communication", but a pedagogical tool that fulfills a fundamental mission of schooling: promoting the recognition and acceptance of others through the practice of "thinking together". The pedagogical and didactic approach guiding the action-research of the Le Parole della Scienza group in Turin is grounded in meta-research and evidence-based studies (the BEST project coordinated by Judith Bennett, which translates STEM education research into classroom practice; the Dialogic Teaching framework developed by Neil Mercer and Robin Alexander; the Diagnostic Formative Assessment approach proposed by Dylan Wiliam and Paul Black; Cooperative Learning and structures developed by Spencer Kagan, INDIRE). A distinctive feature of the group is its nature as a vertical community of practice, bringing together teachers from all school levels, from early childhood to secondary education. This vertical collaboration is the group's main strength, allowing teachers to jointly design learning experiences and reflect on conceptual progression across the educational pathway. The experiences presented here are not isolated classroom activities, but the result of collective cooperative and dialogic work validated through collegial reflection and international research evidence. As an example of this hybrid approach, we present a vertical case study with students aged 5 to 16. The case illustrates didactic transposition and conceptual progression through experimental activities on candle combustion. In early childhood and the first years of primary school, the investigation focuses on qualitative aspects in open and closed systems . Students formulate predictions, observe, engage in explanatory dialogue, and develop initial explanations. In lower and upper secondary education, the pathway develops toward formal understanding of mass conservation (Lavoisier's law). Using digital balances, students test hypotheses and explore the phenomenon quantitatively, revealing misconceptions and naïve ideas that become starting points for deeper investigation, cognitive conflict, and conceptual restructuring. Dialogic teaching, based on reciprocal feedback between teachers and students, supports the remediation of learning gaps, the correction of misconceptions, and the consolidation of conceptual understanding. The approach integrates structured exploratory talk (Mercer), collaborative strategies such as Think–Pair–Share and Think–Pair–Square, systematic wait time, and response systems suitable for younger children. Techniques including Predict–Observe–Explain (POE), Confidence Grids, and Talking Heads make thinking visible and socially shared. Overall, this work illustrates how dialogic teaching can support conceptual progression in STEM across school levels while simultaneously fostering social and communicative competences. Beyond its cognitive benefits, it promotes inclusive, reflective, and democratic classroom communities, responding to contemporary challenges of indifference and social isolation.

Alexander, R.J. (2020) A Dialogic Teaching Companion, Routledge.

Alexander, R. (2017a). Developing dialogue: Process, trial, outcomes. Paper presented as part of the symposium on professional development in dialogic teaching: commonalities and constraints,17th Biennial EARLI conference,

Tampere, Finland. Retrieved from http://www.robinalexander.org.uk/wp-content/uploads/2017/08/EARLI-2017-paper- 170825.pdf

Alexander, R. J. (2017b). Towards dialogic teaching: Rethinking classroom talk (5th ed.). Osgoodby, Yorkshire: Dialogos UK Ltd.

Dawes, L., Mercer, N. & Wegerif, R. (2000). Thinking Together: A programme of activities for developing speaking, listening and thinking skills in children aged 8-11. Birmingham, England: Imaginative Minds.

Lipman, M., (2003). Thinking in education (2nd ed.). Cambridge, UK: Cambridge University Press.

Littleton, K. & Mercer, M., (2013). Interthinking: Putting talk to work. Abingdon and New York: Routledge.

Mercer, N., Dawes, L., Wegerif, R., & Sams, C. (2004). Reasoning as a scientist: Ways of helping children to use language to learn science. British Educational Research Journal, 30(3), Phillipson, N. & Wegerif, R. (2016). Dialogic education: Mastering core concepts through thinking together. Abingdon and New York: Routledge.

Resnick, L. B., & Schantz, F. (2015). Talking to learn: The promise and challenge of dialogic teaching. In L. B. Resnick, C. S. C. Asterhan, & S. N. Clarke (Eds.), Socializing intelligence through academic talk and dialogue (pp. 441–450).

Washington, DC: American Educational Research Association.

Black, P. J. & Wiliam, D. (1998a). Assessment and classroom learning. Assessment in Education: Principles Policy and Practice, 5(1), 7-73.

Black, P. J., & Wiliam, D. (1998b). Inside the black box: raising standards through classroom assessment. Phi Delta Kappan, 80(2), 139–148.

BEST https://www.stem.org.uk/secondary/resources/collections/science/best-evidence-science-teaching Hattie J (1992) Measuring the effects of chooling.Australian Journal of EducationHiggins S, Wall K, Baumfield V, et al. (2007) Learning to Learn in Schools Phase 3 Evaluation: Final Report. London: Campaign for Learning

Allen, M. (2014). Misconceptions in Primary Science, Berkshire, UK: Open University Press.

Bennett, J., et al. (2010). Talking Science: The Research Evidence on the Use of Small Group Discussions in Science Teaching. International Journal of Science Education, 32(1), 69-95

BEST – The best teaching draws on the best evidence Università di YORK RISORSE

Black, P. and Wiliam, D. (1998). Inside the Black Box, London, UK: GL Assessment.

Bransford J. D., Brown A. L., How People Learn: Brain, Mind, Experience, and School: Expanded. National Research Council, 2000.

Comoglio M., Cardoso M.A., Insegnare e apprendere in gruppo. LAS, Roma 1996.

Comoglio M., Educare insegnando. LAS, Roma 1998.

Hattie John (2016), Apprendimento visibile, insegnamento efficace, Erickson

Mortimer, E. F. and Scott, P. H. (2003). Meaning Making in Secondary Science Classrooms, Berkshire, UK: Open University Press.

Novak, J. D., & Gowin. Imparando ad imparare, S.E.I., Torino 1984.

DISCUSSION AS A TOOL FOR STEAM LEARNING IN ECEC. REFLECTIONS AND EXAMPLES FROM THE SCUOLA BAMBINI BICOCCA

Antonella Pezzotti (Fondazione Bambini Bicocca Impresa sociale, Italy) · **Michela Pontina** (Fondazione Bambini Bicocca Impresa sociale, Italy) · **Sara Castellani** (Fondazione Bambini Bicocca Impresa sociale, Italy)

ECEC discussion scientific learning

The scientific attitude is a fundamental condition for applying the methods of inquiry and research and is therefore considered a disposition to be fostered from early childhood through empirical experiences (Dewey, 1938) aimed at understanding the world, living beings, and scientific phenomena building on children's innate curiosity (Larimore, 2020). However, offering young children the opportunity to approach STEAM disciplines education does not mean transmitting the first rudiments of scientific disciplines; rather, it entails nurturing their tendency toward exploration (Mantovani et al., 2016). Cultivating a scientific attitude, therefore, involves establishing a research habitus characterized by innate curiosity, reflective thinking, and both self- and hetero-guided problematization. In this sense, learning should be considered a multidimensional phenomenon (Wertsch, 1991) strongly favored by methodological approaches based on the active involvement of children, inquiry-based learning (Zecca, 2016; Brookes et al., 2020; Eti I., Sigirtmac A., 2021), guided participation. Within this framework, the adult assumes a central role as a guide to exploration, observation, and participation (Rogoff, 2006), while at the same time acting as a model in the research process. Thus, the adult is one who "does not know in advance" but who explores, searches, investigates, and learns together with the children (Mantovani et al., 2016) and who, after inviting them to share their interpretations, welcomes and extends their reflections as much as possible, accompanying the group in structuring more advanced and complex forms of argumentation. In light of the above, within a perspective in which the social dimension is considered significant in the learning process (Bembich, 2024), this paper aims to investigate some aspects concerning interaction, both between adults and children and among peers. Specifically, it offers reflections on the value of discussion for the co-construction of meaningful scientific learning in ECEC. To achieve these aim, an action research study (Lewin, 1946) was conducted at the Scuola Bambini Bicocca, where STEAM subjects are one of the main focuses of the educational project. Different scientific-naturalistic activities were offered to the children (age 3-6) of both classes in the school, divided into small mixed-age groups. Some discussions led by scientific atelierists and/or teachers were recorded and analyzed using ODIS (Zecca et al., 2025). An initial analysis of the data has revealed interesting insights into the level of understanding achieved by the children – guided by the adults - on the topics treated and the richness of the reflections has emerged thanks to the heterogeneity of the groups and the different specificities, knowledge, and skills of the children.

Bembich, C. (2024), L'educazione stem nella scuola primaria: il ruolo dei processi di interazione nello sviluppo del pensiero scientifico. Atti del Convegno Nazionale SIRD "A cosa serve la ricerca educativa? Il dato e il suo valore sociale", Milano. 21-13 settembre 2023.

Brookes, D.T., Etkina E., Planinsic G. (2020), Implementing an epistemologically authentic approach to student-centered inquiry learning. Physics Review Special Topics: Physics ducation Research, 16, 1-22.

Dewey, J. (1938), Experience and education. Macmillan.

Eti, I., Sigirtmac, A. (2021), Developing inquiry-based science activities in early childhood education: An action research. International Journal of Research in Education and Science (IJRES), 7(3), 785-804. https://doi.org/10.46328/ijres.1973.

Larimore, R.A. (2020), "Preschool Science Education: A Vision for the Future." Early Childhood Education Journal 48 (6): 703–714. https://doi.org/10.1007/s10643-020-01033-9.

Lewin, K. (1946). Action research and minority problems.

Mantovani, S., Braga, P., Gambini, A. (2016), Incontrare i viventi. Esperienze scientifiche al Nido. In S. Mantovani, C. Silva, E. Freschi (Eds.), Didattica e Nido d'infanzia. Metodi e pratiche di intervento educativo (pp. 59-84). Junior-Spaggiari.

Rogoff, B. (2006), Imparando a pensare. Raffaello Cortina, Milano.

Wertsch, J.V. (1991), Voices of the mind: A sociocultural approach to mediated action. Harvard UP.

Zecca, L. (2016), Didattica laboratoriale e formazione. Bambini e insegnanti in ricerca. Milano: FrancoAngeli.

Zecca, L., Perucchini, P., Bertolini, C. (a cura di) (2025), ODIS: uno strumento per l'osservazione della comunicazione tra insegnanti e allievi. Milano: FrancoAngeli.

DEMOCRATIC CONNECTIVISM THROUGH DIALOGUES IN COLLABORATIVE ONLINE INTERNATIONAL LEARNING (COIL): AN EMPIRICAL CASE STUDY AT ITALIAN AND US UNIVERSITIES

Tunde Szecsi (Florida Gulf Coast University, United States of America) · **Debra Giambo** (Florida Gulf Coast University, United States of America) · **Marianela Rivera** (Florida Gulf Coast University, United States of America) · **Flavia Stara** (University of Macerata, Italy)

COIL | multimodal communication | meaning-making

Amidst rapid and tumultuous changes in social, political, and educational contexts, professors may design and implement pedagogical innovations to promote democracy in education. This presentation discusses outcomes of Collaborative Online International Learning (COIL) projects through the connectivism theory, focusing on students in Italy and the United States (Florida) using multimodal communication tools for meaning-making, multilingual dialogues on critical societal self-selected topics. In this study, meaning-making is understood as a relational and dialogic process (Freire, 2000) through which students interpret experiences and negotiate understanding in interaction with others. From a sociocultural perspective, meaning emerges through mediated dialogue rather than in isolation (Vygotsky & Cole, 1978), often fortified with multimodal communication tools, such as images, written texts, oral expressions, and auditory messages (Kress & Bezemer, 2023). Connectivism theory offers a framework for understanding knowledge construction across networks of people, ideas, digital tools, and information sources (Bates, 2022; Siemens, 2005). From this perspective, learning is understood as a relational and networked process that aligns with COIL, an innovative pedagogical approach that facilitates dialogic inquiry, international collaboration, and shared meaning-making around complex societal issues (Rubin & Guth, 2022). Because perceptions of societal issues are shaped by individuals' cultural, political, and economic backgrounds, international dialogues can open windows into interpretation and understanding across contexts. To promote college students' critical thinking and global and interlingual competence for societal transformation, we designed an interdisciplinary COIL project between Italian students majoring in tourism and students in Florida majoring in education. To share with their partner, each student developed a multimodal presentation on a self-selected topic such as democracy, power, accessibility to resources, education, demographic and social trends. Subsequently, teams of two students collaboratively facilitated a series of synchronous, virtual dialogues, including linguistic negotiation that highlighted the role of multilingual repertoires in shaping participation, especially for predominantly monolingual US students. Dialogic learning concluded with individual reflection and in-class discussions about democracy. Empirical analysis of the multimodal dialogues indicated the connection between students' topics and the Sustainable Development Goals (SDGs) (United Nations, 2015). Given participants' different cultural, linguistic, and experiential backgrounds, it is significant that the thematic analysis of students' self-selected topics (Creswell & Poth, 2013; Kress & Bezener, 2023) showed a shared interest and connection to educational and societal issues, such as race, ethnicity, poverty, gender in education, educational rights, politics and perspectives in higher education, and the vulnerability of women in society. In addition, the analysis of students' discourses in terms of negotiating meaning-making about democratic issues showed the use of multimodal communication, e.g., narrative, visual and auditory modes. The context of such interpretive dialogue on relevant social narrations included individual stories and descriptions of everyday life, private lives, work experiences, community life, supporting data, and policies, along with representations of exclusion and marginalization. The increased

awareness of cross-border historical and geographic contexts became intertwined with empathy and emotional insight, resulting in rich, multifaceted perceptual transformation regarding social dynamics, and linguistic expressions. This study offers validation for the benefits of dialogic interdisciplinary learning across cultures and languages.

Bates, T. (2022). A review of Stephen Downes' latest contribution to the theory of connectivism. Online Learning and Distance Education Resources https://www.tonybates.ca/2022/02/27/a-review-of-stephen-downes-theory-of- connectivism/

Creswell, J., & Poth, C. (2018). Qualitative inquiry and research design: Choosing among five approaches. SAGE.

Freire, P. (2000). Pedagogy of the oppressed. Bloomsbury.

Rubin, J. & Guth, S. (2022). The guide to COIL: Implementing, growing and sustaining

collaborative online learning. Routledge. 10.4324/9781003447832

Siemens, G. (2005). Connectivism: A learning theory for the digital age. International Journal of Instructional Technology and Distance Learning, 2(1). ttp://www.itdl.org/Journal/Jan_05/article01.htm

United Nations General Assembly. (2015). Transforming our world: The 2030 Agenda for Sustainable Development (A/RES/70/1). https://sdgs.un.org/2030agenda

Vygotsky, L. S., &; Cole, M. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.

USING DISCUSSION AND ODIS IN SCIENCE TEACHING: ACTION RESEARCH IN A PRIMARY CLASSROOM

Lara Didonè (Università degli Studi di Milano Bicocca, Italy)

discussion | dialogic teaching | participation

This abstract presents the results of an action research study conducted in a third-grade primary class. The research-training project originated in a thesis developed within the Primary Teacher Education degree program and was later pursued by the teacher-researcher in her professional context. The study explored the implementation of dialogic teaching practices in science education through the use of structured classroom discussion and ODIS (Discussion Observation), a tool for analyzing dialogic interactions (Zecca, Perucchini & Bertolini, 2025). The research originated from the intention to move beyond a transmissive approach to scientific knowledge and instead promote a learning environment in which knowledge is democratically constructed and shared through dialogue among students and between students and the teacher (Pontecorovo, Ajello, Zucchermaglio, 1998, p. 184). The main objective of the study was to investigate the effectiveness of discussion as a pedagogical tool for fostering active participation and eliciting students' prior knowledge about natural phenomena. In particular, the research examined how discussion can support the negotiation of meaning, the formulation of collective hypotheses, and the transformation of disagreement into a cognitive resource, thereby promoting deeper and more durable understanding of scientific concepts through the co-construction of knowledge. A further objective was to explore the formative potential of the ODIS coding process for the teacher, encouraging reflective practice and supporting the intentional design of classroom discussions. The action research was conducted over a three-month period. After selecting specific scientific topics, the teacher initiated classroom discussions based on open problem questions (Ripamonti, 2016). Data were collected through audio recordings of the discussion sessions, which were subsequently transcribed and analyzed using the ODIS coding framework. The findings indicate that dialogic practices reduced students' fear of making mistakes and encouraged participation, including from those who were usually less inclined to express their ideas. The discussions contributed to transforming the classroom into a community of inquiry in which students learned to question assumptions, support claims with evidence, and develop more structured forms of reasoning. Scientific knowledge emerged as a collectively negotiated and provisional understanding, while error was reframed as a productive element in the process of knowledge construction. The analysis also enabled the teacher-researcher to reflect on the communicative dynamics of both students and teacher intervention, fostering an increasingly solid awareness of the educational intentionality underlying the pedagogical choices implemented (Zecca. 2012). Overall, the study highlights the importance of authentic dialogic practices in primary science education. Classroom discussion functions not merely as verbal interaction but as a central mechanism for the active, democratic, and shared construction of knowledge, fostering both conceptual understanding and the development of critical and participatory citizenship.

Pontecorvo, C., Ajello, A.M., Zucchermaglio, C. (Eds.) (1991). Discutendo si impara. Interazione sociale e conoscenza a scuola. Roma: La Nuova Italia Scientifica.
Ripamonti, D. (2016). Discutere per apprendere. In E. Nigris, S.C. Negri, F. Zuccoli (Eds), Esperienza e didattica (pp. 167-208). Roma: Carrocci.

Zecca, L. (2012). I pensieri del fare. Verso una didattica meta-riflessiva. Bergamo: Edizioni Junior.

Zecca, L., Perucchini, P. & Bertolini, C. (2025). (Eds.), Modelli di Discussione in classe. ODIS (Osservazione della Discussione) uno strumento per l'osservazione della comunicazione tra insegnanti e studenti. Milano: FrancoAngeli.

AN APPROACH TO CHILDREN'S AND YOUNG ADULT LITERATURE DIDACTICS: TEXTS, DIALOGUE AND COOPERATIVE LEARNING.

Maria Chiara Mattacchione (Università degli Studi Roma Tre, Italy) · **Susanna Barsotti** (Università degli Studi Roma Tre, Italy) · **Amalia Lavinia Rizzo** (Università degli Studi Roma Tre, Italy)

Children's and Young Adult Literature | CIRC® | Middle School

Reading practice at school is a central activity in every student's development: encounters with texts prompt and encourage the learning of stories, the pleasure they derive, reflection, and dialogue. Middle school is a significant stage in exploring the multiplicity of literary genres; in this specific segment of the first cycle of education, the process of linguistic and literary education is mediated, in the usual teaching method, by school anthologies. These—through a careful selection of authors and texts deemed representative [1] —serve as a stimulus for the discovery of textual variety, contribute to the growth of personal skills, and foster moments of dialogue and exchange with adults and peers. By selecting and offering quality readings [2] and equipping students with appropriate linguistic and methodological tools, it is possible to make encounters with texts no longer a compulsory practice [3], but rather an opportunity to experience «an infinite possibility of inhabiting, of looking, and of being looked at»[4]. The currently anthologies highlights the presence of numerous children's classics, «written both 'for' the growing subject and unintentionally addressed to them» [5]. This literature, "youthful" by virtue of the characteristics of its audience, is an «essential resource for education, literacy development, and socialization»[6] and necessarily requires reflection on the characteristics of the subject for whom it is addressed: «a subject in the crucial years of formation, with their tastes and interests, their overall linguistic, cognitive, and experiential immaturity, their fragilities and vulnerabilities, their educational needs»[7]. The literary and linguistic complexity of the works on offer—which do not always correspond to adequate levels of proficiency[8] —calls for educational research to rethink the practices through which teaching is structured, in order to ensure equitable and inclusive learning conditions. This paper presents the initial results of a trial using Cooperative Integrated Reading and Composition® (CIRC®)[9] for reading anthologies in middle school. The research aims to investigate how a cooperative approach, strongly characterized by dialogic practice, can facilitate access to literary texts, increasing oral and written comprehension and reworking skills. Using this methodology, students work on texts, clarifying less clear passages through guided discussion; they identify key information, draw conclusions, complete writing exercises, and compare and contrast ideas [10]. The teacher acts as a discreet mediator, guiding group reflection and encouraging students to engage in discussion about the text.

[1] Cf. C. Desinan, Storie ed evoluzione della raccolta di fiori, D. Orlando Cian (ed.), I libri di testo per la scuola media. Linee di analisi pedagogica, Gregoriana Liberia Editrice, Padova 1992, p. 121.

[2] S. Blezza Picherle, Eppure leggono. Come creare lettori appassionati e competenti, in L. Cantatore (ed.), Primo: leggere, Edizioni Conoscenza, Roma 2017, p.34.

[3] R. Cardarello, Libri e bambini. La prima formazione del lettore, La Nuova Italia Editrice, Scandicci 1995, p.9.

[4] L. Cantatore, Nota del curatore, in L. Cantatore (ed.), op.cit., p.7.

[5] A. Nobile, Introduzione, in A. Nobile (ed.), Dizionario di letteratura giovanile, Scholè, Brescia 2025, p.7.

[6] F. Pesci, Complessità e nuovi orizzonti, in A. Nobile (ed.), op.cit., p.178.

[7] A. Nobile, Epistemologia, in A. Nobile (ed.), op.cit., p.168.

[8] Cf. INVALSI, Rapporto INVALSI 2025, accessible online and consulted on February 26, 2026: https://invalsi-areaprove.cineca.it/docs/2025/Rilevazioni_Nazionali/Rapporto/Rapporto%20prove%20INVALSI%202025.pdf)

[9] Cf. R.E. Slavin, N.A. Madden, R.J. Stevens, Lettura e Composizione Cooperative Integrate. Due esperimenti sul campo, in «Reading Research Quarterly», XXIV, n. 1,1989, pp. 5-27.

[10] Cf. M. Traversetti, A. L. Rizzo, DSA e strategie didattiche efficaci. Come imparare a leggere per comprendere e studiare, FrancoAngeli, Milano 2023, p.102.

TRAINING FUTURE TEACHERS FOR CLASSROOM DISCUSSION: A LESSON-STUDY-INSPIRED PRACTICUM WITHIN THE "TALKING TO LEARN" PROJECT

Andrea Zini (Università degli Studi di Modena e Reggio Emilia, Italy)

Dialogic Teaching | Teacher Education | Lesson Study

Empirical and experimental research across curricular areas and school levels has shown that classroom discourse approaches which reduce the predominance of recitation and give a greater role to productive dialogue and discussion can support the learning of all students, including those experiencing sociocultural disadvantage (e.g., Alexander, 2018). However, classroom discussion intentionally orchestrated as collective reasoning around an object of knowledge (Pontecorvo, 2021) is still rarely observed in ordinary school settings. Even teachers who aim to promote it may struggle to position students as reasoners rather than "guessers of the right answer" (O'Connor & Michaels, 2019), while also attending to comprehensibility, coherence, conceptual accuracy, motivation, and equity of participation. As Ajello argued (2004), the teacher's role in this kind of discussion is neither natural nor spontaneous, but a specifically professional competence to be acquired. This paper presents a practice-based teacher education initiative developed within Talking to Learn (T2L), an interdisciplinary research project funded by the 2025 University Research Fund at the University of Modena and Reggio Emilia. T2L aims to bridge the gap between research and school practice by providing both in-service and pre-service teachers with a teacher-led, research-informed model of professional development, supported by a repertoire of agile resources for planning, observing, analysing, and improving the quality of classroom discussion. A central assumption of the project is that wider dissemination of dialogic teaching depends on making discussion a shared object of professional inquiry among teachers themselves (Zini, 2024). Its methodological framework builds on more than a decade of research at UNIMORE on Lesson Study (Bartolini Bussi & Ramploud, 2018), its discussion-focused development, Discussion Study (Bertolini et al., 2023), and ODIS, a coding scheme for classroom discussion observation (Zecca et al., 2025). The contribution focuses on a lesson-study-inspired practicum module designed for student teachers in the Primary Teacher Education programme, scheduled for implementation in the first semester of the next academic year. The module is intended to support future teachers' professional autonomy in designing and conducting effective classroom discussions for mediating curricular content. It is organised around a cycle of mentor and student preparation, co-design with school mentors, classroom enactment, audiovisual documentation of a key discussion episode, and guided reflective analysis of the activity in relation to intended learning goals. In this perspective, the practicum does not simply train participants to "use discussion", but inducts them into a collaborative, inquiry-based model of professional learning in which teaching can be collectively planned, observed, discussed, and revised. Rather than presenting a fully standardised package, the paper discusses the rationale and formative architecture of a practicum model designed to make discussion teachable, observable, and professionally discussable within the ordinary constraints of school life. Its relevance to democratic education lies both in preparing future teachers to treat classroom talk as a shared epistemic space and in exploring forms of teacher-led professional learning that may support the broader circulation of dialogic practices across educational contexts.

Ajello, A. M. (2004). Insegnanti e discussioni: formazione e realizzazione sul campo. In C. Pontecorvo, A. M. Ajello, & C. Zucchermaglio (Eds.), Discutendo si impara. Interazione sociale e conoscenza a scuola (pp. 157–174). Roma: Carocci.

Alexander, R. (2018). Developing dialogic teaching: Genesis, process, trial. Research Papers in Education, 33(5), 561–598.

Bartolini Bussi, M. G., & Ramploud, A. (Eds.). (2018). Il lesson study per la formazione degli insegnanti. Roma: Carocci.

Bertolini, C., Funghi, S., Landi, L., & Zini, A. (2023). Discussion Study: ripensare il Lesson Study per formare le insegnanti alla discussione in classe. In C. Manolino & R. Minisola (Eds.), La formazione dei docenti di matematica tra continuità e innovazione: il Lesson Study (pp. 123–131). Torino: Collane@unito.it.

O'Connor, C., & Michaels, S. (2019). Supporting teachers in taking up productive talk moves: The long road to professional learning at scale. International Journal of Educational Research, 97, 166–175.

Pontecorvo, C. (2021). Argomentare in gruppo per sviluppare ragionamento e conoscenze. In G. Benvenuto & M. S. Veggetti (Eds.), Historical-cultural theory: Studies and research (pp. 129–140). Roma: Sapienza Università Editrice.

Zecca, L., Perucchini, P., & Bertolini, C. (Eds.). (2025). Modelli di discussione in classe: ODIS: uno strumento per l'osservazione della comunicazione tra insegnanti e allievi. Milano: FrancoAngeli.

Zini, A. (2024). L'analisi del discorso in classe: dalla ricerca alla formazione degli insegnanti. In M. Tammaro, C. Lisimberti, A. Tinterri (Eds.), Ricerca didattica e formazione degli insegnanti. Modelli, approcci e metodologie (pp. 681–687). Lecce: Pensa Multimedia.

"RISE! – VOICES AND BODIES OF DEMOCRACY": WHEN A PERFORMANCE BECOMES A PRETEXT FOR DISCUSSION AT SCHOOL

Mariangela Scarpini (University of Parma, Italy)

Dialogic Teaching | gender equality | School-work alternation

This paper presents a research conducted as part of a program for the development of cross-curricular skills and career guidance (PCTO): SORGETE! – Voices and Bodies of Democracy. The project's title refers to the dance-theater performance directed by Simona Lisi and produced by Collettivo Collegamenti, which was used as a starting point to explore issues related to gender equality. The theatrical performance, in fact, centers its reflection on the story of the ten Italian female teachers who, in 1906, temporarily obtained the right to vote, inspired by Maria Montessori's proclamation, "All women, rise up!" The project establishes a network of schools, research institutions, and cultural organizations. It is carried out with the support of the European DEAR program—Development Education and Awareness Raising—as part of the GEAR UP! project (NDCI Challenge /2023/448-378), co-funded by the European Union. Promoted by Welcome APS – European Projects Collettivo Collegamenti, with the support of the Regione Marche. The research sample involves two fourth-year classes (4AT and 4BT) at the "Giulio Perticari" Classical High School in Senigallia (An), specializing in the Humanities track. 1. The preparatory phase of the project involves presenting the content through workshops on issues related to gender equality. 2. Preparation for the play "Sorgete Donne", 3. Viewing of the play, used as a starting point for classroom discussions on the themes of democracy, gender equality, civil rights, and active participation. 4. The Human Sciences classes will participate in a series of 4 sessions over 4 weeks, for a total of 10 hours distributed as follows: four hours of presentation of methodological tools specific to facilitating Philosophy for Children (hereinafter P4C) sessions, with particular reference to mirroring, non-judgment, and active listening, four hours of P4C sessions and two hours of planning a P4C session to be offered to groups of 6 fifth-grade students at the Mercantini Elementary School in Senigallia (An). The research question This exploratory research begins with an analysis of the facilitator's interventions, asking whether and how the facilitator's questions or interventions support discussion, the expression of divergent thinking, reflection, and conversation. Other elements that are part of democratic education will be taken into consideration, such as: active participation of individual group members (for example: do group members participate actively?); depth of arguments (are arguments used that demonstrate cognitive decentralization?), quality of alternative, novel, and non-conformist proposals, increasing progressively from the first to the fourth meeting and the evolution of cohesion within the research community. Research tools: Participants will be asked to complete a logbook at the end of each meeting. At the conclusion of the program, a focus group will be conducted, in which participants will participate voluntarily. The sessions, which will be fully recorded and transcribed, will be analyzed according to the guidelines from Gail Jefferson's system (2004) and analyzed using a discourse analysis approach (Mantovani, 2008)

Jefferson, G. D. (2004). Glossary of transcript symbols with an introduction. In G. H. Lerner (Ed.), Conversation analysis: Studies from the first generation (pp. 13–31). Amsterdam: John Benjamins.

Lipman, M. (2003).Thinking in Education (second edition). New York: Cambridge University Press. (Trad. It., Educare al pensiero. Milano: Vita e Pensiero, 2005).

Mantovani G.(2008), Analisi del discorso e contesto sociale, Bologna, Il Mulino.

Zecca, L., Perucchini, P., & Bertolini, C. (2025). Modelli di discussione in classe. ODIS: uno strumento per l'osservazione della comunicazione tra insegnanti e allievi, Milano, Franco Angeli.

SINGING THE DIALOGUE: MUSICAL LANGUAGES AND COLLABORATIVE MEANING-MAKING AS A TOOL IN MULTICULTURAL L2 CLASSROOMS

Eleonora Betti (Università degli Studi di Roma Tor Vergata, Italy)

Dialogic Teaching | Collaborative Meaning-making | Multilingualism

This contribution presents the findings of a holistic, interdisciplinary approach integrating music and second language acquisition. Grounded in the Italian educational context, this research aligns with the European perspective on policies for the inclusion of newly arrived students (CoE, 2022). It examines the potential benefits of music, song, creative and playful activities to second language acquisition, emotional well-being, and motivation (Sun, Yang, & Liang, 2024; Caon, 2023;

Crawford, 2019; Denzine & Brown, 2015). Central to this approach is the perspective of language as a cultural tool and mediator, where music acts as a bridge to overcome linguistic barriers and foster dialogic inquiry. Through a series of cooperative activities and layered processes, students collaboratively negotiated and composed new lyrical sections for the proposed songs, which they also performed. This process turned the classroom into a space for collaborative meaning-making, where the author's original teaching materials were adapted to students' characteristics, learning objectives, and guiding themes. The methodology emphasizes the teacher-student relationship (Wentzel, 2016), the role of emotions (Swain, 2013), and the use of cooperative learning strategies (Munoz-Martinez, Monge-Lopez, Torrego Sejo, 2020) to enhance student agency. This study primarily uses a design-based research approach. Four case studies were conducted with lower secondary school students (ages 12–14), including groups of newly arrived students and multicultural/multilingual classes (15–22 students per group). Data collection involved audio-video recordings, participant observation, questionnaires, and interviews. Analysis, including transcription, coding, and thematic analysis, revealed the positive impact of music and creative activities on L2 development, emotional well-being, and motivation In a social context where migration is both a present and future phenomenon, continuously evolving, the promising results of this study underscore the importance of further research into how music education can contribute, through innovative strategies, to the development of a democratic and inclusive education.

Caon, F. (2023). La canzone nell'educazione linguistica. Lingua, (inter)cultura e letteratura. Milano: UTET

Università.

Crawford, R. (2020). Socially inclusive practices in the music classroom: The impact of music education used as a vehicle to engage refugee background students. Research Studies in Music Education, 42(2), 248-269.

Council of The European Union (2022). Council Recommendation of 28 November (2022/C 469/01). Official Journal of The European Union.

Denzine, G, & Brown, R. (2015). Motivation to Learn and Achievement. In R. Papa (Ed.) Media Rich Instruction: Connecting Curriculum to All Learners (pp. 19–33). New York: Springer.

Dewey, J. 1916 (2008). The Democratic Conception in Education. In J. Dewey, Democracy and Education: An Introduction to the Philosophy of Education. E-pub: Prabhat Books.

Muñoz-Martínez, Y., Monge-López, C., & Torrego Seijo, J. C. (2020). Teacher education in cooperative learning and its influence on inclusive education. Improving Schools, 23(3), 277-290.

Sun, B., Yang, J., & Liang, Z. (2024). How music facilitates second language (L2) learning: a systematic review from 2002 to 2022. Innovation in Language Learning and Teaching, 1–19.

Swain, M. (2013). The inseparability of cognition and emotion in second language learning.

Language Teaching, 46, 195–207.

Wentzel, K. R. (2016). Teacher-Student Relationships. In K. R. Wentzel & D. B. Miele (Eds.), Handbook of Motivation at School (pp. 211–230). London: Routledge

B.07

Educators as Agents of Change: Enacting Transformative Education in Practice

PANEL CONVENORS: Luisa Conti (University of Jena, Germany); Paolo Bonafede (Università degli Studi di Trento)

PANEL KEYWORDS: Transformative Education, Democratic Education, Innovative Pedagogy

Transformative Education (TE) offers a critical lens for rethinking education in the context of postdigital societies confronted with accelerated change and an enduring permacrisis. It aims to support the development of those knowledge, attitudes and skills that enable learners to align their decisions and practices with socio-ecological sustainability and global justice. In the context of SDG 4.7, TE can be understood as an umbrella that weaves together the diverse "educations for" – sustainability, human rights, gender equality, peace, cultural diversity and global citizenship – and calls for coordinated efforts capable of advancing systemic transformation. Although this vision is anchored in the SDGs, it has not yet been realised at scale, even if promising examples exist. This panel therefore asks: How can TE be enacted so that learners are enabled to become citizens who actively promote a sustainable transformation of society? This panel builds on the Villa Vigoni colloquium on TE and foregrounds the pivotal role of educators as agents of change, exploring how they can be supported in recognising and enacting this role. It invites scholars as well as representatives of educational institutions – such as school leaders, teachers, educators and students – to contribute theoretical perspectives, empirical research findings and practice-based case studies to an informed exchange on how to implement transformative education in formal, non-formal and informal educational contexts. To accommodate different kinds of expertise and contribution styles, the panel format is deliberately open. We welcome paper presentations as well as more interactive formats such as ignite talks, fishbowl discussions, workshops.

THINKING TOGETHER – CRITICAL REFLEXIVITY TO STRENGTHEN DIVERSITY-SENSITIVE COMPETENCES IN TEACHER EDUCATION

Julia Dr. Ha (PH St.Gallen, Switzerland)

critical reflexivity | forced migration | teacher professionalization

The cross-border, hybrid teaching project Thinking Together, developed by the Universities of Teacher Education St.Gallen (Switzerland) and Vorarlberg (Austria), addresses the urgent need to strengthen diversity-sensitive competences in pre-service teachers. By focusing on critical reflexivity, the project empowers future educators to navigate the complexities of forced migration and inclusion in increasingly diverse classrooms (Barsch, 2017). Building on existing mentoring and summer school programs, where students support newly arrived or refugee pupils, Thinking Together integrates structured reflection sessions guided by interdisciplinary experts (e.g., critical race theory, multilingualism, trauma studies, migration). These sessions encourage participants to critically examine their professional roles, personal biases, and the societal power structures shaping education. Reflection is conceptualized as a dynamic process—bridging reflection-on-action and reflection-for-action (Christof, 2022)—to foster an attitude of continuous self-assessment and perspective-taking. Forced migration serves as a catalyst for exploring broader issues of inequality and social justice in education. The project's interdisciplinary approach (Boix Mansilla, 2010) enables students to synthesize diverse perspectives, addressing educational challenges that transcend disciplinary boundaries. Completed in late 2025, the project's impact was evaluated through a self-assessment tool targeting five key themes: asylum/forced migration, multilingualism, trauma/empowerment, school social work, and anti-racism. Preliminary findings (n=20) indicate significant growth in participants' perceived knowledge across all areas, as measured by pre- and post-program questionnaires. Focus group discussions further illuminated the program's transformative potential from multiple viewpoints. At the conference, we will present these evaluation results and discuss how critical reflexivity can advance inclusive teaching practices in contexts of migration and diversity—contributing to broader dialogues on democracy, equity, and education.

Barsch, A. (2017). Reflexionskompetenz in der Lehrerbildung. In Reflexive Lehrerbildung, S. 77–91.

Boix Mansilla, V. (2010). Interdisciplinary learning: A framework for curriculum and assessment. In: Braßler, M. (2022). Forschendes Lernen interdisziplinär. Wiesbaden: Springer VS, S. 72.

Christof, E. (2022). Zur Entwicklung von Reflexionsfähigkeit in der Lehrer:innenbildung. Zeitschrift für Bildungsforschung, 12(4), 668.

Combe, A., & Kolbe, F.-U. (2004). Professionalisierung durch Fallarbeit. In: Helsper, W. & Tippelt, R. (Hrsg.). Erziehungswissenschaft, S. 835.

Groeben, N., Scheele, B., et al. (1988). Das Forschungsprogramm Subjektive Theorien. Tübingen: Francke.

Häcker, T. & Rihm, T. (2005). Reflexionskompetenz in der Lehrerbildung. Beiträge zur Lehrerbildung, 23(3), 361–370.

Leonhard, B. & Rihm, T. (2011). Reflexion in der Lehrerbildung. In: Roters, B. et al. (Hrsg.), Praxisphasen in der Lehrerbildung, S. 243–260.

Mecheril, P. (2012). Migrationspädagogik. Blätter der Wohlfahrtspflege, 159(2), 47–49.

Peter, A. & Hecht, S. (2022). Reflexive Lehrer:innenbildung im Kontext von Diversität. Zeitschrift für Bildungsforschung, 12(4), 661–674.

Störtländer, M., Matuschek, L., König, J. (2020). Reflexionskompetenz als Bestandteil professioneller Lehrer:innenkompetenz. Empirische Pädagogik, 34(1), 54–75.

Worm, A. (2019). Fluchtmigration als Herausforderung. In: Flucht – Bildung – Transformation. Weinheim: Beltz Juventa, S. 8–9.

EMPOWERING EDUCATORS AS AGENTS OF CHANGE: A TRANSNATIONAL ECOSYSTEM FOR TRANSFORMATIVE AND DEMOCRATIC SCHOOLING

Daniela Ferrari (University of Trento, Italy) · **Tiziana Faitini** (University of Trento, Italy) · **Giuseppe Zorzi** (University of Trento, Italy) · **Michele Nicoletti** (University of Trento, Italy)

Transformative Education | Teacher Agency | Educational Ecosystem

This contribution addresses the panel's focus on educators as agents of change by proposing an institutional ecosystemic model of Transformative Education (TE) developed at the University of Trento. Building on transformative learning theory (Mezirow 2000) and education for sustainable development (Vare and Scott 2007), we situate TE within a 'postdigital' society characterized by 'permacrisis' – from climate emergencies to democratic backsliding – in which education is increasingly called upon to cultivate critical, participatory, and justice-oriented forms of citizenship. While policy frameworks such as the UNESCO's 2024 Recommendation on Education for Peace, Human Rights and Sustainable Development (UNESCO 2024) and SDG 4.7 call for the integration of global citizenship, sustainability, and democratic engagement into formal education systems, educators often lack the institutional conditions necessary to align their practice with these expectations. Moving beyond 'soft' approaches to global citizenship education (Andreotti 2006), we argue that teacher agency cannot be sustained as an individual disposition alone. Instead, we see it embedded within an ongoing cycle of continuous professional development and transnational practice, supported by institutional structures that enable teachers to act as agents of change. Our analysis focuses on the interplay between two European initiatives: GrACE – Green Europe: Active Citizenship and the Environment (GrACE, 2023–2026) and Schools beyond Regions and Borders (SBRB, 2021–2026). We conceptualize these not as separate projects, but as a circular ecosystem linking theoretical reflection, professional development, and transnational civic practice GrACE functions as the theoretical hub, offering educators cyclical webinar programmes and residential intensives focused on the environmental humanities, climate justice, European policy, and the psychology of the climate crisis. It also equips them with transformative methodologies – ranging from systems thinking to media literacy, from Philosophy for Children to structured debate – while explicitly positioning the teacher as a 'climate citizen' and political subject. SBRB serves as the 'living laboratory' where these competences are enacted. By connecting secondary schools across Europe in sustained collaboration, it enables teachers to operationalize their training in real-world, multilingual, cross-border contexts. Within this framework, teachers move beyond content delivery to co-design teaching materials, facilitate structured dialogue, and guide students in critical discussions on themes such as gender equality, social media literacy, sustainability, constitutional democracy, and peacebuilding. We argue that the iterative movement between theoretical reflection (GrACE) and transnational practice (SBRB) constitutes the enabling condition for sustaining the 'educator as agent of change'. This ecosystem allows teachers to experiment with bold, innovative pedagogies in a supported environment, transforming the classroom into a space of active democratic participation. We highlight how connecting local educational pacts with European networks helps educators overcome the paralysis often associated with global crises, fostering a sense of professional efficacy and transnational solidarity. Drawing on multiple sources of evidence – teacher questionnaires, collaboratively produced lesson plans, teacher feedback on project-designed materials, and student-created artifacts – we identify the institutional and pedagogical conditions required to sustain such an ecosystem. We conclude by offering this model not as a project-based intervention, but as a scalable institutional framework for embedding TE within formal schooling systems.

Andreotti, Vanessa. 2006. "Soft versus Critical Global Citizenship Education." Policy & Practice: A Development Education Review 3 (Autumn): 40–51.

Mezirow, Jack, ed. 2000. Learning as Transformation: Critical Perspectives on a Theory in Progress. San Francisco: Jossey-Bass.

UNESCO. 2024. Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development. Paris: UNESCO.

Vare, Paul, and William Scott. 2007. "Learning for a Change: Exploring the Relationship Between Education and Sustainable Development." Journal of Education for Sustainable Development 1 (2): 191–198

UNDERSTANDING TRANSFORMATIVE EDUCATION THROUGH INVISIBLE PEDAGOGICAL MINDSETS IN INDIAN CLASSROOMS

Sudeshna Roychoudhury (Dream a Dream, India) · **Joseph Thomas Rijo** (Dream a Dream, India) · **Sreehari Ravindranath** (Dream a Dream, India) · **Apoorva Bhatnagar** (Dream a Dream, India) · **Amit V Kumar** (Dream a Dream, India)

Invisible Pedagogical Mindsets | Teacher Agency | Postcolonial Pedagogy

Transformative education cannot be reduced to curricular reform or progressive policy articulation; it is realised through the everyday pedagogical judgments, ethical orientations, and relational practices of educators operating within historically structured systems. Grounded in a theory of transformative education that recognises schooling as inherently political (Mayo, 2003), this paper advances the concept of Invisible Pedagogical Mindsets (IPMs) as a framework for understanding how educators enact, mediate, or reconfigure reform aspirations into democratic and transformative classroom practice. IPMs refer to the historically sedimented interplay of culture, local education ecosystems, and dominant learning theories that tacitly govern pedagogical decision-making. Conceptually, IPMs extend democratic education scholarship by shifting attention from formal policy design and institutional structures to the epistemic and relational substrata through which authority, knowledge, and legitimacy are interpreted in classrooms. In the postcolonial Indian context, successive layers of textbook dependency, marginalisation of indigenous epistemologies, and market-oriented standardisation have crystallised into everyday assumptions teachers hold about teaching, learning and their own professional identity. These mindsets hold a language of critique (Giroux, 1985) where systemic analysis ties educational reform to structurally conditioned forms of oppression, exposing the contradictions concealed beneath dominant, hegemonic discourse. Without attending to these invisible substrates or IPMs, transformative aspirations risk being absorbed into compliance-driven routines rather than enacted as dialogical practice (Thomas, 1991). Drawing on the Strengthening Pedagogical Approaches for Relevant Knowledge and Skills (SPARKS) project, developed by Brookings Institution, this study examines qualitative data from semi-structured interviews and focus group discussions with teachers, teacher educators, and policy actors across four Indian states, namely, Uttarakhand, Telangana, Jharkhand, and Goa. The study interrogates the tension between the transformative vision of India's National Education Policy 2020 and the lived realities of schooling. While participants describe structural constraints, performative accountability pressures, and limited institutional recognition, they also demonstrate situated agency in reworking dominant pedagogical logics. The findings show that transformative education is enacted through micro-relational practices that subtly reconfigure power within classrooms. Teachers cultivate psychologically safe spaces, embed dignity and inclusion into everyday instruction, and redefine educational success in ethical and civic terms. These practices resonate with Freire's (1970) dialogical pedagogy and Giroux's (1985) language of possibility, illustrating how educators function as democratic actors who negotiate and contest hegemonic reform narratives from within. By foregrounding IPMs as the analytic hinge between structure and agency, the paper argues that transformative education must be understood as praxis emerging through educators' situated interpretation of reform, answering Mayo's (2003) question "with whom does the agency for social transformation lie?" Systemic change, therefore, requires not only policy mandates but the democratisation of pedagogical authority, the legitimisation of relational and care-centred practice, and the creation of collective spaces for reflective inquiry. Transformative education, in this account, is not delivered through reform; it is enacted through educators' capacity to reinterpret inherited pedagogical mindsets toward more just and dialogical forms of schooling.

Freire, P. (1970). Pedagogy of the oppressed. New York: Continuum. https://www.scirp.org/reference/referencespapers?referenceid=2059960

Giroux, H. (1985). Introduction. In P. Freire (Ed.), The politics of education. South Hadley,

MA: Bergin & Garvey. https://doi.org/10.1007/978-1-349-17771-4

Mayo, P. (2003). A rationale for a transformative approach to education. Journal of Transformative Education, 1(1), 38–57. https://doi.org/10.1177/1541344602250400

Thomas, J. E. (1991). Innocence and after: Radicalism in the 1970s. In S. Westwood & J. E.

Thomas (Eds.), Radical agendas? The politics of adult education. Leicester, UK: NIACE. https://eric.ed.gov/?id=ED338905

STORED IN THE BODY: EMBODIMENT, POWER AND TRANSFORMATIVE LEARNING IN ADULT EDUCATION

Virginia Signorini (University of Milano, Italy)

embodied learning | transformative education | adult migrant learners

Building on discussions from the Villa Vigoni colloquium on Transformative Education, this paper examines adult education in migratory contexts, arguing that meaningful transformation requires attention to both structural conditions and embodied experience. Adult learning for people with migratory backgrounds is often marked by profound ontological questions about how to make sense of the world and (re)imagine possible selves (Morrice 2012). These processes can be disruptive, involving the unlearning of taken-for-granted assumptions and deep reconfigurations of identity within hostile or uncertain conditions. A transformative learning approach should recognise this contextual complexity and its contradictions, including possible impacts on identity and self-concept, to remain attentive to the full range of learning experiences. It is important to acknowledge that not everyone has equal access to "windows of opportunity" for transformation, since these chances are often limited by social, cultural, and personal circumstances (Batacharya 2018). Nonetheless, for those whose lives have been marked by violence or worn down by the hardship of everyday life, the prospect of “feeling better” is both meaningful and politically significant (Ahmed 2004). Transformative education thus relies on learning environments that support and validate even small steps toward improved well-being, while acknowledging the complexity of contexts. This paper foregrounds embodied learning as an essential transformative approach in education, focusing on adult learners with migratory backgrounds. Based on Roxana Ng’s theoretical framework (2000, 2011), this perspective demonstrates that power dynamics - including racism, sexism, and colonialism - are embedded not only in conceptual domains but also within the body. The body serves as a locus for the production, contestation, and possible transformation of knowledge. In Ng’s view, embodied learning extends beyond cognitive critique; it can make visible the everyday reproduction of dominant-subaltern relations and create possibilities for change. Embodied work, therefore, is integral to transformative education because it links critical reflection with emotional and physical transformation. Drawing on fieldwork in diverse adult refugee education and training settings, this paper develops theoretical and practical insights from interviews and collaborative work with educators. Attention is given to their embodied perspectives and practices: how they arrange rooms and position tables, when they choose to speak or remain silent, how their bodies relate to learners’, and how they attend to breath. The analysis demonstrates that embodied practices play a vital role in transformative education by converting fragmented learning environments into spaces that promote well-being, critical reflection, and collaborative learning. These practices become increasingly significant - and often more challenging to maintain - when learning takes place online. Given the focus on embodiment and the interactive nature of the panel, the presentation will not only involve listening and watching slides, but also a brief photo-elicitation activity that invites self-reflection on bodies in relation to what the images evoke, in dialogue with key concepts from Ng’s framework. This aims to make abstract ideas more tangible and to open a shared reflection on embodied transformative education in adult (migratory) contexts, as well as directions for further embodied research.

Ahmed, S. (2004). The cultural politics of emotion. New York, NY: Routledge.

Batacharya, S. (2018). Resistance and remedy through embodied learning: Yoga cultural appropriation and culturally appropriate services. In S. Batacharya & Y.-L. R. Wong (Eds.), Sharing breath: Embodied learning and decolonization (pp. 161–198). Athabasca, Canada: AU Press.

Morrice, L. (2013). Learning and refugees: Recognizing the darker side of transformative learning. Adult Education Quarterly, 63(3), 251–271.

Ng, R. (2000). Revisioning the body/mind from an Eastern perspective: Comments on experience, embodiment, and pedagogy. In B. Miedema, J. Stoppard, & V. Anderson (Eds.), Women’s bodies, women’s lives: Health, well-being, and body image (pp. 175–193). Toronto, Canada: Sumach Press.

Ng, R. (2011). Decolonizing teaching and learning through embodied learning: Toward an integrated approach. In C. Foshay (Ed.), Education as change: Twenty years of education policy (pp. 343–365).

STUDENTS AS AGENTS OF CHANGE? TRANSFORMATIVE EDUCATION IN DEMOCRATIC SCHOOLING

Luisa Conti (University of Jena, Germany) · **Julian Conti** (Free School Leipzig, Germany)

democratic school | students' agency | transformative education

This contribution examines how transformative education is enacted in practice from the perspective of students attending the Free School Leipzig, a democratic school connected to the European Democratic Education Community (EUDEC). Situated within current debates on transformative education, democratic schooling, and pedagogical innovation, the paper focuses on learning in a setting where participation in formal learning activities is not compulsory. The contribution is based on a participatory qualitative study developed together with a young student from the school, who will conduct peer interviews and focus groups with fellow students at the Free School Leipzig and do participatory observation in a democratic school in Canada. This design is not only methodologically appropriate for accessing students' perspectives, but also conceptually coherent with scholarship that understands education as a dialogic, democratic, and transformative process. Dialogic and facilitative approaches emphasise participation, shared meaning-making, and the co-construction of knowledge, while democratic education foregrounds student voice, agency, and learners' capacity to shape the conditions of their own education (Baraldi et al., 2021; Graham & Fitzgerald, 2010; hooks, 2010). In this sense, transformative educational settings are characterised by a move beyond transmission-based models towards learning environments in which students are recognised as co-creators of knowledge, take responsibility, and develop ownership of their educational processes. Such a perspective also redefines the role of teachers, who are understood less as authoritative transmitters of predefined content than as facilitators of meaningful participation, exchange, and power-sharing. Against this background, the paper asks to what extent this specific democratic school supports self-determination, meaningful learning, and shared responsibility, and where tensions or contradictions may emerge in practice. Empirically, the study asks what motivates students to learn in an environment without compulsion, how they perceive the role of teachers, which teacher qualities they value most, what they experience as better than in other schools, and what they would like to improve. On this basis, the contribution develops a reflection on whether and how students in democratic school settings can be understood as agents of their own transformation. Rather than treating transformative education as a purely normative aspiration, the contribution investigates how it is lived, interpreted, and evaluated by students themselves. In doing so, it responds to the panel's concern with educators as agents of change, while shifting attention to learners as co-constitutive actors of educational transformation. By foregrounding student voice, the paper contributes an empirical case study to current discussions on transformative education and democratic schooling and offers a critical reflection on pedagogical relationships, school culture, and the practical conditions under which transformative education may become possible in formal educational settings.

Baraldi, C., Joslyn, E., & Farini, F. (Eds.). (2021). Promoting Children's Rights in European Schools: Intercultural Dialogue and Facilitative Pedagogy. Bloomsbury Academic.

Graham, A., & Fitzgerald, R. M. (2010). Progressing children's participation: Exploring the potential of a dialogical turn. Childhood, 17(3), 343–359.

hooks, b. (2010). Teaching Critical Thinking: Practical Wisdom. Routledge.

CHILLOUT: AN EXAMPLE OF BEST PRACTICES IN REHABILITATION AND TRANSFORMATIVE EDUCATION

Gabriele Brancaleoni (Cadiai Cooperativa sociale, Italy) · **Maria Drusiani** (Cadiai Cooperativa sociale, Italy)

Young adults | Transformative education | mental health

This paper aims to present the initial findings of ongoing research within the 'ChillOut' project, run by 'ForTeen' (an educational and rehabilitation centre opened by the CADIAI social cooperative in Bologna, which has been operating since 2023). ChillOut supports young people aged between 15 and 25, in transition from adolescence to adulthood. Institutionally, this involves moving from the Child and Adolescent Neuropsychiatry Unit (NPIA) to the Mental Health Centre (CSM); existentially, it involves moving from a state of psychological distress towards greater well-being: the service, indeed, is aimed at young adults in a state of vulnerability and psychological distress who are particularly at risk of developing forms

of social withdrawal and school phobias, offering them a range of individualised and/or small-group educational activities led by educators and workshop leaders. ChillOut is designed as an experiential space with a strong practical focus, enabling participants to engage in a 'safe' environment by developing their personal potential and fostering their interpersonal and social skills, thereby allowing them to experience a sense of 'being able to do' and 'being able to be'. The educational program views the process of recovery and rehabilitation as a process of individual emancipation and empowerment. The intervention works together with the individuals to improve their functional abilities, support them in regulating their behaviour, and help them develop or enhance latent skills, in order to achieve greater competences in managing their own actions and dealing with the complexities of their life circumstances, whilst increasing their awareness of their problem-solving and life planning abilities. ChillOut also acts as an alternative unstructured school experience, for those who are unable to access traditional programs designed to prevent early school leaving. This educational experience is conceived not only as a place to support studying, but also and above all as a space that evokes the Greek concept of scholè – free time, not performance time. It is a place of care, rest and inner regeneration, a moment of time away from the logic of productivity, in which it is possible both to refrain from judging personal results and to lower personal and social expectations regarding the ability to perform. This educational experience aims at supporting young adults in listening to themselves, understanding their inner states, and taking care of themselves and one another. As a matter of fact, ChillOut wants to facilitate and promote processes of active and horizontal learning, in which not only standard curricular knowledge but also the skills needed to interpret and make sense of one's own social context are acquired through exchange and discussion. The porpose of this theoretical and empirical research is not only the description of theoretical assumptions underpinning educational and rehabilitative practice, but also the outcomes' highlights of transformative education - both as rehabilitative practice and as opportunity to acquire the skills necessary for critical and active citizenship. This can bring sustainable changes, promote selfcare and reciprocity, and renew inclusive sensibility, focused on gender equality, and active in the defence and promotion of human rights.

Baldini T. (2013) Ragazzi al limite. FrancoAngeli.
Biesta, G. (2010). Good education in an age of measurement. Routledge.
Freire P. (2022) La pedagogia degli oppressi. Edizioni Gruppo Abele.
Ehrenberg, A. (2010). La società del disagio: il mentale e il sociale. Einaudi.
Le Breton, D. (2020). Fuggire da sé: una tentazione contemporanea. Raffaello Cortina Editore.
Lancini, M. (2019). Il ritiro sociale negli adolescenti. Raffaello Cortina Editore.
Mezirow, J. (2018). Transformative learning theory. Routledge.
Nussbaum, M. (2011). Creating capabilities: The human development approach. Harvard University Press.

DEVELOPING CULTURAL AWARENESS AND EXPRESSION IN YOUTH: DANCE TEACHERS' EXPERIENCES AND PERSPECTIVES

Ilze Kačāne (Daugavpils University, Latvia) · **Oksana Kovzele** (Daugavpils University, Latvia)

arts-based education | cultural participation | active citizenship

Cultural awareness and expression – recognised by the European Commission as one of the eight key competences for lifelong learning – is fundamental to fostering democratic societies, strengthening community cohesion, promoting civic engagement, and encouraging respect for diversity (EC). To enable young people to become citizens who actively contribute to the development of a sustainable society, formal and non-formal educational contexts are increasingly required to become more participatory and inclusive (Giroux, 2011; Bourn, 2022). One approach to achieving this goal is the use of arts-based methods, which are also effective tools for fostering young people's cultural awareness and creative expression (Chemi & Du, 2018; Ferrer-Fons et al., 2022). By implementing arts-based pedagogies in diverse educational contexts, educators play a pivotal role as agents of social change, supporting young people in the development of the knowledge, skills, and confidence needed to actively engage with social and cultural issues. Research indicates that dance, as an artistic practice, enables individuals to express personal experiences through movement, contributing to identity exploration and strengthening a sense of belonging, while also fostering cultural participation and intercultural dialogue (Sango & Pickard, 2024). This qualitative study draws on empirical data collected through semi-structured interviews with dance teachers working with youth aged 16–30 as part of interest-based education in comprehensive

schools and cultural institutions or organisations in Latvia. It examines teachers' perceptions of the educational potential of dance, how cultural themes and democratic values are incorporated into teaching practices, and the contribution of dance activities to young people's personal growth, cultural awareness, and creative expression. The findings underscore the importance of interest-based education in dance, which extends beyond physical training to serve as a space for dialogue, exploration, co-creation, and creative expression. Teachers highlight the significance of collaborative practices in supporting learners' awareness of cultural differences and shared experiences, stimulating intellectual engagement, and enabling young people to assume the role of meaning-makers. The results suggest that competences and skills (including creativity and reflection, cultural literacy and intercultural awareness, personal and shared cultural expression and collective agency and social responsibility) acquired or developed through such activities can contribute to transformative learning processes by fostering learners' empathy, democratic engagement, and active citizenship. This article is based on research conducted within the framework of the international project "Promoting Understanding and Lifelong learning Successful Education through the ARTs and culture" (PULSE-ART), funded by the European Union's Horizon Europe Programme under Grant Agreement No.101178988. Views and opinions expressed are, however, those of the authors only and do not necessarily reflect those of the European Union or European Research Executive Agency (REA). Neither the European Union nor the granting authority can be held responsible for them.

Bourn, D. (2022). Education for Social Change. Perspectives on Global Learning. 2nd. ed. Bloomsbury Academic.

Chemi, T. & Du, X. (eds.) (2018). Arts-Based Methods in Education Around the World. River Publishers.

European Commission. (2007). Key Competences For Lifelong Learning. European Reference Framework. Luxembourg: Office for Official Publications of the European Communities. Accessed February 10, 2026. https://www.britishcouncil.org/sites/default/files/youth-in-action-keycomp-en.pdf

Ferrer-Fons, M., Rovira-Martínez, M., & Soler-i-Martí, R. (2022). "Youth Empowerment through Arts Education: A Case Study of a Non-Formal Education Arts Centre in Barcelona." Social Inclusion, 10(2), 1-10.

Giroux, H. A. (2011). On Critical Pedagogy. Bloomsbury Academic.

Sango, P. N., and Pickard, A. (2024). Building a Sense of Belonging in Dance with Adolescents: A Systematic Review. Adolescents, 4(3), 335-354. https://doi.org/10.3390/adolescents4030024

THE ELCRA PROJECT AS A SPACE FOR ENVIRONMENTAL LITERACY AND CRITICAL REFLECTION ON CLIMATE ACTIVISM

Claudia Banchetti (University of Siena, Italy)

Education | Environmental | Learning

The intensification of the climate crisis has fostered growing collective mobilization, giving rise to environmental movements that adopt heterogeneous strategies, ranging from institutional forms of protest to more conflictual practices. The scientific literature on environmental and climate activism outlines a complex landscape in which conventional forms of civic participation intertwine with more radical manifestations of protest. Within this framework, the ELCRA project (Environmental Literacy in Higher Education Context for Preventing Violent Radicalization in Climate Activism) was developed by a consortium of five European universities between 2023 and 2026: Universidad Complutense de Madrid, Klaipėda University, Jagiellonian University in Kraków, the University of Coimbra, and the University of Siena. ELCRA is situated within the perspective of Transformative Education and aligns with SDG 4.7, aiming to train students capable of orienting their practices toward socio-ecological sustainability and preventing forms of violent radicalization within climate activism. Building on this context, the contribution presents a case study of a project designed for students to foster processes of critical co-construction among future education professionals on environmental issues. Following a literature review on environmental radicalization, the ELCRA project combined a multidisciplinary MOOC (10 hours) with COIL sessions (6 hours), involving students from the five European universities (n = 228 students for the MOOC and n = 50 for the COIL) in collaborative activities on topics such as sustainability, emotions and climate, critical thinking, activism, and environmental radicalization. The instructional design was grounded in the transformative learning approach originally developed by Mezirow and later expanded by Fabbri and Melacarne. Within this perspective, MOOC and COIL were integrated: the MOOC provided critical literacy on environmental issues, equipping students with the conceptual tools needed to interpret contemporary challenges; the COIL sessions, on the other hand, encouraged reflective re-elaboration of the acquired knowledge—also through a workshop-based dimension—with the aim of guiding students toward an awareness

of their future professional roles as agents of change. It should be acknowledged that the study presents some limitations, particularly related to the difficulty of measuring transformative learning processes. Nevertheless, the reflection developed from this experience suggests that the integration of asynchronous learning environments and intercultural dialogue can represent a fertile context for activating processes of critical meaning-making. Within this framework, students were placed in conditions that allowed them to reinterpret the knowledge acquired in light of their personal experiences, their social contexts of belonging, and the different cultural perspectives involved, in line with a view that understands them as potential agents of change.

Bonafede, P. (2025). Sentire l'educazione: Tatto e risonanza come prospettive di estetica pedagogica. PensaMultimedia.

Bonafede, P. (2025). Tatto e risonanza, principi per una pedagogia ecologica. In Educazione, Ecologia, Vita. Riflessioni e proposte educative per una Ecologia integrale (pp. 10-10). PensaMultimedia.

Caramellino, D., Melacarne, C., Ducol, B. (2022). Transformative learning and microradicalization. In A. Nicolaides, S. Eschenbacher, P. Buergelt, Y. Gilpin-Jackson, M. Welch, M. Misawa (a cura di), The Palgrave handbook of learning for transformation (pp. 769-783). New York: Palgrave [10.1007/978-3-030-84694-7_43].

Fabbri, L., & Melacarne, C. (2023). Understanding radicalization in everyday life (pp. 1-315). McGraw-Hill Education.

Fabbri, L. (2007). Comunità di pratiche e apprendimento riflessivo. Per una formazione situata. Carocci.

Malavasi, P. (2022). PNRR e formazione. La via della transizione ecologica. Università Cattolica del Sacro Cuore.

Melacarne, C. (2018). Riflessione, narrazione e apprendimento trasformativo. EDUCATIONAL REFLECTIVE PRACTICES, 2(2), 201-213.

Mezirow, J. (2003). Apprendimento e trasformazione: il significato dell'esperienza e il valore della riflessione nell'apprendimento degli adulti. Raffaello Cortina.

Molinario, E., Grzymala-Moszczyńska, J., Prislei, L., Telesca, G., Rullo, M., Fabbri, L., et al. (2024). Climate change activism and the risk of radicalization: insights on how to foster climate engagement through environmental literacy. Scientific report from the Erasmus+ Project "ELCRA". [10.31219/osf.io/9x82q].

TRANSFORMATIVE PRACTICES FOR DEMOCRATIC AND SUSTAINABLE EDUCATION IN EVERYDAY SCHOOL LIFE: EMPIRICAL INSIGHTS FROM GERMAN SCHOOLS

Nina Goretzko (Freie Universität Berlin, Germany) · **Luisa Girnus** (Freie Universität Berlin, Germany)

transformative practices · civic education · education for sustainability

In response to multiple crises, debates increasingly link transformative education with civic education (e.g. Hoggan-Kloubert und Mabrey 2022) and education for sustainability (e.g. Sterling 2010). Scholars emphasized that citizens committed to living in a democracy must be open to transforming themselves and the world around them, as they should critically examine themselves, society, and the world, and align their own perspective on the world accordingly (Hoggan-Kloubert und Mabrey 2022, 169). Moreover, transformative education may support the collective search for answers for a sustainable future (Singer-Brodowski 2023, 20625), taking into account the handling of ambiguities, uncertainties, and controversies (Singer-Brodowski 2023, 20625; Pettig und Ohl 2023). Accordingly, educational settings are tasked with creating opportunities for educational practices at the intersection of these aspects of transformative, political, and sustainable education. Despite these conceptual links, little is known yet about how they unfold in everyday educational practice. This presentation examines such moments of transformative education in schools as one of the most important educational institutions. Drawing on a practice perspective that includes the involvement of all participants and contextual factors (Breidenstein 2008, 110), the focus shifts to different actors in the field, including students and teachers. It also examines both planned and unplanned spaces in which transformative educational practices can occur. Using ethnographic data from a project in German schools, the presentation analyzes situations in which political and sustainable aspects are addressed in routine school life. The presentation concludes with a discussion guided by the following questions, based on the findings: Which individual and collective actors are involved in transformative practices at school? In which everyday school situations do transformative practices occur? What constitutes the transformative core of these practices? How do transformative practices position and engage different actors as democratically and sustainably responsible citizens? How can everyday school practices enable students to contribute to democratic and sustainable societal transformation?

Breidenstein, Georg. 2008. "Schulunterricht Als Gegenstand Ethnographischer Forschung." In Ethnographie Und Erziehungswissenschaft. Methodologische Reflexionen Und Empirische Annäherungen, edited by Bettina Hünersdorf, Christoph Maeder, and Burkhard Müller. Materialien. Juventa.

Hoggan-Kloubert, Tetyana, and Paul E. Mabrey. 2022. "Civic Education as Transformative Education." Journal of Transformative Education 20 (3): 167–75. https://doi.org/10.1177/15413446221103173.

Pettig, Fabian, and Ulrike Ohl. 2023. "Dealing with Uncertainty in a Transformative Education for Sustainability." In Understanding Sustainability with Pedagogical Practice, edited by Osvaldo Muñiz Solari and Gabriele Schrüfer. Advances in Geographical and Environmental Sciences. Springer Nature Singapore. https://doi.org/10.1007/978-981-99-2687-9_3.

Singer-Brodowski, Mandy. 2023. "The Potential of Transformative Learning for Sustainability Transitions: Moving beyond Formal Learning Environments." Environment, Development and Sustainability 27 (9): 20621–39. https://doi.org/10.1007/s10668-022-02444-x.

Sterling, Stephen. 2010. Transformative Learning and Sustainabilit: Sketching the Conceptual Ground. Learning and Teaching in Higher Education, 17–33.

EDUCATIONAL EMERGENCIES AS TRANSFORMATIVE OPPORTUNITIES: TEACHERS' PERSPECTIVES FROM AN ETHNOGRAPHIC STUDY

Anna Chiara Mastropasqua (University of Padova, Italy) · **Emilia Restiglian** (University of Padova, Italy)

Educational emergencies | primary school | ethnographic research

Contemporary schooling is increasingly shaped by global crises, including health emergencies, social instability, economic inequalities, and humanitarian challenges. These dynamics profoundly affect educational systems, redefining the role of schools not only as spaces that ensure learning continuity but also as environments that foster social cohesion, resilience, and democratic participation. Within this framework, educational emergencies should not be interpreted merely as disruptive events but rather as structural conditions capable of generating transformative pedagogical responses and stimulating creative educational communities. The present study aims to explore the educational meaning and transformative potential of emergency situations in primary education, focusing on teachers' perceptions, practices, and professional identities. In particular, the research seeks to reinterpret emergency conditions beyond an alarmist perspective, highlighting their potential to stimulate reflective practice, collective responsibility, and pedagogical innovation within school communities. The study adopts an intercultural ethnographic research design and is grounded in qualitative methodology. Data were collected through participant observation and semi-structured interviews with 40 primary school teachers working in eight public schools located in two distinct geographical and cultural contexts: Rome (Italy) and Freetown (Sierra Leone). The comparison between these two educational environments allows for a broader understanding of how emergency situations are experienced, interpreted, and addressed by teachers in different socio-cultural settings. Data analysis was conducted through an interpretative phenomenological approach, enabling an in-depth exploration of meanings, emotions, and professional practices related to emergency experiences. The findings reveal that teachers in both contexts tend to perceive emergency not as an exceptional event but as a permanent and structural condition affecting everyday educational practices. Despite contextual differences, educators demonstrate strong adaptive capacities, activating relational, emotional, and creative resources to cope with crisis situations. In both contexts, emergency conditions encourage the development of flexible teaching strategies, stronger community engagement, and a redefinition of teachers' professional roles. Teachers emerge as key agents of resilience, capable of transforming critical situations into opportunities for educational reflection and innovation. While in the Italian context emergency is often associated with relational, emotional, and institutional challenges, in Sierra Leone it is more strongly linked to material and structural difficulties. Nevertheless, teachers in both contexts mobilize similar pedagogical resources centered on care, responsibility, and collaboration. The study highlights the need to move from an alarmist interpretation of emergencies toward a transformative educational perspective. Strengthening teacher education, promoting intercultural dialogue, and encouraging collective action appear essential for developing resilient school communities capable of turning vulnerability into learning opportunities. In this sense, the research contributes to a broader reflection on the civic and democratic mission of education in times of global uncertainty.

Biesta, G. (2016). The beautiful risk of education. Boulder: Paradigm Publishers.

Freire, P. (1975). Pedagogia degli oppressi. Torino: EGA.

Isidori, M. V., & Vaccarelli, A. (2013). Pedagogia dell'emergenza, didattica nell'emergenza. Milano: Pensa MultiMedia.

Pole, C., & Morrison, M. (2003). Ethnography for education. Maidenhead: Open University Press.

Smith, J. A., Flowers, P., & Larkin, M. (2009). Interpretative phenomenological analysis: Theory, method and research. London: SAGE.

Traverso, A. (2018). Emergenza e progettualità educativa. Da un modello allarmista al modello trasformativo. Milano: FrancoAngeli.

CONCEPTIONS IN EDUCATION: MAKING UNEXAMINED LOGICS VISIBLE FOR TRANSFORMATIVE PRACTICE

Lisa Bugno (University of Padova (Italy), Italy)

Transformative education | Teachers' conceptions | Intercultural education

Educational practices are shaped not only by explicit pedagogical theories and institutional policies but also by conceptions, routines, beliefs, frames of reference, and cultural norms that often remain unexamined (Fives & Buhel, 2012 ;2015). These structures silently guide how teachers and educators interpret situations and make decisions. Because they operate below the level of conscious awareness, they tend to remain unquestioned, but they influence educational processes. Bringing these logics to the surface is therefore crucial for scholars and practitioners engaged in transformative education. Drawing on the theoretical framework of transformative learning (Mezirow, 1997), this contribution conceptualises conceptions as embedded meaning structures that shape intentions and action within educational contexts. If left unaddressed, such logics can have significant consequences (Civitillo, Juang & Schachner, 2018): first, they may reproduce inequalities by normalising practices and expectations that privilege certain groups of learners while marginalising others. Second, they can limit innovation by constraining educators' capacity to imagine and implement alternative pedagogical approaches. Third, unexamined logics may close epistemic possibilities, narrowing the range of legitimate ways of knowing and understanding within educational environments. Finally, they can constrain educators' reflexivity and naturalise existing power relations, making hierarchical structures appear inevitable rather than historically and socially constructed. Thus, making implicit logics visible becomes a central step in fostering transformative processes in education. Researchers and teacher educators have a particular responsibility to illuminate these often invisible mechanisms, supporting educators in recognising and questioning the assumptions that underpin their professional practice. This process requires creating structured opportunities for reflection and dialogue that enable practitioners to critically examine taken-for-granted perspectives. To illustrate how unexamined logics emerge in educational practice, an example drawn from an empirical study on teachers' conceptions and intercultural educational actions will be presented (Agostinetto & Bugno, 2020). The research adopted a qualitative design aimed at exploring how teachers' conceptions influence pedagogical planning and classroom practices. Data were collected through semi-structured interviews with 46 in-service teachers, participant observation of educational activities, and document analysis of planning documents (Cohen, Manion & Morrison, 2018). The findings revealed a broad and sometimes contradictory range of conceptions among teachers, as well as frequent inconsistencies between declared pedagogical intentions and actual practices. For instance, intercultural education was often interpreted through episodic activities (such as organising a "multi-ethnic lunch") rather than through sustained pedagogical strategies integrated into everyday classroom practice. Starting from the data collected in this first research phase, a further step of the study involved an attempt to re-conceptualise teachers' conceptions through a series of focus groups designed as reflective meetings. These focus groups were intended to create a space where participants could critically engage with the empirical findings, reflect on their own implicit and unexamined logics, and collectively explore possible transformations of their practice. This qualitative research represents an attempt to move from the identification of implicit teachers' conceptions toward their (re)consideration and possible re-conceptualisation. In this way, the contribution reflects on how research can contribute to opening spaces for reflexivity in teachers' professional practice and to rethinking intercultural educational actions.

Agostinetto, L., & Bugno, L. (2020). Towards congruence between teachers' intentions and practice in intercultural education. Intercultural Education (London, England), 31(1), 54–67. https://doi.org/10.1080/14675986.2019.1702261

Civitillo, S., Juang, L. P., & Schachner, M. K. (2018). Challenging beliefs about cultural diversity in education: A synthesis and critical review of trainings with pre-service teachers. Educational Research Review, 24, 67–83. https://doi.org/10.1016/j.edurev.2018.01.003

Cohen, L., Manion, L. & Morrison, K. (2018). Research methods in education (8a ed.). New York: Routledge.

Fives, H., & Buehl, M. M. (2012). Spring cleaning for the "messy" construct of teachers' beliefs: What are they? Which have been examined? What can they tell us? In K. R. Harris, S. Graham, T. Urdan, S. Graham, J. M. Royer, & M. Zeidner (Eds.), APA educational psychology handbook, Vol. 2. Individual differences and cultural and contextual factors (pp. 471–499). American Psychological Association. https://doi.org/10.1037/13274-019

Mezirow, J. (1997). Transformative Learning: Theory to Practice. New Directions for Adult and Continuing Education, 1997(74), 5–12. https://doi.org/10.1002/ace.7401

LAND OF THE FUTURE OR LAND OF DEPARTURE? DREAMS, NEEDS, AND "RESTANZA" AMONG STUDENTS IN AGRIGENTO

Centro Studi Giuseppe Gati (Centro Studi Giuseppe gati, Italy) · **Alessandra Polidori** (Centro Studi Giuseppe gati, Italy; Université de Neuchâtel) · **Giorgia Giudice** (Centro Studi Giuseppe gati, Italy; Wageningen University) · **Alessandro Giambrone** (Centro Studi Giuseppe gati, Italy)

Transitions | Territorial disparities | Right to Remain

This abstract builds on the study "Terra di Futuro. Tra i sogni e i bisogni delle studentesse e degli studenti della provincia di Agrigento", which aims to understand how younger generations perceive Sicily: their place of origin, yet one marked by a lack of opportunities. The research was developed within the Ma.Dre project (Mapping Dreams to Safeguard Students' Choices) of the "Giuseppe Gatì" Study Centre, which seeks to map the expectations, ambitions, and factors shaping upper secondary students' educational and career choices, in order to read the island's future through their eyes. Launched in 2024, the study involves 1,363 students (aged 14–19) from six "partner" schools in the province of Agrigento, using an anonymous questionnaire with 24 closed- and open-ended questions and a mixed-methods design: statistical analysis for structured responses and thematic analysis for the written texts. The broader context is a region affected by depopulation, territorial inequalities, and fragile public services, where the idea of restanza (choosing to stay) is framed as an active and transformative choice rather than resignation. Findings reveal a widely shared sense of disadvantage: nearly four in five respondents believe there are fewer opportunities in Sicily than in other Italian regions or abroad; only a very small minority think the opposite. Quality of life is also often imagined as better elsewhere, although a significant group values climate, the sea, relationships, and a sense of belonging. After completing upper secondary school, most students wish to continue studying; however, only a small share expect to remain in their own town, while many envision moving within or outside the island, and a substantial proportion remain uncertain. Here, the future enters as a central protagonist: the higher the school grade, the more critical—and less optimistic—the outlook tends to become. Across the data, three key issues emerge: inequalities (including gender inequalities), perceptions of "civility"/development, and the central role of climate and environment in shaping choices. Overall, the report advocates for a public use of data: not to add yet another "Greek lament" (even if with charts), but to mobilize schools, institutions, and communities to build real conditions so that staying becomes a genuine possibility, not an act of faith.

Bertolini, S., Ramella, F.
2023, La generazione della policrisi, in «La giovane Italia», n. 4, pp. 6-14,
Il Mulino, Bologna.
Bryant, J., Ellard, J.
2015, Hope as a form of agency in the future thinking of disenfranchised
young people, in «Journal of Youth Studies», n. 18, 4, pp. 485–499.
Cuzzocrea, V.
2019, A place for mobility in metaphors of youth transitions, in «Journal
of Youth Studies», n. 23, 1, pp. 61–75.
Farrugia, D.
2016, The mobility imperative for rural youth: The structural, symbolic
and non-representational dimensions rural youth mobilities, in «Jour- nal of Youth Studies», n. 19, 6, pp. 836–851.
Ferrarotti, F.
2016, La conoscenza partecipata: Crisi e trasfigurazione della sociologia,
Solfanelli, Chieti.
Bichi, R., Leone, S., Orio, A., Del Pizzo, F.
2025, Abitare al Sud: nuovi equilibri tra casa, urbanità e remoteness, in
Istituto Giuseppe Toniolo (a cura di), La condizione giovanile in Ita- lia, pp. 69-84, Il Mulino, Bologna.
Rebughini, P.
2019, A vulnerable generation? Youth agency facing work precariousness,
in «Papeles del CEIC», n. 1, 203.
Teti, V.
2011, Pietre di pane: Un'antropologia del restare, Quodlibet, Macerata.
2022, La restanza, Einaudi, Torino.
Woodman, D., & Bennett, A. (a cura di)
2015, Youth cultures, transitions, and generations: Bridging the gap in
youth research, Palgrave Macmillan, Londra.

COMMUNITY-BASED EXPERIENTIAL LEARNING FOR DEMOCRATIC EDUCATION: PROMOTING TRANSFORMATIVE LEARNING THROUGH CITY AS TEXT IN HIGHER EDUCATION

Debra Giambo (Florida Gulf Coast University, United States of America) · **Marianela Rivera** (Florida Gulf Coast University, United States of America) · **Tunde Szecsi** (Florida Gulf Coast University, United States of America)

experiential learning | City as Text | community-based learning

Transformative Education (TE) calls for pedagogical approaches that encourage learners to critically engage with social realities and develop the knowledge needed to participate in democratic societies. In alignment with SDG 4.7, TE emphasizes global citizenship, awareness, and critical reflection through innovative educational practices. Within higher education, experiential and place-based pedagogies offer ways to connect these goals to students' engagement with real-world contexts. At a time when policy constraints in parts of U.S. higher education have limited how certain social topics may be addressed, educators are increasingly exploring approaches that focus on participatory knowledge production through experiential engagement with communities. This presentation examines two community-based learning projects grounded in City as Text methodology, both implemented in lower-income communities in Florida, United States, characterized by large immigrant populations. Both projects involved undergraduate students: one including students from multiple academic majors, and another implemented in a teacher education course. City as Text is an experiential learning approach that invites students to engage with communities as sites of inquiry through critical observation, dialogue, and reflection (Braid & Long, 2010). The methodology shifts students from passive recipients of knowledge to active co-creators of their learning experiences (Braid, 2021) and situates knowledge production within real-world contexts by connecting academic concepts with lived community experiences (Clavijo Olarte et al., 2023). Engagement with place supports reflective observation and meaning-making, key elements of experiential learning processes (Kolb & Kolb, 2017). Using this approach, students interpreted the community as a "text." In the first project, students explored public spaces and local institutions while reflecting on language use and identity. These experiences prompted students to reconsider their perceptions of the community and connect local dynamics to broader contexts. In the teacher education course, the methodology was adapted as Community-as-Text, where teacher candidates conducted observations across local sites and analyzed how community environments might influence educational experiences for multilingual learners. For many participants, this represented their first sustained engagement with communities different from their own backgrounds, prompting reflection on how social contexts reflect values and shape lives, including educational opportunities and practice. Drawing on Transformative Learning Theory (Mezirow, 1997) and critical place-based education (Gruenewald, 2008), this presentation examines how experiential engagement with communities fosters participatory knowledge production and encourages students to reconsider prior assumptions about communities, language, and education (Dewey, 1998; Freire, 2000; Kolb & Kolb, 2017) and to critically consider intentions for action (Mezirow, 1997). Preliminary analysis indicates that immersive engagement with local environments deepens awareness of community dynamics and their connections to broader global contexts. Across Community-as-Text projects, additional insights emerged regarding multilingualism as an educational resource, roles of community institutions in supporting learning, and the value of recognizing family and community knowledge as assets for teaching. By linking experiential learning with critical reflection, these course-based projects illustrate educators as agents of change by designing pedagogical experiences that promote democratic participation, community understanding, and engaged citizenship. Community-based experiential learning thus offers a pathway for preparing students to recognize community knowledge as a resource for more inclusive and democratic educational practices.

Braid, B. (2021). Introduction. In B. Braid & S. E. Quay (Eds.), Place, self, community: City as Text™ in the twenty-first century (pp. ix-xviii). National Collegiate Honors Council Monograph Series. https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1055&context=nchcmono

Braid, B., & Long, A. (Eds.). (2010). Place as text: Approaches to active learning (2nd ed.). National Collegiate Honors Council. https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1024&context=nchcmono

Clavijo Olarte, A., Alejandra Medina, R., Calderon-Aponte, D., Rodríguez, A., Prieto, K., & Náder, M. C. (2023). Raising awareness of the City as a Text: Multimodal, multicultural, and multilingual resources for education. In A. K. Salmon & A. Clavijo-Olarte (Eds.) Handbook of research on socio-cultural and linguistic perspectives on language and literacy development. DOI: 10.4018/978-1-6684-5022-2.ch013

Dewey, J. (1998). Experience and education (60th anniversary ed.). Kappa Delta Pi.

Freire, P. (2000). Pedagogy of the oppressed (30th anniversary ed.). Continuum. http://edrev.asu.edu/reviews/rev146.htm

Gruenewald, D. A. (2008). The best of both worlds: a critical pedagogy of place. Environmental Education Research, 14(3), 308–324. https://doi.org/10.1080/13504620802193572

Kolb, A. Y., & Kolb, D. A. (2022). Experiential learning theory as a guide for experiential educators in higher education. Experiential Learning & Teaching in Higher Education, 1(1), 38. https://doi.org/10.46787/elthe.v1i1.3362

Mezirow, J. (1997). Transformative learning: Theory to practice. New Directions for Adult and Continuing Education, 1997(74), 5–12. https://doi.org/10.1002/ace.7401

B.08

Knowledge, Data, and Democracy: Towards Systemic Innovation in School (INDIRE)

PANEL CONVENORS: Andrea Nardi (Indire, Italy); Silvia Panzavolta (Indire, Italy); Andrea Benassi (Indire, Italy)

PANEL KEYWORDS: systemic innovation, democracy, data-driven decision making processes

Today, schools operate in an ecosystem shaped by social pressures, widening inequalities, accelerated digital transformation – not only because of AI – and increasing accountability demands. In this context, democratic governance cannot rely solely on participation as a formal mechanism; it must evolve into an informed, reflective, and genuinely collective shared data and decision-making culture. Schools are therefore called to reconnect learning and democracy through practices that are participatory, evidence-informed, and oriented toward long-term development. Within this process, data can become democratic resources capable of enabling systemic transformation. The panel places particular attention on the emerging role of data-informed and evidence-based decision-making in schools, interrogating both its transformative potential and its democratic risks. Democracy is framed not as an abstract ideal but as a concrete organizational practice shaped by how information is generated, interpreted, and used collectively within school communities, while data are approached not as neutral inputs but as socio-technical artefacts embedded in power relations, professional cultures, and ethical frameworks. This perspective positions democracy as a learning-oriented organizational principle, directing attention to how decision-making processes, governance structures, and innovation pathways can be democratically reconfigured in complex educational environments. Key areas of inquiry include: decision-making models in educational leadership, data literacy as a democratic competence, participatory governance supported by evidence use, organizational learning through reflective data practices, distributed leadership and collaborative intelligence, ethical and political implications of educational datafication. The panel promotes an interdisciplinary dialogue crossing education, organizational studies, political philosophy, and data studies, welcoming theoretical, empirical, and design-based contributions.

READING SCHOOL THROUGH DATA: REFLEX AS A TOOL FOR DEMOCRATIC GOVERNANCE AND SYSTEMIC INNOVATION

Silvia Panzavolta (INDIRE, Italy) · **Andrea Nardi** (INDIRE, Italy) · **Valentina Toci** (INDIRE, Italy)

systemic innovation | participatory governance | school self-reflection

In contemporary educational systems, the growing availability of data has not automatically resulted in more democratic, inclusive, or reflective decision-making processes. While data are increasingly central to governance and accountability, they often remain confined to school leadership or external evaluators and, for much of the school community, opaque - difficult to access and largely closed to scrutiny, interrogation, or debate by those most directly affected by their use - thus limiting their potential to support collective sense-making and shared responsibility, while UNESCO (2021) advocates for “a new social contract”. Research has highlighted how data-informed decision-making can foster improvement only when embedded in participatory cultures and supported by adequate data literacy (Vincent-Lancrin et al., 2019). Within this framework, Reflex was developed by INDIRE as a systemic, participatory, and data-informed self-reflection tool designed to support schools in interpreting, discussing, and governing innovation processes in a democratic way. Reflex is grounded in a holistic conception of school functioning (EU, 2022), where innovation is understood as an emergent property of interconnected organizational, pedagogical, and cultural dimensions rather than as the result of isolated initiatives or technological adoption. The framework articulates ten dimensions of school functioning (governance, curriculum, teaching and learning, assessment, collaboration, internationalization, wellbeing, professional development, learning environments, and time management) which together offer a comprehensive lens for reading how innovation is embedded, sustained, and culturally appropriated within school communities. These dimensions draw on and extend existing international frameworks such as Innovative Learning Environments (OECD, 2017), DigCompOrg, and SELFIE (European Commission, 2018), while explicitly addressing gaps related to organizational learning, wellbeing, and temporal structures. What distinguishes Reflex from other evaluation or monitoring tools is its explicit democratic orientation. The tool is designed to be periodically completed by multiple school actors (i.e. school leaders, teachers, and staff) thus fostering shared

interpretation of data and collective reflection on evidence. Rather than producing rankings or prescriptive judgments, Reflex generates shared representations of school functioning that become the basis for dialogue, negotiation, and informed decision-making. In this sense, data are treated not as neutral indicators but as cultural artifacts that require interpretation, discussion, and contextualization within the school community. Within the panel's focus on knowledge, data, and democracy, Reflex can be understood as a device for democratizing both governance and data literacy at the school level. By making organizational processes visible across multiple dimensions, the framework supports distributed leadership, reduces informational asymmetries, and enables schools to move beyond compliance-oriented accountability toward reflective and participatory governance. Moreover, the cyclical nature of the tool supports longitudinal monitoring, reinforcing organizational learning and shared responsibility for change. The contribution argues that fostering democracy in education requires not only participatory pedagogies, but also shared infrastructures for reading and governing complexity, where data function as a common language for reflection rather than as instruments of technocratic control.

European Commission. (2018). SELFIE: Self-reflection on Effective Learning by Fostering Innovation through Educational Technologies. Publications Office of the European Union.

European Commission. (2022). Scenarios for the future of school education in Europe. Publications Office of the European Union.OECD (2017), The OECD Handbook for Innovative Learning Environments, OECD, Publishing, Paris.

Vincent-Lancrin, S., et al. (2019), Measuring Innovation in Education 2019: What Has Changed in theClassroom?, Educational Research and Innovation, OECD Publishing, Paris.

UNESCO. (2021). Reimagining our futures together: A new social contract for education. UNESCO.

OECD. (2023). Shaping responsive and adaptive education systems. OECD Publishing.

GENERATIVE ARTIFICIAL INTELLIGENCE AND FORMATIVE ASSESSMENT: DESIGNING LEARNING PATHWAYS FOR COGNITIVE AND METACOGNITIVE GROWTH

Roberto Trinchero (Università di Torino) · **Maria Luisa Boninelli** (Università degli studi di Catania) · **Susanna Piacenza** (Università Telematica eCampus)

Generative Artificial Intelligence | Formative Assessment | Metacognition and Self-Regulation

The paper explores, from a theoretical and design-oriented perspective, the potential of Generative Artificial Intelligence (GAI) to support formative assessment (assessment as learning), with the aim of developing pathways that integrate teaching, assessment, and students' self-regulation processes. Within this framework, assessment tasks are conceived not merely as tools for measuring learning outcomes but as intentionally designed opportunities for deep cognitive activation (retrieval, restructuring, and transfer of schemas) and for the development of metacognition and evaluative agency. The proposed learning pathways are structured as sequences of progressive challenges, in which learners advance to the next task only after mastering the conceptual tools underpinning the previous one—a condition referred to as learning readiness—through forms of deliberate practice. Each stage of the training process entails the gradual construction of cognitive, strategic, and dispositional prerequisites through experimentation, debriefing, conceptualization, and the automatization and transfer of acquired knowledge and skills. The expected outcome of this pedagogical approach is the cultivation of learners capable of mobilizing increasingly complex cognitive schemas with mastery and autonomy. The paper begins by examining the potential of classical Intelligent Tutoring Systems (ITS) and extends their possibilities in light of current GAI developments, with the goal of defining design guidelines for their application within formative assessment pathways. Specifically, it discusses how GAI systems can enable adaptive cycles of interaction between student and machine, whereby the latter proposes sequences of challenging tasks and monitors, in real time, the evolution of students' knowledge, skills, attitudes, and strategies. These tasks are designed to engage learners in a wide range of cognitive processes—including the identification of key concepts and inconsistencies, comparison and classification, synthesis, and graphical representation—with instructional guidance provided by the system itself. Learner reflection is fostered through process narration, error analysis, the definition of quality criteria, and reasoned self-assessment of performance. The proposal outlines three levels of integration: Knowledge base design that codifies not only disciplinary content but also performance quality constraints, evaluative criteria, and observational indicators of progression in knowledge, skills, attitudes, and competences. Dynamic learner modeling that tracks not only outcomes but also the evolution of underlying cognitive processes and mental dispositions relevant to learning readiness. Tutoring strategies that

adapt task difficulty, feedback type and timing, forms of metacognitive scaffolding, and opportunities for collaborative engagement, transforming each assessment moment into an opportunity for cognitive restructuring and internalization of self-assessment and self-regulation criteria. In conclusion, the paper highlights key challenges and open issues, such as modeling complexity, fine-grained personalization, and ethical and privacy concerns, to guide future research toward a pedagogically grounded development of GAI-based intelligent tutoring systems.

Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. Educational Assessment, Evaluation and Accountability, 21(1), 5–31

Maksimchuk, M., Roeber, E., & Store, D. (2025). Generative AI in the K–12 formative assessment process: Enhancing feedback in the classroom. In Proceedings of the Artificial Intelligence in Measurement and Education Conference (AIME-Con): Full papers (pp. 145–162). Association for Computational Linguistics

Panadero, E., Andrade, H., & Brookhart, S. (2018). Fusing self-regulated learning and formative assessment: A roadmap of where we are, how we got here, and where we are going. Australian Educational Researcher, 45(1), 13–31

Stanford Center for Assessment, Learning, and Equity. (2025). A practical guide for supporting formative assessment and feedback using generative AI. SCALE

Trinchero, R. (2018). Valutazione formante per l'attivazione cognitiva. Spunti per un uso

efficace delle tecnologie per apprendere in classe. Italian Journal of Educational Technology, 26(3), 40- 55. doi: 10.17471/2499-4324/1013

MEASURING AND BUILDING DATA LITERACY IN SCHOOLS: A MULTILEVEL PERSPECTIVE FROM EVIDALI AND CITTÀ DELL'EDUCAZIONE

Veronica Mobilio (Fondazione per la Scuola, Italy) · **Fabrizio D'Ovidio** (Fondazione per la Scuola, Italy)

Data Literacy Teachers

In recent years, data literacy has been conceptualised as a core professional competence for teachers and school leaders, situated at the intersection of educational governance, school improvement, and evidence-informed decision-making. Yet, despite this growing recognition, the concept remains theoretically fragmented and unevenly operationalised. The EVIDALI project (Evidence-Informed Data Literacy for Policy & Practice) addresses this gap by providing a conceptual and empirical foundation for Data Literacy for Teaching, defined as teachers' ability to transform information into actionable instructional knowledge and practices (Mandinach & Gummer, 2016). Through a PRISMA-guided review of 76 empirical studies published in 2011-2025, the project shows that only a minority of studies has a clear definition of "data", while most privilege student performance indicators over qualitative, digital, demographic, and contextual sources (FBK-IRVAPP, 2025). This fragmentation is mirrored at the policy level, where national approaches to data literacy remain uneven and loosely institutionalised (European Schoolnet, 2025). Integrating established frameworks on data use and instructional decision-making (Kippers et al., 2018; Schildkamp & Lai, 2013), the review identifies four core domains structuring teacher data literacy: 1) data use as a cyclical process (from problem identification to evaluation); 2) professional knowledge and skills; 3) internal factors such as beliefs and self-efficacy; 4) external conditions, including leadership and organizational structures. Building on this analytical lens, the territorial experience of Città dell'Educazione translates these conceptual dimensions into an intervention and inquiry strategy. The initiative – a three-year programme implemented in four Italian cities (Turin, Genoa, Vercelli, Savona) across two regions and involving nearly 100 primary and secondary schools – initiated a structured listening phase based on document analysis and interviews with school leaders and staff. This exploratory phase revealed recurring challenges that closely mirror the gaps identified in the review: difficulties in identifying reliable data sources; limited competence in survey design and indicator definition; insufficient analytical skills; weak reporting practices; and limited integration between data use and strategic planning. In response, Fondazione per la Scuola designed a modular, practice-oriented professional learning programme aimed at strengthening schools' capacity to collect, analyse, interpret, and communicate data for educational planning. The programme combines theoretical inputs with applied work on real school datasets, including INVALSI data and internally generated data, and is organised through flexible modules covering survey design, data analysis, reporting and evaluation. A structured monitoring system accompanies the training, including participation tracking and a pre–post questionnaire assessing changes in data use, knowledge of data sources, interpretation skills, and attitudes towards data-driven practices. For school leaders, the instrument also measures perceived self-efficacy and aspects of educational leadership related to data use. By connecting the EVIDALI conceptual synthesis with a territorially grounded experience, this paper argues that data literacy should be understood not merely as an individual technical competence, but as an organisational and cultural infrastruc-

ture that enables informed and accountable decision-making within school systems (Mobilio, 2025). The experience of Città dell'Educazione shows how data literacy can move from policy aspiration to embedded professional practice, contributing to a more reflexive and democratically oriented model of school governance.

European Schoolnet (2025). Mapping analysis (Deliverable 2.1). EVIDALI – Evidence-Informed Data Literacy for Policy & Practice. https://evidali.eun.org/project-outcomes

FBK-IRVAPP (2025). Literature review: Conceptual and empirical foundations for the Data Literacy School Survey (DaLiS) (Deliverable 3.1). EVIDALI – Evidence-Informed Data Literacy for Policy & Practice. https://evidali.eun.org/project-outcomes

Kippers, W. B., Poortman, C. L., Schildkamp, K., & Visscher, A. J. (2018). Data literacy: What do educators learn and struggle with during a data use intervention? Studies in Educational Evaluation, 56, 21–31. https://doi.org/10.1016/j.stueduc.2017.11.001

Mandinach, E. B., & Gummer, E. S. (2016). What does it mean for teachers to be data literate? Laying out the skills, knowledge, and dispositions. Teaching and Teacher Education, 60, 366–376. https://doi.org/10.1016/j.tate.2016.07.011

Mobilio, V. (Ed.) (2025). La scuola che legge sé stessa. Il valore dei dati e della ricerca educativa per l'analisi e il contrasto alla dispersione scolastica, Il Mulino. https://doi.org/10.978.8815/415721

Schildkamp, K., & Lai, M. K. (2013). Data-based decision making: An overview. In K. Schildkamp, M. K. Lai, & L. Earl (Eds.), Data-based decision making in education: Challenges and opportunities (pp. 9–21). Springer. https://doi.org/10.1007/978-94-007-4816-3_2

LEADERSHIP IN EDUCATION: LEAD FOR DEMOCRACY

Anna Cristina D Addio (GEM Report UNESCO, France)

leadership · democracy · learning

This paper explores how democratic school governance and distributed leadership drive innovation within education systems and promote learning for democracy. Drawing on data from UNESCO's Global Education Monitoring Report Lead for Learning (2024) and its regional edition, Lead for Democracy: Latin America (2025), it analyses how sharing decision-making power among teachers, students, families, and communities helps build stronger educational outcomes and democratic skills. The report finds that traditional top-down models of school leadership no longer adequately address today's complex educational challenges. Collaborative leadership styles such as distributed, participatory, or democratic approaches, empower schools to harness the collective expertise of their communities, set shared goals, encourage co-operation, and support meaningful learning. These practices are deeply rooted in Latin American educational culture, even when not formally recognized by policy. Through comparative policy analysis and case studies from various Latin American countries, the presentation will examines how governance structures, leadership training, and avenues for participation influence schools' ability to operate as democratic institutions. The evidence indicates that distributed leadership boosts agency, involvement, and civic education, while also enhancing school improvement and organizational innovation. Yet, there are notable gaps between policy intentions and real-world practice. Centralized decision-making, insufficient preparation for collaborative leadership, and lack of recognition for teacher and student leadership all limit the impact of democratic governance in schools. Ultimately, this work contends that promoting distributed leadership will advance both democratic values and educational quality, positioning schools as spaces for democratic experimentation and systemic progress.

UNESCO (2024), Global Education Monitoring Report 2024/25: Leadership in Education. Lead for Learning, UNESCO, Paris

UNESCO (2025), Global Education Monitoring Report Regional edition 2025: Latin America, Leadership in education: Lead for Democracy, UNESCO, Paris

PERFORMING DATA CITIZENSHIP: THEATRE-BASED PEDAGOGIES FOR CRITICAL DATA LITERACY IN DEMOCRATIC EDUCATION

Elena Sorba (IULM UNIVERSITY, Italy) · **Elisabetta Risi** (IULM UNIVERSITY, Italy)

critical data literacy · data citizenship · democratic education

In an era of pervasive quantification, indicators and metrics increasingly shape how education, health, environment, and governance are understood and managed. Numbers are frequently presented as self-evident outputs, while the assumptions, classifications, omissions, and interests embedded in data infrastructures remain opaque (Markham, 2019). This

contribution conceptualises statistical and data literacy as a democratic competence: the capacity to interpret, evaluate, and use quantitative information in collective decision-making, while reflecting on how data are framed and mobilised in institutional communication and public reasoning (Gal, 2002; Watson, 2006). Grounded in critical pedagogy (Freire, 1970; Giroux, 2011) and scholarship on datafication and algorithmic governance (Markham, 2019), the paper approaches quantitative knowledge as a situated socio-political artefact rather than a neutral tool. A persistent challenge for education is that statistical ideas are often experienced as abstract, anxiety-inducing, and disconnected from lived experience (Garfield, 1995; Ben-Zvi & Garfield, 2004). We argue that theatre-based and role-based pedagogies can support epistemic agency by making data practices visible, experiential, and contestable in a shared learning space—where uncertainty, inference, and evidence become matters for collective deliberation (Braund, 2015; Lee et al., 2015). We introduce the Theatre of Statistics framework, which brings together classroom drama—immersive, participatory, curriculum-based practices—and science theatre—performances for wider audiences—showing how theatre and drama can enhance statistical and data literacy by transforming abstract concepts into embodied, affective learning (Ødegaard, 2003; Bhargava et al., 2022). We operationalise the framework through two prototypes: a theatre-based format for younger learners (in development) and a climate-negotiation live action role-play in which participants represent countries with conflicting interests and use indicators, graphs, and sources to build claims, respond to critique, and negotiate collective priorities (Heras & Tàbara, 2014). The activity foregrounds evidence-based argumentation and the social consequences of reasoning with data under uncertainty (Wild & Pfannkuch, 1999), treating data literacy as a democratic practice of public justification and accountability. Preliminary findings from our pilot survey suggest positive signals in perceived understanding and attitudes toward data, accompanied by high student engagement. Overall, the study illustrates how performative formats can connect knowledge, data, and democracy by making statistical reasoning observable, affordable, and pedagogically actionable within educational settings.

Bhargava, R., Deahl, E., Letouzé, E., Noonan, A., Sangokoya, D., & Shoup, N. (2022). Data theatre as an entry point to data literacy. Information Design Journal.
Ben-Zvi, D., & Garfield, J. (Eds.). (2004). The Challenge of Developing Statistical Literacy, Reasoning and Thinking. Springer.
Braund, M. (2015). Drama and learning science: An empty space? British Educational Research Journal.
Freire, P. (1970). Pedagogy of the Oppressed.
Gal, I. (2002). Adults' statistical literacy: Meanings, components, responsibilities. International Statistical Review.
Garfield, J. (1995). How students learn statistics. International Statistical Review.
Giroux, H. (2011). On Critical Pedagogy.
Heras, M., & Tàbara, J. D. (2014). Let's play transformations! Performative methods for sustainability. Sustainability Science.
Lee, B. K., Patall, E. A., Cawthon, S. W., & Steingut, R. R. (2015). The effect of drama-based pedagogy on PreK–16 outcomes: A meta-analysis. Review of Educational Research.
Markham, A. N. (2019). A critical pedagogy of datafication. Qualitative Inquiry.
Ødegaard, M. (2003). Dramatic science: A critical review of drama in science education. Studies in Science Education.
Watson, J. M. (2006). Statistical Literacy at School: Growth and Goals. Lawrence Erlbaum.
Wild, C. J., & Pfannkuch, M. (1999). Statistical thinking in empirical enquiry. International Statistical Review.

DATA USE IN ITALIAN SCHOOLS: A QUALITATIVE ANALYSIS OF DATA USE PROCESSES AND ATTITUDES TOWARDS DATA BEYOND NATIONAL ASSESSMENTS

Giulia Montefiore (Universitat Autònoma de Barcelona (UAB), Spain) · **Antoni Verger** (Universitat Autònoma de Barcelona (UAB), Spain) · **Gerard Ferrer-Esteban** (Universitat Oberta de Catalunya (UOC), Spain)

data · sensemaking · enactment

Expectations for schools to use data from multiple sources to improve the education they provide have been increasing globally (Verger & Skedsmo, 2021). What counts as data in education has expanded beyond standardised national large-scale assessments. Within the Italian school autonomy and accountability system, schools are expected to analyse and reflect on data provided by central administration as well as data produced locally to support pedagogical and organisational improvement. This research investigates how schools engage with such data, including INVALSI national large-scale assessment tests, schools' interim assessments and self-evaluation reports, as well as grades, demographic information, and more. The study asks how Italian schools and their actors conceptualise and engage with different types of data in practice, data use purposes and enabling conditions. In 2016, Pastori and Pagani reported growing trust but difficulty in

using national assessment data. Several years later, with a fully operational national school evaluation system, Italian schools appear to interact with data from multiple sources at varying levels of intensity. This study therefore examines the extent to which data-use processes and routines are present in Italian schools, what actors consider to be data, and what attitudes they hold towards its role in organisational and pedagogical improvement. The analysis examines how school organisational and political contexts, individual factors, and the accountability system mediate data use, and whether and how data informs pedagogical and organisational decision-making. Attention is given to collaboration, collective reflection, and shared spaces and time within schools to understand how data are interpreted by school actors and how they contribute to decision-making processes. The study adopts an understanding of policy as enacted, interpreted and reconfigured by local actors rather than neutrally implemented (Ball et al., 2012). It draws on conceptualisations of data use in education (Coburn and Turner, 2011; Spillane, 2012), engages with the notion of data-informed rather than strictly data-based decision-making (Schildkamp et al., 2019), and considers the potential role of data use in supporting equity-oriented practices (Datnow & Park, 2018). Methodologically, this qualitative study draws on interviews (n=88) and focus groups (n=13) with principals, leadership teams, and teachers, and school document analysis in ten comprehensive primary and lower-secondary schools in Rome, of different socio-economic contexts. Preliminary findings suggest a limited and heterogeneous presence of structured data-use practices. Organisational constraints and uneven levels of data literacy appear to constitute important barriers to sustained engagement with data. Often, data provide evidence for already known issues and are experienced as legitimising action to address them. More rarely, data are used to inform decision-making that fully exploits school autonomy to address equity issues. While schools express interest in using data to better understand student needs and inequalities, systematic processes supporting equity-oriented data use remain unevenly embedded in school practices. This study contributes empirical evidence on data use practices in a Southern European low-stakes accountability context still relatively underexplored in the literature. It also advances understanding of how organisational conditions, data literacy, and collaborative practices shape data-informed decision-making and the potential use of data for equity-oriented purposes.

Coburn, C. E., & Turner, E. O. (2011). Research on data use: A framework and analysis. Measurement: Interdisciplinary Research & Perspective, 9(4), 173-206.

Datnow, A., & Park, V. (2018). Opening or closing doors for students? Equity and data use in schools. Journal of Educational Change, 19, 131-152.

Dodman, S. L., Swalwell, K., DeMulder, E. K., View, J. L., & Stribling, S. M. (2021). Critical data-driven decision making: A conceptual model of data use for equity. Teaching and Teacher Education, 99, 103272.

Pastori, G., & Pagani, V. (2016). Cosa pensate dei test INVALSI? Dirigenti scolastici, insegnanti e studenti provenienti dalla Lombardia descrivono la loro esperienza. Journal of Educational, Cultural and Psychological Studies, 2016(13), 97–117.

Schildkamp, K., Poortman, C. L., Ebbeler, J., & Pieters, J. M. (2019). How school leaders can build effective data teams: Five building blocks for a new wave of data-informed decision making. Journal of educational change, 20, 283-325.

Spillane, J. P. (2012). Data in practice: Conceptualizing the data-based decision-making phenomena. American Journal of Education, 118(2), 113-141.

Verger, A. & Skedsmo, G. (2021). Enacting accountability in education: exploring new policy contexts and theoretical elaborations. Educational Assessment, Evaluation and Accountability, 33(3), 391-402.

B.09

Learning Communities as Transformative Environments: Bridging Local Action and Global Challenges

PANEL CONVENORS: Sibilla Montanari (University of Vienna, Austria); Nazime Öztürk (University of Vienna, Austria); Denis Francesconi (University of Vienna, Austria); Evi Agostini (University of Vienna, Austria)

PANEL KEYWORDS: Learning Communities, Community Educational Pacts, Collective Learning

Cooperation between educational institutions and local organizations is crucial for future education. It fosters student and citizen agency, supports the transformation of socio-ecological systems, and drives local changes in response to global challenges. Partnerships among educational institutions, organizations, and collective movements promote the creation of learning communities (LCs), which advance collective knowledge while supporting individual learning. Examples include Italian community educational pacts, Viennese Bildungsgrätzln, and Community Schools in the UK. Despite various frameworks addressing LCs, there is a need to understand how to compare and implement these initiatives. LCs represent a transformative approach to education, emphasizing collaboration and the co-creation of knowledge. They are living spaces of democracy, extending education beyond formal institutions to include informal environments. At a micro level, they consist of individuals who share common goals and engage in joint activities. At a broader level, they function as systems or networks involving groups, organizations, institutions, or collective movements that co-generate knowledge through a collective learning process, offering concrete solutions to current challenges. This panel focuses on LCs as an innovative pedagogy and invites theoretical and practice-oriented contributions on: Pedagogical approaches that promote LCs, such as action research, project and problem-based learning, service learning, debate, or cooperative learning, also integrated with digital tools. Competences necessary to sustain democratic participation and agency development, such as critical and systems thinking, collaboration, and flexibility. Theoretical frameworks for LCs (such as ecological systems theory and socio-ecological approaches), and evaluation strategies and tools. Challenges, opportunities, drivers, and barriers in collective and interorganizational learning.

NATURE-BASED SOLUTIONS (NBS) AS CLIMATE ADAPTATION MEASURES: A GREEN PRIVILEGE FOR SOME SCHOOLS?

Isabel de Maurissens (INDIRE, Italy) · **Maria Chiara Pettenati** (INDIRE, Italy)

Nature-based solution | climate justice | sustainability

One of the central issues in the sociology of education concerns inequalities: a democratic school system is expected to work towards reducing differences in terms of access, learning opportunities, skills, and outcomes. A still underexplored dimension, however, is inequality in access to green spaces. The territorial location of a school can have a significant impact: for some students, contact with natural environments may be almost absent, while for others it represents a genuine “green privilege.” To what extent can municipalities, through their planning instruments (in particular the SECAPs – Sustainable Energy and Climate Action Plans), recognize and compensate for these inequalities by orienting their intervention priorities? (Carrosio and Cogliati Dezza, 2025) Is it possible, for instance, to prioritize the implementation of Nature-Based Solutions (NBS) near schools located in peripheral or highly urbanized areas? Urban climate adaptation measures, including NBS, are never neutral. They can certainly contribute to mitigation and adaptation to the effects of global warming (e.g., depaving, reduction of heat islands, water management, shading, climate shelters), but they can also address a less visible yet crucial phenomenon: the “extinction of experience of nature” (Pyle, 1993). However, when such measures are implemented unevenly—“green enough” in some areas and almost absent in others—they end up creating a structural advantage for certain schools over others. This raises the question of whether a form of “positive discrimination” by municipalities is needed, especially in more fragile contexts, to rebalance profoundly unequal starting conditions. Between recent regulatory frameworks such as the Nature Restoration Law (Regulation (EU) 2024/1991), which urges Member States to restore degraded ecosystems, and the urgency to also “restore” students’ attention (Kaplan & Kaplan, 1989; Kaplan, 1995) and protect their mental health through contact with natural environments, Europe—and progressively its Member States—are responding by recognizing a stronger role for young people. In particular, Italy, with Law No. 167 of 10 November 2025, which introduces the Generational Impact Assessment (GIA) for legislative acts, aims to give greater substance to Article 9 of the Constitution in protecting future generations. From this perspective, climate justice, social justice, and political action converge to strengthen students’ environmental identity (Clayton, 2003) and to restore space for youth activism, calling on young people not only to endure ongoing transformations but also to intervene in the

public sphere with concrete and well-argued proposals (Mansion et al., 2025). A case study is examined in the province of Monza, one of the most urbanized areas in Italy, where two schools, as part of the PAESC Giovani project (INDIRE – EuCliPa.IT), submitted a formal letter to their respective mayors with proposals for NBS to be integrated into the SECAP. In addition, another school asked its municipality to adopt the Covenant of Mayors and, subsequently, the SECAP: this would be one of the first cases in Europe in which a municipal administration is prompted by students from a public school to join the Covenant of Mayors.

Carrosio, G., & Cogliati Dezza, V. (2025). Clima ingiusto: Il welfare per un patto eco-sociale. Roma: Donzelli Editore.

Clayton, S. (2003). Environmental identity: A conceptual and operational definition. In S. Clayton & S. Opotow (Eds.), Identity and the natural environment: The psychological significance of nature (pp. 45–65). Cambridge, MA: The MIT Press.

Mansion, H., Martin, M., & de Maurissens, I. (2025). E se fossimo natura? Manuale per la transizione ecologica rivolto agli insegnanti. Milano: Meltemi Editore.

Kaplan, R., & Kaplan, S. (1989).

The experience of nature: A psychological perspective.

Cambridge, UK: Cambridge University Press.

Pyle, R. M. (1978).

The extinction of experience. Horticulture, 56(1), 64–67.

FROM LOCAL COMMUNITIES TO GLOBAL CHALLENGES: COMMUNITY LEARNING AND YOUTH PARTICIPATION IN CROSS-BORDER ALPINE TERRITORIES

Paola Menotto (Università degli studi di Torino, Italy) · **Federico Zamengo** (Università degli studi di Torino, Italy)

Community education | Youth engagement | Alpine Territories

Today's world faces socio-ecological challenges of global magnitude that require coordinated international responses, as outlined in the UN 2030 Agenda for Sustainable Development (2015). Although a global perspective is more urgent than ever to address systemic inequalities, climate change, and widespread violence, educational contexts often reveal the need to translate these global priorities into meaningful and operational local processes. Such an "interscalar" approach (Magnaghi, 2020) calls for situated educational processes capable of connecting global visions with concrete community practices (European Commission, 2024). This centrifugal movement – from the local to the global – requires the active involvement of communities, with particular attention to youth engagement to ensure the continuity of civic commitment in the future (UNESCO, 2021). However, their involvement, often more formal than substantive, demands serious commitment at both educational and political levels, as well as their recognition as co-protagonists in territorial decision-making processes (Gallina & Zamengo, 2022). Pedagogical models grounded in community education are especially relevant in this regard, as they foster democratic participation through collective learning and co-construction of knowledge, within a rhizomatic organisation that transcends the boundaries between formal and informal education (UNESCO, 2014). The Alpine context can serve as a laboratory for observing dynamics of community learning. It is a transnational socio-ecological system characterised by urgent environmental challenges, depopulation, and territorial marginalisation, but also by remarkable natural continuity (Alpine Convention, 1991). Within this scenario, young people are the primary actors in out-migration towards urban areas, yet they are also the only ones capable of ensuring the demographic, cultural, and economic survival of local communities (Membretti, 2023), as well as contributing to the development of cross-border strategies for sustainable territorial management in response to global crises (Durand & Decoville, 2019). This contribution presents preliminary findings from an exploratory qualitative study conducted within the framework of the European cross-border project PITER+ Terres Monviso, in the Monviso area between Italy and France. The research involved young people and youth policy practitioners through focus groups and in-depth interviews, investigating – through narrative inquiry (Clandinin et al., 2016)—their educational relationship with the territory, their role within local communities, their sense of belonging to a cross-border space, and the social imaginaries that animate them (Taylor, 2005). The exploratory research also included the active involvement not only of project partners and interview participants, but also of mayors and local administrators, in a perspective of co-construction of research data and complementarity between local actors and researchers (Flick, 2024). In this sense, the territory as a whole becomes attentive to young people, aiming to create a shared approach to cross-border youth policies and overcome the fragmentation of interventions. By situating learning

communities within a socio-ecological and territorial perspective, the study contributes to the debate on democratic community education, showing how collective educational processes can connect local action with global challenges in cross-border Alpine regions.

Alpine Convention. (1991). Convention on the Protection of the Alps (signed in Salzburg, 7 November 1991).
Clandinin, D. J., Caine, V., Lessard, S., & Huber, J. (2016). Engaging in narrative inquiries with children and youth. New York: Routledge.
Durand, F., & Decoville, A. (2019). A multidimensional measurement of the integration between European border regions. Journal of European Integration.
European Commission. (2024). Ninth report on economic, social and territorial cohesion. Luxembourg: Publications Office of the European Union.
Flick, U. (2024). The SAGE handbook of qualitative research design. London–Oxford: SAGE.
Gallina, M. A., & Zamengo, F. (a cura di). (2023). Giovani e territorio. Una ricerca nelle valli del cuneese. Torino: Rosenberg & Sellier.
Magnaghi, A. (2023). Il principio territoriale. Torino: Bollati Boringhieri.
Membretti, A. (2023). Voglia di restare. Roma: Donzelli.
United Nations. (2015). Transforming our world: The 2030 Agenda for Sustainable Development.
Taylor, C. (2005). Modern Social Imaginaries [Gli immaginari sociali della modernità]. Roma: Meltemi.
UNESCO. (2021). Reimagining our futures together: A new social contract for education. Paris: UNESCO Publishing.
UNESCO. (2014). Global citizenship education: Preparing learners for the challenges of the twenty-first century. Paris: UNESCO Publishing.

EDUCATIONAL COMMUNITY PACTS FOR DEMOCRATIC SOCIETY

Martina Bonci (university of macerata, Italy)

Educational community pacts | democracy | common goods

In a time of social division and urban isolation, the idea of "living spaces in democracy" stands out as a crucial way to build strong local communities. These spaces are more than just physical places; they represent democratic practices where people come together for common goals and take part in activities that promote the well-being of everyone. At the core of this concept are Educational Community Pacts, innovative initiatives from Italy based on participatory governance. Established through frameworks like Italy's national guidelines on community pacts (MIUR, 2019), these pacts are official agreements among citizens, schools, families, local administrations, and third-sector organizations to create cooperative spaces focused on caring for and improving shared resources. Following the COVID-19 pandemic, the Community Educational Pact has become a popular tool for school planning. In 2021, the Ministry of Education encouraged its use through the School Plan 2020-21 to fight educational poverty and boost cooperation between schools and local communities. This co-design tool allows schools to become educational hubs that coordinate local services, meeting children's needs more effectively. A good example of this is the V. Bottego school in Milan, which I studied in my research. Here, educators worked with local organizations to redesign the square in front of the school, which had been turned into a parking lot and had lost its original purpose. Among the different redevelopment projects, students helped plant and care for public green spaces. As part of the pact, they gained hands-on experience with an environmental protection group, focusing on maintaining public green areas and managing waste. The impact on the students was significant; after completing the workshops, some children even advised their parents to adopt more eco-friendly habits. In the end, living spaces in democracy, realized through Educational Community Pacts, provide a model for building local communities that are inclusive, fair, and forward-thinking. They redefine democracy not just as elections but as daily acts of collaboration, where shared goals drive joint efforts to care for common resources. By integrating education with civic engagement, these spaces develop informed citizens who can support lively, inclusive communities in the face of global challenges. This approach is relevant worldwide and encourages adaptations in different settings to strengthen democracy from the ground up.

-A piccoli Patti. Le bambine e i bambini reinventano la città - Labsus. (s.d.). Labsus. https://www.labsus.org/2020/12/a-piccoli-patti-le-bambine-e-i-bambini-reinventano-la-citta/
-Accordo collaborazione Piazza Costantino - Patti di Collaborazione - Comune di Milano. (s.d.). Patti di Collaborazione. https://www.comune.milano.it/web/patti-di-collaborazione/i-patti-nei-municipi/patti-del-municipio-2/piazza-costantino
-Accordo di Collaborazione “Porta Adriano” (2019). Comune di Milano. Available at: https://www.comune.milano.it/documents/234499208/353668976/Patto+di+collaborazione+firmato.pdf/e4d6c788-f5db-b7d8-8bb4-60a03e56bbfe?t=1639734113218
-Ciaffi, D. Saporito, E. (2022) Il diritto alla cura dei beni comuni come palestra di democrazia. In "SOCIOLOGIA URBANA E RURALE" 127/2022, pp 39-51, DOI: 10.3280/SUR2022-127004
-De Bartolomeis, F. (1983) Scuola e Territorio: Verso un sistema formativo allargato. Firenze: La Nuova Italia Editrice.
-De Bartolomeis, F. (2018), Fare scuola fuori della scuola. Canterano: Aracne Editrice

-Del Bene, G. (2021) Considerazioni e riferimenti pedagogici, sociali, strutturali e normativi sull'esistenza e sul funzionamento di "Scuole Aperte" In Del Bene, G. Rossi, A. L. Viaconzi, R. (A cura di.) La Comunità Educante. I Patti Educativi per una scuola aperta al futuro. Milano: Fabbrica dei Segni Editore.

-Labsus (2022). Le Scuole. Da Beni Pubblici a Beni Comuni. (Rapporto 2022, Sull'amministrazione condivisa dell'educazione). Available at: https://www.labsus.org/rapporto-labsus-2022/

-Mangione, G. R. J. Cannella, G. De Santis, F. (2021). Piccole scuole, scuole di prossimità. Dimensioni, strumenti e percorsi emergenti. I Quaderni della Ricerca. Vol.59 pp.5.8. Torino: Loescher Editore.

-Ministero dell'Istruzione Italiana. Piano Scuola 2020-21. Available at: https://1.flcgil.stgy.it/files/pdf/20200626/decreto-ministeriale-39-del-26-giugno-2020-piano-scuola-2020-2021-linee-guida-per-settembre.pdf

-Mottana, P. Campagnoli, G. (2022) La città educante. Manifesto della educazione diffusa. Come oltrepassare la scuola. Trieste: Asterios Editore.

-Porta Adriano: una piazza come crocevia di percorsi e ingresso al quartiere. (s.d.). Labsus. https://www.labsus.org/2021/06/porta-adriano/

-Rossi A. L. (2021) Fare comunità educante: la sfida da vincere attraverso i patti educativi territoriali. In Del Bene, G. Rossi, A. L. Viaconzi, R. (A cura di.) La Comunità Educante. I Patti Educativi per una scuola aperta al futuro. Milano: Fabbrica dei Segni Editore.

-Sennet, R. (2018) Costruire e abitare. Etica per la città. Feltrinelli. Milano.

-Saporito, E. Vassallo, I. (2021) La scuola come bene comune: verso una diversa prospettiva progettuale. In Archivio di Studi Urbani e Regionali, 132, supplemento. pp.110-124. Milano: Franco Angeli

LEARNING COMMUNITIES AS INFRASTRUCTURES FOR A JUST TRANSITION: CLIMATE EDUCATION, YOUTH PARTICIPATION AND MULTI-LEVEL GOVERNANCE

Caterina Vetrugno (Italian Climate Network, Italy)

Climate Education | Just Transition | Youth Participation

Climate change increasingly reveals itself as a governance and learning challenge, where local communities and institutions play a decisive role in translating global commitments into concrete action. From international climate negotiations to local implementation, the effectiveness of climate action depends on the capacity of territories to build learning processes that connect knowledge, decision-making and collective responsibility. This contribution presents the perspective of the Italian Climate Network (ICN), drawing on both educational practices and policy-oriented communication developed through national programmes and engagement in international climate conferences (COPs). Through Missione Aria Pulita, ICN has worked with schools, teachers and students to promote climate and air quality education as a participatory, place-based and civic learning process. Schools are framed as learning communities that foster dialogue between scientific knowledge, lived experience and environmental awareness, strengthening critical thinking, wellbeing and civic engagement among younger generations. Alongside school-based educational activities, ICN also promotes initiatives engaging local administrations, municipalities and community actors through advocacy, dissemination and capacity-building actions aimed at connecting climate knowledge with local decision-making processes. Operationally, these activities are developed through participatory methodologies such as workshops, public discussions and training sessions involving educators, local stakeholders and civil society organisations. Interactive tools, including collaborative exercises and local dialogue formats, are used to connect climate knowledge with everyday urban experiences and policy challenges, supporting shared responsibility and collective learning. These experiences are complemented by reflections emerging from ICN's work on cities and local governments within the COP process, where resilience is understood not as a fixed goal, but as a continuous pathway of adaptation, learning and transformation. Emphasis is placed on multi-level action, cross-sector governance and capacity building as enabling conditions for inclusive climate policies, highlighting the role of communities of practice that connect local authorities, civil society and citizens. Expected outcomes include the engagement of students, educators and local stakeholders, the strengthening of climate literacy and civic participation, and the creation of dialogue spaces between communities and local decision-makers. These processes contribute to awareness-raising within territories and support the integration of educational and community-based perspectives into local sustainability initiatives and emerging policy discussions. By combining climate education, youth participation and local governance perspectives, this contribution reflects on learning communities as critical infrastructures for bridging global challenges and local action. It argues that just transition processes require not only policies and funding, but long-term educational ecosystems capable of sustaining collective learning, shared responsibility and transformative action across scales.

References and practice-based contributions:

Italian Climate Network. Articles, educational resources and policy reflections on climate education, civic engagement, urban climate governance and local action developed within the activities of the organisation and its volunteer community. Available at: https://www.italiaclima.org

Vetrugno, C. (2023). COP28 e il ruolo delle città nella crisi climatica. Italian Climate Network. https://www.italiaclima.org/cop28-citta-crisi-climatica/
Vetrugno, C. (2024). Biodiversità urbana: se non si può misurare, non si può finanziare. Italian Climate Network. https://www.italiaclima.org/biodiversita-urbana-se-non-si-puo-misurare-non-si-puo-finanziare/
Vetrugno, C. (2024). Clima: città pioniere del cambiamento. Italian Climate Network. https://www.italiaclima.org/clima-citta-pioniere-del-cambiamento/
Vetrugno, C. (2024). Città: progressi, sfide e richieste a COP29. Italian Climate Network. https://www.italiaclima.org/citta-progressi-sfide-e-richieste-a-cop29/
Vetrugno, C. (2025). Città pronte per COP30: il mutirão inizia dai governi locali. Italian Climate Network. https://www.italiaclima.org/citta-pronte-per-cop30-il-mutirao-inizia-dai-governi-locali/
Vetrugno, C. (2025). COP30: abitare, inclusione e resilienza. Italian Climate Network. https://www.italiaclima.org/cop30-citta-abitare-inclusione-e-resilienza/

THE RETI PROJECT: ACTORS' PERSPECTIVES ON A COMMUNITY EDUCATIONAL PACT IN PORTO TORRES

Irene Culcasi (Lumsa University, Italy) · **Italo Fiorin** (Lumsa University, Italy) · **Marcello Tellini** (Porto Torres Municipality's social services) · **Maura Benedetti** (Lumsa University, Italy)

Community Educational Pacts | Democratic educational ecosystems | Assessment

In recent years, Learning Communities have emerged as promising socio-educational ecosystems capable of fostering democratic participation, collective knowledge production, and local responses to complex social challenges. Within this perspective, Community Educational Pacts represent an innovative governance model that connects schools, local institutions, civil society organizations, and citizens in a shared educational vision for the territory. This contribution presents the experience of the R.E.T.I. Project – Ricerca Educativa per un Territorio Inclusivo (Educational Research for an Inclusive Territory), a participatory action-research initiative launched in 2021 in the city of Porto Torres (Sardinia, Italy). The project supported the co-construction of a Community Educational Pact involving a wide network of actors: schools from early childhood to upper secondary education, the municipality's social services, third-sector organizations, the pedagogical coordination for the 0–6 early childhood education system, and local citizens. After five years of development, the project has reached a mature phase characterized by the implementation and expansion of the Pact as a local learning ecosystem. At this stage, the initiative has progressively strengthened the involvement of the local community and expanded its scope, particularly through the integration of the 0–6 early childhood education system, thereby reinforcing continuity across educational levels. At the same time, participatory initiatives such as two editions of the Community Educational Pact Festival – "Turris Umpari Edufest" – have fostered broader civic engagement and dialogue among educational, institutional, and community actors. A central component of the process has been the continuous professional and community learning pathway accompanying the Pact. This work was carried out by experts in community psychology and pedagogy from LUMSA University in Rome. Through experiential training sessions and co-reflection meetings, teachers, educators, social and educational professionals, representatives of third-sector organizations and institutions, and citizens developed a shared vision and methodological tools for the co-design of educational and community practices. The methodological framework draws on co-constructive learning approaches. The contribution will present the evaluation phase currently underway, aimed at assessing the impact and perceived value of the Community Educational Pact among participating actors. The evaluation adopts a mixed-methods approach, combining quantitative and qualitative tools. A questionnaire was administered to members of the Pact to explore perceived changes in individual and collective dimensions such as sense of community, participation, and empowerment. In parallel, semi-structured interviews were conducted with representatives of schools, public institutions, and third-sector organizations in order to deepen participants' experiences of the process. In particular, the qualitative investigation focuses on how actors experienced the formation and development of the Pact, how the training and collaborative reflection influenced their professional and civic practices, and how relationships between schools, institutions, and community organizations have evolved over time. By presenting the preliminary results of this evaluation, this contribution aims to advance the debate on learning communities as democratic educational ecosystems, highlighting both enabling factors and challenges in building sustainable school–community partnerships. The case of Porto Torres offers insights into how participatory educational governance and community learning processes can support the development of inclusive territorial networks capable of responding to local educational needs.

1. Culcasi, I., Benedetti, M., Tellini, M., & Fiorin, I. (2025). RETI Project: Innovative processes towards educational communities. In Scuola democratica (Ed.), Proceedings of the Third International Conference of the journal Scuola Democratica. Education and/for Social Justice. Vol. 1: Inequality, Inclusion, and Governance (pp. 813-820). Associazione "Per Scuola Democratica".
2. Culcasi, I., Russo, C., Fiorin, I. (2023). Il progetto R.E.T.I.: alleanze per una comunità educante. Cultori dell'Incontro Journal, 5(5), 1-15.
3. Delors, J. (2021). Nell'educazione un Tesoro. Trad.it. E. Coccia. Armando Editore.
4. Francescato, D., & Tomai, M. (2023). Manuale di psicologia di comunità. Carocci editore.
5. Manicardi, L. (2024). Leggere il presente con gli occhi di domani. Magnano: Edizioni Quiqajon.
6. Morabito, C. (Ed.). (2022). Povertà educative: necessario un cambio di passo nelle politiche di contrasto. Report Save The Children.
7. Russo, C., Culcasi, I., & Benedetti, M. (2023, September 21–23). Il Photovoice come strumento di Service-Learning: Presentazione del progetto R.E.T.I. II (Ricerca Educativa per un Territorio Inclusivo). Paper presented at the XIV Convegno Nazionale S.I.P.CO., Aosta, Italy. Session 7: Innovazione sociale e welfare di comunità.
8. UNESCO, International Commission on the Futures of Education. (2021). Reimagining our futures together: a new social contract for education.

THE EDUCATING CITY AS AN URBAN LEARNING COMMUNITY: INCLUSION AND CULTURAL TOURISM IN THE CASE STUDY OF PALMA DE MALLORCA

Alberto Righi (University of Macerata) · **Arianna Taddei** (University of the Republic of San Marino)

Urban Learning Community | Inclusion and Accessibility | Embedded Case Study

Learning Communities and Educating Cities share a foundational promise: to promote inclusion and participation as conditions for democratic education (IAEC, 2020; UNESCO, 2014a; Zorde & Lapidot-Lefler, 2025). However, although inclusion is widely framed as a global challenge and a declared policy objective (UN, 2006; EC, 2021), in real territorial contexts it often takes heterogeneous and sometimes ambivalent forms, oscillating between normative discourse and concrete implementation (Gillovic & McIntosh, 2020; Liasidou & Stylianou, 2024). Starting from this tension, the paper interprets the Educating City as a networked socio-educational system that can be understood within an ecosystemic framework of learning (Bronfenbrenner, 1979; Vélez et al., 2024), and thus as an extended territorial Learning Community. In this perspective, the city is not conceived as an administrative boundary, but as a distributed learning environment in which institutions, cultural organizations, and urban practices co-produce knowledge and redefine forms of participation. Accessibility therefore becomes an indicator of the quality of relationships between microsystems, mesosystems, and governance levels, making it possible to assess whether inter-institutional cooperation generates transformative outcomes. The paper presents a case study conducted in Palma de Mallorca, a city belonging to the International Association of Educating Cities, examined as an urban context with a strong cultural-tourism orientation and a commitment to policies promoting accessibility and participation (Ajuntament de Palma de Mallorca, 2014). The study investigates whether and how inclusive historical-cultural tourism practices – understood as heritage mediation devices accessible to people with disabilities and to diverse audiences – produce educational effects on the local community. Such practices may configure the city as a learning community capable of integrating residents and visitors within shared processes of awareness and participation. From a methodological perspective, the study adopts an embedded single-case design (Yin, 2005), articulated through sub-units of analysis related to practices and devices, and based on multiple sources of evidence: document analysis, direct observation, and interviews (Eisenhardt, 1989). The analysis distinguishes episodic interventions from systemic configurations, emphasizing the documentability of practices, the plurality of experiences, and their pedagogical relevance. The inclusive quality of historical-cultural tourism practices represents a significant indicator of a territory's transformative capacity (Bellato & Cheer, 2021). Inclusion thus acquires pedagogical value when it supports competencies that are essential for democratic participation and the development of agency: critical and systemic thinking, collaboration, and flexibility (Nyanjom et al., 2018; UNESCO, 2014b). Only within such a framework can the Educating City be interpreted as a territorial Learning Community capable of activating processes of collective learning and civic co-responsibility, critically engaging with the global challenge of inclusive equity.

Ajuntament de Palma de Mallorca. (2014, 25 gennaio). Acord de Ple de data 27 de juny de 2013 pel que s'aprova formalitzar la constitució de la "Mesa Palma Accessible". Butlletí Oficial de les Illes Balears (BOIB), Núm. 13, Fascicle 12, Sec. V, pp. 2309–2311. http://www.caib.es/eboibfront/pdf/ca/2014/13/853932

Bellato L., Cheer J.M. (2021), Inclusive and regenerative urban tourism: Capacity development perspectives, International Journal of Tourism Cities, 7(2), 420–438. https://doi.org/10.1108/IJTC-08-2020-0167

Bronfenbrenner, U. (1979). The ecology of human development: Experiments by nature and design. Harvard University Press

Eisenhardt, K. M. (1989). Building theories from case study research. Academy of Management Review, 14(4), 532–550. https://doi.org/10.5465/amr.1989.4308385

European Commission: Directorate-General for Employment, Social Affairs and Inclusion. (2021). Union of equality: Strategy for the rights of persons with disabilities 2021-2030. Publications Office of the European Union. https://data.europa.eu/doi/10.2767/31633

Gillovic, B., & McIntosh, A. (2020). Accessibility and inclusive tourism development: Current state and future agenda. Sustainability, 12(22), 9722. https://doi.org/10.3390/su12229722

Associazione Internazionale delle Città Educative, (2020). Carta delle Città Educative. IAEC.

Liasidou, S., & Stylianou, C. (2024). Coexistence of tourism in urban planning: Active living, social sustainability, and inclusivity. Sustainability, 16(8), 3435. https://doi.org/10.3390/su16083435

Nyanjom J., Boxall K., Slaven J. (2018), Towards inclusive tourism? Stakeholder collaboration in the development of accessible tourism. Tourism Geographies, 20(4), 675–697. https://doi.org/10.1080/14616688.2018.1477828

United Nations. (2006). Convention on the Rights of Persons with Disabilities. https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf

UNESCO. (2014a). Global citizenship education: Preparing learners for the challenges of the 21st century. UNESCO Publishing

UNESCO Institute for Lifelong Learning. (2014b), Guidelines for Building Learning Cities, UNESCO Institute for Lifelong Learning

Velez, G., Mancheno, V., & Lopez, S. (2025). Mapping ecosystems: Building an understanding of an urban network of supports and resources for Black and Latino/a students. Urban Education, 60(6), 1778–1806. https://doi.org/10.1177/00420859241244768

Yin, R. K. (2005). Lo studio di caso nella ricerca scientifica. Progetto e metodi. Armando Editore

Zorde, O., & Lapidot-Lefler, N. (2025). Sustainable Educational Infrastructure: Professional Learning Communities as Catalysts for Lasting Inclusive Practices and Human Well-Being. Sustainability, 17(7), 3106. https://doi.org/10.3390/su17073106

THE FUNCTIONS OF PROFESSIONAL TEAMS IN ADDRESSING THE CHALLENGES OF RECEPTION WORK WITH YOUNG MIGRANTS

Matteo Alpini (Sapienza University of Rome, Italy) · **Francesca Alby** (Sapienza University of Rome, Italy) · **Marilena Fatigante** (Sapienza University of Rome, Italy) · **Cristina Zucchermaglio** (Sapienza University of Rome, Italy)

Community of practice | migrants | social workers

In reception settings, young migrants often arrive with difficult life histories and traumatic experiences that are deeply entangled with ongoing global challenges, from geopolitical conflicts to climate crises and socio-economic disparities. While existing literature often approaches care as an individual relationship, less attention has been paid to the collective practices that underpin educational and care pathways. This ethnographic study explores the work practices, resources, and challenges of practitioners employed in reception services for young migrants in Italy. Although the research did not initially set out to study teamwork as such, the iterative engagement with field data gradually highlighted teamwork as a key resource for addressing everyday challenges in reception work. The study is informed by the perspective of communities of practice (Lave & Wenger, 1991; Wenger, 1998), which offers a conceptual framework for interpreting socially distributed and negotiated practices. The research was conducted at an educational and social community in Rome that hosts approximately 180 adolescents and young adults aged between 16 and 22 each year. The data corpus includes 11 ethnographic visits (approximately 50 hours of observation) and 9 narrative interviews with practitioners and coordinators. Thematic analysis (Braun & Clarke, 2006, 2022) was conducted on observational reports and interview transcripts. The findings show that the work team perform four interrelated functions: (1) consolidating belonging, identity, and shared values; (2) preserving and transmitting practical knowledge; (3) enabling coordination and connectivity across boundaries; and (4) managing critical situations through collective reflection and emotional containment. In this way, the team's local action creates a transformative environment not only for the young people in care but also for the professionals themselves, supporting continuity and long-term sustainability. The analysis also highlights the "costs" of collaborative work. Teamwork is time-consuming, may complicate the inclusion of newcomers, requires continuous negotiation, and can generate conflict, particularly when operational urgencies and institutional constraints limit opportunities for dialogue. The study highlights the importance of investing in both formal and informal team practices as key social infrastructures that sustain coordination, learning, and professional identity in complex, resource-limited care contexts.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Braun, V., & Clarke, V. (2022). Conceptual and design thinking for thematic analysis. Qualitative Psychology, 9(1), 3–26. https://doi.org/10.1037/qup0000196

Lave, J., & Wenger, E. (1991). Situated learning: Legitimate peripheral participation. Cambridge university press.

Wenger, E. (1998). Communities of practice: Learning as a social system. Systems thinker, 9(5), 2-3.

TRANSNATIONAL LEARNING COMMUNITIES FOR ACTIVE CITIZENSHIP: LESSONS FROM 'SCHOOLS BEYOND REGIONS AND BORDERS'

Giuseppe Zorzi (University of Trento, Italy) · **Daniela Ferrari** (University of Trento, Italy)

Translocal Learning Communities | Democratic Participation and Agency | Situated Collaborative Pedagogy

In a context marked by democratic backsliding and accelerating socio-ecological crises, Learning Communities (LCs) are increasingly framed as transformative environments that extend learning beyond the boundaries of individual institutions (Agostini 2016). While many LC models are grounded in neighbourhood-based community pacts, we argue that LCs must also be reconceptualized as trans-local democratic infrastructures capable of connecting situated educational practice with broader European civic engagement. Such infrastructures foster student agency and participatory competence through project- and problem-based learning, applied inquiry, and collaborative classroom projects, enabling schools to engage with complex societal challenges while connecting global knowledge to local contexts. We illustrate this principle through Schools Beyond Regions and Borders (SBRB), a transnational Learning Community linking secondary schools across thirteen European countries with universities, regional authorities, and civil society organizations. Drawing on socio-ecological perspectives and the theory of situated learning (Lave and Wenger 1991), we conceptualize schools as nodes within a multi-level learning ecosystem, where knowledge circulates across institutional and geographical scales and is interpreted in locally meaningful ways. SBRB combines centralized access to expert knowledge with locally contextualized classroom projects, enabling students to engage critically with issues such as gender equality, peacebuilding, hate speech, and environmental sustainability, to name a few. While cross-school collaboration is not systematically prescribed yet, the framework already facilitates conditions for trans-local reflection and dialogue, supporting a distributed learning space that balances common thematic engagement with local autonomy. In line with Biesta and Lawy's (2006) notion that democracy is learned through participation rather than transmitted as content, SBRB emphasizes learning processes in which students actively engage with complex issues, interpret them in relation to their local contexts, and apply insights in classroom projects, fostering critical thinking, agency, and participatory competence. Based on observations from student engagement, classroom activities, webinar interactions, and teacher reflections, we discuss emerging patterns shaping trans-local Learning Communities, including the ways global knowledge is locally interpreted, the role of institutional partnerships in sustaining participations, and conditions that enable or limit cross-school collaboration. Building on Wenger-Trayner and Wenger-Trayner's (2020) work on value creation in social learning spaces, our reflections highlight the importance of durable alliances between schools and higher education institutions, strategically supported by digital infrastructures, in maintaining continuity, reciprocity, and the transformative potential of trans-local LCs. Overall, SBRB exemplifies how a Learning Community framework can extend the democratic space of schooling beyond local boundaries while preserving contextual sensitivity. The case demonstrates that multilevel learning infrastructures, combining centralized expertise with locally situated pedagogy, offer a replicable model for schools seeking to foster critical agency, collective knowledge, and active engagement with complex societal challenges.

Agostini, Evi. 2016. "Learning in and out of School: A Phenomenological Approach to Learning Experiences." In Teacher Education in a Transnational World, edited by R. Heilbronn and C. Schiller, 131–146. London: Symposium Books. (Note: I have selected a verified English publication by one of your panel convenors, Evi Agostini, which is strategically useful for your proposal).

Biesta, Gert, and Robert Lawy. 2006. "From Teaching Citizenship to Learning Democracy: Overcoming Individualism in Research, Policy and Practice." Cambridge Journal of Education 36 (1): 63–79.

Lave, Jean, and Etienne Wenger. 1991. Situated Learning: Legitimate Peripheral Participation. Cambridge: Cambridge University Press.

Wenger-Trayner, Etienne, and Beverly Wenger-Trayner. 2020. Learning to Make a Difference: Value Creation in Social Learning Spaces. Cambridge: Cambridge University Press.

TRANSFORMATIVE CHALLENGES BETWEEN DECOLONIAL EDUCATIONAL RESEARCH AND LEARNING COMMUNITIES: LONGITUDINAL EXPLORATIONS IN SOCIO-EDUCATIONAL CONTEXTS IN KENYA

Rosita Deluigi (Unimc - Università di Macerata, Italy)

decolonial educational research | co-creation of knowledge | learning communities

The co-production of community knowledge presents the challenge of mutual understanding across languages, cultures and constantly changing contexts. The promotion of Learning Communities (LCs) is also facilitated through pedagogical research oriented towards decoloniality, in which participants can actively engage (Kindon et al., 2017; Lenette, 2022). In this sense, it is worthwhile to develop pathways of 'experiential research' aimed at generating processes and outcomes that have a significant impact on the quality of life within communities, taking into account the diverse characteristics of LCs (Deluigi, 2024; 2026). In this collaborative framework, all participants contribute to the creation of knowledge, guided by objectives shared by an open and dynamic group that identifies with common interests, closely tied to concrete realities (and therefore subject to change). Throughout the various phases of work and self-exploration, a culture of learning is fostered, drawing on joint reflection and auto-ethnographic insights linked to the strategies and actions implemented (Bianchi, 2025; Gariglio, 2025). This leads to the enhancement of widespread learning; consequently, knowledge becomes the group's heritage and does not belong to a single expert figure, often external to the community. Promoting processes of co-creation, in which the agency of those who initiate or facilitate the path is oriented towards fostering active community environments, restores a tangible and recognisable value to participation (Chick et al., 2025; Kapoor-Jordan, 2009). Paradigms that favour reciprocity, moving away from extractive practices, are committed to building spaces for dialogue to be understood as a genuine process of shared consciousness-raising amongst those participating in action research, as subjects and agents of problematising diversity (Freire, 1987; 2010; Glissant, 1996). Decolonial educational research, therefore, fosters plural narrative spaces within LCs, activating non-rhetorical participatory movements (Hare, 2021; Muraca, 2021; Reason et al., 2008). In this sense, LCs become an indispensable subject for animating spaces of co-creation in which social innovation has a transformative value (Fabbri-Capaccioli, 2025; Sarkissian et al., 2010; Zoletto, 2023). These framework elements enable us to retrace consolidated experiential action-research projects between the University of Macerata and several socio-educational services of the Koinonia APS Association, in Kilifi and Nairobi (Kenya), outlining some longitudinal features of participatory perspectives in a multi-faceted manner amongst: researchers who question their own critical positions and engage with many 'elsewheres', initiating explorations and new educational geographies; educators who work daily in the field, in situations systematically marginalised, placing proposals for emancipation and new horizons of a sustainable future at the forefront; university students who choose to be guided through a continuous mediation between theoretical knowledge, prefigurations and the lived experience of community; children, adolescents and young people who experiment with cooperative learning dynamics, charting trajectories of solidarity, peer mentoring and liberation from prescribed marginalisation (Cuccu, 2022; Deluigi, 2019; Deluigi-Cadei, 2019; Deluigi-Gozzelino, 2022; Deluigi-Aruba, 2023). The paper will highlight the dynamic characteristics of decolonial research, engaged in actions that support LCs, which take shape in times and spaces that constantly activate reflective thinking and committed action as factors giving meaning to a 'pedagogy on the move' capable of adopting collateral perspectives.

Bianchi L. (2025), Il metodo autoetnografico in pedagogia, Scholé.

Chick, Nancy L., Peter Felten, and Katarina Mårtensson (2025), The SoTL Guide: (Re)Orienting the Scholarship of Teaching and Learning, Elon, NC: Elon University Center for Engaged Learning.

Cuccu, M. (2022), Educare a colori. Progettare atelier per l'infanzia tra le pieghe delle comunità locali, FrancoAngeli.

Deluigi, R. (2019), Sconfinare nei luoghi dell'educazione: legami e creatività in un'esperienza di ricerca condotta a Kilifi (Kenya). Pedagogia Oggi, 17.1, 341-353.

Deluigi, R. (2024), La ricerca esperienziale come luogo di sensi: strategie di innesco di paradigmi decoloniali, Pedagogia e Vita, 82.2, 102-112.

Deluigi, R. (2026), pratiche di ricerca educative decoloniali. Quando il campo curva linee rette. In L. Bianchi, A. D'Antone (eds), Pedagogia interculturale e inclusione sociale, Scholè, 118-141.

Deluigi, R., Aruba, E. (2023), Challenges, fears, and opportunities in Kilifi county, Kenya. In L. Milani, G. Gozzelino (a cura di), Donne, bambine e diritti. I mille volti della violenza di genere, Progedit, 97-114.

Deluigi, R., Cadei, L. (2019), Identity frontiers, necessary borders and porous challenges, ovvero criticità, ambiguità e valenze plurali dello spazio di frontiera in ottica plurilingue. In N. Arrigo, A. Bonomo, K. Chircop (eds), Identity navigation: rethinking languages, literatures and cultures between challenges and misinterpretations, Edizioni Sinestesie, 75-93.

Deluigi, R., Gozzelino, G. (2022), Sguardi, corpi e posizionamenti. Esperienze educative e di ricerca tra Kenya, Senegal e Italia. Me-Tis, 12.2, 102-115.

Fabbri L., Capaccioli M. (2025), Realizzazioni positive della differenza. Pratiche situate e apprendimenti quotidiani. MeTis, 15(1), 186-200.
Freire P. (1987), Pedagogia do Oprimido, Paz e Terra.
Freire P. (2010), Pedagogia da autonomia. Saberes necessários à prática educativa, Paz e Terra.
Gariglio L. (2025), Autoetnografia: un metodo di ricerca fra Scienze sociali, arte e letteratura, Carocci.
Glissant E. (1996), Introduction à une poétique du divers, Gallimard.
Hare J. (2021), Indigenous synergies for decolonizing action research. The Canadian Journal of Action Research, 21(3), 4-16.
Kapoor D., Jordan S. (Eds.) (2009), Education, Participatory Action Research, and Social Change, Palgrave Macmillan.
Kindon S., Pain R., Kesby M. (Eds.) (2017), Participatory Action Research Approaches and Methods: Connecting People, Participation and Place, Routledge.
Lenette, C. (2022), Participatory action research: Ethics and decolonization, Oxford University Press.
Muraca M. (a cura di) (2021), Conversazioni dal Sud. Pratiche politiche, educative e di cura, NeP Edizioni.
Reason P., Bradbury H. (Eds.) (2008), The SAGE Handbook of Action Research: Participative Inquiry and Practice, SAGE Publications.
Sarkissian W., Hurford D., Wenman C. (2010), Creative Community Planning: Transformative engagement methods for working at the edge, Earthscan.
Zoletto D. (2023), Riflessività postcoloniale e ricerca pedagogica nei contesti ad alta complessità socioculturale. Educational reflective practices, 1/2023, 139-150.

THE VALUE OF COMMUNITY NETWORKS IN DISADVANTAGED SCHOOL SETTINGS: LESSONS FROM TWO ITALIAN CASE STUDIES

Cristiano Caltabiano (Fondazione Terzjus ETS, Italy)

Community learning | inclusion | associations

In Italy, like other developed countries, the education system faces the challenge of making schools more inclusive and adapted to current social challenges, fostering in particular the integration of children and youth who, for various reasons, are disadvantaged (growing up in vulnerable families or disadvantaged neighborhoods, or being neurodivergent and therefore having specific educational needs). School dropout and poor results in international school tests are the most obvious symptoms of public education's inability to address the most "problematic students". In recent years, a broad national debate has been developed on the need to adopt community pacts at the local level, through collaboration between teachers, families, and civil society associations. Albeit employing different approaches, these initiatives aim to experiment inclusive projects involving students experiencing greater difficulties, by using informal learning techniques, often integrated with conventional classroom teaching activities. The article reviews main research findings on two inclusive school experiences, both initiated by third sector organizations and inspired by the idea that a community learning strategy can be employed in order to improve the academic careers and civic activation of students who are falling behind. The first is Maestri di Strada, an association of educators founded in the 1990s to provide educational opportunities for street children living in Naples' most difficult neighborhoods. La Ricostituente network was created more recently, in 2020, by a social worker with the aim of empowering young people (17-19 years old), including those with traumatic experiences, to express their views on the future of Italy through the rewriting of articles of the Constitution. Drawing on the evidence emerging from the two case studies, carried out with a mix-method research design (narrative interviews with key informants, participant observation and documentation collection), the potential of pedagogical approaches based on cooperative learning, as well as of project and team work, will be explored in depth. Likewise, the genesis of these associative groups and their relationship with educational institutions will be rigorously examined, focusing on another essential factor in making educational practices truly transformative.

Filippini, Federica, Giustini, Chiara, Chance, la scuola delle seconde opportunità, in "Ricerche di Pedagogia e Didattica", vol. 5, n.2, 2010, pp. 103-126.
Fine, Gary Allan, Tiny Publics: A Theory of Group Action and Culture, Russel Sage Foundation, New York, 2012.
Furfaro, Rachele, La buona scuola. Cambiare le regole per costruire l'uguaglianza, Feltrinelli Editore, Milano, 2022.
Galli della Loggia, Ernesto, L'aula vuota. Come l'Italia ha distrutto la scuola, Feltrinelli Editore, Milano, 2020.
Geertz, Clifford, The interpretation of cultures, Basic Book, New York,1973.
Hart, Roger., Children's Participation: From Tokenism To Citizenship, UNICEF International Child Development Centre. Istituto degli Innocenti, Firenze, 1992.
Invalsi, La dispersione implicita nelle Prove INVALSI 2022, https://www.invalsiopen.it (documento scaricato il 25/04/2024).
Iorio, Ilaria, Fenizia, Elisabetta, Parrello, Santa, La dimensione riflessiva nel lavoro socio-educativo dei maestri di strada alla prova della pandemia, in " TOPIC-Temi di Psicologia dell'Ordine degli Psicologi della Campania", vol. 1, n.1, 2022, pp.1-21.
Locatelli, Rita, La prospettiva dell'educazione come bene comune quale quadro di riferimento per i Patti educativi di comunità, in "Civitas educationis", a. X, n. 2, dicembre 2021, pp.175-191.
Luisi, Daniela, Mattioli, Cristina, Zabatino, Alessia, Patti Educativi Territoriali e percorsi abilitanti. Un'Indagine Esplorativa, rapporto di ricerca del Forum Disuguaglianze e Diversità, Roma, dicembre 2021.

Viani, Alessandra, La scuola e il disagio giovanile. Studiare e formarsi al tempo del Covid-19, in Consiglio Nazionale dei Giovani, a cura di, Il disagio giovanile oggi, Sapienza University Press, Roma, 2022, pp. 173-180.

Zucca, Gianfranco, a cura di, Il ri(s)catto del presente. Giovani e lavoro nell'Italia della crisi, Rubbettino Editore, Soveria Mannelli (CZ), 2018.

SHIFTING EDUCATOR PERSPECTIVES ON CHALLENGING BEHAVIOR THROUGH A RESEARCH–PRACTICE PARTNERSHIP IN RURAL EARLY CHILDHOOD SETTINGS

Cathy Grist (Western Carolina University, United States of America) · **Hannah Thompson** (Texas A & M University) · **Lori Caudle** (University of Tennessee, Knoxville)

Professional learning | Transfomring perceptions | early childhood educators

Challenging behaviors exhibited by young children in early childhood classrooms have been interpreted through a deficit lens in which behaviors are attributed to the child, parenting, or genetic traits. Children from marginalized communities, such as those who are Black, Indigenous, or People of Color (BIPOC), those who have disabilities, or those who live in poverty, are subject to such attributes. In these multilayer perspectives, children who are exhibiting challenging behaviors are seen as being oppositional and intentional rather than as responses to trauma. Trauma is not typically considered a plausible explanation for the behavior (Bartlett, 2019). This presentation examines how early childhood educators who participated in a Research-Practice Partnership (RPP) focused on trauma in professional learning sessions shifted their interpretations of challenging behavior from a deficit lens to responding to the behavior from a trauma lens. This shift facilitated educators' understanding of relational and contextual care. This research explores how an RPP sustained collaborative planning between research and educators, resulting in a relational, trauma-informed lens that supported educators and practices over time. The foundation of this research was based on the framework of an RPP (Arce-Trigatti et al., 2024; Hendrick et al., 2017, 2023). This framework focused on long-term collaboration between educators and researchers to solve complex issues and problems through research on educational improvements and equitable transformations. Another foundational component of this research was based on the framework of SAMSA's guiding principles to a trauma-informed approach, which includes safety, peer support, trustworthiness and transparency, collaboration, and empowerment (SAMSA, 2026). Both frameworks position learning as a collaborative process in which educators transform their beliefs about challenging behaviors through a trauma-informed lens and the impact that trauma has on child development and behaviors. A qualitative case study was used to investigate how educators perceived and described challenging behaviors, and how those perceptions and descriptions evolved after participation in a professional learning community embedded within an RPP. There was one research question addressed in the study: 1) How do early childhood educators' perceptions of challenging behaviors shift over time following participation in a sustained professional learning community? There were 6 educators from a rural community in the Southeastern United States who participated in the study, and data were collected from a qualitative survey before the professional learning community started and again four years later. Participants consisted of both lead teachers with bachelor's degrees and teaching assistants with a two-year degree. Open-ended qualitative surveys that explored participants' descriptions of challenging behaviors that occurred in the classroom, as well as perceptions of trauma-informed care, were used to collect the data. Preliminary results indicated a substantial shift in the perspectives of educators' beliefs about challenging behaviors. Pre-interview results framed challenging behaviors as intentional or caused by poor parenting practices or genetics. Post-interview results revealed a shift in perceptions of challenging behaviors and connected the behaviors to trauma. Participants described implementing strategies that were based on relationships and brain development. These findings indicate that professional learning through an RPP can transform perceptions and practices.

Arce-Trigatti, P., Henrick, E., Schmidt, D., & Wright, K. (2024). Broadening our Understanding of how Research-Practice Partnerships Support Educational Improvement and Equitable Transformation. Peabody Journal of Education, 99(3), 251–258. https://doi.org/10.1080/0161956X.2024.2358696

Bartlett, Jessica. (2019). The Role of Early Care and Education in Addressing Early Childhood Trauma. American Journal of Community Psychology. 64. 10.1002/ajcp.12380.

Henrick, E. C., Cobb, P., Penuel, W. R., Jackson, K., & Clark, T. (2017). Assessing research-practice partnerships: Five dimensions of effectiveness. William T. Grant Foundation.

Henrick, E., Farrell, C. C., Singleton, C., Resnick, A. F., Penuel, W. R., Arce-Trigatti, P., Schmidt, D., Sexton, S., Stamatis, K., & Wellberg, S. (2023). Indicators of research-practice partnership health and effectiveness: Updating the five dimensions framework. National Center for Research in Policy and Practice and National Network of Education Research-Practice Partnerships

Substance Abuse and Mental Health Services Administration. (2026). Trauma-informed approaches and programs. https://www.samhsa.gov/mental-health/trauma-violence/trauma-informed-approaches-programs.

FROM MEDIA LITERACY TO DEMOCRATIC PRACTICE: YOUTH LEARNING COMMUNITIES CONFRONTING DISINFORMATION AND AI

Laura Bullon-Cassis (Geneva Graduate Institute, Switzerland) · **Christine Lutringer** (Geneva Graduate Institute, Switzerland)

Youth participation | Learning Communities | Disinformation

This paper examines DE.CO.DE, a pilot initiative in the Lake Geneva region that positions young people aged 15 to 25 as active agents in strengthening democratic culture in the face of disinformation, deepfakes, and artificial intelligence. Rather than treating media literacy as a technical competence alone, the project conceptualises it as a democratic practice grounded in collective inquiry, public reasoning, and shared responsibility. DE.CO.DE is framed as a multi level Learning Community structured around youth participation and agency. At the micro level, workshops function as youth to youth democratic spaces in which participants critically analyse digital content, examine the political implications of algorithmic systems, and deliberate on norms for responsible engagement in public debate. Pedagogical approaches include problem based learning, debate, and facilitated collective reflection, with a sustained emphasis on voice, reciprocity, and the co construction of knowledge. At the ecosystem level, the initiative connects a university research centre, schools, journalists, youth networks, and civic actors in Geneva and Vaud, forming a cross sector learning community in which young people engage directly with researchers, educators, and media professionals around questions of democratic responsibility in digital environments in Switzerland and beyond. This interorganizational dimension extends democratic learning beyond formal classrooms and situates youth participation within a broader regional process aimed at strengthening democratic resilience. The initiative further integrates journalists with international field experience and a participant cohort composed of both locally embedded youth and international students, deliberately creating a space for the exchange of situated media experiences across diverse political and cultural contexts. By linking youth engagement at the local level to global information disorders, and by connecting both local and international youths living in the region, the paper argues that youth centred Learning Communities can operate as democratic infrastructures that cultivate critical judgement, systems thinking, and collaborative capacities. It also reflects on the institutional and pedagogical conditions required to sustain democratic participation and interorganizational learning over time.

Mihailidis, Paul, and Benjamin Thevenin. 2013. “Media Literacy as a Core Competency for Engaged Citizenship in Participatory Democracy.” American Behavioral Scientist 57(11): 1611–1622.

Vescio, Vicki, Dorene Ross, and Alyson Adams. 2007. “A Review of Research on the Impact of Professional Learning Communities on Teaching Practice and Student Learning.” Teaching and Teacher Education 24(1): 80–91.

STUDENT CO-RESEARCH, LEARNING COMMUNITIES AND THE DEMOCRATIZATION OF EVIDENCE IN EDUCATIONAL RESEARCH

Juliana Elisa Raffaghelli (Università degli Studi di Padova, Italy)

Learning Communities | Student Co-Research | Democratic Knowledge Infrastructures

Research has repeatedly documented the fragmented, selective, and often symbolic use of educational research in policy and school practice (Edwards-Schachter & Greca, 2017). Evidence is frequently invoked rhetorically, yet only partially translated into collective decision-making or structural change. This persistent gap has been framed, in broader science policy debates, as a manifestation of the “Ivory Tower” problem: the relative isolation of academic knowledge from the social contexts it is meant to serve. In response, frameworks of Responsible Research and Innovation (RRI) and Public Engagement have emerged as attempts to reconfigure the relationship between science and society(Owen et al., 2012; Ceseracciu, 2023). In both concepts, research moves beyond dissemination or consultation; it entails the meaningful involvement of citizens in shaping research questions, methods, interpretations, and uses. However, while these frameworks have been widely discussed in fields such as technology and sustainability, their implications for educational

research remain uncertain and under-theorized. If responsibility and engagement are to be structurally embedded rather than rhetorically endorsed, they require educational practices that redistribute epistemic agency. In the field of teacher education, this opens a crucial possibility: repositioning students not as passive recipients or future "users" of evidence, but as co-researchers participating in the co-production, translation, and circulation of locally relevant knowledge (Timmis et al., 2024). Further pedagogical framing is necessary, though. I therefore build upon the theory of Learning Communities (LCs) presented as democratic responses to global socio-ecological challenges (Montanari, 2025; Francesconi et al., 2024). Pre-service teachers can be conceptualized as boundary actors who traverse institutional domains—universities, schools, municipal authorities—facilitating the movement of knowledge across them. This paper argues that the transformative potential of LCs depends not only on partnerships between institutions and local actors, but on the democratization of educational knowledge itself. Democratic schooling, in this sense, demands infrastructures that enable communities to critically generate, deliberate upon, and act on evidence, rather than merely receive expert recommendations. I hence introduce an empirical case, namely, a course-embedded co-research project involving 134 pre-service primary teachers at the University of Padova. Working in small groups, students designed and administered interviews and questionnaires grounded in European competence frameworks, collecting 383 responses within school networks. A core research item examined how educational research is perceived and mobilized in school innovation processes. Mixed-methods analysis revealed a persistent perception–practice gap: research is rhetorically valued but rarely integrated into collective decision-making. However, stronger orientations toward research use emerged when initiatives were locally anchored, problem-driven, and discussed within proximate decision arenas, suggesting that proximity and deliberative spaces are decisive for uptake. Crucially, the co-research process itself functioned as a Learning Community intervention. Through cycles of co-definition, data production, joint analysis, and member checking, students, faculty, and school actors engaged in structured collective sensemaking. I argue that beyond improving students and schools' awareness on research use, the process cultivated a culture of scientific literacy understood as a collective democratic capacity: the ability of a community to question sources and deliberate on evidence.

Ceseracciu, C., Branca, G., Deriu, R., & Roggero, P. P. (2023). Using the right words or using the words right? Re-conceptualising living labs for systemic innovation in socio-ecological systems. Journal of Rural Studies, 104, 103154. https://doi.org/10.1016/j.jrurstud.2023.103154

Edwards-Schachter, M., & Greca, I. M. (2017). Responsible Research and Innovation: An Opportunity to reframing Science (and Technological) Education? ESERA 2017, ONLINE. https://core.ac.uk/download/pdf/132575398.pdf

Folke, C., Carpenter, S. R., Walker, B., Scheffer, M., Chapin, T., & Rockström, J. (2016): Social-ecological resilience and biosphere-based sustainability science. Ecology and Society, 21 (3). Article 41. https://doi.org/10.5751/ES-08748-210341

Francesconi, D., Mörth, A., & Schneider, L. (2024): Quality of life and learning networks in Vienna. An innovative and sustainable approach to living a good life. In C. C. Walther (Ed.), Handbook of Quality of Life and Social Change (pp. 263-271). Springer VS.

Montanari, S. (2025). Learning cities bridging innovation and transformative education: the Viennese case study of Bildungsgrätzl. QTIMES

Owen, R., Macnaghten, P., & Stilgoe, J. (2012). Responsible research and innovation: From science in society to science for society, with society. Science and Public Policy, 39(6), 751–760. https://doi.org/10.1093/scipol/scs093

Timmis, S., Mgqwashu, E., Trahar, S., Naidoo, K., Lucas, L., & Muhuro, P. (2024). Students as co-researchers: Participatory methods for decolonising research in teaching and learning in higher education. Teaching in Higher Education, 29(7), 1793–1812. https://doi.org/10.1080/13562517.2024.2359738

"CLASSI IN RETE": A FORM OF EXTENDED SCHOOLING TO SUPPORT TEACHERS' COLLABORATION AND TECHNOLOGICAL SKILLS

Michelle Pieri (Università degli Studi di Trieste) · **Stefano Cacciamani** (Università della Valle d'Aosta) · **Stefania Chipa** (INDIRE - Italian National Institute for Documentation, Innovation and Educational Research, Italy) · **Serena Greco** (INDIRE - Italian National Institute for Documentation, Innovation and Educational Research, Italy) · **Giuseppina Rita Jose Mangione** (INDIRE - Italian National Institute for Documentation, Innovation and Educational Research, Italy)

knowledge building communities · extended schooling · collaboration and technological skills

Introduction "Classi in rete" model uses digital tools (Webex and Knowledge Forum) to enable teachers and students in small schools to participate in new learning experiences and collaborate with other small and "standard" schools through shared planning and joint educational projects (Mangione et al., 2021). Designed to address the geographical and cultural isolation often affecting these schools, the model aims to promote teachers' and students' technological and collaborative skills. The paper focuses on the impact on teachers' skill development, considering evidence (Kormos & Wisdom, 2023) that teachers in small and rural schools often show lower technological literacy and use technology less frequently than

urban teachers. Method The study involved 26 participants: 18 teachers (16 females; M age = 50.06, SD = 10.79) and 8 school principals (7 females; M age = 56.88, SD = 6.94) of small schools in Liguria. Data was collected at the end of the programme through a purpose-built questionnaire with five parallel items for teachers and principals, enabling systematic cross-role comparison. The tool assessed perceived development of teachers' collaborative (3 items) and technological (2 items) competences on a 5-point Likert scale (5 = Completely agree; 1 = Completely disagree). Given the ordinal measurement level and limited sample size, non-parametric inferential statistics were employed throughout. Between-group differences were assessed via the Mann–Whitney U test. Within-group comparisons were examined through Friedman's test; where significant effects emerged, pairwise post hoc comparisons were performed using the Wilcoxon signed-rank test. Differences across the two technological competencies items were evaluated directly via the Wilcoxon signed-rank test. Results The analysis showed consistently high ratings (>3.5 on a 1–5 scale), indicating strong agreement among teachers and school leaders that participation in "Classi in rete" fostered teachers' collaborative and technological competences. No statistically significant differences emerged between the two groups' overall evaluations. For collaborative competences responses considered jointly revealed a significant difference ($\chi^2(2)=10.25$, $p<.01$): post hoc analyses showed stronger collaboration with teachers from other schools (M=4.61, SD=0.57) than with colleagues of the same school (M=4.19, SD=1.06; Z=-2.95, p<.01). For technological competences, no significant differences emerged between the use of the asynchronous (Knowledge Forum) and synchronous tool (Webex). Discussion "Classi in rete" can be framed within the framework of 'extended school' (Mangione et al., 2025) in digital space, where innovation in small schools is shaped by educational spatiality, plurality, and continuity. In this perspective, digital networking becomes a condition that expands educational action beyond geographical constraints. The evidence supports this framework: stronger teachers' collaboration across schools than within schools suggests digitally mediated educational spatiality beyond institutional boundaries. Similar evaluations by teachers and principals indicate shared recognition of competence development (plurality), while comparable gains in synchronous and asynchronous technological competences reflect balanced collaborative practices, supporting educational continuity.

Kormos, E., & Wisdom, K. (2023). Digital divide and teaching modality: Its role in technology and instructional strategies. Education and Information Technologies. Advance online publication. https://doi.org/10.1007/s10639-022-11488-5

Mangione, G. R. J., Cannella, G., & Chipa, S. (2025). La scuola diffusa: Innovazione pedagogica tra sperimentazione e scalabilità. FrancoAngeli.

Mangione, G. R. J., Pieri, M., Cacciamani, S., & Tancredi, A. (2021). "Classi in rete". Rethinking education in small schools. An experimental research in Abruzzo. In Proceedings of the Second International Conference of the Journal Scuola Democratica: Reinventing Education (Vol. 2, pp. 305–313). Scuola Democratica.

FAMILIES AS PARTNERS: LEARNING COMMUNITIES IN SOCIO-ECONOMICALLY DISADVANTAGED SCHOOL CONTEXTS

Samy-Jo Kuhn (Friedrich-Alexander-Universität Erlangen-Nürnberg, Germany) · **Livia Jesacher-Roessler** (Friedrich-Alexander-Universität Erlangen-Nürnberg, Germany)

Parental Involvement | Community-Based Learning Communities | Educational Inequality

Problem Cooperation between schools, families, and local actors is increasingly recognized as a key element in the development of community-based learning communities (CBLCs). Research shows that especially parental involvement positively influences students' learning outcomes and well-being (Epstein, 1985; Jeynes, 2011). However, educational trajectories remain strongly associated with socio-economic status and migration background, particularly in schools located in socio-economically disadvantaged contexts (low-SES contexts) (Mang et al., 2023; Autorengruppe Bildungsberichterstattung, 2024). These schools often assume broader social responsibilities. However, cooperation with marginalized families remains challenging. Language barriers, institutional distance, and negative school experiences may limit participation (Barce, 2025). In addition, deficit-oriented discourses about schools in disadvantaged areas can obscure structural conditions and hinder inclusive collaboration (Bremm, Klein & Racherbäumer, 2016). Understanding how schools engage families in these contexts is therefore crucial for developing inclusive CBLCs. Purpose This paper examines how parental involvement in SES-schools in Germany is described in the educational research literature and how these practices can contribute to the development of CBLCs. The study addresses three research questions: (1) Which forms of parental involvement are described in SES-schools? (2) Which conditions foster or hinder successful

cooperation between schools and families? (3) Which measures are discussed in the literature to strengthen collaboration? Theoretical Lens The study draws on research on educational inequality and family–school partnerships and connects these perspectives to socio-ecological approaches to learning communities. Within this framework, schools, families, and community actors are understood as interconnected participants in local learning ecosystems shaped by multiple contextual influences (Bronfenbrenner, 1979; Epstein, 2011). Parental involvement is conceptualized not only as support for individual learning but also as a form of collective participation contributing to democratic and collaborative learning environments and to the development of CBCLs (Wenger, 1998). Methodology The study is based on a systematic literature review (Willems, 2020; Engelmann, 2024). In total, 454 publications were screened using a PRISMA-inspired procedure. After title and abstract screening and a full-text review of 62 publications, six empirical studies met all inclusion criteria. The studies were analyzed using structuring qualitative content analysis following Kuckartz and Rädiker (2022). A theory-informed category system synthesized findings on forms of parental involvement, contextual conditions, barriers, and measures. Findings Across the studies, informational formats (e.g., parent meetings or information letters) represent the most common form of parental involvement. Counseling formats such as individual consultations are also widely documented. Additional approaches include participatory structures, cooperative formats, low-threshold offers (e.g., parent cafés), and school-wide initiatives. The studies mainly address families experiencing multiple disadvantages, including poverty, language barriers, educational distance and unstable family conditions. Successful cooperation is associated with trust-building, clear communication, cultural sensitivity, and low-threshold access, while barriers include language difficulties, precarious living conditions, time constraints, and limited trust in institutions. Discussion The findings suggest that parental involvement in low-SES contexts often develops through relationship-oriented and accessible practices rather than formal participation structures. From a learning communities perspective, these practices can serve as entry points for broader collaboration between schools, families, and local actors and contribute to the development of inclusive CBLCs.

Autorengruppe Bildungsberichterstattung. (2022). Bildung in Deutschland 2022: Ein indikatorengestützter Bericht mit einer Analyse zum Bildungspersonal. wbv. https://www.bildungsbericht.de

Barce, L. D. (2025). Parental involvement in schools: Barriers, challenges, and strategies. British Journal of Arts and Humanities, 7(3), 461–469. https://doi.org/10.34104/bjah.02504610469

Bremm, N., Klein, E. D., & Racherbäumer, K. (2016). Schulen in schwieriger Lage: Forschungsbefunde und Perspektiven für Schulentwicklung. Beltz Juventa.

Bronfenbrenner, U. (1979). The ecology of human development: Experiments by nature and design. Harvard University Press.

Engelmann, I. (2024). Leitfaden zur Erstellung eines systematischen Literaturreviews. Friedrich-Schiller-Universität Jena, Institut für Kommunikationswissenschaft.

Epstein, J. L. (1985). Home and school connections in schools of the future: Implications of research on parent involvement. Peabody Journal of Education, 62(2), 18–41. https://doi.org/10.1080/01619568509538471

Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2002). School, family, and community partnerships: Your handbook for action. Corwin Press.

Kuckartz, U., & Rädiker, S. (2022). Qualitative Inhaltsanalyse: Methoden, Praxis, Computerunterstützung (5. Aufl.). Beltz Juventa.

Mang, J., Müller, K., Lewalter, D., Kastorff, T., Müller, M., Ziernwald, L., Tupac-Yupanqui, A., Heine, J.-H., & Köller, O. (2023). Herkunftsbezogene Ungleichheiten im Kompetenzerwerb. In K. Reiss, M. Weis, E. Klieme, & O. Köller (Hrsg.), PISA 2022: Analysen zur Bildungssituation in Deutschland (S. 163–198). Waxmann.

Wenger, E. (1998). Communities of practice: Learning, meaning, and identity. Cambridge University Press.

Willems, A. S. (2020). Leitfaden: Das systematische Review. Georg-August-Universität Göttingen, Institut für Erziehungswissenschaft.

HUMAN-CENTRED AI AND COLLECTIVE LEARNING IN SOCIO-EDUCATIONAL COMMUNITIES: INSIGHTS FROM THE TEACH-AI PROJECT

Federica Emanuel (eCampus University, Italy) · **Marco Rondonotti** (eCampus University, Italy)

Generative Artificial Intelligence | Learning Communities | Socio-Educational Services

In recent years, socio-educational systems have increasingly faced the challenge of integrating emerging technologies while preserving the relational and democratic foundations of educational work. At the same time, local partnerships among schools, social services, and community organizations are becoming central to addressing complex global challenges. Within this perspective, learning communities represent a key framework for fostering collective knowledge production, democratic participation, and transformative educational practices. This contribution presents preliminary findings and theoretical reflections emerging from the TEACH-AI (Transformative Educational Approaches for Civic and

Human-centred AI) research project, conducted by the CREDDI research group at eCampus University (Adamoli et al., 2026). The project investigates how generative artificial intelligence is perceived, understood, and potentially integrated within Italian socio-educational services, involving professionals from social cooperatives and community-based organizations. Through a participatory research design combining survey research and action-oriented methodologies, the project aims to analyse current practices and to support the co-development of strategies for a responsible and human-centred integration of AI in educational contexts. The empirical phase of the research involved over 400 workers from social cooperatives distributed across the Italian territory. Data were collected through the PAIR (Participatory AI for Inclusive Relationships) questionnaire (Rondonotti & Emanuel, in press), designed to investigate three key analytical dimensions: capability, referring to professionals' competences to use AI meaningfully; affordance-in-practice, addressing the situated ways in which technological possibilities are activated within everyday work; and sentiment, capturing the emotional and socio-cultural perceptions associated with AI adoption. The results highlight an ambivalent relationship between socio-educational professionals and generative AI. On the one hand, AI is recognized as a potential resource for accessing information, supporting problem solving, and optimizing administrative tasks. On the other hand, participants express concerns about the possible weakening of educational relationships, risks related to data privacy, and the standardization of complex socio-educational processes. This tension reveals a broader challenge for learning communities: how to harness technological affordances without compromising the relational, contextual, and ethical dimensions that characterize educational care (Fiorucci & Bevilacqua, 2024). From the perspective of learning communities, the TEACH-AI project proposes a framework in which technological innovation is embedded within participatory governance processes involving educators and organizations. By adopting action research and collaborative design practices, the project aims to support collective learning processes that enable professionals to critically interpret and shape the role of AI in their contexts. In this sense, learning communities become spaces where technological, pedagogical, and ethical dimensions intersect, allowing local actors to co-construct responses to global transformations (Garkisch & Goldkind, 2025).

Adamoli, M., Emanuel, F., Marangi, M., & Rondonotti, M. (2026). ARISE-AI: rilevare e orientare le pratiche didattiche con l'Intelligenza Artificiale in una prospettiva human-centered. RTH – Research Trends in Humanities Education & Philosophy, 13(1), 35-50.

Bevilacqua, A., & Fiorucci, A. (2024). Il dibattito scientifico sull'Intelligenza Artificiale in ambito educativo: una scoping review sugli approcci e sulle tendenze della ricerca pedagogica in Italia. Education Sciences & Society: 2, 2024, 416-436.

Garkisch, M., & Goldkind, L. (2025). Considering a unified model of artificial intelligence enhanced social work: A systematic review. Journal of Human Rights and Social Work, 10(1), 23-42.

Rondonotti, M., & Emanuel, F. (in press). Il questionario PAIR - Participatory AI for Inclusive Relationships: un contributo per indagare l'integrazione dell'AI nei servizi socio educativi. Atti Convegno SIRD 2025.

CREATIVE CODING FOR INCLUSIVE MAKING: BUILDING TRANSFORMATIVE LEARNING COMMUNITIES THROUGH DIGITAL FABRICATION, MATHEMATICAL THINKING, AND SUSTAINABLE DESIGN

Federica Selleri (Liceo STEAM International Bologna, FabLab Valsamoggia APS)

Learning communities | Digital inclusion | STEAM education

Background Despite growing recognition of STEAM education's importance, significant barriers persist in translating interdisciplinary approaches into inclusive, community-engaged practices. Digital fabrication technologies often remain confined within institutional boundaries. This study examines how creative coding and digital textile design can reconfigure boundaries between formal education, maker culture, and diverse learning communities. Research context The project builds upon theories of learning communities as transformative environments (Wenger, 1998) and maker pedagogy (Martinez & Stager, 2013). Developed by Liceo STEAM International Bologna in partnership with FabLab Valsamoggia, the initiative created a multi-actor ecosystem comprising: high school students in interdisciplinary STEAM curriculum; teachers from mathematics, art, ICT, and design; young deaf adults from Fondazione Gualandi a favore dei Sordi (non-profit institution that shares building with Liceo STEAM); and connections to the international TurtleStitch community. The school-FabLab partnership enabled complementary contributions: pedagogical expertise and curriculum integration; technical infrastructure (digital embroidery machine) and territorial networks. One teacher in dual roles facilitated institutional bridging. Material sustainability was integrated through recovered textiles from ReMida Bologna. The

TurtleStitch community provided methodological inspiration and ongoing dialogue. Bridging local action with global challenges The project addressed interconnected challenges through situated practice. Gender disparities in STEM were engaged through textile arts as an entry point for computational thinking. Environmental sustainability was embedded through circular design and material upcycling. Digital inclusion was enacted through design choices: TurtleStitch's visual programming combined with tactile embroidered outputs created accessible pathways for deaf participants, replacing audio-centric technologies with visual-tactile modalities. Methodological approach and development Students engaged in year-long curriculum activities: exploring mathematical concepts (symmetries, transformations, functions, recursion) through generative pattern design; investigating cultural heritage through computational recreation of geometric traditions; and prototyping sustainable products using digital fabrication. EU Code Week functioned as catalyst and dissemination phase, featuring student-curated exhibitions, workshops for external educators, and collaborative community sessions. Activities extended through two parallel tracks: ongoing curricular integration for design refinement; and regular workshops at Fondazione Gualandi where deaf young adults engaged in collaborative design, with students as peer facilitators. This temporal extension transformed the initiative from bounded event to embedded practice. Pedagogical strategies included Project-Based Learning, flipped classroom, tinkering, and pair programming. Assessment integrated self-evaluation rubrics, collaborative documentation shared as open-source resources, and student-curated presentations. Findings and implications Analysis reveals multi-dimensional transformations. Students demonstrated transitions from algorithmic consumption to generative application of mathematical concepts. Deaf participants accessed technical and creative competencies through universally designed tools. Teachers exhibited evolution toward interdisciplinary facilitation roles. The sustained temporal dimension proves theoretically significant: extending beyond episodic framework into ongoing practice demonstrates mechanisms through which time-bound interventions generate durable institutional transformation. Workshop continuation at Fondazione Gualandi evidences participant co-ownership, contrasting with extractive dynamics typical of school-community partnerships. The study demonstrates that learning communities structured around shared making practices can address structural inequalities through co-construction of inclusive environments rather than deficit-based interventions. Integration of local institutional partnerships with global knowledge communities and challenges offers a replicable model for community-engaged education bridging formal and informal learning through sustained, multi-directional knowledge exchange.

Blikstein, P. (2013). Digital fabrication and 'making' in education: The democratization of invention. In J. Walter-Herrmann & C. Büching (Eds.), FabLabs: Of machines, makers and inventors (pp. 203-222). Transcript Publishers.

Halverson, E. R., & Sheridan, K. (2014). The maker movement in education. Harvard Educational Review, 84(4), 495-504.

Martinez, S. L., & Stager, G. (2013). Invent to learn: Making, tinkering, and engineering in the classroom. Constructing Modern Knowledge Press.

Papert, S. (1980). Mindstorms: Children, computers, and powerful ideas. Basic Books.

Resnick, M. (2017). Lifelong kindergarten: Cultivating creativity through projects, passion, peers, and play. MIT Press.

Sanders, E. B. N., & Stappers, P. J. (2008). Co-creation and the new landscapes of design. CoDesign, 4(1), 5-18.

Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.

Wenger, E. (1998). Communities of practice: Learning, meaning, and identity. Cambridge University Press.

B.10

Learning Democracy And Democratic Competencies Through Service Learning And Youth Lead Participatory Methods

PANEL CONVENORS: Cinzia Albanesi (Università di Bologna, Italy); Christian Compare (Università di Bologna, Italy); Patrizia Lotti (Indire, Italy); Diego Di Masi (Università di Torino, Italy)

PANEL KEYWORDS: service-learning, democratic competencies, social justice

Young people criticise schools (and higher education institutions) for the lack of opportunities to have a voice, be listened to and be acknowledged as agentic and owners of power. In these same contexts, youth often feel oppressed by a learning environment that endorses individualism and competition. This type of experience, widespread in Western democracies, can contribute to strengthening the idea that participation is useless and "fictional", that problems should be addressed primarily on an individual basis. This type of experience limits the (perception of) capacity to act collectively on one's own context, thus contributing to the democratic deficit. Is it possible to offer concrete experiences in schools and educational contexts that allow young people to feel like real actors in a democratic process and recognise the possibility of transforming reality collectively? Is it possible to support the development of a sense of citizenship starting from a critical (intersectional) analysis of contexts and the way in which they are inhabited? The panel aims to gather theoretical and empirical contributions that explore how educational practices based on the protagonism of young people implemented in schools and universities contribute to the development of democratic citizenship competencies. The panel welcomes contributions that: - Examine the outcomes of service learning and participatory action research practices, focusing on democratic citizenship competencies, sense of community responsibility, and awareness of systemic injustice. - Examine the group processes that develop through service learning and YPAR practices - Identify the challenges and opportunities that teachers encounter in implementing these practices.

VALUING LEARNERS' VOICE FOR DEMOCRATIC CULTURE: A CASE STUDY ON SERVICE LEARNING WITHIN PLURILINGUAL EDUCATION AT PRIMARY SCHOOL

Giorgia Fattori (Ca' Foscari University of Venice, Italy)

service learning | primary school | Plurilingual Education

The Council of Europe (CoE) recognizes Service Learning (SL) as pedagogical approach that can develop the full range of Competences for Democratic Culture connecting learning, critical understanding and meaningful civic action (CoE, 2018a). These competences are featured as values, attitudes, skills, knowledge and critical understanding that students need in order to live as active democratic citizens (CoE, 2018b). Some of these competences, such as knowledge and critical understanding of language and communication, linguistic, communicative and plurilingual skills, valuing cultural diversity and openness to cultural otherness, link to the field of Language Education with a specific focus on Plurilingual Education (PE). Indeed, PE is essential to education for Democratic Culture; it encourages critical reflection on cultural diversity and promotes language awareness and students' full linguistic repertoire (language of schooling, home and additional languages), valuing their voice in all languages (CoE, 2022). PE has gained great relevance within Language Education in the light of the Multilingual turn in education (May, 2014) and the shift from monolingual to plurilingual perspective prompted in the Common European Framework of Reference for Languages (CoE, 2001, 2020). This innovative change has led to the conceptualization of "Plurilingual Competence" conceived as a set of skills, knowledge and attitudes which shares common features with the Competences for Democratic Culture previously mentioned (Candelier et al., 2012). In this theoretical framework SL could be a valuable pedagogical reference for PE, considering the importance within this field to encourage pedagogical approaches that empower learners, value their voice and develop their autonomy, critical thinking skills, and language and cultural awareness (CoE, 2022, p.16). Despite its value, there is still the need of further empirical studies on the implementation of SL in the foreign language classroom (Rauschert, 2022), especially when referring to primary school students (Porto, 2023) and the plurilingual perspective in Educational Linguistics (Baker, 2019). This paper refers to a PhD research project which has been carried out to fill this empirical gap. The research features an exploratory case study involving 42 primary school students, two teachers and community partners settled in northern Italy. Students, teachers and community partners have taken part in a SL project with a linguistic focus which has been designed following Fiorin (2016), along with methodologies and approaches within Plurilingual Education (Candelier et al., 2012; Carbonara & Scibetta, 2020; Melo-Pfeifer, 2023). The aim of the study is to

gather methodological evidence on the implementation of SL in Plurilingual Education and to study how students', teachers' and community partners' attitudes towards plurilingualism change over the SL project. Qualitative data has been collected with a longitudinal perspective using researcher's journal, students' logbooks, linguistic autobiographies, focus groups with students and interviews with teachers and community partners. This communication intends to present a methodological analysis of the SL project with linguistic focus and the preliminary findings on participants' attitudes towards plurilingualism.

Baker, L. (2019). Community-Based Service-Learning in Language Education: A Review of the Literature. International Journal of Research on Service-Learning and Community Engagement, 7(1).

Candelier, M., Camilleri-Grima, A., Castellotti, V., De Pietro, J.-F., Lőrincz, I., Meißner, F.-J., Noguerol, A., Schröder-Sura, A., & Molinié, M. (2012). A Framework of Reference for Pluralistic Approaches to Languages and Cultures. Competences and resources. Council of Europe Publishing.

Carbonara, V., & Scibetta, A. (2020). Imparare attraverso le lingue. Il translanguaging come pratica didattica. Carocci.

Council of Europe. (2001). Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Cambridge University Press.

Council of Europe. (2018a). Reference framework of competences for democratic culture. Guidance for implementation (Vol. 3). Council of Europe Publishing.

Council of Europe. (2018b). Reference framework of competences for democratic culture. Contex, concepts and model (Vol. 1). Council of Europe Publishing.

Council of Europe. (2020). Common European Framework of Reference for Languages: Learning, teaching, assessment. Companion Volume with New Descriptors. Council of Europe.

Council of Europe. (2022). The Importance of Plurilingual and Intercultural Education for Democratic Culture: Recommendation CM/Rec(2022)1 Adopted by the Committee of Ministers of the Council of Europe on 2 February 2022 and Explanatory Memorandum. Council of Europe Publishing.

Fiorin, I. (2016). Oltre l'aula. La proposta pedagogica del service Learning. Mondadori Università.

May, S. (2014). The Multilingual Turn. Implications for mplications for SLA, TESOL, and

Bilingual Education. Routledge.

Melo-Pfeifer, S. (Ed.). (2023). Linguistic landscapes in language and teacher education: Multilingual teaching and learning inside and beyond the classroom (Multilingual Education, Vol. 43). Springer.

Porto, M. (2023). A community service learning experience with student teachers of English: Enacting social justice in language education in a community centre. The Language Learning Journal, 51(2), 178–194.

Rauschert, P. (2022). Intercultural Service Learning Reframed: A Comprehensive Model and Its Practical Implementation in the Foreign Language Classroom. In Global Citizenship in Foreign Language Education. Routledge.

RETHINKING YOUTH PARTICIPATION AND DEMOCRACY: LESSONS FROM THE CINI METHOD

Andrea Plata (Scuola universitaria professionale della Svizzera italiana (SUPSI), Switzerland) · **Furio Bednarz** (Child in Need Institute - CINI Switzerland) · **Eliana Riggio** (Child in Need Institute - CINI India)

Democratic Competencies | Participation | Youth Empowerment

In recent years, democratic education has increasingly questioned symbolic or consultative forms of youth participation that fail to influence decision-making processes (Hart, 1992; Lundy, 2007). International frameworks such as the UN Convention on the Rights of the Child - CRC (1989) and the UNESCO Recommendation on Education for Peace, Human Rights and Sustainable Development (2023) call for participatory models that connect rights, institutional accountability, and transformative learning. From this perspective, child participation is not reduced to "giving a voice" but understood as ensuring that young people can influence decisions impacting their lives (CRC, Art. 12). This paper presents the CINI Method (CINI, 2021) as a child-led participatory framework designed to foster democratic competencies through structured collective action. Grounded in Children's Rights- and Human Rights-Based approaches, the CINI Method positions children not merely as beneficiaries but primarily as rights-holders and legitimate co-decision makers in local governance. It is organised around four interconnected axes—active participation, accountability of duty-bearers, multisectoral convergence, and prevention—implemented through subsequent cycles of sensitisation, institutionalisation, collective analysis, shared prioritisation, planning, implementation of the plan of action for children, and participatory monitoring. Rather than episodic engagement, participation becomes institutionalised within local governance mechanisms, fostering sustainability and mutual accountability between communities and institutions (FXB Center, 2020). The discussion draws on the "Community-led Climate Action" project, implemented in 2025 in a rural area of West Bengal (India) exposed to high climate risks. The initiative engaged approximately 30 villages in integrating children's perspectives into environmental planning. Through the training of peer-leaders (120 children), the use of Social Resource Mapping for identifying local vulnerabilities and resources, and structured collective deliberation processes, children actively contributed to identifying priorities and implementing environmental micro-actions (i.e. waste management, green corridors) embedded

in local governance processes. The initiative explicitly addressed environmental justice concerns by linking children's lived experiences to broader structural vulnerabilities. Findings indicate that, when participation is connected to real decision-making arenas, it operates as a democratic learning process across multiple levels. Children develop competencies related to deliberative dialogue, collective problem-solving, shared responsibility, and awareness of institutional accountability. At the community level, collaborative practices and collective ownership of environmental challenges were strengthened, helping reduce problems, also from an often-neglected child perspective. At the institutional level, structured interaction between young citizens and local authorities created conditions for preventive governance, with potential medium- and long-term effects. Overall, the case study suggests that democratic competencies are most effectively cultivated when participation is cyclical, linked to concrete accountability mechanisms, and embedded in rights-based governance structures. For Western education systems, this entails rethinking service learning and participatory pedagogies not as peripheral initiatives, but as structural components of democratic schooling capable of moving beyond symbolic participation toward shared decision-making power and socially just forms of citizenship (Biesta, 2011).

Biesta, G. (2011). Learning democracy in school and society: Education, lifelong learning, and the politics of citizenship. Sense Publishers.
CINI. (2021). The CINI Method: to turn children's rights into practice. Programme implementation manual. CINI.
FXB Center for Health and Human Rights. (2020). Before not after: Evaluation of CINI's preventative approach to child protection in India. Harvard University.
Hart, R. A. (1992). Children's participation: From tokenism to citizenship. UNICEF Innocenti Research Centre.
Lundy, L. (2007). 'Voice' is not enough: Conceptualising Article 12 of the United Nations Convention on the Rights of the Child. British Educational Research Journal, 33(6), 927–942. https://doi.org/10.1080/01411920701657033
UNICEF. (2003). The human rights-based approach to development cooperation: Towards a common understanding among UN agencies. United Nations.
United Nations. (1989). Convention on the Rights of the Child. United Nations.

INTERGENERATIONAL PARTICIPATION IN SCHOOL AND CIVIL SOCIETY: TWO IMPLEMENTATIONS OF THE IPARD APPROACH

Mario Ederoclite (Department of Education Studies, Alma Mater Studiorum University of Bologna, Italy) · **Iana Ivanova Tzankova** (Department of Education Studies, Alma Mater Studiorum University of Bologna, Italy) · **Christian Compare** (Department of Psychology, Alma Mater Studiorum University of Bologna, Italy) · **Cinzia Albanesi** (Department of Psychology, Alma Mater Studiorum University of Bologna, Italy) · **Elvira Cicognani** (Department of Psychology, Alma Mater Studiorum University of Bologna, Italy)

Youth Participation | Intergenerational Dialogue | Participatory Action Research

How are access to voice, the legitimacy of youth claims and decision-making power negotiated in participatory processes involving young people and adults? Starting from this question, this contribution presents the methodological design of two pilot experiences of youth participation developed within the Horizon Europe project SINCRONY (Grant n. 101132459) in Northern Italy. The paper is situated within the debate on youth participation and democratic practices in educational and civic contexts. It adopts an intersectional perspective attentive to how age, organizational position, experience and symbolic capital shape opportunities for recognition and inclusion within participatory processes. Research has shown how these dimensions influence access to decision-making spaces and the distribution of legitimacy within participatory arenas (Laforgue et al., 2022). Within this framework, intergenerational dialogue is understood as a space in which actors occupying different positions negotiate meanings, priorities and forms of participation (Schoem & Hurtado, 2001). The contribution discusses two situated implementations of the IPARD approach (Intersectional Participatory Action Research and Deliberation). The first was conducted in a language-oriented upper secondary school in the city of Cesena and involved approximately eighty students throughout the school year. The process focused on identifying and discussing students' needs related to school life and participation. The second pilot was developed in collaboration with three donation associations in the Emilia-Romagna region. It involved approximately fifty participants: twenty-five young members under the age of thirty-five and twenty-five adult members holding organizational responsibilities. As in the school context, the process was structured around cycles of participatory action research and deliberative workshops aimed at identifying shared issues and exploring possible organizational changes. Across both contexts, the IPARD approach combines participatory action research with deliberative practices designed to make visible and discussable the asymmetries that structure intergenerational participation (Wheeler, Shaw & Howard, 2020). Rather than focusing primarily on outcomes or indicators of effectiveness, the analysis concentrates on the quality of participatory processes and on

the ways in which voice, recognition and authority are negotiated between young people and adults. The paper discusses empirical materials collected during the pilots, integrating the results of a preliminary survey with qualitative data derived from observation grids used during workshops and from focus groups conducted during the process. Particular attention is devoted to how intergenerational dialogue develops and to the conditions that allow young participants to move from consultation to more substantive forms of participation. By examining two different but methodologically connected experiences, the contribution reflects on the use of IPARD as a tool for fostering intergenerational participation across educational and civic contexts.

Laforgue, N., Sabariego, M., Ruiz, A., & Cano-Hila, A. B. (2022). An intersectional analysis of child and adolescent inclusion in local participation processes. Social Inclusion, 10(2), 66–74.

Schoem, D. L., & Hurtado, S. (2001). Intergroup dialogue: Deliberative democracy in school, college, community, and workplace. University of Michigan Press.

Wheeler, J., Shaw, J., & Howard, J. (2020). Politics and practices of inclusion: Intersectional participatory action research. Community Development Journal, 55(1), 45–63.

LEARNING DEMOCRATIC CITIZENSHIP THROUGH A EUROPEAN HOMELESSNESS COUNT SERVICE-LEARNING PROJECT

Annalisa Pasini (UNIVERSITA' CATTOLICA DEL SACRO CUORE, Italy) · **Monica Amadini** (UNIVERSITA' CATTOLICA DEL SACRO CUORE, Italy)

service-learning homelessness social justice

This paper presents a service-learning project embedded in a Social and Intercultural Pedagogy course at a Northern Italian university, developed in the framework of the European Homelessness Count (EHC), a multi-city European research initiative on homelessness. The EHC is a coordinated point-in-time count based on the ETHOS Light typology, combining street counts and surveys in services to generate comparable data for evidence-informed housing and social policies at local, national and European levels. In Italy, the project is led academically by the University of Catania, in partnership with fio.PSD, the national federation of organisations working with people experiencing homelessness, which supports methodological adaptation, national training and the connection between municipalities, third-sector organisations and volunteers. For the 2025 wave, Italian participation includes cities such as Brescia, Catania and Milan, within a wider European network of 35 cities. Within this framework, the service-learning project “A research and solidarity experience on homelessness” engaged students as co-researchers in the Brescia implementation of the EHC. The pedagogical design articulated four interconnected phases: (1) participatory analysis of local needs during course sessions; (2) specialist training on methodological, ethical and communicative aspects of street and service-based data collection; (3) field implementation within multidisciplinary teams during the night street count and in homelessness services; and (4) structured debriefing, reflective learning diaries and co-organisation of a public seminar on homelessness. Students were thus positioned not as passive trainees but as active contributors to a European research process with direct relevance for democratic citizenship and social justice, as the data inform policy debates on severe adult marginality and housing exclusion. Drawing on project documentation, classroom debriefings and students’ reflective diaries, the paper analyses learning outcomes along three dimensions. First, in terms of epistemic and critical awareness, students report a shift from individualised and moralising explanations of homelessness towards structural and intersectional understandings, linking personal biographies to social dimensions, as labour precarity, welfare retrenchment, migration trajectories and housing market dynamics. Second, at the relational and ethical level, students describe the development of intercultural communication skills, a heightened sensitivity to vulnerability in public space, and a more nuanced grasp of privacy and emotional boundaries in research encounters. Third, regarding professional and methodological competencies, the experience strengthened their capacity to engage in community assessment, to use standardised research tools in real-world contexts and to work collaboratively within complex welfare networks. The analysis suggests that participation in an internationally coordinated research project such as the EHC can function as a powerful service-learning device for cultivating democratic competencies in higher education. By combining rigorous research tasks with civic engagement, and by situating students within translocal partnerships between universities, NGOs and public services, the project fosters transformative learning processes and supports the formation of socially responsible professionals committed to social justice and inclusive citizenship.

Amadini, M. (2021). Il ruolo trasformativo del service-learning: un'esperienza capacitante tra donne. Quaderni di pedagogia della scuola, (1), 94–103.

Amadini, M., & Damiola, S. (2019). Donne, studentesse… cittadine. Un'esperienza di intercultural service learning. Epale Journal on Adult Learning and Continuing Education, (6), 7–11.

Amadini, M., & Damiola, S. (2023). Shaping new possibilities: The university as an agora for discussion. In L. Formenti, A. Galimberti, & G. Del Negro (Eds.), 10th ESREA Triennial Conference – New seeds for a world to come: Policies, practices and lives in adult education and learning (pp. 25–30). Ledizioni Srl.

Butin, D. W. (2010). Service-learning in theory and practice: The future of community engagement in higher education. Palgrave Macmillan.

Consoli, T., & Meo, A. (Eds.). (2020). Homelessness in Italia. Biografie, territori, politiche. FrancoAngeli.

Deans, T. (2000). Writing partnerships: Service-learning in composition. National Council of Teachers of English.

European Commission. (2023). Homelessness in the European Union (Study for the Committee on Employment and Social Affairs, IPOL_STU(2023)755915). European Parliament.

European Observatory on Homelessness. (2025). Tenth overview of housing exclusion in Europe 2025. FEANTSA.

FEANTSA, & Fondation Abbé Pierre. (2025). Tenth overview of housing exclusion in Europe: Executive summary. FEANTSA.

Fitzpatrick, S. (2005). Explaining homelessness: A critical realist perspective. Housing, Theory and Society, 22, 1–7. https://doi.org/10.1080/14036090510034563

Fitzpatrick, S. (2012). Homelessness: Causation. In S. J. Smith (Ed.), International encyclopedia of housing and home (pp. 15–24). Elsevier. https://doi.org/10.1016/B978-0-08-047163-1.00347-7

Gnocchi, R. (a cura di). (2009). Homelessness e dialogo interdisciplinare: Analisi a confronto tra modelli diversi. Carocci.

HU University of Applied Sciences Utrecht. (2023). European Homelessness Count (Project description). https://www.internationalhu.com/research/projects/european-homelessness-count

KU Leuven – LUCAS. (2024). EU – Homelessness Counts. https://www.kuleuven.be/lucas/en/eu_homelessness_counts

Laposs – Università di Catania. (2025). European Homelessness Count – Catania (Project page). http://www.lpss.unict.it/activities/research/european-homelessness-count

Lizzola, I. (2009). L'educazione nell'ombra. Educare e curare nella fragilità. Carocci.

Mitchell, T. D. (2008). Traditional vs. critical service-learning: Engaging the literature to differentiate two models. Michigan Journal of Community Service Learning, 14(2), 50–65.

OECD. (2025). OECD monitoring framework to measure homelessness. OECD Publishing.

Palpacuer-Lee, C., Curtis, J. H., & Curran, M. E. (2018). Shaping the vision for service-learning in language education. Foreign Language Annals, 51, 169–184.

Pasini, A., Pasini, E., Puccio, F., Seddio, C., Bocci, P., Lovati, R., & Amadini, M. (2025). Taking care of people experiencing homelessness: A community case study on the practice of the volunteer association "A doctor for you" in Brescia, Italy. Frontiers in Public Health, 13, 1611410. https://doi.org/10.3389/fpubh.2025.1611410

Pati, L. (2007). Pedagogia sociale. Temi e problemi. La Scuola.

Pleace, N. (2016). Researching homelessness in Europe: Theoretical perspectives. European Journal of Homelessness, 10, 19–44. https://eprints.whiterose.ac.uk/111071/

Rauschert, P., & Byram, M. (2018). Service learning and intercultural citizenship in foreign-language education. Cambridge Journal of Education, 48, 353–369.

Stoecker, R., Tryon, E. A., & Hilgendorf, A. (2009). The unheard voices: Community organizations and service learning. Temple University Press.

Tramma, S. (2018). Pedagogia sociale. Guerini Scientifica.

Yorio, P. L., & Ye, F. (2012). A meta-analysis on the effects of service-learning on the social, personal, and cognitive outcomes of learning. Academy of Management Learning & Education, 11(1), 9–27.

DEVELOPING DEMOCRATIC COMPETENCIES THROUGH SERVICE-LEARNING: EVIDENCE FROM SIX CASE STUDIES IN UKRAINIAN UNIVERSITIES

Irene Culcasi (Lumsa University, Italy) · **Valentina Furino** (Lumsa University, Italy) · **Maria Cinque** (Lumsa University, Italy) · **Fulvio Natalini** (Lumsa University, Italy) · **Ioana Zagrean** (Lumsa University, Italy)

Service-Learning | democratic competencies | higher education

This study draws on the Reference Framework of Competences for Democratic Culture (RFCDC) developed by the Council of Europe, which conceptualises democratic citizenship as a set of values, attitudes, skills, and knowledge necessary for participating effectively in democratic societies. Within this framework, democratic education requires learning environments that enable students to engage critically with social issues, collaborate with others, and reflect on their responsibilities toward communities. In this view, educational approaches that actively engage students in addressing real social challenges – such as Service-Learning (SL) – have been identified as promising pathways for fostering democratic citizenship. The paper presents the results of a multi-case study analysis examining how university SL practices contribute to the development of democratic competencies, a sense of community responsibility, and awareness of systemic social challenges. The study analyses six SL projects implemented in three higher education institutions in Ukraine: Sumy State University, Ukrainian Catholic University, and Dnipro University. The selected cases represent diverse disciplinary contexts, including medicine, entrepreneurship and digital business, cultural studies, clinical psychology, electrical engineering, and finance. The projects analysed include the following courses: "Child Mental Health Support" and "Entre-

preneurship and Digital Business Communications" (Sumy State University); "Communities of Memory" and "Scientific and Psychoeducational Practice" (Ukrainian Catholic University); and "Energy Management Systems" and "Personal Finances" (Dnipro University). Despite their disciplinary diversity, all projects integrate academic learning with community engagement activities addressing concrete social needs during wartime, while encouraging students' active participation in community life. The research adopts a qualitative multi-case study methodology designed to document and analyse innovative SL practices in higher education. Data were collected using a structured case study protocol including teacher interviews, standardized case descriptions, and documentation of pedagogical practices. Each case was analysed using a shared analytical framework focusing on key dimensions such as learning objectives, forms of community engagement, student participation, and perceived educational outcomes. In addition, a rating tool for identifying good practices in SL was applied to assess the pedagogical quality and transformative potential of the initiatives. The analysis explores how participation in SL projects contributes to the development of competences outlined in the RFCDC, particularly those related to civic-mindedness, responsibility, critical understanding of social issues, cooperation, and engagement with diversity. Particular attention is given to how students interact with community actors, reflect on social problems, and experience collective action as a meaningful form of democratic participation. By presenting comparative insights across the six case studies, the paper contributes to the debate on the role of SL in fostering democratic competencies in higher education. The findings highlight the potential of SL to create participatory learning environments where students can experience democratic processes in practice, while also identifying key pedagogical challenges and opportunities for integrating democratic education into university curricula.

1.Council of Europe. (2018). Reference Framework of Competences for Democratic Culture. Volume 1: Context, Concepts and Model. Strasbourg: Council of Europe Publishing.

2.Council of Europe. (2018). Reference Framework of Competences for Democratic Culture. Volume 2: Descriptors of Competences for Democratic Culture. Strasbourg: Council of Europe Publishing.

3.Culcasi, I. (2025). Service-learning: l'educazione che trasforma. Un ponte tra saperi e comunita. Lecce: Pensa Multimedia.

4.Hoth de Olano, C., Mykhailyshyn, O., Matiychuk, O., Cinque, M., Culcasi, I., Reynders, K., Knops, M.-A., do Nascimento Rocha, M., Bukreieva, D., Liuta, O., Krykliy, O., Zagrean, I., & Mirra, A. (2024). Service-learning pedagogy for community development during wartime and recovery: Guidelines. https://servu.ucu.edu.ua/storage/2025/06/Guidelines-ENG.pdf

5.Kenworthy, A. L., & Opatska, S. (2023). Teaching during war in Ukraine: Service-learning as a tool for facilitating student learning and engagement during times of uncertainty and crisis. Journal of Management Education, 47(4), 417–439. https://doi.org/10.1177/10525629231166695

6.ServU Erasmus+ project (2023-2026). Service-learning in Higher Education for Ukraine's Recovery. ERASMUS-EDU-2023-CBHE. https://servu.ucu.edu.ua/en/

7.SL4DC Erasmus+ project (2025-2028). Service-Learning to promote Competences for Democratic Culture. https://www.easlhe.eu/portfolio/sl4dc/

8.Zayachuk, Y. (2024). Ensuring quality higher education in Ukraine in times of war. Journal of Adult and Continuing Education, 31(1), 135–159. https://doi.org/10.1177/14779714241270254

SERVICE LEARNING AND TEACHER TRAINING: ANALYSIS OF A BLENDED LEARNING EXPERIENCE

Paola Zini (Università Cattolica del Sacro Cuore, Italy) · **Simona Ferrari** (Università Cattolica del Sacro Cuore, Italy) · **Alessandro Sacchella** (Università Cattolica del Sacro Cuore, Italy)

service learning | teacher training | blended learning

For Service Learning to be introduced into schools and established as a pedagogical approach capable of supporting and enhancing the development of students' knowledge and skills through their involvement in active citizenship and social participation, it is necessary to train teachers in Service Learning (L. Cadei, D. Simeone, 2022). In particular, an analysis of the literature on the in-service training of teachers in the pedagogical approach of Service Learning reveals numerous practices and experiences linked to pre-service teacher training; initiatives aimed at in-service training, whilst present, are less established in systematic terms (Bornatici & Zini, 2025). It is from this challenge – to train teachers in Service Learning – that the project 'Service Learning: together by a MOOC' was born. To make the training 'sustainable' in terms of time (reducing travel) and costs whilst ensuring the quality of the processes, CREMIT devised the BLEC Model (Rivoltella & Modenini, 2012), an intervention model whose structural features are Blended learning (Graham et al., 2013; Kaleta et al., 2007), E-tivity (Salmon, 2002) and Coaching (Rivoltella, 2006; Ferrari & Triacca, 2020). The use of a blended solution involves designing courses delivered partly in person and partly remotely, employing different teaching methods; e-tivities are small activities that punctuate the course's progression; the key element of the model is the coaching mechanism, namely the presence throughout the course of an expert whose role lies halfway between that of a tutor and that of a

consultant, from whom an external perspective and guidance are sought. Four pillars guided the design of the programme: designing SL according to M.N. Tapia's model (M.N. Tapia, 2006); enabling teachers to foster the learning of both subject-specific and cross-curricular skills, with a view to developing citizenship; revitalising communities of teaching practice; and raising the profile of implemented projects so that they become examples of good practice. The programme is structured around six thematic modules, which cover all the stages that characterise the service learning process: analysis of the context, the local area and its needs; programme design; implementation and execution; documentation and evaluation. In addition, the modules explore how teaching methods evolve within service learning pathways, offering pedagogical approaches to support projects and examining the contribution that digital technology can make. Based on data collected from the monitoring system (initial questionnaire N=147, final questionnaire N=64, analysis of projects and documentation), this paper aims to discuss the training model developed across two different cohorts. In particular, it will focus on teachers' representations of SL and on the training outcomes of the support provided for the design, implementation and documentation of the programme. In addition, the paper aims to describe how the project led to the development of a self-paced MOOC (Ferrari & Triacca, 2023; Ferrari & Merigo, 2026) as a tool for fostering a culture of SL within a Community of Practice framework (Wenger, 1999), which currently involves 136 participants.

-Bornatici S., Zini P. (2025), Riflessioni e prospettive pedagogiche per una formazione docente: una systematic review sul Service-Learning dal pre-service all'in-service. Pedagogia e Vita, 83/3: 106-122

-Cadei L., Simeone D. (2021). Il Service Learning a scuola: un'esperienza di apprendimento e di partecipazione sociale. Pedagogia e vita, 79/3: 104-112.

-Ferrari S. , Merigo A. (2026). Rethinking Online Community Beyond Self-paced MOOCs. In Hamonic E. & Sharrock R., Digital Education: Shaping Sustainable Lifelong Learning for All in the Era of AI Springer Nature. pp. 86-97

-Ferrari S., Triacca S. (2020). The strategic role of the e-tutor in new learning contexts. In International Workshop on Higher Education Learning Methodologies and Technologies Online (pp. 300-314). Cham: Springer International Publishing.

-Ferrari S., Triacca S. (2023). From tutored to self-paced MOOCs: reflections and perspectives. BOOKOF, 31.

-Graham C. R., Woodfield W., Harrison, J. B. (2013). A framework for institutional adoption and implementation of blended learning in higher education. Internet and Higher Education, 18(3): 4-14.

-Kaleta R., Skibba K., Joosten T. (2007). Discovering, designing, and delivering hybrid courses. In A. G. Picciano & C.D. Dziuban (Eds), Blended Learning: Research Perspectives. Needham, MA: Sloan Consortium.

-Rivoltella P.C. (Ed.) (2006). E-tutor. Profilo, metodi e strumenti. Roma: Carocci.

-Rivoltella P.C., Modenini M. (Eds) (2012). La lavagna sul comodino. Milano: Vita&Pensiero.

-Salmon G. (2002). E-tivities. The key to active online learning. London: Routledge.

-Tapia M.N. (2006). Educazione e solidarietà. La pedagogia dell'apprendimento-servizio. Roma: Città Nuova.

-Wenger E. (1999). Communities of practice: Learning, meaning, and identity. Cambridge university press.

B.11

Psychopedagogical Perspectives on Motivational Processes and Participation in Contemporary Learning Environments

PANEL CONVENORS: Sara Germani (Link Campus University, Italy); Maria Rosaria Re (Link Campus University, Italy); Sara Gabrielli (Link Campus University, Italy); Mirca Montanari (Link Campus University, Italy)

PANEL KEYWORDS: Motivational Processes, Motivating Learning Environments, Teacher Practices

In a society marked by digital transformation, geopolitical instability and widening inequalities, contemporary learning environments face increasing demands. Schools are expected to promote students' motivation, capability and resources for lifelong learning, preparing them to navigate uncertainty and participate as active and critical citizens. (OECD, 2025). According to Self-Determination Theory (Ryan & Deci, 2017), understanding learners' motivation is central to fostering self-directed and sustained learning over time. Motivational processes flourish when students can act with a sense of initiative, experience themselves as capable of mastering meaningful challenges, promote metacognition and develop relationships in which they feel recognised and supported. Supporting students' motivation requires pedagogical practices that acknowledge learners' perspectives, respond to their interests and allow space for meaningful initiative (Reeve et al., 2022). Active teaching strategies (e.g., cooperative, problem-based or project-based learning) offer opportunities in which motivational processes can unfold, enabling collaboration, negotiated roles, and reinforcing perceived self-regulation and competence. While teachers remain central agents in shaping these dynamics, peer relations and family involvement also contribute to students' sense of belonging and participation in learning. This panel welcomes theoretical and empirical contributions that examine motivational processes across educational levels and contexts. We particularly encourage studies on contextual factors shaping students' motivation (e.g., teacher-student interactions, teaching style, active teaching strategies), also with the support of transversal skills promotion (e.g. metacognition, critical thinking). Contributions addressing teacher-related factors that influence teaching style (e.g., self-efficacy, motivation to teach), as well as the role of peers and families in sustaining engagement and participation, are also welcome.

DESCRIPTIVE FEEDBACK FROM INVALSI NATIONAL TESTS AND STUDENT MOTIVATION TO LEARN

Antonella Mastrogiovanni (INVALSI, Italy) · **Cristiana De Santis** (INVALSI, Italy)

feedback | motivation | national INVALSI tests

Since Ryan and Deci's (2017) studies, we have known that motivation is not represented only by an intensity scale (i.e. having more or less motivation), but also by what drives it. In fact, a distinction is made between intrinsic motivation, which is acting for what interests or pleases you, and extrinsic motivation, which is acting to achieve an external result (Germani, 2025). Intrinsic motivation «constitutes a natural inclination of students towards assimilation, mastery and a spontaneous interest in learning. It does not require external rewards or pressure, but is guided by personal interest, providing a lasting source of satisfaction and pleasure throughout the educational pathway» (Germani, 2025, p. 10). According to Cognitive Evaluation Theory, a theory that forms part of Self-Determination Theory (Ryan & Deci, 2002), interpersonal contexts characterised by communication and feedback systems influence the development of a sense of competence, i.e. the perception of being competent and autonomous. «In other words, when people perceive that they are successful in an activity thanks to positive feedback or optimal challenges, they are more likely to be intrinsically motivated to continue that activity» (Germani, 2025, p. 17). A sense of autonomy (or self-determination) is essential for sustaining intrinsic motivation. Although the feedback provided in the INVALSI certification is not presented in interpersonal contexts, it provides students with information on the text comprehension skills they have developed, based on what they have demonstrated they are capable of doing. This paper reflects on the perceptions of Italian students regarding the descriptive feedback provided in INVALSI's national reading comprehension tests at the end of lower and upper secondary school. This qualitative study takes a descriptive-exploratory approach to investigate whether feedback from INVALSI certification leads students to reflect on their own learning, and whether this reflection affects their motivation to learn in the context of lifelong learning (Ouane, 2003). To this end, semi-structured interviews were conducted with nine students at the end of the first and second cycles of education. These were transcribed verbatim and analysed using thematic analysis (Clarke & Braun, 2016), with the support of Maxqda software. According to the students interviewed, evaluating learning through descriptive feedback is valuable because it shifts the focus from a single test to understanding the learning process. The students assigned the following functions to descriptive feedback: - A diagnostic function, which is useful for identifying the skills demonstrated in an assessment and enabling students to recognise their

strengths and weaknesses. - A prospective function, which is useful for setting future goals and motivating students to achieve higher levels by setting concrete objectives. - A reflective function, which is useful for encouraging critical analysis of study methods and strategies adopted to achieve specific learning outcomes. Therefore, the results, as expressed by the students' voices, show that descriptions of skills achieved in INVALSI certification allow students to reflect on their sense of competence. Descriptions of skill levels that they can still achieve motivate students to guide their future learning.

Clarke, V., & Braun, V. (2016). Thematic Analysis. In E. Lyons & A. Coyle (Eds.), Analysing qualitative data in psychology (pp. 84-103), (2a ed.). Sage.

Germani, S. (2025). Come supportare la motivazione degli studenti. Strumenti per conoscere e valutare i comportamenti motivazionali degli insegnanti nel quadro della Self-Determination Theory. Edizioni Volta la carta.

Ouane, A. (2003). Defining and Selecting Key Competencies in Lifelong Learning. In D. S., Rychen, L. H., Salganik, & M. E., McLaughlin (Eds.), Definition and Selection of Key Competencies. Contributions to the Second DeSeCo Symposium. Swiss Federal Statistical Office.

Ryan, R. M., & Deci, E. L. (2002). Overview of self-determination theory: An organismic dialectical perspective. In Deci E. L., Ryan R. M. (Eds.), Handbook of self-determination research (pp. 3-33). University of Rochester Press.

Ryan, R. M., & Deci, E. L. (2017). Self-determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness. New York: Guilford Publishing.

INTEGRATED TEACHING AND MOTIVATION: PRELIMINARY FINDINGS FROM ONGOING RESEARCH

Alessandro Barca (Università degli Studi Link Campus, Italy) · **Maria Concetta Carruba** (Pegaso University, Italy)

school engagement · self-efficacy · active teaching

In the current pedagogical/didactic debate, participation cannot be reduced to mere “presence” or a set of observable behaviours: rather, it is configured as a relational and cognitive-affective quality of the school experience, articulated in behavioural, emotional and cognitive dimensions (Fredricks, Blumenfeld, & Paris, 2004). In this context, engagement appears to be sensitive both to beliefs of self-efficacy (Bandura, 1997) and to social conditions that support autonomy, competence and belonging (Ryan & Deci, 2000), calling into question concrete teaching choices and classroom management styles. This paper presents ongoing research (academic year 2025/2026) conducted at the 'Pignatelli' lower secondary school in Grottaglie (province of Taranto), in collaboration with three literature teachers, on three second-year classes (N = 67; aged 12–13). The sample includes one student with autism spectrum disorder with high support needs and four students with SLDs. The aim is to explore whether, and to what extent, an integrated teaching device (structured cooperative learning, short authentic tasks, digital micro-narratives and gamification with low technological complexity and high educational intentionality) can affect motivational processes and participation, while preserving accessibility and meaningfulness for heterogeneous profiles. The design is quasi-experimental with pre/post measurements and data triangulation, according to an educational research approach that focuses on consistency between hypotheses, tools and context (Lucisano & Salerni, 2002). On a quantitative level, the Student Engagement Instrument (SEI) is used for the cognitive and psychological component of engagement (Appleton, Christenson, Kim, & Reschly, 2006), accompanied by a brief measure of academic self-efficacy. On a qualitative level, systematic classroom observations, student logbooks and semi-structured interviews with teachers are collected to capture micro-dynamics of participation (turn-taking, quality of cooperation, persistence in the task, experiences of competence). Partial evidence (at mid-term) suggests an increase in dialogic participation in cooperative activities and an improvement in average psychological engagement, with more marked signs in students who were initially 'peripheral' in interactions. Looking ahead, the analysis discusses the conditions and limits of the device's transferability, avoiding 'technological' interpretations: what seems to drive motivation is not only the digital embellishment, but above all the pedagogical and didactic architecture that makes learning a practicable, recognisable and shared experience.

Appleton, J. J., Christenson, S. L., Kim, D., & Reschly, A. L. (2006). Measuring cognitive and psychological engagement: Validation of the Student Engagement Instrument. Journal of School Psychology, 44(5), 427–445. https://doi.org/10.1016/j.jsp.2006.04.002

Bandura, A. (1997). Self-efficacy: The exercise of control. New York, NY: W. H. Freeman.

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. Review of Educational Research, 74(1), 59–109. https://doi.org/10.3102/00346543074001059

Lucisano, P., & Salerni, A. (2002). Research methodology in education and training. Rome: Carocci.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. American Psychologist, 55(1), 68–78. https://doi.org/10.1037/0003-066X.55.1.68

OUTDOOR EDUCATION AND DIGITAL TECHNOLOGIES: PROMOTING METACOGNITION AND MOTIVATION IN STUDENTS THROUGH HYBRID LEARNING ENVIRONMENTS

Alessandra Natalini (Link Campus University, Italy)

outdoor education | technologies | motivation

In recent years, Outdoor Education (Giunti et al., 2021) has established itself as an educational approach that incorporates digital technologies in schools, opening new perspectives for designing hybrid learning environments that integrate direct experience, environmental contact, and meaningful learning. Inspired by the principles of active education developed by John Dewey (2014) and the theories of experiential learning by David Kolb (1984) and place-based education by David Sobel (2004), it emphasizes hands-on practice, exploration, and reflection as central elements of the educational process. At the same time, the growing adoption of digital technologies in schools has opened new perspectives for designing hybrid learning environments that connect physical and virtual spaces. This contribution aims to explore the integration of Outdoor Education and digital technological tools as a means to promote metacognition and student motivation. Additional theoretical references include the Self-Determination Theory by Richard M. Ryan and Edward L. Deci (2023), which identifies autonomy, competence, and relatedness as the pillars of intrinsic motivation, and the studies on metacognition by John H. Flavell (1979), which emphasize the importance of awareness and control over one's cognitive processes. The central idea is that the intentional use of technologies in outdoor school contexts can amplify opportunities for reflection, self-regulation, and active engagement. Through mobile devices, data collection applications, augmented reality tools, digital e-portfolios, and collaborative platforms, students can document field experiences, formulate hypotheses, monitor their learning, and interact with peers in real time. In this scenario, technology does not replace direct experience; rather, it enriches it by acting as a cognitive and metacognitive mediator. For example, recording environmental observations through tablets or smartphones allows for subsequent critical re-elaboration in the classroom, fostering processes of planning, monitoring, and evaluating one's own learning. Moreover, the integration of outdoor and digital dimensions fosters deeper and more lasting motivation, thanks to the possibility of personalizing learning paths, receiving immediate feedback, and making progress visible. Inquiry-based activities supported by technological tools stimulate curiosity and a sense of self-efficacy, increasing both cognitive and emotional engagement. The collaborative dimension, mediated by shared digital environments, strengthens the sense of belonging to the group and the social construction of knowledge. Finally, the contribution proposes an operational model for designing technologically enriched outdoor learning pathways, structured into three phases: metacognitive preparation (definition of objectives and strategies), field experience supported by digital tools, and structured post-activity reflection. This model highlights how the synergy between concrete experience and digital tools can transform the outdoor environment into a laboratory for reflective and motivating learning. In conclusion, the conscious integration of technologies into Outdoor Education represents a strategic opportunity to promote transversal competences, autonomy, and active participation, contributing to a school system capable of combining innovation, nature, and student-centeredness.

- Giunti, C., Lotti, P., Mosa, E., Naldini, M., Orlandini, L., Panzavolta, S., & Tortoli, L. (a cura di) (2021). Avanguardie educative. Linee guida per l'implementazione dell'idea "Outdoor education". Firenze: INDIRE
- Dewey, J. (2014). Esperienza e educazione. Milano: Raffaello Cortina Editore.
- Kolb, D. A. (1984). Experiential Learning. Experience as The Source of Learning and Development. Englewood Cliffs: PrenticeHall.
- Sobel, D. (2004). Place-Based Education. Connecting Classrooms and Communities. Great Barrington: The Orion Society.
- Ryan, R. M., & Deci, E. L. (2023). Self-Determination Theory. In Maggino, F. (eds). Encyclopedia of Quality of Life and Well-Being Research (pp. 6229–6235). Cham: Springer. https://doi.org/10.1007/978-3-031-17299-1_2630
- Flavell J.H. (1979). Metacognition and cognitive monitoring. A New Area of Cognitive -Developmental Inquiry. American psychologist, 34(10), 906-911.

TEACHERS' SELF-EFFICACY AND EMOTIONAL INTELLIGENCE: EXPLORING THE IMPLEMENTATION OF SELF-REGULATED LEARNING STRATEGIES IN INCLUSIVE CLASSROOMS

Sara Gabrielli (Link Campus University, Italy) · **Riccardo Mancini** (Link Campus University, Italy) · **Riccardo Sebastani** (Link Campus University, Italy)

Self-efficacy | Emotional Intelligence | Teachers

This contribution presents a study aimed at investigating teachers' perceived self-efficacy and emotional intelligence among pre-service and in-service teachers enrolled in the Italian specialization program for special education support (TFA). In increasingly complex and inclusive educational contexts, teachers are required to combine pedagogical expertise with socio-emotional competencies and a strong sense of professional agency. Within this framework, self-efficacy (Bandura, 1997) and emotional intelligence (Schutte et al., 1998) are considered key dimensions influencing instructional quality and student development. The study draws on Self-Determination Theory (SDT; Ryan & Deci, 2017), which conceptualizes autonomy, competence and relatedness as basic psychological needs underlying motivation and well-being. From an SDT perspective, teachers' perceived self-efficacy can be interpreted as closely connected to the need for competence, while emotional intelligence supports the creation of autonomy-supportive and relationally attuned classroom climates. In turn, such environments foster students' intrinsic motivation and engagement. Particular attention is given to teachers' self-efficacy in implementing self-regulated learning (SRL) strategies in the classroom (Scierri, 2024), understood as the set of cognitive, metacognitive and motivational processes through which learners plan, monitor and evaluate their learning (Zimmerman, 2002). Despite its recognized relevance for academic achievement and long-term engagement, explicit instruction of SRL strategies remains limited in classroom practice. Promoting SRL - through goal setting, strategic planning, monitoring, and reflective activities - is especially relevant in inclusive settings, where differentiated instruction and personalized support are essential. Previous research has shown emotional intelligence to be positively associated with self-efficacy beliefs (Chan, 2004). From this perspective, effective teaching requires the capacity for emotional awareness and regulation in interpersonal contexts, with students, families and colleagues. Teaching therefore involves the responsibility for shaping the relational climate in which learning occurs (Marino et al., 2013). Teachers who feel competent and emotionally equipped may be more likely to adopt practices that nurture students' autonomy and metacognitive awareness, thereby aligning instructional processes with SDT principles. The study aims to explore: (1) the levels of perceived self-efficacy in implementing SRL strategies; (2) the levels of emotional intelligence; and (3) the relationships between these constructs. It is hypothesized that higher levels of emotional intelligence are positively associated with stronger perceived self-efficacy in promoting self-regulated learning. The convenience sample consists of 97 teachers attending TFA courses, including both pre-service and in-service participants. Data were collected through validated self-report instruments assessing perceived teaching self-efficacy - specifically related to SRL implementation (Scierri, 2024) - and emotional intelligence (Grazzani Gavazzi & Antoniotti, 2004). By integrating motivational and socio-emotional perspectives, this research contributes to the ongoing debate on teacher education and professional development. The findings may provide useful implications for the design of initial and in-service training programs, highlighting the importance of integrating socio-emotional training and reflective practices to strengthen teachers' capacity to support inclusive and self-regulated learning environments.

Bandura, A. (1997). Self-efficacy: The exercise of control. New York: W.H. Freeman and Company.

Chan, D.W. (2004). Perceived emotional intelligence and self-efficacy among Chinese secondary school teachers in Hong Kong. Personality and Individual Differences, 36(8), 1781-1795.

Grazzani Gavazzi, I., Antoniotti, C. (2004). Valutazione delle proprie competenze emotive in adolescenza: differenze di genere. In I. Grazzani Gavazzi (a cura di), La competenza emotiva. Studi e ricerche nel ciclo di vita. Milano: Unicopli, pp. 275-295.

Marino, ., Rollè, L., Gerino, E., Brustia, P. (2013). Intelligenza emotiva e autoefficacia in un gruppo di insegnanti. International Journal of Developmental and Educational Psychology, 2(1), 393-400.

Schutte, N.S., Malouff, J.M., Hall, L.E., Haggerty, D.J., Cooper, J.T., Golden, C.J., Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. Personality and Individual Differences, 25, 167-177.

Scierri, I.D.M. (2024). Italian validation of the Teacher Self-Efficacy scale to implement Self-Regulated Learning (AI-AA). Italian Journal of Educational Research, 32, 32- 46. https://doi.org/10.7346/sird-012024-p32

Ryan, R. M., & Deci, E. L. (2017). Self-determination theory: Basic psychological needs in motivation, development, and wellness. The Guilford Press.

Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. Theory into Practice, 41(2), 64-71. https://doi.org/10.1207/s15430421tip4102_2

SCHOOL, TERRITORY, AND DATA-INFORMED ALLIANCE AGAINST SCHOOL DROPOUT: IDENTITY, MEANING, AND MOTIVATIONAL PROCESSES AMONG ADOLESCENTS

Marco Giganti (University of Bergamo, Italy) · **Michela Zambelli** (Catholic University of the Sacred Heart, Italy)

meaning in life | identity development | school dropout risk

Navigating uncertainty is one of the central developmental challenges facing adolescents. In a context marked by growing social inequalities, digital transformation, and geopolitical instability, supporting young people in constructing a meaningful life project is increasingly recognised as a protective factor against school disengagement and dropout (Ryan & Deci, 2017). This contribution presents findings from the Giovani SMArt project, a participatory action research initiative funded by Regione Lombardia and implemented in a valley community in northern Italy, involving a near-census sample of 1,229 students (48% male) attending four upper secondary schools (Giganti & Zambelli, 2025). Drawing on a quantitative survey administered, the study examined the prevalence of school dropout risk factors - including migrant background, parental education and occupational status, special educational needs (SEN), and irregular schooling trajectories - and their associations with key psychosocial variables. The research focused particularly on adolescents' sense of meaning in life, measured through the Situational Meaning in Life Evaluation scale (SMILE; Zambelli & Tagliabue, 2024), alongside identity development (U-MICS; Crocetti et al., 2010), life satisfaction, and school climate. Findings reveal that students who chose not to disclose their SEN status reported significantly greater difficulty finding meaning in life, particularly in terms of purpose and values. Girls reported higher levels of search for meaning than boys, suggesting gendered patterns in existential engagement. Students with migrant backgrounds showed greater reconsideration of commitments in both academic and social domains, indicating a more fluid and uncertain identity construction process. Irregular schooling trajectories were negatively associated with satisfaction toward school and self. Among school-context variables, peer support and parental involvement emerged as significant protective factors. Students with higher dropout risk reported lower peer support and lower parental engagement in school life, while those with SEN or migrant backgrounds perceived less cultural acceptance and a weaker democratic climate within their schools and classrooms. These findings informed a co-designed territorial intervention involving schools, social services, third-sector organisations, and local administrations. The data were shared with school principals, social workers, and municipal stakeholders to activate personalised support pathways and growth-oriented activities in sport, music, and the arts. This study illustrates how data-informed participatory research can bridge psychopedagogical knowledge and local practice, supporting the co-construction of environments where adolescents feel recognised, capable of contributing, and motivated to remain engaged in learning.

Crocetti, E., Schwartz, S. J., Fermani, A., & Meeus, W. (2010). The Utrecht-Management of Identity Commitments Scale (U-MICS): Italian validation and cross-national comparisons. European Journal of Psychological Assessment, 26(3), 172–186. https://doi.org/10.1027/1015-5759/a000024

Ryan, R. M., & Deci, E. L. (2017). Self-determination theory: Basic psychological needs in motivation, development, and wellness. The Guilford Press. https://doi.org/10.1521/978.14625/28806

Zambelli, M., & Tagliabue, S. (2024). The Situational Meaning in Life Evaluation scale (SMILE): Development and Validation Studies. Journal of Happiness Studies, 25(2). https://doi.org/10.1007/s10902-024-00730-1

Giganti, M., & Zambelli, M. (2025). Scuola, territorio e ricerca: un'alleanza contro la dispersione scolastica fondata sui dati. In V. Mobilio (Ed.), La scuola che legge sé stessa (pp. 71-90). Il Mulino.

PROJECT-BASED LEARNING AS A MOTIVATION-SUPPORTING STRATEGY

Ludovico Vespasiani (University of Salerno, Italy) · **Rosa Vegliante** (University of Salerno, Italy) · **Sergio Miranda** (University of Salerno, Italy)

project-based learning | basic psychological needs | self-determination theory

In current learning environments, the need to promote meaningful educational pathways has led to an increasing emphasis on active teaching methodologies. Among these, Project-Based Learning (PjBL; Kokotsaki, Menzies & Wiggins, 2016) stands out as a pedagogical approach capable of placing the student at the center of the instructional process. However, for PjBL to translate into real and profound educational success, it is fundamental to analyze the motivational dynamics that support it. The objective of this study is to investigate the impact of PjBL on student motivation, adopting Self-Determination Theory (SDT; Ryan & Deci, 2017) as the theoretical framework. According to SDT, individuals are

continuously driven by the need to satisfy three basic psychological needs: autonomy, competence, and relatedness, which are considered essential for growth and well-being. When learning environments are designed to support these psychological needs, the foundation is laid to foster a motivated attitude toward study activities (Reeve et al., 2022). From a methodological perspective, a systematic review was conducted with the aim of identifying studies demonstrating the effectiveness of PjBL in terms of satisfying basic needs. Having established specific inclusion and exclusion criteria, the analysis focused on 23 papers that confirm a positive relationship between adequately planned PjBL activities and the enhancement of the needs for autonomy, competence, and relatedness. The analyzed literature thus highlights that the integrated satisfaction of these three psychological needs increases students' autonomous motivation. Within this scenario, the paper also emphasizes how the significant contribution of PjBL does not lie solely in the execution of a "task" or merely in the creation of a final product, but rather in the intentionality with which the process of supporting these needs is nurtured.

Kokotsaki, D., Menzies, V., & Wiggins, A. (2016). Project-based learning: A review of the literature. Improving Schools, 19(3), 267-277.
Reeve, J., Ryan, R. M., Cheon, S. H., Matos, L., & Kaplan, H. (2022). Supporting students' motivation: Strategies for success. Routledge.
Ryan, R. M., & Deci, E. L. (2017). Self-determination theory: Basic psychological needs in motivation, development, and wellness. Guilford Publications.

TEACHER MOTIVATION AND PARTICIPATION IN INCLUSIVE LEARNING ENVIRONMENTS: A SURVEY OF SPECIALIST SUPPORT TEACHERS

Antonio Balestra (Link Campus University, Italy) · **Maria Grazia Simone** (e-Campus University, Italy) · **Daniela Maggi** (e-Campus University, Italy)

Teacher motivation | Student participation | Self-Determination Theory (SDT)

In contemporary learning environments shaped by digital transformation and widening inequalities, sustaining students' motivation and participation requires pedagogical conditions that foster agency, recognition and belonging, drawing on teachers' motivational resources (OECD, 2025). From this perspective, Self-Determination Theory (SDT) provides a useful framework for understanding how the quality of motivation—particularly when supported by experiences of autonomy, competence and relatedness—may translate into professional dispositions oriented towards more participatory and inclusive teaching practices (Ryan & Deci, 2017), including autonomy-supportive approaches (Reeve & Cheon, 2021; Reeve et al., 2022). This contribution investigates motivational processes among Italian specialist support teachers and examines the links between motivation to teach, perceived professional competence, orientations towards participation-rich practices, and the pedagogical use of technologies from an inclusive standpoint. The study builds on recent national research on specialist support teacher education and competencies, as well as technology-mediated inclusive practices (Balestra et al., 2024a, 2024b; Simone et al., 2025). Data derive from an anonymous online survey administered at the end of the specialisation pathway (Summer 2025; N = 1,579) to participants enrolled in INDIRE-linked training routes for specialist support teaching. The questionnaire (Limone & Simone, 2022) includes 33 multiple-choice items organised into four areas: (1) general profile (e.g., age, qualifications, teaching experience); (2) motivation to teach and perceived competence relevant to the role; (3) teaching and relational experience (colleagues' involvement, the quality of relationships with learners with disabilities and with the class as a group, and relationships with families); and (4) the use of educational technologies from an inclusion-oriented perspective (frequency and purposes of use, perceived effectiveness, challenges, and strengths). Items are formatted as 6-point semantic differential scales; a final open-ended question collects brief reflective narratives designed to elicit professional self-understandings, dilemmas, and perceived enabling conditions. The analysis plan comprises three steps: (1) assessing internal consistency and, where appropriate, exploring the structure of motivational indicators and key sub-dimensions; (2) identifying motivational profiles through person-centred approaches (e.g., latent profile analysis or clustering), distinguishing more autonomy-aligned configurations from more controlled or externally regulated ones; and (3) examining associations between profiles and/or motivational indicators and participation-related variables, including propensity to collaborate with colleagues and families, orientations towards active and inclusive methods (e.g., cooperative and workshop-based approaches), and the use of technologies as mediators of agency and accessibility. Thematic analysis of open-ended responses will triangulate quantitative findings, further clarifying perceived enablers and obstacles in professional practice. The study aims to investigate how

initial teacher education can support the development of a professional identity oriented towards fostering agency and active participation for all learners, offering insights for pedagogical innovation consistent with the values of democratic schooling and with teaching practices capable of sustaining motivation and belonging in inclusive contexts.

Balestra, A., Mancini, R., Sebastiani, R., & Simone, M. G. (2024a). Technology and teaching: Challenges and opportunities in the age of technological innovation. An exploratory survey of TFA support teachers. Italian Journal of Health Education, Sports and Inclusive Didactics, 8(3). https://doi.org/10.32043/gsd.v8i3.1148

Balestra, A., Simone, M. G., Mancini, R., & Maggi, D. (2024b). La formazione del docente specializzato per le attività di sostegno didattico in Italia: Un'indagine sui percorsi di formazione. In R. Tammaro, C. Lisimberti, & A. Tinterri (Eds.), Ricerca didattica e formazione degli insegnanti. Modelli, approcci e metodologie (pp. 202–216). Pensa MultiMedia.

Limone, P., & Simone, M. G. (2022). Specializing online during the pandemic: An exploratory survey on support teachers in the initial training phase. Italian Journal of Educational Research, (28), 76–84. https://doi.org/10.7346/sird-012022-p76

Organisation for Economic Co-operation and Development. (2025). Education Policy Outlook 2025: Nurturing engaged and resilient lifelong learners in a world of digital transformation. OECD Publishing. https://doi.org/10.1787/c3f402ba-en

Reeve, J., & Cheon, S. H. (2021). Autonomy-supportive teaching: Its malleability, benefits, and potential to improve educational practice. Educational Psychologist, 56(1), 54–77. https://doi.org/10.1080/00461520.2020.1862657

Reeve, J., Ryan, R. M., Cheon, S. H., Matos, L., & Kaplan, H. (2022). Supporting students' motivation: Strategies for success. Routledge. https://doi.org/10.4324/9781003091738

Ryan, R. M., & Deci, E. L. (2017). Self-determination theory: Basic psychological needs in motivation, development, and wellness. Guilford Press.

Simone, M. G., Maggi, D., Balestra, A., & Mancini, R. (2025). Formazione iniziale e inclusione scolastica. Quali competenze per gli insegnanti di sostegno? [Initial training and school inclusion. What skills for support teachers?]. QTimes Webmagazine, 17(1), 431–444. https://doi.org/10.14668/QTimes_17133

B.12

Reimagining Democracy in Schools: Pedagogical and Organisational Pathways to Participatory Renewal

PANEL CONVENORS: Giulia Pastori (University Of Milan-Bicocca, Italy); Maria Ranieri (University Of Florence, Italy); Valentina Pagani (University Of Milan-Bicocca, Italy); Maria Sola Piccioli (Action Aid International)

PANEL KEYWORDS: Student Participation & Agency, Participatory School Governance & Teaching, Democratic Pedagogies

In today's post-democratic condition, democratic institutions formally persist while meaningful participation is hollowed out—undermined by political disillusionment, inequalities, elite dominance. Schools mirror this erosion: student representation bodies often prove ineffective or symbolic; democratic routines are fragmented; dialogic and participatory practices remain marginal within transmissive, performance-oriented cultures of schooling. At the same time, young people struggle to find spaces for socio-political engagement, even as global crises—war, climate collapse, social injustices—rekindle collective mobilization and a renewed desire for public voice. How does the school accompany or inhibit this democratic reawakening? Can it become a site of democratic renewal, and under what pedagogical, organisational and relational conditions—internally and in relation to the wider community? In line with European frameworks (Council of Europe, 2016), the panel invites contributions examining how schooling can counter post-democratic dynamics drawing on insights from democratic education (e.g., Dewey) and contemporary analyses (Fielding, 2012). Particular attention is given to pedagogical and participatory innovation—including participatory research pathways, joint student–teacher committees, participatory budgeting, and co-decision processes—that position students as epistemic agents and legitimate stakeholders in school governance (Cook-Sather, 2020; Zambeta et al., 2019). These approaches resonate with the conference's dual lens: Learning for Democracy, centred on democratic competences, and Democracy for Learning, which treats democracy as an organising principle of educational environments. We welcome empirical research proposals that analyse what hollows out participation in schools, the constraints that limit innovation, and the possibilities for reconfiguring schools as living democratic spaces—capable of accompanying students in the everyday practice of citizenship.

A PARTICIPATORY RENEWAL PATHWAY IN SCHOOLS: STUDENT VOICES FROM AN INTERCULTURAL PEER MENTORING PROJECT

Matteo Umbro (University of Rome "Tor Vergata", Italy)

Participation | Intercultural Peer Mentoring | Democratic Culture

According to the voices of the students involved, can an intercultural peer mentoring project foster greater coherence between schools and their democratic and transformative vocation? This paper presents a case study conducted in a high school located in a public housing neighbourhood on the outskirts of Rome, characterised by significant economic and social hardship. The school, attended by approximately 2000 students across two campuses, is often portrayed as an "island" within the local context because of the academic outcomes achieved by its highest-performing students and its

positioning in private agency rankings. At the same time, it is marked by deep contradictions: many students living in the neighbourhood do not reach graduation, and a substantial number of students without Italian citizenship, whose presence is frequently problematised by both teachers and peers, leave school early, in continuity with patterns observed at the national level. Within this context, following a decision by the collegial bodies and the establishment of an "Intercultural commission", the school launched an experimental intercultural peer mentoring project. The initiative involves enrolled students in welcoming newly arrived peers, supporting them during the initial phase of school insertion, and listening to their concerns, which are understood as epistemic resources for rethinking school practices, organisational arrangements, and everyday routines. The project aims to make the institution more accessible, dialogical, and responsive to students' subjectivities, while also addressing school dropout. For the participants, and with broader implications for the institution, the experience constituted a space for personal commitment and for the development of competences necessary for participation in democratic contexts and institutions (Barrett, 2021), thus functioning as a device for learning for democracy. The study seeks to understand the meanings that young participants attribute to their peer education experiences and the forms their participation takes within an intercultural peer mentoring project. Adopting a perspective attentive to student voice, student participation was examined as a research object in its own right and analysed in light of Fielding's (2012) patterns of partnership (see also Grion & Cook-Sather, 2013). Methodologically, the study adopts a qualitative, ethnographically oriented approach (Pastori, 2017), combining observation and self-observation tools based on trifocal grids related to democratic culture competences (the related outcomes are discussed elsewhere) with interviews, logbooks, backtalk, meeting records, and focus groups involving teachers, the project team, school leadership staff, and, most importantly, the young participants. The textual corpus was analysed through Reflexive Thematic Analysis (Braun & Clarke, 2019; Pagani, 2020). The findings show how the project simultaneously functioned as a space for learning democratic competences (learning for democracy) and, under specific organisational and relational conditions, reconfigured participation itself as the organising principle of the educational experience (democracy for learning), while also revealing tensions between symbolic recognition and actual decision-making power, as well as the ambivalent role of adults as both facilitators and gatekeepers of participation.

Barrett, M. (2021). Citizenship Competences. Scuola Democratica. (Numero speciale). 145-160.
Braun, V., & Clarke, V. (2019). Reflecting on Reflexive Thematic Analysis. Qualitative Research in Sport, Exercise and Health, 11, 589-597.
Fielding, M. (2012). Beyond Student voice: patterns of partnership and the demands of deep democracy. Revista de Educación. 359. 45-65.
Grion, V. & Cook-Sather, A. (A cura di) (2013). Student voice. Guerini e Associati.
Pagani, V. (2020). Dare voce ai dati. L'analisi dei dati testuali nella ricerca educativa. Edizioni Junior: Parma
Pastori, G. (2017). In ricerca. Prospettive e strumenti di ricerca per educatori e insegnanti. Edizioni Junior.

STUDENT PARTICIPATION IN SCHOOL GOVERNANCE: A CRITICAL LITERATURE-BASED REFLECTION ON DEMOCRATIC SPACES

Mafalda Villa (Universidade Nova de Lisboa, Portugal) · **Susana Batista** (Universidade Nova de Lisboa, Portugal)

Student Participation | Youth Agency | Democratic School Governance

Over the past two decades, student participation has gained prominence in educational research and is widely recognised as a key condition for promoting school democracy, youth agency, and civic development (Sousa & Ferreira, 2024). The literature highlights the positive impacts of valuing students' voices on their holistic development, the improvement of educational relationships, and the functioning of school institutions, with benefits extending to teachers and the school community (Biddle, 2019; Cook-Sather, 2020; Geurts et al., 2024). Within the European context of decentralisation and strengthened school autonomy, school governing bodies stand out as formal spaces for student participation in democratic governance. They bring together different educational actors, yet vary in their degree of formalisation, competences, and decision-making power, depending on political and social contexts (OECD, 2024). Persistent ambiguities in the implementation of student participation within school decision-making bodies are identified: representation tends to be restricted to secondary students; power remains centralised in principals and teachers; and there are limitations to the deliberative potential of collegial bodies, as these are often reduced to formal or symbolic dynamics (Andersson, 2019; Elemen, 2015; Kaba, 2001). In this context, this communication presents a literature review examining how recent

research has conceptualised and problematised student participation in formal school governance bodies, as well as the proposals that have emerged for consolidating it as an effective democratic practice. The review maps the literature and synthesizes the recommendations put forward by these studies, addressing the need to deepen knowledge on effective forms of student participation (Mager & Nowak, 2012). Publications from 2010 onwards were selected from journals indexed in Scopus, Web of Science, and ERIC to ensure an international perspective. The Portuguese Open Access Scientific Repository network (RCAAP) was also considered to include national and local contexts. Publications in English, Portuguese, and Spanish were included, covering empirical and theoretical studies on student participation in formal school governance bodies, with explicit attention to decision-making processes. The analysis is based on a critical and comparative reading, combining thematic coding and categorisation with strategies of connection (Maxwell, 2009) to identify conceptual patterns, analytical tensions, and recurring limitations in the enactment of student participation. The results contribute to rethink the current design of school decision-making spaces. These are understood as social spaces of democratic governance, where power relations emerge and are contested (Sarmento et al., 2007), and from which it is possible to question the school form (Vincent et al., 2001). It starts from the assumption that "participatory devices" (Sarmento et al., 2007) hold the potential to counteract the rigidity of a school structure historically oriented towards control and conformity (Lima & Afonso, 1990). The aim is to understand how spaces of silence can be transformed into spaces of voice, moving beyond symbolic representation and enabling forms of effective student participation, thereby contributing to the panel's central question: can schools become a site of democratic renewal, and under what pedagogical, organisational and relational conditions?

Andersson, E. (2019). The school as a public space for democratic experiences: Formal student participation and its political characteristics. Education, Citizenship and Social Justice, 14(2), 149–164. https://doi.org/10.1177/1746197918776657

Biddle, C. (2019). Pragmatism in student voice practice: What does it take to sustain a counter-normative reform in the long-term? Journal of Educational Change, 20(1), 1–29. https://doi.org/10.1007/s10833-018-9326-3

Cook-Sather, A. (2020). Student voice across contexts: Fostering student agency in today's schools. Theory Into Practice, 59(2), 182–191. https://doi.org/10.1080/00405841.2019.1705091

Elemen, J. E. (2015). Students' high school organizational leadership opportunities and their influences on academic achievement and civic participation. Journal of Research in Education, 25(2), 4–18.

Geurts, E., Reijs, R., Leenders, H., Jansen, M., & Hoebe, C. (2024). Co-creation and decision-making with students about teaching and learning: A systematic literature review. Journal of Educational Change, 25(1), 103–125. https://doi.org/10.1007/s10833-023-09481-x

Kaba, M. (2001). They listen to me…but they don't act on it': Contradictory Consciousness and Student Participation in Decision-Making. High School Journal, 84(2), 21. https://research.ebsco.com/linkprocessor/plink?id=1effc390-1df8-3200-9c7c-c346bcabe905

Lima, L. C., & Afonso, A. J. (1990). Participação discente e socialização normativa na perspectiva da sociologia das organizações educativas. Aprender. https://repositorium.sdum.uminho.pt/bitstream/1822/24467/1/Participa%C3%A7%C3%A3o%20Discente%20e%20Socializa%C3%A7%C3%A3o%20Normativa.pdf

Mager, U., & Nowak, P. (2012). Effects of student participation in decision making at school. A systematic review and synthesis of empirical research. Educational Research Review, 7(1), 38–61. https://doi.org/10.1016/j.edurev.2011.11.001

Maxwell, J. A. (2009). Designing a qualitative study. Em L. Bickman & D. J. Rog (Eds.), The SAGE Handbook of Applied Social Research Methods (2.a ed., pp. 214–253). SAGE Publications. https://doi.org/10.4135/9781483348858.n7

OECD. (2024). Education at a Glance 2024: OECD Indicators. OECD Publishing. https://doi.org/10.1787/c00cad36-en

Sarmento, M. J., Fernandes, N., & Tomás, C. A. (2007). Políticas públicas e participação infantil. Educação, Sociedade & Culturas, (25), 183–206. https://repositorium.sdum.uminho.pt/handle/1822/36753

Sousa, I., & Ferreira, E. (2024). Students' participation in democratic school management: A systematic literature review. JSSE - Journal of Social Science Education, 23(1). https://doi.org/10.11576/jsse-6333

Vincent, G., Lahire, B., & Thin, D. (2001). Sobre a história e a teoria da forma escolar. Belo Horizonte, (33), 7–47. http://educa.fcc.org.br/scielo.php?script=sci_abstract&pid=S0102-46982001000100002&lng=pt&nrm=iso

THE "TOGETHER" METHODOLOGY: STRENGTHENING CHILD AND YOUTH PARTICIPATION IN PUBLIC DECISION-MAKING.

Margherita Brasca (SOS Villaggi dei Bambini ETS, Italy) · **Marcela Baxanean** (SOS Villaggi dei Bambini ETS, Italy)

Student Participation & Agency | Democratic Pedagogies | Peer Education

While the right of children to participate is enshrined in Article 12 of the UN Convention on the Rights of the Child (CRC), a significant gap remains between theoretical recognition and daily practice. The "Together" methodology, developed by SOS Villaggi dei Bambini in the framework of a EU co-funded project, is designed to transform the right of children and young people to participate from a theoretical principle into a concrete practice within public decision-making processes.

The project specifically focuses on strengthening the capacity of children and youth—including those in precarious family situations or alternative care—to influence decisions that affect their lives and local communities. The methodology is rooted in international legal standards. A core tool used is Roger Hart's Ladder of Participation, which helps distinguish between "seeming" involvement (manipulation, decoration, tokenism) and "meaningful" participation. The methodology also incorporates the Lundy Model to structure how children and youth are provided with space, voice, audience, and influence in public spheres. This approach aims to improve the capacity of children, young people, and the professionals supporting them to work in partnership with policy-makers. It seeks to ensure that youth can influence public decisions that impact their lives, moving from mere consultation to active co-design. Aside from adult supervisors, the methodology relies on two primary levels of youth engagement. The first one is the involvement of peer trainers (aged 18–24), young people who, after receiving specialized training, propose and directly manage workshops for their peers. They act as a bridge between professional facilitators and younger participants, ensuring the language and activities remain relevant and engaging. The second one is the protagonism of workshop participants (aged 11–17), who engage in territorial workshops to deepen their knowledge of children's rights and improve their awareness of how to influence public policy even when still underaged. The peer-to-peer workshops typically consist of six sessions, guiding participants from understanding their rights to meeting with adults to deliver their messages. This approach offers unique benefits over traditional adult-led models. Participants often feel freer to express themselves when the facilitators are close to them in age, reducing the hierarchical pressure typical of adult-youth relationships. Also, they have the chance to evolve from "beneficiaries" into "active citizens," practicing participation as a skill. It fosters intergenerational dialogue, proving that young people are competent interlocutors capable of making public policies more inclusive and effective. "Together" engages children in ongoing dialogue with local, regional and national institutions to promote the creation of effective and shared synergies. This dialogue is, indeed, the culminating moment where children meet with institutional representatives to propose concrete solutions. Ultimately, "Together" demonstrates that involving young people generates agency, empowerment, and more inclusive public policies that better reflect the needs of all citizens. The methodology's practical insights, based on the feedbacks and experience on the field, are summarized in a vademecum for adults, identifying six pillars for effective participation.

International References:
- Hart, R. (1992), Children's Participation: From Tokenism to Citizenship, UNICEF International Child Development Centre.
- The Lundy model of participation (2007)
- Larkins, C. (2019), Continuous process framework for monitoring and evaluating participatory processes.
- United Nations (1989), Convention on the Rights of the Child (CRC), specifically Article 12 regarding the right to be heard.
- UN Committee on the Rights of the Child (2009), General Comment No. 12: The right of the child to be heard.
- European Commission (2021), EU Strategy on the Rights of the Child and the European Child Guarantee.
- Council of Europe (2022), Strategy for the Rights of the Child 2022-2027.
Italian Institutional References
- Law No. 176/1991, Ratification and execution of the Convention on the Rights of the Child.
- Italian Ombudsperson for Children and Adolescents (2024), Study and proposal document: Girls, boys and adults in participatory processes.
- National Observatory for Childhood and Adolescence (2022), National guidelines for the participation of girls and boys.
- CRC Group (2023), 13th Update Report on the monitoring of the Convention on the Rights of the Child and Adolescent in Italy.

CHALLENGING ADULTCENTRISM THROUGH PEDAGOGICAL "COUNTER-MOVEMENTS": THE CASE OF THE CLOSLIEU SETTING WITHIN A PUBLIC MONTESSORI PRIMARY SCHOOL

Maura Tripi (Lumsa University, Italy) · **Alessia Trivigno** (University of Milano-Bicocca, Italy)

adultcentrism Montessori Stern

This paper addresses adultcentrism in education by weaving together a critical theoretical framework, contemporary pedagogical contributions, and an empirical case study situated within an Italian public Montessori primary school. Adultcentrism – understood as the structural and symbolic primacy of adult perspectives, norms, and power in shaping children's lives – continues to permeate formal schooling, often legitimising asymmetrical authority and limiting children's agency. Closely intertwined with this is the legacy of "black pedagogy," theorised by Katharina Rutschky (2015/1977) and further elaborated by Alice Miller (2007a/1979; 2007b/1980), which exposes authoritarian, disciplinary, and moralising

practices embedded in educational traditions. Although often subtle in contemporary schooling, these dynamics persist through evaluation regimes, behavioural control, and "epistemic injustice" that privilege adult power over children's lived experience. Building on the childist and anti-adultist approach and its most recent contributions (Biswas at al., 2024; Liebel and Meade, 2025; Tripi, 2025), the paper highlights pedagogical "counter-movements" capable of challenging adultcentrism within school institutions. Childism emphasises children's protagonism, intergenerational dialogue, and institutional reflexivity as key strategies to unsettle adult monopolies of interpretation and decision-making. Overcoming implicit power dynamics in schooling requires not merely methodological adjustments but a transformation of educational stance: practices such as shared rule-making, negotiated curricula, participatory assessment, and the cultivation of aesthetic and expressive spaces emerge as concrete modalities for redistributing power and recognising children as epistemic subjects. In this context, the professional experience of Pia Burei Bozzini (1939–2024), a primary school teacher, trainer at the Opera Nazionale Montessori and expert practicienne trained in close collaboration with Arno Stern, represents a significant example of how methodological contaminations can generate original and authentic educational practices, rooted in the professional biography of the educator. The case exemplifies a response to the need to unsettle sedimented educational hierarchies and to reconfigure entrenched adult–child power relations within the school context. The Closlieu, a dispositif conceived by Stern (Stern, 1959/1966) as a necessary alternative to school-based art education, is grounded in safeguarding the "Play of painting" (Stern, 2011/2013) within a protected, structured space removed from judgment, evaluation, and interpretation. The introduction of this expressive setting into the Montessori primary school "Balilla Paganelli" in Cinisello Balsamo (MI) constitutes a consciously non-orthodox choice with respect to both pedagogical approaches, motivated by the belief in a meaningful connection between them. On the one hand, Montessori education already challenges adultcentrism through prepared environments, auto-education, and respect for the child's rhythm. On the other hand, the Closlieu radicalises this stance by suspending curricular intentionality altogether, offering an experience where expression is decoupled from performance and assessment. Within the institutional setting, this dispositif functions as a micro-political space that interrupts dominant logics of productivity and normalisation, allowing children to inhabit school differently. The paper argues that overcoming adultcentrism requires creating "protected heterotopias" within schools, alongside cultivating an adult posture of ethical restraint, attentive presence, and institutional self-critique. The integration of the Closlieu within a Montessori public school illustrates how this hybridisation can foster transformative possibilities for reconfiguring power, voice, and recognition in everyday schooling.

Biswas, T., Florio, E., Caso, L., Castelli, I., and Iacobino, S., The Adultcentrism Scale: A Potential Contributor to Advancing Children's Participation Rights in Nordic Contexts, "Social Sciences", v. 13, 2024, 238, https://www.mdpi.com/2076-0760/13/5/238.

Liebel, M., Meade, P., Can school become a non-adultist institution?, "childhood & philosophy", v. 20, 2024, pp. 1-34, https://doi.org/10.12957/childphilo.2024.81338.

Miller, A., Il dramma del bambino dotato e la ricerca del vero sé, Bollati Boringhieri, Torino 2007a [1979].

Miller, A., La persecuzione del bambino. Le radici della violenza, Bollati Boringhieri, Torino 2007b [1980].

Rutschky, K., Pedagogia nera. Fonti storiche dell'educazione civile, a cura di P. Perticari, Mimesis, Milano 2015 [1977].

Stern, A., Arte infantile, Armando Editore, Roma 1966 [1959].

Stern, A., Il gioco del dipingere, Uroboros, Verona 2013 [2011].

Tripi, M., Non chiamateli bambini. Un'intriduzione al childism, Ledizioni, Milano 2025.

FROM LEARNING FOR DEMOCRACY TO DEMOCRACY FOR LEARNING: RETHINKING SCHOOL THROUGH STUDENT VOICE

Giulia Pastori (University of Milano-Bicocca, Italy) · **Valentina Pagani** (University of Milano-Bicocca, Italy) · **Chiara Paganuzzi** (University of Milano-Bicocca, Italy) · **Alessia Lambicchi** (University of Milano-Bicocca, Italy)

Student Voice | Mixed-methods | Participation

In contemporary post-democratic contexts, democratic institutions formally persist while meaningful participation is hollowed out. Schools reflect this condition: student representation often operates symbolically, participatory routines remain procedural, and performance-oriented cultures marginalize dialogic engagement. The key question, therefore, is not only whether schools teach democracy, but whether they are organised democratically. Grounded in the Student Voice framework (Cook-Sather, 2020; Welty & Lundy, 2013) and democratic education traditions inspired by Dewey (2000), this

paper presents findings from La scuola siamo noi! ("We Are the School!"), developed within the PNRR-MUSA initiative (2023–2025) in three upper secondary schools in Milan. Conceived as a participatory research pathway, the project positioned students and teachers as co-inquirers, recognising students as epistemic agents and legitimate stakeholders in school improvement and governance (Pastori & Pagani, 2025). In its first year, an explanatory sequential mixed-methods design (Creswell & Plano Clark, 2007) combined a survey on school climate, voice, and participation (2023/24) with eleven focus groups aimed at deepening students' experiences of recognition, influence, and marginalisation. In the second year (2024/25), mixed student–teacher groups engaged in participatory research pathways to co-develop and experiment with proposals for school improvement, transforming the project into a democratic laboratory. Findings reveal tensions between formal participatory structures and students' limited impact on decision-making. Participation remains largely consultative, constrained by bureaucratic and hierarchical cultures. Yet the research process itself functioned as a democratic micro-practice, fostering relational shifts, organisational experimentation, and enhanced agency. Democratic renewal in schools requires more than fostering civic competences (Learning for Democracy); it demands organisational reconfiguration so that democracy becomes an organising principle of school life (Democracy for Learning) (Dewey, 2000; Gollob et al., 2010).

Cook-Sather A. (2020). Student voice across contexts: Fostering student agency in today's schools. Theory into practice, 59(2): 182-191.

Creswell, J., & Plano Clark, V. (2007). Designing and conducting mixed methods research. Thousand Oaks, CA: Sage.

Dewey J. (2000). Democrazia e educazione. Firenze: La Nuova Italia (ed. orig. 1916).

Gollob R. et alii (2010). Educating for democracy: Background materials on democratic citizenship and human rights education for teachers (Vol. 1). Strasbourg: Council of Europe.

Pastori, G., & Pagani, V. (2025). Ripensare la cultura della scuola attraverso la Student Voice: partecipazione, benessere e trasformazione educativa nella scuola secondaria di secondo grado. Pedagogia Oggi, 23(2), 153-161.

Welty, E., & Lundy, L. (2013). A children's rights-based approach to involving children in decision making. Journal of science communication, 12(3): 1-5.

TOWARDS AN ECOSYSTEMIC MODEL OF GLOBAL CITIZENSHIP EDUCATION: BETWEEN THE CAPABILITY APPROACH AND PARTICIPATORY PRACTICES

Valeria Catania (Università di Catania, Italy)

Global Citizenship Education (GCE) | Ecosystemic educational model | Participatory didactic practices

This contribution, situated within the framework of ongoing doctoral research, proposes an ecosystemic model of Global Citizenship Education (GCE) oriented toward the transformation of school practices and the construction of enabling environments. The objective is to overcome the conceptual ambiguities that characterize the international debate (Oxley & Morris, 2013; UNESCO, 2015) and to offer a theoretical-operational framework capable of guiding schools and teachers in the design of authentic, sustainable, and institutionally rooted participatory experiences. Indeed, in the absence of a solid epistemological foundation, civic education risks being reduced to a formal device or an isolated disciplinary content, devoid of any effective transformative impact. The proposed model integrates four theoretical traditions rarely brought into dialogue: Dewey's educational pragmatism, Makiguchi's value-creating pedagogy, Nussbaum's Capability Approach, and Kolb's experiential learning cycle. This convergence allows for the reconfiguration of citizenship not as a static set of competences, but as a continuous formative experience built through practices of participation, reflection, and shared responsibility. The aim is to outline a theoretical framework capable of configuring GCE as a "pedagogy of the gaze" oriented toward the deconstruction of egocentric and nationalistic perspectives, re-configuring it as a process of human development, democratic participation, and social value creation (Bertolini, 1988). The model is organized according to a logic of progressive scalability, which allows educational institutions to implement GCE as a multi-level process. On a didactic level, this translates into participatory activities such as micro-deliberations, service learning, local area investigations, and practices of intercultural cooperation. On a reflective level, it introduces devices such as civic portfolios, narrative rubrics, and learning diaries, which support processes of critical awareness and personal agency. On an institutional level, the model is rooted in the Whole School Approach (Henderson & Tilbury, 2004), promoting a systemic transformation that involves curriculum, governance, educational relationships, and collaboration with the community. From an evaluative standpoint, the model adopts the twenty descriptors of the Reference Framework of Competences for Democratic Culture (Council of Europe, 2018) as an interpretative structure to orient assessment toward a

formative and process-oriented dimension. This allows for the monitoring of not only outcomes but, above all, the developmental processes of values, attitudes, and competences linked to democratic citizenship. Each level represents an expansion of the school's capacity to configure itself as a democratic ecosystem, in which agency, participation, and reflexivity are sustained by coherent didactic practices, evaluative tools, and organizational structures. The emerging implications highlight how dialogic and participatory approaches can reconfigure the school as a lived democratic space, where the agency of students is supported by reflective, collaborative teaching practices open to the world. In this perspective, the role of teachers assumes a crucial significance: through a professionalism oriented toward research, the care of relationships, and shared design, they become co-constructors of enabling contexts. This vision aligns with the perspective of "porous didactics" (Tarozzi & Moser, 2025), which interprets the school as an open, dynamic institution interconnected with global challenges.

Bertolini, P. (1988). L'esistere pedagogico: Ragioni e limiti di una pedagogia come scienza fenomenologicamente fondata.
Council of Europe. Education Department (Ed.). (2018). Reference Framework of Competences for Democratic Culture: Descriptors of competences for democratic culture (Vol. 2). Council of Europe.
Dewey, J. (1938). Experience and Education (New York, Collier). International Education, 2.
Henderson, K., & Tilbury, D. (2004). Whole-School Approaches to Sustainability: An International Review of Sustainable School Programs. Sydney: Australian Research Institute in Education for Sustainability.
Kolb, D. A. (2014). Experiential learning: Experience as the source of learning and development. FT press.
Makiguchi, T. (1989). Education for creative living: Ideas and proposals of Tsunesaburo Makiguchi.
Nussbaum, M. C., & Capabilities, C. (2011). The human development approach. Creating capabilities. Cambridge, MA: Belknap Press of Harvard, 87.
Oxley, L., & Morris, P. (2013). Global citizenship: A typology for distinguishing its multiple conceptions. British journal of educational studies, 61(3), 301-325.
Tarozzi, M., & Moser, S. (2025). Didattica dell'Educazione alla Cittadinanza Globale https://doi.org/10.6092/unibo/amsacta/8445.

UNDERSTANDING YOUTH POLITICAL DISENGAGEMENT: PERSPECTIVES OF FINAL-YEAR SECONDARY SCHOOL STUDENTS

Nikola Baketa (Institute for Social Research in Zagreb, Croatia) · **Jelena Matić Bojić** (Institute for Social Research in Zagreb, Croatia) · **Lorelaj Lukačin** (Institute for Social Research in Zagreb, Croatia)

Political disengagement | Youth | Socialization

Youth political participation has long been considered a crucial component of democratic stability. Habits of civic and political engagement developed during adolescence often persist into adulthood, shaping long-term patterns of participation. However, a large body of research suggests that younger generations increasingly participate less in conventional political activities than previous cohorts (Flanagan & Levine, 2010; Kitanova, 2020; Sloam & Henn, 2019; Suni & Mietola, 2023; Weiss, 2020). Declining trust in political institutions and limited engagement with traditional political organizations are frequently interpreted as signs of a broader crisis of representative democracy (Bessant, 2004; Furlong & Cartmel, 2012; Foa & Mounk, 2016). At the same time, scholars have pointed out that young people continue to engage with politics through alternative forms such as digital activism, issue- based campaigns, or community initiatives (Guzman Grassi et al., 2024). While these patterns are well documented quantitatively, much less attention has been devoted to how young people themselves explain political disengagement. This paper addresses that gap by exploring how final-year secondary school students understand and interpret political disengagement among young people. Focusing on this specific age group is particularly relevant because they stand on the threshold of gaining formal political rights. The analysis is based on qualitative data collected through twelve focus groups conducted in four major Croatian cities (Zagreb, Rijeka, Split, and Osijek). A total of 90 students participated, representing three different educational tracks: grammar schools, four-year vocational programmes, and three-year vocational programmes. Focus groups were carried out in school settings and followed a semi-structured protocol addressing political participation, political efficacy,

youth engagement, and perceptions of politics. The data were analysed using thematic analysis (Braun & Clarke, 2006; Joffe, 2012) combining deductive and inductive coding to identify recurring patterns in participants' explanations of political disengagement. The results reveal five key themes through which students interpret youth political non- participation: socialization, cynicism and distrust, distance from politics, perceived negative consequences of political engagement, and feelings of powerlessness. Participants frequently attribute disengagement to socialization processes within families, schools, and media environments that frame politics as conflictual and negative. Widespread cynicism toward political actors and institutions, often associated with corruption and unfulfilled promises, further contributes to distrust in the political system. Politics is also commonly perceived as distant from young people's everyday lives and interests, which reduces its perceived relevance. In addition, students describe political engagement as socially risky, potentially leading to stigma and interpersonal conflict. Finally, many participants express a strong sense of political powerlessness, characterized by the belief that young people's voices are ignored and that political action rarely produces meaningful change. Taken together, these findings suggest that youth disengagement should not be interpreted primarily as apathy or lack of interest. Instead, students describe political disengagement as a rational response to a political environment perceived as unresponsive, socially risky, and poorly connected to their everyday experiences. The study contributes to existing research by highlighting how young people themselves interpret the mechanisms that produce political distancing, thereby offering new insights into the relationship between political socialization, political efficacy, and youth engagement.

Bessant, J. (2024). Mixed messages: Youth participation and democratic practice. Australian journal of political science,39(2): 387-404.
Braun, V., and Clarke V. Using thematic analysis in psychology.Qualitative research in psychology,3(2): 77-101.
Flanagan, C., and Levine, P. (2010). Civic engagement and the transition to adulthood.The future of children,20(1): 159-179.
Foa, R. S., and Mounk,Y. (2016). The danger of deconsolidation: The democratic disconnect.Journal of democracy,27(3): 5-17.
Furlong, A, and Cartmel, F. Social change and political engagement among young people: Generation and the 2009/2010 British election survey.Parliamentary affairs,65(1): 13-28.
Grassi Guzmán, E. F., Portos, M., and Felicetti, A. (2024). Young people's attitudes towards democracy and political participation: Evidence from a cross-European study.Government and Opposition,59(2): 582-604.
Joffe, H. (2012). Thematic Analysis. In Harper, D., and Thompson, A. R. (Eds.). Qualitative Research Methods in Mental Health and Psychotherapy. West Sussex: Wiley-Blackwell, pp. 209-224.
Kitanova, M. (2020). Youth political participation in the EU: evidence from a cross-national analysis. Journal of Youth Studies, 23(7): 819-836
Sloam, J., and Henn, M. (2019).Youthquake 2017: The rise of young cosmopolitans in Britain. Springer Nature.
Suni, A., and Mietola, R. (2023). 'Dear colleagues, I ask you to act like adults': minority youth and their political participation.Journal of youth studies,26(2): 213-228.
Weiss, J. (2020). What is youth political participation? Literature review on youth political participation and political attitudes. Frontiers in Political Science, 2.

THE STUDENT'S VOICE: A THREE-YEAR STUDY IN A SCHOOL UNDERGOING PERSPECTIVE CHANGE ANALYSIS OF A SCHOOL TRANSFORMATION: INNOVATION IN LEARNING ENVIRONMENTS AND OVERCOMING SOCIOCULTURAL PREJUDICE

Lucia Tagliaferri (Scuola Secondaria di primo grado, Dante Carducci Piacenza Italy) · **Filippo Rebecchi** (Scuola Secondaria di primo grado, Dante Carducci Piacenza Italy)

learning environments | equity | student's voice

This study analyzes the process of pedagogical and structural transformation at the Dante-Carducci Institute in Piacenza, with a specific focus on the Carducci branch. Set in an urban context of over 103,000 inhabitants with high migratory density, the Carducci site has historically contended with marked sociocultural prejudice. This phenomenon led local families to systematically prefer the Dante site, resulting in de facto segregation and the formation of classes with a high

percentage of non-Italian speakers and widespread economic marginalization (Sandri 2019). This dynamic long hindered the heterogeneity necessary for truly effective and inclusive educational action. To address this, beginning in the 2023-24 academic year, the institute introduced a new organizational model aimed at moving beyond the fixed-classroom system. In its place, disciplinary and thematic learning environments were established (Armenakis, et al., 1993; Biondi, Borri, Tosi, 2016; Marcarini 2016). In this paradigm, teachers remain in specific specialized spaces while students transition between classrooms at the end of each period. This physical movement is interpreted not as a mere transition, but as a strategic opportunity for attentional recovery and the promotion of individual autonomy. The reconfiguration involved creating innovative spaces, including the Biblòh library network (biblioteche in rete) and the Habitat multi-space (Imms, Kvan, 2022), designed to meet Special Educational Needs (Bisogni Educativi Speciali - BES) and consolidate a multicultural ethics of responsibility. The efficacy of this experimentation was monitored through the three-year longitudinal study "The Student's Voice" (Grion, Cook-Sather, 2013; Quaglia, Corso, 2014). Adopting a qualitative research approach (Mertens, 2014; Trinchero, 2015; Jones, Smith, 2016), the study integrated an annual 21-item questionnaire (Marcarini 2023) and a case study based on monthly focus groups. These groups involved approximately 50 students in leadership roles (Apri-fila and Assistenti), establishing a structured space for dialogue where student feedback directly informed didactic and educational adjustments. By the end of the three-year period, results confirmed the success of the initiative: enrollment increased from 120 to 143 for the 2025/26 academic year, fostering more equi-heterogeneous classes and signaling a progressive overcoming of territorial prejudices. Although perceived well-being improved, operational challenges persist, such as resistance from some staff (particularly support teachers) and logistical difficulties regarding backpack management due to the lack of lockers. In conclusion, the Carducci school experience, functioning as a "permanent construction site" (cantiere permanente) of innovation, demonstrates that structural spatial change is an essential prerequisite for educational equity (Woolner, 2010; Barrett et al., 2015). Transforming the school into a lived democratic space allows the student voice to be valued as a pivotal element for defining both didactic and spatial practices (Woolner, 2010; Barrett et al., 2015).

Alexander, J.M. (2008). Capabilities and Social Justice. Th Political Philosophy by Amartya Sen and Martha Nssbaum. Farnham: Ashgate Publishing.

Armenakis, A.A, Harris, S.G., & Mossholder, K.W. (1993). Creating readiness for organizational change. In Human Relations, 46(6) pp. 681-704.

Bannister, D. (2017). European Schoolnet. guidelines on Exploring and Adapting Learning Spaces in Schools. Future Classroom Lab/ Il progetto - le sei aree. University of Wolverhampton, UK: MBE- Institute of Education. http://files.eun.org/fcl/Learning_spaces_guidelines_Final.pdf. Ultima visita 10.01.23.

Barker, I. (2019). Do classroom renovations boost pupils learning, In TES Times Educational Supplement 12 July 2019.

Barret, P. (2022). A Journey into Space. A Summary and Evaluation of a Project Linking Pedagogy and Space within Classroom Design. In Planning Learning Spaces. May-August 2022, n. 9, pp. 34-53.

Barrett, P., Zhang, Y., Davies, F., Barrett, L. (2015). Clever Classrooms. Manchester: University of Salford.

Biondi, G., Borri, S., Tosi, L. (2016). Dall'aula all'ambiente di apprendimento. Firenze: Altralinea..

Grion, V., Cook-Sather, A. (2013). Student voice. Prospettive internazionali e pratiche emergenti in Italia. Milano: Guerini Scientifica.

Imms, W, Kvan, T. (2022). Teacher Transition into Innovative Learning Environments: A Global Perspective. Singapore: Springer.

Marcarini, M. (2016). Pedarchitettura. Linee storiche ed esempi attuali in Italia e in Europa. Roma. Studium.

Morris, J., Imms, W. (2023a). Designing and using innovative learning spaces. What teachers have to say. In Carro, R., Blyth, A. (Eds.). IUL Research. Ambienti di apprendimento innovativi. Ripensare gli spazi della scuola tra pedagogia, architettura e design. V. 3, n. 6.

Morris, J., Imms, W. (2023b). What are Innovative Learning Environments and how can you explore what environments have impact? In J., Morris, W., Imms (Eds.). Teachers as Researchers in Innovative Learning Environments. Case Studies from Australia and New Zealand Schools. Singapore: Springer.

Mertens, D.M. (2014). Research and Evaluation in Education and Psychology: Integrating Diversity With Quantitative, Qualitative, and Mixed Methods. Thousand Oaks (Ca): Sage.

Quaglia, R.J., Corso, M.J. (2014). Student Voice: The Instrument of Change. Thousand Oaks (Ca): Corwin.

Sandri, P. (2019) (Ed.). Rigenerare le radici per fondare i processi inclusivi. Dalla legge 517/77 alle prospettive attuali. Milano: Franco Angeli.

Trinchero, R. (2015). Manuale di ricerca educativa Milano: Franco Angeli.

Weyland, B., Attia, S. (2015). Progettare scuole tra pedagogia e architettura. Milano: Guerini Scientifica.

Woolner, P. (2010). The Design of Learning Spaces. Londra: Bloomsbury Publishing.

SCHOOL LIBRARIES AND DEMOCRATIC LEARNING ENVIRONMENTS: EVIDENCE FROM A NATIONAL ITALIAN SURVEY

Andrea Nardi (INDIRE, Italy) · **Elisabetta Cigognini** (INDIRE, Italy) · **Francesca Pestellini** (INDIRE, Italy)

School libraries | Democratic education | Participatory learning environments

In recent years, the school library has increasingly been reinterpreted as a "third learning space" (Elmborg, 2011; Raffaele, 2021), capable of complementing classroom environments and supporting more flexible, meaningful and participatory forms of teaching and learning. Rather than functioning solely as repositories of books, libraries can operate as educational infrastructures where reading promotion, autonomous exploration, collaborative learning and information literacy intersect. In this perspective, the school library may contribute to the development of reading literacy, information and media literacy, critical thinking, and social and civic competences, while fostering active and responsible citizenship and participation in democratic life (IFLA/UNESCO, 2025). As a more open and participatory educational environment, it may also support school well-being (Merga, 2022) and create pedagogical conditions for more active forms of student participation and agency (Williams, 2017). In this way, the school library can enrich learning environments and support forms of educational innovation that extend beyond traditional classroom settings. This renewed interest in school libraries emerges in a context marked by two closely related trends. On the one hand, research highlights a decline in reading for pleasure among children and young people (Bone et al., 2025; Clark et al., 2024; OECD, 2021). On the other hand, recent international and national large-scale assessments reveal a broader decrease in reading literacy and performance (INVALSI, 2025; Mullis et al., 2023; NCES, 2023; OECD, 2023). Within this scenario, school libraries are increasingly considered strategic environments for sustaining reading practices, fostering engagement with texts and strengthening students' literacy development. Studies conducted both in Italy and internationally have highlighted the positive educational impact of school libraries. A growing body of research shows that well-developed school libraries are associated with higher academic achievement and improved reading outcomes (Lance & Kachel, 2018; Marzoli & Papa, 2019). At the same time, the literature suggests that the mere presence of a library is not sufficient: its educational potential depends largely on how it is integrated into teaching practices and into the broader organisational life of the school (IFLA/UNESCO, 2025). This paper presents the results of a national survey conducted within the research project Avanguardie Biblioeducative, promoted by INDIRE in collaboration with the Italian network of innovative school libraries "Biblòh". The survey involved more than 6,800 respondents, including school leaders and teachers from schools across the Italian education system, and aimed to explore how school libraries are currently organised, perceived and used within everyday school practices. The findings indicate a generally positive perception of the school library as a learning environment capable of supporting teaching and learning. However, the data also reveal that its integration into everyday teaching practices remains uneven and often dependent on organisational conditions, institutional support and teacher engagement. By providing empirical evidence on the current condition of school libraries in Italy, the study contributes to the discussion on how schools can renew their learning environments and strengthen reading practices. Supporting school libraries as structured learning spaces may represent an important step towards richer educational environments and greater student engagement with reading.

Bone, J. K., Bu, F., Sonke, J. K., & Fancourt, D. (2025). The decline in reading for pleasure over 20 years of the American Time Use Survey. iScience, 28(9), 113288.

Clark, C., Picton, I., Cole, A., & Oram, N. (2024). Children and young people's reading in 2024. National Literacy Trust.

Elmborg, J. K. (2011). Libraries as the spaces between us: Recognizing and valuing the third space. Reference & User Services Quarterly, 50(4), 338-350.

IFLA/UNESCO. (2025). IFLA-UNESCO School Library Manifesto 2025. International Federation of Library Associations and Institutions (IFLA).

INVALSI. (2025). INVALSI Rapporto Nazionale 2025. Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione.

Lance, K. C., & Kachel, D. E. (2018). Why school librarians matter: What years of research tell us. Phi Delta Kappan, 99(7), 15-20.

Marzoli, R., & Papa, O. (2019, January–February). Quando la biblioteca scolastica fa la differenza. Biblioteche Oggi, 37(1), 28-36.

Merga, M. K. (2022). School libraries supporting literacy and wellbeing. Facet Publishing.

Mullis, I. V. S., Martin, M. O., Foy, P., Kelly, D. L., & Fishbein, B. (2023). PIRLS 2021 international results in reading. TIMSS & PIRLS International Study Center, Boston College.

NCES. (2023). NAEP long-term trend assessment results: Reading and mathematics. The Nation's Report Card.

OECD. (2021). 21st-century readers: Developing literacy skills in a digital world. OECD Publishing.

OECD. (2023). PISA 2022 results (Volume I): The state of learning and equity in education. OECD Publishing.

Raffaele, D. (2021). Cultivating the 'third place' in school libraries to support student wellbeing. Synergy, 19(1).

Williams, P. (2017). Student agency for powerful learning. Knowledge Quest, 45(4), 9-16.

EMPOWERING YOUNG PATIENTS: CO-DESIGNING A CHARTER FOR THE RIGHT TO PARTICIPATION OF HOSPITALISED CHILDREN

Federico Neri (ActionAid International italia E.T.S., Italy) · **Maria Sole Piccioli** (ActionAid International italia E.T.S., Italy)

participation | hospitalised children | co-design

The right of children and adolescents to actively participate in processes that concern them is enshrined in the UN Convention on the Rights of the Child, yet in hospital settings it remains among the least practised. Research conducted in Italy shows that the right of minors to express opinions and preferences regarding clinical decisions that affect them still represents one of the least developed areas in hospital practice, compared to rights related to protection and family presence, which record significantly higher levels of implementation (Bisogni et al., 2015). At the international level, the literature highlights how the involvement of minors tends to remain symbolic: children are consulted but rarely manage to meaningfully influence decision-making processes, partly due to the tendency of adults to protect them from difficult choices (Teela et al., 2023). At the same time, meaningful participation of children in decisions that concern them produces concrete and documented benefits: it reduces anxiety, increases cooperation with clinical procedures and improves treatment adherence (Council of Europe, 2024). To address this gap, ActionAid Italia — within the European project Empowering Young Patients (EYP, CERV programme, 2025–2026) — is coordinating the co-design of a Charter for the Right to Participation of Hospitalised Children. The tool aims to translate principles and operational recommendations into a shared document, built through a multi-level participatory process: Communities of Practice with interprofessional practitioners, a validation questionnaire on the draft submitted to 150 professionals and stakeholders, and a final laboratory that will involve the direct participation of hospitalised children and peers with previous experience of hospitalisation or involved in the project's educational activities. The Charter will then be presented to Italian and European institutional decision-makers. The analytical framework adopted is Laura Lundy's model (2007), which articulates participation through four interdependent dimensions: Space (safe places and times for expression), Voice (the effective possibility of expressing opinions and needs), Audience (adults willing and able to listen) and Influence (the possibility that listening produces real effects on decisions). This model guided the analysis of the three main phases of the care pathway — diagnosis, hospitalisation and off-therapy — across different developmental age groups. The empirical work was developed in dialogue with practitioners from the Paediatric Oncology ward of the Policlinico Gemelli in Rome, whose contribution has informed both the analytical phase and the definition of the Charter's priorities. The results show that participatory practices exist and produce positive effects, but remain tied to individual sensitivity rather than a systemic approach. The setting — language, spatial arrangements, coherence among professionals — emerges as an active variable in care, capable of supporting or hindering listening. Participation is recognised as an ethical value, but not yet as a structured organisational competence. These are the knots that the Charter aims to untangle, offering a shared language and common tools to all actors within the hospital system.

Bisogni, S., et al. (2015). Actual implementation of sick children's rights in Italian pediatric units: a descriptive study based on nurses' perceptions. BMC Medical Ethics, 16, 33. https://doi.org/10.1186/s12910-015-0021-0

Council of Europe (2024). Guide to children's participation in decisions about their health. Steering Committee for Human Rights in the fields of Biomedicine and Health (CDBIO).

Lundy, L. (2007). 'Voice' is not enough: conceptualising Article 12 of the United Nations Convention on the Rights of the Child. British Educational Research Journal, 33(6), 927–942.

Teela, L., et al. (2023). Pediatric patient engagement in clinical care, research and intervention development: a scoping review. Journal of Patient-Reported Outcomes, 7, 32. https://doi.org/10.1186/s41687-023-00566-y

BEYOND REPRESENTATIVE PARTICIPATION: ORGANISATIONAL AND PEDAGOGICAL CONFIGURATIONS OF SCHOOL DEMOCRACY

Chiara Dina Paganuzzi (University of Milano-Bicocca, Italy)

democratic schooling | participatory governance | children rights

In many contemporary school systems, student participation is formally recognised yet often confined to representative bodies with limited influence on decision-making. Student councils frequently operate within adult-dominated decision-making structures, limiting students' real influence on school governance and learning processes (Sousa & Ferreira, 2024; Fielding, 2013; Hope 2012a; Lundy & Cook-Sather, 2016). Many school-based participation mechanisms remain anchored in representative models that grant students marginal decision-making authority. This paper examines how some democratic schools experiment with organisational and pedagogical arrangements that challenge these limits. It draws on preliminary findings from an ongoing comparative doctoral research project "RE-DE-PART - Reimagining Democratic Participation", which investigates the organisational, pedagogical and relational configurations under which students' participation can move beyond symbolic representation and become a meaningful component of school governance. Drawing on three school cases, the study explores the conditions that enable student influence and the transferability of high-intensity democratic practices to Italian public schooling. Methodologically, the study adopts a qualitative, comparative and participatory design (Yin, 2018; Pastori, 2017; Mantovani, 2007), combining multi-site case studies in three upper-secondary schools (France, Italy, the Netherlands). The selected cases represent distinct configurations of democratic schooling: deliberative co-management within a public experimental lycée; a sociocratic, self-directed democratic school; and a public school engaged in structural innovation (DADA model) but characterised by predominantly representative participation. Reflexive research tools, such as participatory video (Colucci, 2016; Lunch et al., 2006), are employed to position students as epistemic agents documenting and critically rethinking participation. Within this design, the Italian case study includes an intergenerational co-design component aimed at reinterpreting insights from the two highly participatory schools to inform guidelines for democratic school governance. The literature review on highly participatory schools identifies three interconnected organisational and pedagogical configurations: Governance infrastructures and devices: weekly assemblies, school councils, justice committees, sociocratic circles, and shared decision-making bodies that redistribute deliberative authority and formalise students' equal status in decision processes (Aquarone, 2021; Hecht, 2012; Hope, 2012b; Gray & Chanoff, 1986; Morrison, 2024; Gawlicz & Millei, 2022), thus embedding democracy across school life. Curricular pathways: negotiated curricula, flexible timetables, and self-directed learning environments that align decision-making power with epistemic agency in learning (De Cesare, 2024; Grey, 1986; Korkmaz and Erden, 2014). Values and pedagogical foundations: pedagogical and governance devices grounded in the principles affirmed within the United Nations Convention on the Rights of the Child (UNCRC, 1989), particularly participation and equality as fundamental rights. This findings suggest that democratic governance is not merely a participatory decision-making structure but a core pedagogical architecture through which democracy is learned through practice, echoing Dewey's conception of democracy as a form of life (Dewey, 1916). However, even in highly participatory settings, power asymmetries persist. Although often criticized for not maximizing traditional academic outcomes, democratic education instead redefines success in terms of justice, well-being, and meaningful participation. When critically and contextually reinterpreted, these practices may inform hybrid configurations of school democracy that combine representation with more direct forms of participation, helping reimagine Italian schooling as a more democratic space.

Aquarone, F. (2021). Student experiences of democratic education and the implications for social justice. Theory and Research in Education, 19(1), 40–64.

DeCesare, T. (2024). Children's rights and agency: Promoting participative capabilities through self directed education. On the Horizon, 32(2/3), 60–67.

Dewey, J. (1916). Democrazia e educazione (tr. it. di E. Agnoletti e P. Paduano, 1965). La Nuova Italia.

Gray, P., & Chanoff, D. (1986). Democratic Schooling: What Happens to Young People Who Have Charge of Their Own Education? American Journal of Education, 94(2), 182–213.

Hecht, Y. (2012) Democratic Education: A Beginning of a Story. Alternative Education Resource Organization.

Hope, M. A. (2012a). Small and Perfectly Formed? Is Democracy an Alternative Approach to School Leadership? School Leadership & Management, 32(3), 291–305. https://doi.org/10.1080/13632434.2012.688739

Hope, M. A. (2012b). The Importance of Belonging: Learning from the Student Experience of Democratic Education. Journal of School Leadership, 22(4), 733–750.

Yin, R. K. (2018). Case study research and applications: Design and methods (6th ed.). Thousand Oaks, CA: Sage.

Lunch, N., & Lunch, C. (2006). Insights into participatory video: A handbook for the field. Oxford: InsightShare.

Lundy, L., & Cook-Sather, A. (2016). Children's Rights and Student Voice: Their Intersections and the Implications for Curriculum and Pedagogy. In D. Wyse, L. Hayward, & J. Pandya, The SAGE Handbook of Curriculum, Pedagogy and Assessment: Two Volume Set (pp. 263–275). SAGE Publications Ltd. https://doi.org/10.4135/9781473921405.n17

Mantovani, S. (2007). La ricerca sul campo in educazione: I metodi qualitativi. Milano: Mondadori.

Morrison, K. A. (2024). Student voice and participatory self-governance at a German democratic free school: A content analysis. On the Horizon: The International Journal of Learning Futures, 32(23), 115–129.

Pastori, G. (2017). In ricerca: Prospettive e strumenti per educatori e insegnanti. Milano: FrancoAngeli.

Korkmaz, H. E., & Erden, M. (2014). A Delphi Study: The Characteristics of Democratic Schools. The Journal of Educational Research, 107(5), 365–373.

Sousa, I., & Ferreira, E. (2024). Students' Participation in Democratic School Management: A Systematic Literature Review. Journal of Social Science Education, 23(1).

UNCRC. (1989). Convention on the Rights of the Child. United Nations.

SCHOOL PARTICIPATORY BUDGETING: RETHINKING DEMOCRATIC GOVERNANCE

Stefano Stortone (BiPart Impresa sociale srl, Italy)

participatory democracy | participatory budgeting | governance

School Participatory Budgeting (SPB) has recently emerged as an innovative practice aimed at fostering democratic participation within educational institutions. Inspired by the broader experience of participatory budgeting (PB), first developed in the late 1980s in Porto Alegre, SPB adapts the idea of involving citizens in budgeting decisions to the school environment by enabling students to deliberate on and decide the allocation of a portion of school resources. In recent years, several Italian schools have experimented with SPB processes in which students propose, develop and vote on projects financed through a share of the school budget. While SPB is often framed primarily as a pedagogical tool for civic education, this paper argues that its relevance lies in its potential to reshape democratic practices within schools. SPB should be understood more fundamentally as a laboratory/experiment for rethinking democratic governance in educational institutions, challenging existing forms of school governance and democratic practice. By combining deliberation in working groups with final universal voting assemblies, SPB creates a structured process through which students can engage directly with collective decision-making and the management of shared resources. However, more than procedural design or structural conditions, the effective implementation of SPB depends on the presence of a participatory mindset within the school community. Schools are typically characterized by hierarchical organizational structures, limited decision-making autonomy and institutional cultures in which participation often remains formal or symbolic. In such contexts, participatory initiatives risk being reduced to episodic exercises that have little impact on actual decision-making processes. Drawing on evidence from the Erasmus+ project School Participatory Budget: A Tool to Foster School Democracy and from more than ten case studies in Italy, this paper explores these tensions and examines the conditions under which SPB can move beyond symbolic participation toward a more stable integration into school governance. The analysis suggests that the success of SPB depends fundamentally on the willingness of school actors—students, teachers and school leaders—to reconsider established roles and to recognize students as legitimate participants in collective decision-making. In this sense, SPB should not be understood simply as a technical tool, but as a catalyst for developing a participatory culture capable of supporting more democratic forms of school governance.

- Bartlett, T., & Schugurensky, D. (2023). Inclusive civic education and school democracy through participatory budgeting. Education, Citizenship and Social Justice.
https://doi.org/10.1177/17461979231160701.

- Demetrio, D. (1994). Costruire processi educativi: alfabeti per capire, criteri per
operare, strumenti per valutare. In Maurizio, R. (Ed.), Adolescenti, educazione e
aggregazione. Fondazione Zancan.

- Schugurensky, Daniel and Bartlett, Tara (2024). Educating for Democracy: The Case for Participatory Budgeting in Schools. Edward Elgar Publishing (DOI: 10.4337/9781035302178)

- Stortone, S. (2010). Participatory Budgeting: Towards a "civil" democracy? In Freise,
M., Pyykkönen, M., & Vaidelyte, E. (Eds.), A panacea for all seasons? Civil society
and governance in Europe (pp. 99–121). Nomos.

- Stortone, S., & Biacca, E. (2024). Different designs, different outcomes: lessons from school participatory budgeting in Italy. In Educating for Democracy (pp. 230-249). Edward Elgar Publishing. https://doi.org/10.4337/9781035302178.00021.

- Westheimer, J. (2024). What kind of citizen? Educating our children for the common
good. Teachers College Press.

CHANGING SCHOOLS FROM WITHIN: LEVERS FOR TRANSFORMATION BASED ON A CASE STUDY FROM GERMANY

Luisa Girnus (Free University of Berlin, Germany) · **Nina Goretzko** (Free University of Berlin, Germany) · **Anna Schnepper** (Free University of Berlin, Germany)

Civic Citizenship Education | Education for Sustainable Development | Transformative Education

The integration of Education for Sustainable Development (ESD) and Civic Citizenship Education (CCE) is increasingly proposed as a response to the “post-truth” crisis (Farkas & Schou, 2024) and the weakening of democratic resilience (European Council, 2023). Contemporary approaches to CCE (e.g., Biesta, 2021; Westheimer & Kahne, 2022) and ESD (e.g., UNESCO, 2020; Macintyre et al., 2025) treat democracy not merely as a subject to be taught but as an active learning principle embedded in school practice. This shift moves the focus from “learning about democracy” to “democracy as a learning principle” (Fielding, 2012; Cook-Sather, 2020), positioning schools as spaces for epistemic agency (Nieminen & Ketonen, 2019). Nevertheless, despite the need for these two agendas to work synergistically such integration remains insufficiently realized in everyday school practice (Macintyre et al., 2025). In the German context in particular, it can be observed that schools are difficult to change (Buchna, 2019). Efforts to substantially embed CCE and ESD in the curriculum often remain at the project level, running alongside regular lessons rather than being fully integrated. One way to overcome this issue is to develop the profile of entire year groups in which a transformative approach is consistently implemented. This contribution presents research in which we examine this approach in more detail through a case study. The Futur-3 profile of a Berlin grammar school systematically embeds elements of transformative education, such as self-directed learning, extracurricular cooperation and a focus on sustainability issues, throughout the entire secondary school period. Our research explores how this profiling helps to prevent 'hollow participation' and establish democratic as well as sustainable practices. Thus, our research contributes to addressing the question of which specific school conditions must be met to enable democratic renewal (European Council, 2023). We examined which levers are pushing transformative learning by combining CCE and ESD using a triangulated approach involving: a quantitative baseline study of the entire Year 10 cohort (n = 120), qualitative interviews with pupils in the Futur-3 profile (n = 32), and narrative interviews with the teachers who developed the Futur-3 profile. Our data allowed us to identify three levers: pedagogical, organisational and relational conditions. Project-based learning and interdisciplinary problem solving (e.g. climate justice) are particularly effective in strengthening political self-efficacy and resistance to populism when designed to be deliberative (cf. Ahmed, 2004). This fosters learners' ability to analyse complex problems, think critically and develop collective solutions — key competencies for democratic participation and sustainable development. The second lever is organisational in nature. Structurally embedded co-determination can foster democratic attitudes and transformative agency (Lund & Vestøl, 2021). This enables pupils to exert influence both formally and practically, thereby enhancing the quality of the democratic experience in everyday school life. The third lever concerns the relational level. A teaching culture that is relationally anchored fosters a sense of belonging and efficacy, ideally strengthening the willingness to engage in democratic participation and sustainable action (Biesta, 2021).

Ahmed, S. (2013). The cultural politics of emotion. Routledge.

Biesta, G. (2021). World-centred education: A view for the present. Routledge.

Cook-Sather, A. (2020). Student voice across contexts: Fostering student agency in today’s schools. Theory Into Practice, 59(2), 182–191.

Counicil of Europe (2018). Reference Framework of Competences for Democratic Culture. Council of Europe Publishing.

Farkas, J., & Schou, J. (n.d.). Post-Truth, Fake News and Democracy: Mapping the Politics of Falsehood.

Fielding, M., & Moss, P. (2011). Radical education and the common school: A democractic alternative. Routledge.

Lund, A., & Vestøl, J. M. (2021). Reprint of: An analytical unit of transformative agency: Dynamics and dialectics. Learning, Culture and Social Interaction, 31, 100576.

Macintyre, T., Tilbury, D., & Wals, A. (2024). Education and Learning for Sustainable Futures: 50 Years of Learning for Environment and Change (1st edn). Routledge.

Nieminen, J. H., & Ketonen, L. (2024). Epistemic agency: A link between assessment, knowledge and society. Higher Education, 88(2), 777–794.

UNESCO. (2020). Education for sustainable development: A roadmap. UNESCO.

Westheimer, J. (2015). What Kind of Citizen? Educating Our Children for the Common Good.

B.13

Schools as Community Hubs. Learning Ecosystems for Democracy across Pedagogy, Health, Architecture, and Urban Planning

PANEL CONVENORS: Giuseppina Rita Jose Mangione (Indire, Italy); Raffaella Carro (Indire, Italy)

PANEL KEYWORDS: Community Hubs, Educational Futures, Intersectoral Innovation

The panel explores the community hub as an outcome of evolutionary models of future schooling (Poli, 2024) towards ecological, networked, and democratic configurations. The hub is discussed as a innovative scenario (OECD, 2020) that integrates the 0–6 system within an architecture of lifelong educational opportunities (OECD, 2017) and as a lever for equity. Schools, in this view, cultivate coexistence and collective agency through cooperation and participation (Dewey, 1916; Biesta, 2011), foregrounding the conditions that make democracy a lived practice and responding to the call for a new social contract for education that positions school as a common good sustaining wellbeing, inclusion, conflict mediation, and care for the educational community (UNESCO, 2021). Contributions from pedagogical, socio-health, architectural, and urban-planning perspectives are welcomed. Pedagogical papers may address school–community alliances, curricula extended across physical and digital spaces, distributed leadership, interprofessional collaboration, settings and furniture for innovative learning environments (Fullan, 2007; Mangione Cannella, Chipa 2025). Health perspectives may mobilize Whole School and Health Promoting Schools frameworks (EC, 2023). Architectural contributions may examine thresholds, porosity, and spatial flexibility as conditions for participation, universal accessibility, and codesign practices that bring together pedagogical and technical–design needs (Gehl, 2010). Urban-planning contributions may consider hubs as nodes of social innovation and spatial justice through welfare networks, proximity mobility, adaptive reuse, deliberative processes, and collaborative design (AUE, 2016; Pileri et al., 2022). Drawing on the Enterprising Communities (Manfredi, Costi 2023), the panel examines hubs as devices of integrated transformation and identifies criteria, cases, and research directions for the school-as-civic centre.

OPENING, WELCOMING, TRANSFORMING. SMALL SCHOOLS AS COMMUNITY ARCHITECTURE LABS

Flavia Vaccher (Università Iuav di Venezia, Italy)

Small schools | Existing building redevelopment | Architectural innovation

Shrinking, ageing and with fewer and fewer young people: this is how Italy looks today. The decline in the student population and the downsizing of the school network raise questions about the future of school buildings, especially in small municipalities and fragile areas. The redevelopment of existing schools is becoming strategic: not only as a functional, energy and regulatory upgrade, but also as an opportunity to rethink schools as civic infrastructure and public spaces. Innovative and inclusive teaching practices require a rethinking of learning spaces, while the building, accommodating functions other than school ones, is transformed into a place for the community, ensuring its survival, especially in peripheral contexts. The contribution – the result of the 2017 PRIN PRO.S.A. Schools to live in. New architectural models for the construction, renovation and resilient restoration of school buildings and for building the future in Italy research project – focuses on small schools in peripheral areas. Although at risk of closure, they continue to play an active role, becoming privileged laboratories for new models of educational space and integration between architecture, pedagogy and the community. Through spatial analysis, the research reveals the architectural potential of schools as authentic “community architectures”, open to new educational and civic uses, and investigates their role as territorial hubs capable of activating participation, inclusion and social innovation. The focus is on both internal and external spaces: entrance halls serving as welcoming spaces, corridors that can be transformed into informal learning areas, classrooms that open out onto the outdoors, and open spaces – courtyards, gardens and surrounding areas – as key elements in ensuring the school’s flexibility and openness to the local community. Their configuration, permeability and relationship with public space become design levers for accommodating new civic, cultural and educational functions – laboratories, fab labs, environmental centres, health centres – promoting interaction between schools and communities and strengthening the role of schools as multifunctional hubs for the local area. By collecting and organising a substantial number of case studies in a thematic atlas, the research, using observation points at different scales and starting from the assumption that the existing situation is a possible terrain for even unexpected projects, shows how the typological variety of small

schools offers real opportunities to experiment with new pedagogical and architectural approaches. Permeability, flexibility and territorial integration become fundamental tools. Opening, welcoming, transforming: the school becomes an educational and civic hub, where learning is community and the community itself becomes school.

De Carlo, G., (1947). La scuola e l'urbanistica. Domus, n.220, numero monografico Architettura educatrice, p.17
Faiferri, M., Bartocci, S., Pusceddu, F. (2017). Oltre le istituzioni scolastiche. Officina, n.34, pp.46-51.
Fondazione Agnelli, (2020). Rapporto sull'edilizia scolastica, Roma: Laterza.
Heidegger, M., (1976). Costruire abitare pensare, Saggi e Discorsi, Milano: Mursia, p. 96-108.
Rogers E.N., Architettura educatrice, in «Domus», 220, giugno 1947, p.1
F. Vaccher, Le piccole scuole dei piccoli comuni. Un Atlante veneto, LetteraVentidue Edizioni, Siracusa, 2022.
F. Vaccher (a cura di), Piccolo manuale delle scuole esistenti. Verso le linee guida per l'adeguamento architettonico, LetteraVentidue Edizioni, Siracusa, 2026.

EXPLORING FUTURES THROUGH TERRITORY: EDUCATION OUTSIDE THE CLASSROOM AS PEDAGOGICAL LEVERAGE FOR LIFELONG ORIENTATION

Erica Biagini (University of Modena and Reggio Emilia, Italy)

Education Outside the Classroom | Lifelong Orientation | Rural Schools

International and national frameworks increasingly conceptualize schools as democratic learning ecosystems capable of integrating educational, social, and territorial resources (OECD, 2020; UNESCO, 2021). Within this vision, schools are called to act as community-embedded learning environments that support students' development throughout their educational pathway. In Italy, the Linee guida per l'orientamento (MIM, 2022) recognise orientation as a continuous educational process of self-construction, beginning in early childhood, aimed at fostering self-awareness, confidence, and recognition of individual interests and potential across all levels of education. This paper explores how Education Outside the Classroom (EOtC) (Lauterbach, Bølling & Dettweiler, 2023), informed by Early Career Education perspectives (Del Gobbo, Frison & Galeotti, 2021) can function as a pedagogical leverage for lifelong orientation, enabling exploratory encounters with the world of work and supporting students' reflection on possible futures. In this framework, early career education is viewed as a series of educational activities that, while connected to the school curriculum, extend beyond the classroom through territory-based exploration. This broadens students' understanding of opportunities, interests, and personal aspirations, supporting self-exploration and identity development rather than prescribing vocational choices. The study was conducted in a rural comprehensive institute located in a mountain area of Northern Italy, involving selected classes from kindergarten, primary, and lower secondary school (N = 87 students). The research adopted a participatory action-research design and all classes participated in a locally-rooted orientation project, combining community exploration with classroom-based reflective activities. This was designed to foster a vertically coherent approach across educational levels. The local territory — civic institutions, local enterprises, and cultural heritage sites — functioned as an extended classroom (Frabboni, 1980), offering students authentic encounters with work-related practices and local professions. Within this broader framework, a ricerca-formazione pathway (Asquini, 2018) was carried out with primary school teachers, resulting in the co-design and implementation of a four-day immersive EOtC experience involving two primary school classes, During this process, research questions and educational objectives were collaboratively defined with the teaching team. Data collection combined qualitative and quantitative tools including teachers' and students' logbooks, field notes, interviews and pre- and post-experience questionnaires with both participating and control classes (Trinchero, 2002). Logbooks supported the iterative redesign of activities and formative evaluation. Reflective sessions facilitated by the researcher explicitly linked EOtC experiences to themes of self-awareness, interest exploration, and future orientation in a lifelong perspective. Preliminary findings suggest that structured EOtC experiences foster meaningful contact with professional practices and stimulate students' reflection on their personal interests, competencies and aspirations. At the institutional level, the ricerca-formazione process enhanced teachers' professional reflexivity regarding their orienting role and contributed to envisioning a shared vertical orientation curriculum. This paper argues that territory-based educational experiences can function as a pedagogical infrastructure for lifelong orientation in rural contexts in particular, positioning schools as relational hubs that connect learning, community resources, and students' exploration of possible futures.

Asquini, G. (2018). La ricerca-formazione. Temi, esperienze e prospettive. FrancoAngeli.

Del Gobbo, G., Frison, D., & Galeotti, G. (2021). Early career education. Pensa Multimedia.

Frabboni, F. (1980). Scuola e ambiente. Zanichelli.

Lauterbach, G., Bølling, M., & Dettweiler, U. (2023). Education outside the classroom in Norway: The prevalence, provision, and nature of uteskole. https://doi.org/10.35542/osf.io/3mhev

Ministero dell'Istruzione e del Merito. (2022). Linee guida per l'orientamento scolastico. https://www.miur.gov.it

OECD. (2020). Back to the future of education: Four OECD scenarios for schooling. OECD Publishing. https://doi.org/10.1787/178ef527-en

Trinchero, R. (2002). Manuale di ricerca educativa. FrancoAngeli.

UNESCO. (2021). Reimagining our futures together: A new social contract for education. UNESCO Publishing. https://unesdoc.unesco.org/ark:/48223/pf0000379381

ROOTS AND PERMEABLE BOUNDARIES: THE 0–6 INTEGRATED SYSTEM BETWEEN COMMUNITY, SPACE, AND EDUCATIONAL CONTINUITY

Alessia Rosa (INDIRE, Italy) · **Michela Bongiorno** (INDIRE, Italy)

ECEC | Community Hub | Whole School Approach

The educational provision of early childhood services (0–3) and preschools has long drawn on the spaces immediately surrounding educational settings as fundamental mediators of children's experience. Through the exploration of the local environment, educators and teachers support the acquisition of everyday competencies and knowledge, reconfiguring children's experiences within a structured horizon of meaning. Every space — corridors, threshold environments, shared areas, classrooms, courtyards and gardens within the service; streets, squares, shops and public parks beyond its walls — becomes an educational imprint within diversified, complex, and interrelated experiences (Bertolino & Guerra, 2021). The establishment of the integrated system of education and care, designed to guarantee "all children, from birth to six years of age, equal opportunities to develop their potential for relationships, autonomy, creativity, and learning, in order to overcome inequalities and territorial, economic, ethnic, and cultural barriers" (Legislative Decree 65/2017), both affirms and radicalises this vision. The 0–6 Integrated System constitutes an educational continuum accompanying the child from birth to six years through an articulated network of services — from nurseries and micro-nurseries to spring sections, from supplementary services to state and accredited preschools — conceived in close interconnection with one another and with the wider community context. The system's core innovation lies in the Childhood Hubs (Poli per l'infanzia): shared spaces in which the 0–3 and 3–6 segments coexist, fostering educational continuity and the construction of a community of care and learning that brings together children, families, and educators within a shared project (Rosa, 2025). The theoretical framework of this contribution integrates three complementary perspectives. The first is that of the Extended School (Scuola Estesa), which interprets educational continuity both vertically — between nursery and preschool — and horizontally (Mangione et al., 2025), between institution and territory, maximising local pedagogical traditions and transforming the integrated system into a permanent cultural resource for the entire community. The second is that of the Community Hub, which reframes 0–6 services as vital centres capable of generating social cohesion and connecting families, services, and local resources. The third is that of the Whole School Approach, a holistic strategy that engages all members of the educational community — staff, children, families, and the wider territory — in the shared construction of genuinely collaborative, supportive, and inclusive environments (Rosa, 2024). The forms through which the integrated 0–6 system may be concretely configured are multiple, offering responses calibrated to the traditions, specificities, and needs of individual territories. The Puglia Region has in this respect developed a range of strategies that have been the subject of INDIRE research through case study methodology. The findings make it possible to identify models in which preschool educational provision takes shape as centres of social aggregation and learning ecosystems situated at the intersection of architecture, urban planning, and pedagogy, offering transferable insights for the development of territorial educational policy.

Mangione, G. R. J., Cannella, G., & Chipa, S. (2025). La scuola diffusa. Innovazione pedagogica tra sperimentazione e scalabilità. FrancoAngeli.

Bertolino, M., & Guerra, M. (A cura di). (2020). Contesti intelligenti. Spazi, ambienti, luoghi possibili dell'educare. Edizioni Junior - Spaggiari.

Rosa, A. (2025). I poli per l'infanzia: Un'occasione per ripensare l'architettura dei servizi educativi. In A. Fortunati, B. Giachi, & J. Magrin (A cura di), Architetture educative 0-6. Progettare, organizzare e gestire i poli per l'infanzia (pp. 54–66). Istituto degli Innocenti.

Decreto Legislativo 13 aprile 2017, n. 65. Istituzione del sistema integrato di educazione e di istruzione dalla nascita sino a sei anni, a norma dell'articolo 1, commi 180 e 181, della legge 13 luglio 2015, n. 107. (G.U. 16 maggio 2017, n. 112).

Rosa, A., & Ottella, C. (2024). Co-costruire spazi di continuità. Una visione multi prospettica del sistema integrato 0-6. Pensa MultiMedia.

YOUTH HUBS AS COMMUNITY LEARNING ECOSYSTEMS: STUDENT VOICE, COMMUNITY SPACES AND DEMOCRATIC PARTICIPATION

Maria Sole Piccioli (ActionAid Italia, Italy) · **Federico Neri** (Scaro Community)

Youth participation | Student voice | Youth hubs

In recent years, international debates on education have increasingly framed schools as community hubs capable of connecting learning, civic participation and local development. Within this perspective, youth participation and the recognition of student voice have emerged as key dimensions for fostering democratic and inclusive educational environments. As Cook-Sather (2006) argues, educational systems cannot be effectively redesigned without listening to the perspectives of the students they are meant to serve. Recent research in Italy highlights persistent gaps between formal participation structures and students' perceived agency. A national multi-actor survey conducted by the University of Milano-Bicocca in collaboration with ActionAid, involving over 2,000 upper-secondary students, shows that while formal mechanisms of participation exist, more than one third of students perceive their role in school governance as largely symbolic, and only a minority believe that students' opinions significantly influence school decisions. This contribution explores the role of Youth Hubs as community learning ecosystems that expand the educational function of schools by connecting formal education, civic engagement and local spaces. Youth hubs are hybrid environments where formal and informal learning intersect, enabling students, educators, civil society organizations and local communities to collaborate in the co-production of knowledge and social innovation. The analysis draws on ActionAid Italy's experience in promoting youth participation and community-based educational initiatives, aimed at strengthening the role of schools and local educational communities in addressing educational inequalities and school disengagement. Through capacity-building activities for young people and educators and the activation of community spaces, these initiatives promote civic competences and youth agency beyond the boundaries of formal schooling. The paper adopts a practice-based case study approach focusing on the experience of Scaro Community, a social café and cultural hub located in a multicultural neighborhood of Agrigento. The initiative was created by a group of young people who decided to return to their hometown to contribute to its social and cultural development. In a territorial context characterized by limited opportunities for youth participation, fragile civic infrastructures and significant youth out-migration, Scaro functions as a community space that promotes education initiatives in collaboration with schools, social innovation and youth-led projects aimed at strengthening local opportunities and civic engagement. Within this context, youth hub practices connect schools with the broader community through participatory tools such as community laboratories, participatory needs analysis and educational pacts, allowing students to reflect on their local context, articulate collective needs and interact with local institutions. These processes strengthen young people's sense of belonging and support confidence in the possibility of collective change. The contribution situates this experience within broader theoretical frameworks on youth participation and democratic education, including models of participation (Hart, 1992; Lundy, 2007), the concept of the school as a learning organisation (Kools & Stoll, 2016), and research on student voice. Findings suggest that youth hubs can function as local democratic infrastructures, enabling young people to become active agents shaping their communities, promoting community regeneration.

Cook-Sather, A. (2006). Sound, presence and power: Student voice in educational research and reform. Curriculum Inquiry.

Hart, R. (1992). Children's Participation: From Tokenism to Citizenship. UNICEF.

Kools, M., & Stoll, L. (2016). What makes a school a learning organisation? OECD.

Lundy, L. (2007). 'Voice' is not enough: Conceptualising Article 12 of the UNCRC. British Educational Research Journal.

Morini E., Nencioni (2022) Leadership condivisa per la scuola che apprende. IUL Research.

Pastori, G., Pagani, V., & Maiorano, A. (2025). La partecipazione degli studenti nella vita della scuola e della società. Una survey nazionale multi-attoriale. Università di Milano-Bicocca – ActionAid Italia.

Piccioli, M. S., & Reier, C. (2022). Partecipazione di studenti e studentesse: una sfida nell'ambito della governance scolastica. IUL Research

THE "RINNOVATA": THE SHARED CONSTRUCTION OF A SCHOOL AS A DRIVER OF SOCIAL TRANSFORMATION

Franca Zuccoli (Università degli Studi di Milano-Bicocca, Italy) · **Anna Teresa Ferri** (Istituto Comprensivo Rinnovata Pizzigoni) · **Gabriele Locatelli** (Cooperativa CAeB)

Pizzigoni Rinnovata School

This paper aims to reflect, primarily from a historical perspective, on the path that led to the creation of the Rinnovata school by its founder, Giuseppina Pizzigoni (1870-1947). In this regard, analyzing the process that led to the creation of a method and the construction of a new school building—a space for the concrete implementation of Pizzigoni's pedagogical thinking—we intend to focus on two key aspects (Rossi Cassottana, 1988, 2004).. The first is the establishment of a scientific committee to support the project, composed of key figures in Milanese society at the time. Until now, little has been explored regarding the scientific committee that Giuseppina Pizzigoni established and that supported her in her project to create and experiment with a different teaching approach. The group that supported her included scientists, engineers, writers, and entrepreneurs. Among these, we can at least mention: astronomer Giovanni Celoria, Professor Eugenio Medea, psychologist Zaccaria Treves, poet Giovanni Bertacchi, and industrialists Paravia, Marelli, and Bisleri (Pizzigoni, 2022). This group can be seen as a project team from which a new educational model emerged, embracing its potential for social transformation. Therefore, this group can also be considered, in a certain sense, a social hub that has focused on the importance of school as a place for building knowledge, a driving force for social cohesion, and for developing the abilities of each individual and the community. The second fundamental aspect is the attention paid to the design of the school building. This project embodies Giuseppina Pizzigoni's pedagogical philosophy, with many of the essential recommendations communicated to Amerigo Belloni, the engineer who built the school following her suggestions (Pizzigoni, 1914). Here too, the school is conceived as a center of great social value, a space in constant communication with the outside world, a permeable place that works to enhance even that which lies outside the school. Inside and outside continually collaborate, thus embodying one of Pizzigoni's fundamental ideas, which in her writings led her to state that "School is the world." Even today, nearly a century after the construction of the Rinnovata, the idea of a continuous exchange between inside and outside, the vision of a school as a driving force within the neighborhood, a point of reference for the creation of an energetic community, or a place for social exchange, remains a defining characteristic of this school. This paper will offer some concrete examples of contemporary trends (Zuccoli, 2017).

Pizzigoni G. (1914), Indicazioni per la costruzione della "Rinnovata" rivolte al progettista ingegner Erminio Valverti, s.e., Milano.
Pizzigoni, G. (2022). Le mie lezioni ai maestri d'Italia e altri scritti. Edizioni Junior-Spaggiari.
Rossi Cassottana O. (1988), Giuseppina Pizzigoni. Oltre il metodo: la "teorizzazione nascosta", La Scuola, Brescia.
Rossi Cassottana, O. (2004). Giuseppina Pizzigoni e la "Rinnovata" di Milano: tradizione e attualità per la scuola primaria. La Scuola.
Zuccoli F. (2017), "Scuola è il mondo. La modernità del pensiero di Giuseppina Pizzigoni", in Centro Alberto Manzi (a cura di), L'eredità dei grandi maestri. Storie di un passato da riscoprireper rispondere alle sfide del presente, Centro Alberto Manzi, Bologna, pp. 15-22.

EDUCATIONAL LIVING

Micaela Donatella Castiglioni (Università Studi di Milano-Bicocca, Italy)

Keywords: Educational Places Pedagogy Architecture

What does it mean to build an educational environment (Iori, 1996) that recognizes and addresses realistically and attentively the people who learn and develop within it? Is there room in educational spaces (schools, universities, community services, etc.) for the experiences of those (Iori, 1996), particularly children, young adults, and adults, who spend a significant part of their daily lives there? While there is undoubtedly a close and important correlation between quality, democracy, inclusiveness, etc. of educational spaces and the architectural forms that characterize them, we ask ourselves why pedagogical knowledge does not pay greater attention to the connection between the physical and material dimensions of places designed for education and their symbolic dimensions (Iori, 1996; Manzini, 2021; Vanolo, 2024). Starting from these premises, we will seek to question the need for close collaboration between those involved in education—pedagogists, educators, teachers, and architects/designers—in the increasingly pressing direction of a possible

interpretation and design of educational spaces as spaces in which everyone can learn, grow, and live well, in the spirit of objective, physical, and relational proximity (Manzini, 2021). We therefore believe it desirable to develop what we might call a Manifesto for Educational Living. Since educational living is a complex experience in the contemporary world, it inevitably draws on multiple disciplinary perspectives, ranging from pedagogy, psychology, anthropology, the sociology of cultural processes, architecture, and design, to name just a few of the most significant within the proposed reflection.

Iori V. Lo spazio vivere, La Nuova Italia Firenze, 1996
Manzini E. Abitare la vicina, Egea, Milan, 2021
Vanolo A. La città autistica, Einaudi, Turin, 2024

FROM CLASSROOM TO CITY: CO-DESIGNING EDUCATIONAL AND URBAN SPACES AS DEMOCRATIC PRACTICE

Gina Chianese (Università di Trieste, Italy) · **Barbara Bocchi** (Università di Trieste, Italy)

Co-design democracy | Learning Spaces | Learning Ecosystems

TThe bidirectional relationship between “Learning for Democracy” and “Democracy for Learning” highlights a virtuous circle in which democracy emerges not only as an object of learning, but also as a structural and cultural condition enabling meaningful learning. From this perspective, the design of educational environments acquires both political and pedagogical value: spaces, temporalities, mediating devices, and social relations actively support participation, dialogue, and shared responsibility. Conceiving the learning environment as a democratic act means acknowledging it as a site of deliberation, where heterogeneous subjectivities can speak, negotiate interests, and construct collective meaning, thus positioning the school as a deliberative ecosystem in which democracy is simultaneously an educational aim, a material condition, and a daily practice of learning (Biesta & Lawy, 2006; Fielding, 2011). Within this framework, the co-design of school spaces by the school community plays a strategic role, as it rethinks the material, spatial, and organizational conditions of schooling while redistributing decision-making power among students, teachers, families, designers, and territorial actors (Chianese & Bocchi, 2023; Castoldi, 2020). Democracy, in this sense, is not merely a curricular content or institutional framing, but an everyday practice embedded in didactic and design choices: from spatial configurations to the use of educational technologies, from organizational flexibility to teaching practices. Engaging learners from early ages in the co-design of school and urban environments as distributed and decentered learning spaces fosters sustainable, inclusive, and intergenerational practices that interconnect formal education with the urban milieu, enabling educational uses of public space and meaningful links between learning, citizenship, and lived environments (OECD, 2021; Chipa, Cannella & Mangione, 2023). Spatial co-design thus becomes a democratic act in which values, needs, and priorities are collectively negotiated, transforming space into a device for agency, participation, and belonging (Gehl, 2010). The contribution illustrates how collaborative design practices - from educational placemaking to integrated school-neighbourhood and school-city planning - can strengthen inclusion, wellbeing, community resilience, and active citizenship (Latham & Layton, 2019). In this perspective, the school becomes a civic and democratic laboratory capable of intertwining education, territorial welfare, and urbanity, making visible the circular relationship between democracy and learning (UNESCO, 2015)

Biesta, G., & Lawy, R. (2006). From teaching citizenship to learning democracy: Overcoming individualism in research, policy and practice. Cambridge Journal of Education, 36(1), 63-79.

Castoldi, M. (2020). Ambienti di apprendimento. Ripensare il modello organizzativo della scuola. Roma: Carocci.

Chianese, G., & Bocchi, B. (2023). Ecosistema educativo diffuso: reti innovative e connettive tra scuola e città. Pedagogia Oggi, 21(2). https://doi.org/10.7346/PO-022023-15

Chipa, S., Cannella, G., & Mangione, G. (2023). La scuola diffusa in aule decentrate. Analisi delle competenze spaziali dei docenti. IUL Research, 4(8), 28-43. https://doi.org/10.57568/iulresearch.v4i8.506

Fielding, M. (2011). Student voice and the possibility of radical democratic education. Discourse: Studies in the Cultural Politics of Education, 32(3), 323-336.

Gehl, J. (2010). Cities for people. Washington: Island Press.

Latham, A., & Layton, J. (2019). Social infrastructure and the public life of cities. Studying urbansociality and public spaces. Geography Compass, 13:e12444. https://doi.org/10.1111/gec3.12444

OECD. (2021). Embedding Values and Attitudes in Curriculum: Shaping a Better Future, OECD Publishing, Paris, https://doi.org/10.1787/aee2adcd-en.

UNESCO Global Network of Learning Cities (2015). Guiding documents. https://unesdoc.unesco.org/ark:/48223/pf0000234986

FROM 'ATELIER CREATIVI' TO COMMUNITY HUBS: A 10-YEAR RETROSPECTIVE ON SCHOOL MAKERSPACES IN ITALY

Lorenzo Guasti (INDIRE, Italy)

school makerspaces | community hub | sustainability

Between 2016 and 2026, school makerspaces in Italy shifted from policy-driven equipment rollouts to contested, pedagogically uneven learning environments. Their institutional entry point is traceable to the National Digital School Plan (PNSD) and INDIRE's Maker@Scuola research, active since 2014, which translated international maker discourses into school-relevant questions of architecture, curriculum integration, and teacher professional learning (Guasti & Nulli, 2021; INDIRE–EUN, 2020; Martinez & Stager, 2021). The decade's most enduring lesson is civic as much as pedagogical: the makerspace, when it works, is not a room full of machines but a threshold space between school and community. The INDIRE Makerspace Manifesto (2019) made this explicit: the school makerspace is a place where the institution "opens towards the outside, connects with an extra-scholastic reality, and renews its structures" — with separate external access and deliberate involvement of local institutions, civic associations, and economic actors. This directly anticipates the school-as-community-hub paradigm. As INDIRE's research on learning environments argues, schools have become "spaces for dialogue between public administration and citizens, service centres for the territory, and reference points for the archipelago of associations operating in urban settings" (Tosi, 2019). The makerspace is the most concrete operational expression of this vision. Yet this openness also creates fragility. Sustainability remains the field's central unsolved problem. Equipment — laser cutters, 3D printers, robotics kits — is typically funded through short-term ministerial calls (PON/FESR) or European structural funds, with no provision for lifecycle costs: consumables, repairs, and the technical expertise required to keep shared tools operational. The Manifesto itself foregrounds this, identifying maintenance and technical development as one of the four core contributions a maker-partner must provide. When partnerships dissolve and funding cycles end, spaces fall into disuse. Equally critical is teacher professional development. Research documents that teachers lack training not in machine operation, but in maker pedagogy: facilitating open-ended inquiry, assessing process over product, and positioning making as connective tissue between disciplines and community problems (Walan & Gericke, 2023; Quintana-Ordorika et al., 2024). The Manifesto draws a sharp distinction: technical formation can be outsourced to machine vendors, but pedagogical design competence must remain with teachers. Schools that conflate the two produce spaces that are neither effective nor genuinely community-facing. The 2026 context adds urgency. Generative AI has intensified debate about hands-on learning, but this paper argues the opposite of obsolescence: physical making — rooted in Papert's constructionism (Harel & Papert, 1991; Levin, Semenov & Gorsky, 2025) — becomes more valuable precisely because AI cannot replicate material agency, spatial reasoning, or collaborative production rooted in local context. A community-open makerspace is a site where students build with neighbours, and where AI augments ideation without displacing the cognitive work of making. Three priorities emerge: funding models covering full lifecycle costs; teacher learning focused on facilitation and community co-production; and making-with-AI curricula positioning fabrication and generative tools as complementary practices. The Italian school makerspace, where it has thrived, demonstrates that schools can be genuine community hubs — places where making together is a democratic act.

Quintana-Ordorika, A., Garay-Ruiz, U., & Portillo-Berasaluce, J. (2024). A Systematic Review of the Literature on Maker Education and Teacher Training. Education Sciences, 14(12), 1310. https://doi.org/10.3390/educsci14121310INDIRE. (2019). Manifesto per i Makerspace Scolastici: lo spazio fisico, il curricolo e la didattica attiva. Ricercatori: L. Guasti & G. Nulli. https://maker.indire.it/dwnld/Manifesto_MakerSpace.pdf

INDIRE–EUN. (2020). Guidelines for School Principals and Teachers on School Makerspaces. European Schoolnet & INDIRE.

Levin, I., Semenov, A. L., & Gorsky, M. (2025). Smart learning in the 21st century: Advancing constructionism across three digital epochs. Education Sciences, 15(1), 45. https://doi.org/10.3390/educsci15010045

MIUR. (2015). Piano Nazionale Scuola Digitale (PNSD). Ministero dell'Istruzione.

Nulli, G., Guasti, L., & Scaradozzi, D. (2021). School Makerspace Manifesto. In Scaradozzi et al. (Eds.), Makers at School — FabLearn Italy 2019. Springer. https://doi.org/10.1007/978-3-030-77040-2_9

Sheridan, K., et al. (2014). Learning in the making: Comparative case study of three makerspaces. Harvard Educational Review, 84(4), 505–531. https://doi.org/10.17763/haer.84.4.brr34733723j648u

Tosi, L. (a cura di). (2019). Fare didattica in spazi flessibili: Progettare, allestire e utilizzare ambienti di apprendimento. Giunti Scuola. ISBN 9788809872721.

Walan, S., & Gericke, N. (2023). Transferring makerspace activities to the classroom. International Journal of Technology and Design Education, 33, 1755–1772. https://doi.org/10.1007/s10798-022-09799-2

Martinez, S. L., & Stager, G. (2021) Inventando si impara. Apprendere e sperimentare con strumenti e materiali (a cura di L. Guasti). Carocci. ISBN 9788829003341.

PATRIMONI IN VALIGIA: SCHOOLS AS COMMUNITY HUBS FOR DEMOCRATIC AND INCLUSIVE LEARNING ECOSYSTEMS

Pamela Giorgi (Indire (Istituto nazionale di documentazione innovazione e ricerca educativa)) · **Irene Zoppi** (Indire (Istituto nazionale di documentazione innovazione e ricerca educativa)) · **Valentina Pedani** (Indire (Istituto nazionale di documentazione innovazione e ricerca educativa)) · **Rubina Bazzani** (Indire (Istituto nazionale di documentazione innovazione e ricerca educativa))

Cultural heritage education | Learning ecosystems | Civic competence

Patrimoni in valigia is a project co-designed by INDIRE and the Regional School Office of Tuscany that positions schools as active nodes within territorial learning ecosystems, capable of fostering democratization, equity, and well-being through the educational use of cultural heritage understood as a shared public good. The project originates from more than fifteen years of research conducted by INDIRE on the pedagogical potential of cultural heritage in its broadest sense. This long-term reflection has emphasized the value of heritage as a tool for interdisciplinary learning, civic education, and community engagement. Within this perspective, Patrimoni in valigia focuses particularly on the INDIRE Antiquarian Collection of Youth Literature, a corpus of nineteenth- and early twentieth-century materials that offers a unique lens for examining how childhood narratives have historically contributed to the construction of stereotypes related to diversity and alterity. By engaging with these sources, students are encouraged to develop critical awareness of the cultural narratives that have shaped collective imagination and social perceptions over time. The project involves teachers and students from both primary and secondary education, including adult learners in correctional settings, thus embracing a vertical and inclusive approach. It unfolds across four interconnected phases. The first phase includes the presentation of the project to schools and initial teacher training, accompanied by the delivery of a "suitcase" containing original heritage materials and reproductions selected by INDIRE on the theme of the foreigner and the "other." The second phase consists of classroom-based action-research laboratories, designed and implemented by teachers with the support of INDIRE researchers and guided by a dedicated toolkit. During this stage, students explore the materials, reinterpret them, and produce new cultural artefacts. The third phase focuses on public dissemination. Each participating school organizes a small museum-like exhibition open to the wider community, where students present the outcomes of their research and creative work—such as podcasts, videos, interactive pathways, written reflections, or artistic productions. This moment of restitution reinforces the role of the school as a civic center and a cultural hub capable of generating shared knowledge and fostering community participation. The fourth and final phase involves the digital publication of the materials produced, ensuring long-term accessibility and contributing to the creation of a distributed, open educational archive. Within this framework, the school emerges as a community hub that connects heritage, territory, and the educational community, promoting collective agency, interprofessional collaboration, and democratic participation. The project also supports the development of the European Key Competences for Lifelong Learning (2018), particularly multilingual, intercultural, civic, entrepreneurial, and learning-to-learn competences. By combining heritage education, active methodologies, and community engagement, Patrimoni in valigia demonstrates how cultural heritage can become a driver of equity and everyday democracy. The contribution discusses preliminary results, the potential of the model, and future directions for strengthening territorial learning ecosystems.

– INDIRE (2018–2024). Documentazione e materiali di ricerca sul patrimonio culturale e la didattica.
– OECD (2021). Schooling Redesigned: Towards Innovative Learning Environments.
– UNESCO (2015). Rethinking Education: Towards a Global Common Good?
– European Commission (2018). Council Recommendation on Key Competences for Lifelong Learning.

RES SCHOOL CENTERS IN GENOA: A PROGRAM OF SCHOOLS THAT LEARN WITH THE LOCAL COMMUNITY

Graziella Arazzi (Ufficio Scolastico Regionale per la Liguria, Italy)

responsibility subsidiarity reciprocity

How can we define the geometry of the "Not One Less" (2024) Purpose-built Network, which unites, through innovative forms of co-design, the eight Special Educational Resources (RES) Hubs for students with severe disabilities, located in eight comprehensive schools in Genoa (San Francesco da Paola, Voltri 1, Quezzi, Quarto, Pegli, Montaldo, Molassana-Prato, Teglia)? Only non-Euclidean morphologies can represent complex structures (micronetworks that simultaneously operate within a macro-educational constellation) that are nourished by constant relationships with places and contexts, highlighting the importance of institutional reciprocity (Mangione et al., 2025). Each Hub is a node in a fluid and flexible architecture, hosting forms of material life, legacies of the past, and scripts of possible futures. Central to this is the function of stroboscopic dynamics, in which changes and actions by the school allow for the interception and monitoring of territorial transformations and development axes. From the West (de-industrialized peripheral areas) to the East (lack of services), school communities and social organizations, in a symmetrical perspective, assume the role of multidimensional entities that teach and learn from each other within different problematic horizons (student vulnerability, high migration flows, family isolation, dilapidated school buildings). The "Self-evaluation reports of the eight schools (RAV 2025-2028)" show how each hub represents a strategic resource for strengthening shared administration and forms of subsidiarity (Bonasora, 2023), promoting a new educational and social contract that leads the educational institution to: • address risks and emergencies with other public and private structures (healthcare providers, socio-cultural associations, public administrations); • create interesting interprofessional groups (school staff, health and social care workers, and social cohesion workers) that implement unprecedented standards of action; • coordinate with their local community and other hubs a flexible yet specific set of research and intervention spaces and times (school governance structures that are not episodic but rooted and structural) to address common critical issues—real or foreseeable—and ensure fair management and organizational outcomes; • exchange professional resources (teachers, educators, healthcare workers) within co-planning and evaluation contexts, characterized by deep co-learning with families; • become agency factors for associations, citizen groups, and sports facilities, highlighting avenues for urban and social regeneration and carefully managing the development of intergenerational cultures and relationships in the community; • ensure caring and supportive school leadership, capable of fostering a cohesive mind-body relationship through the flexible use of digital tools (Gomez Paloma, Di Tore, Mangione, 2025). In view of a renewed agreement for education, envisioned as a common good, the actions of each school principal have a networked and multi-faceted impact, ensuring inclusive and participatory resilience. Being resilient calls for "bouncing back and regaining ground," or new capacities for recontextualization, starting from mistakes, failures, and obstacles. The leader of the Genoa RES centers engages teachers, families, and experts; generates forms of symbolic recognition for all social actors; values vertical and horizontal subsidiarity; "puts himself in others' shoes"; anticipates problems and solutions; and creates widespread pedagogical solidarity, encouraging moments of collective accountability as a priority phase of enacted co-responsibility.

Bartolini, R., Mangione, G. R. J., & Zanoccoli, C. (2022), «Piccole scuole, ripensare la forme scolaire per un patto formativo allargato alla comunità e al territorio», Formazione & Insegnamento, 20(2), 14–35, https://doi.org/10.32076/03/101122

Bonasora, P. (2023), «I Patti Educativi di Comunità: La scuola da bene pubblico a bene comune», IUL Research, 4(1), 116–130, https://doi.org/10.57568/IULR-2023-01-08

Mangione, G.R.J., Cannella, & G., Chipa, S. (2025), La scuola diffusa. Innovazione pedagogica tra sperimentazione e scalabilità, FrancoAngeli, Milano.

Mangione, G.R.J., S. Chipa (2025), «I patti educativi per il bene comune e la felicità collettiva. Analisi delle forme di multi-agency a sostegno del nuovo contratto sociale per l'educazione», Quaderni di Pedagogia della Scuola, 8, 21-34.

Gomez Paloma, F., Di Tore, P.A., Mangione, G.R.J. (2025), Teacher Training and Student Learning – Past Values, Present Uncertainties and Future Prospects, IntechOpen, London, text available at: https://www.intechopen.com/books/1004355.

von Foerster, H. (1996), Attraverso gli occhi dell'altro, Edizioni Angelo Guerini e Associati, Milano.

UNIVERSAL DESIGN FOR LEARNING AS DEMOCRATIC INFRASTRUCTURE: ECOSYSTEMIC DESIGN IN INITIAL TEACHER EDUCATION

Sabrina Galasso (Link Campus University, Rome, Italy (Tutor Coordinator in Initial Teacher Education Programmes), Italy)

Universal Design for Learning | Democratic Schooling | Initial Teacher Education

The conceptualisation of schools as community hubs calls for a redefinition of schooling as a civic and spatial infrastructure embedded within broader social, cultural, and urban ecologies. In this perspective, democracy is not limited to governance structures but unfolds through the design of learning environments that ensure equitable participation and epistemic justice. This view resonates with Dewey's conception of democracy as a mode of associated living, enacted through educative environments (Dewey, 1916). Issues of spatial justice—understood as the fair distribution of educational opportunities, voice, and symbolic recognition across interconnected learning spaces—become central to rethinking both school organisation and teacher preparation. This contribution interprets Universal Design for Learning (UDL) as a democratic infrastructure capable of supporting such ecosystemic transformation, focusing on initial teacher education as a generative site of change. Drawing on ecological learning theories and Whole School Approaches, UDL is framed not as a compensatory toolkit for inclusion but as a systemic design paradigm that restructures environments, interactions, and assessment practices to enable plural forms of participation. The study presents an empirical case from a 60-CFU initial teacher education programme in Italy, developed within the national inclusive education framework (Legislative Decree 66/2017, amended by 96/2019), which emphasises shared responsibility, accessibility, and co-planning among educational actors. The programme was intentionally designed as a micro-ecosystem connecting university coursework, partner schools, and local professional communities. Teacher candidates engaged in multilayered instructional design tasks, co-design laboratories, and reflective mentorship processes aimed at fostering collaborative agency and ecosystemic thinking. The programme was grounded in principles of pedagogical congruence, ensuring alignment between the methodologies presented and those enacted within the training environment, so that future teachers could experience inclusive and participatory design not only as content but as lived professional practice. Data sources included reflective portfolios, instructional artefacts, peer-feedback exchanges, and structured observation notes collected during laboratory activities. Qualitative analysis focused on three interconnected dimensions: the shift from transmissive lesson planning to ecosystemic design; the emergence of shared professional agency within learning communities; the redefinition of assessment as dialogic feedback supporting collective growth. Findings indicate that when UDL operates at the structural level of teacher education, it functions as a democratic enabler: it redistributes epistemic authority, legitimises diverse modes of engagement, and supports future teachers in conceptualising classrooms as relational hubs embedded within civic territories. In doing so, teacher education becomes a prototype of spatially aware and socially responsive practice, where learning design actively addresses inequalities not only at the individual level but across interconnected educational spaces. Generative AI tools were introduced as background amplifiers of access and differentiation; however, technological mediation remained subordinated to ethical, relational, and spatially conscious design principles. By repositioning initial teacher education as a laboratory of democratic ecosystemic practice, this study foregrounds teacher preparation as a strategic lever for advancing equity, participation, and spatial justice within contemporary learning ecosystems.

Biesta, G. (2006). Beyond learning: Democratic education for a human future. Paradigm.
Bronfenbrenner, U. (1979). The ecology of human development. Harvard University Press.
Cochran-Smith, M., & Lytle, S. (2009). Inquiry as stance: Practitioner research in the next generation. Teachers College Press.
Dewey, J. (1916). Democracy and education. Macmillan.
Meyer, A., Rose, D. H., & Gordon, D. (2014). Universal design for learning: Theory and practice. CAST Professional Publishing.
Soja, E. W. (2010). Seeking spatial justice. University of Minnesota Press.

"WOOD SNOEZELEN". FROM RESEARCH, TO PROJECT, TO START-UP: A MULTISENSORY ENVIRONMENT WITH UNTREATED WOOD FOR INCLUSIVE SCHOOLS AS COMMUNITY HUB

Massimo Rossetti (Università Iuav di Venezia, Italy) · **Agata Tonetti** (Università Iuav di Venezia, Italy) · **Chiara Carrara** (Università Iuav di Venezia, Italy)

Multisensory environments | untreated wood | Snoezelen therapeutic approach

The paper presents the process that led to the construction in a primary school in Veneto of "Wood Snoezelen" – the first multisensory environment made of untreated wood for pupils with disabilities – and the following establishment of the start-up "SenseAble Wood", aimed at designing and building these environments, that can help schools to become inclusive hubs for communities. The most recent data about the Italian school population confirm a trend: due to the demographic decline, there has been a strong decrease in the number of school-age children (900,000 fewer from 2004 to 2024); in the next 8 years, the number of students will fall below 6 million (Il Sole 24 Ore). Given this scenario, a consequence will be an increase of available spaces in schools, which can be used for functions other than teaching, including therapeutic ones (WHO). At the same time, in recent years, the number of students with disabilities increased significantly, approximately 75,000 from 2018/2019 to 2023/2024, about 26% (ISTAT), a trend due to both the decrease in population and growing awareness of disabilities. This scenario is the "Wood Snoezelen" project framework, which began in October 2021 with the research project 'Wood Snoezelen. Multisensory wooden environments for the care and rehabilitation of people with severe disabilities', co-funded by Università Iuav di Venezia, Consorzio Legno Veneto and Bozza S.r.l., aimed at the detailed design of a multisensory room for people with disabilities, neurodevelopmental disorders, SLDs, intellectual disabilities, rare genetic diseases and ADHD, with interior components – internal partitions, raised floors, false ceilings, furnishings – made entirely from untreated wood. The project aimed to combine, for the first time, the "snoezelen" approach, which uses multisensory instruments for stimulation – bubble tubes, optical fibres, projectors, hammocks, tubs with coloured plastic balls, water beds – with an environment made of untreated wood, which, thanks to the release of substances called terpenes contained in the raw material, has a positive effect on mental and physical well-being and reduces heart rate and anxiety levels (CAI-CNR). The research project led to the construction of the first "Wood Snoezelen" room at the "G. Marconi" primary school of the Istituto Comprensivo of Lozzo Atestino (Padua), inaugurated on Februray, 28th 2025 and currently used, also by the local people, with the target to create a school that is not only more inclusive, but can also be a support for the community. At the same time, the continuous use of the room will make it possible to verify the effects of the combined approach of "snoezelen" equipment with a wooden environment, thanks to the ICF-based monitoring and evaluation forms developed in collaboration with the La Nostra Famiglia Association. Given this scenario, and the interest concerning the "Wood Snoezelen" room, the project continues with the establishment of the start-up "SenseAble Wood", which recently took part in the MIT and Start Hub incubation programmes, ranking first in the latter, with the aim of spreading environments that are high quality from both architectural and therapeutic point of view in schools.

ISTAT, L'inclusione scolastica degli alunni con disabilità | Anno 2023-2024, 18 marzo 2024. https://www.istat.it/wp-content/uploads/2025/03/Alunni-con-disabilita-as-23-24.pdf. Last access February 25th, 2026.

Fondazione Agnelli (2020). Rapporto sull'edilizia scolastica. Editori Laterza, Bari-Roma.

Mangione G. R.J., Chipa S., Cannella G. (2022). La piccola scuola come Learning Hub della comunità. Quaderni delle Piccole Scuole, 3, INDIRE, in https://piccolescuole.indire.it/la-piccola-scuola-come-learning-hub-della-comunita-online-il-n-3-del-quaderno-delle-piccole-scuole-serie-storie/. Last access February 25th, 2026.

Meneguzzo F., Zabini F. (2020) (eds.). Terapia forestale. Una collaborazione tra il Club Alpino Italiano e il Consiglio Nazionale delle Ricerche. https://www.cnr.it/sites/default/files/public/media/attivita/editoria/9788880804307_terapia%20forestale.pdf. Last access February 25th, 2026.

Tonetti. A, Rossetti. M. (2023). Wood Snoezelen. Multisensory wooden environments for the care and the rehabilitation of people with severe and very severe cognitive disabilities. Arbizzani, E. Cangelli, E., Clemente et al. (eds.). Technological Imagination in the Green and Digital Transition, The Urban Book Series, Springer, (89). https://doi.org/10.1007/978-3-031-29515-7_89. ISBN 9783031295140.

Tonetti. A., Rossetti M. (2024). Wood Snoezelen. Multisensory Wooden Environments for the Care and Rehabilitation of People with Severe Intellectual Disabilities. In Rossetti, M., Tonetti, A. (eds.). We do care. Architecture and design for the elderly and for people with disabilities. A confrontation between Dutch and Italian contexts. Maggioli, Politecnica, Santarcangelo di Romagna. ISBN 9788891662170.

WHO, World Health Organization (2011). World Report on Disability. Ginevra. https://www.who.int/teams/noncommunicable-diseases/sensory-functions-disability-and-rehabilitation/world-report-on-disability. Last access February 25th, 2026.

SHOT-REVERSE SHOT: SCHOOLS AS TERRITORIAL HUBS, TERRITORIES AS LEARNING ECOSYSTEMS

Valentina Rossella Zucca (Politecnico di Milano, Italy)

Community hubs | Incidental learning | Scenarios

In contemporary debates, the term transition describes shifts toward new technological, social, economic, and ecological models. In this contribution, however, transition is understood not as a linear trajectory but as a condition of structural indeterminacy in which consolidated territorial systems must redefine their balances. The infrastructures that supported the habitability of the twentieth century, such as public services, no longer coincide with the social geographies for which they were conceived. Transition thus emerges as a crisis of meaning and governance, rather than simply a matter of sectoral adjustment. Within this framework, schools become a privileged field of observation. Widely distributed across settlements and composed of recurring urban elements, schools intercept a network of actors operating at different decision-making scales and therefore offer a sensitive observatory for investigating contemporary conditions of habitability. Therefore, when the relationship between this everyday-life infrastructure and its inhabitants becomes unbalanced, its spaces and imaginaries require reconsideration. In this scenario, the OECD explores four possible evolutions of education systems in response to ongoing socio-educational transition: Schooling Extended, which imagines the expansion of formal education and broader access; Education Outsourced, which foresees fragmented educational provision through digital platforms and homeschooling; Schools as Learning Hubs, which interprets schools as community-based educational centers connected to territorial learning networks; Learn-as-You-Go, which envisions continuous forms of learning supported by digital ,and non, environment. Translating these scenarios into practice requires a process of territorialization, capable of examining how such hypotheses take shape within specific material and relational conditions. The research addresses this process of territorialization through a methodological device inspired by the cinematic technique of shot-reverse shot, used to explore the relationship between school and territory. This approach frames schools both as educational infrastructures and as territorial hubs where spaces, actors, and practices interact. The shot is constructed through the analysis of three action-research processes developed in Sardinia, in which the school acts as a territorial actor. In the first case, the school opens to the territory by welcoming associations and local enterprises and integrating teaching with field-based learning practices. In the second case, it participates in the identification and reactivation of an unused space, experimenting with different degrees of transformation in nearby areas. In the third case, the school extends into the neighborhood and engages with the professional world through mapping activities and dissemination tools, both digital and spatial, through which the knowledge produced is shared. The reverse shot shifts attention from the school to the territorial conditions that enable distributed educational practices. Here, the territory itself can be interpreted as an educational infrastructure within a broader territorial learning ecosystem. Through the interplay between shot and reverse shot, the research constructs a collection of spatial elements, actions, and actors involved in these processes. This perspective highlights schools not only as educational institutions but as civic public hubs within territories in transition where learning practices, spatial transformation, and collective action intersect, enabling communities to experiment with different ways of learning and collectively re-imagining the urban space as a shared lifelong learning ecosystem.

Chipa S., Mangione G.R. J., Renzoni C., Vassallo I. (a cura di) Ambienti educativi tra scuola e territorio. Prospettive interdisciplinari su curricoli, spazi e alleanze. Loescher: Torino.

Laboratorio Standard (eds) (2021) Diritti in città. Gli standard urbanistici in Italia dal 1968 a oggi. Roma: Donzelli Editore.

Mattioli, C., Renzoni, C., Savoldi, P. (2022). Spazi educativi: Patrimoni, fragilità territoriali e presìdi per l'azione pubblica. Archivio di studi urbani e regionali, 132.

Mosa E. (2025) "Dalla building alla dwelling perspective. Progettiamo scuole da abitare." in D'Angelo F., Pica K., Pietrobon E., Volpe V., Zucca V. R. (a cura di) Territorializzare la transizione Venezia: Bembo.

Mottana P., Campagnoli G. (2020) Educazione diffusa. Istruzioni per l'uso, Firenze: Terra Nuova.

Munarin, S., Tosi, M. C. (2014). Welfare space. On the role of Welfare State Policies in the Construction of the Contemporary City. Trento: LISt Lab.

OECD (2020). Back to the Future of Education: Four OECD Scenarios for Schooling. Paris: OECD Publishing.

Paba, G. (2003). Movimenti urbani: Pratiche di costruzione sociale della città. Milano: FrancoAngeli.

Ward, C. (2018). L'educazione incidentale. Milano: Elèuthera.

Zucca V.R (2022) "Un sasso in uno stagno. Le scuole come spazio di centralità sociale e culturale in contesti in transizione nella Sardegna meridionale." in Mattioli C., Renzoni C., Savoldi P. (a cura di) Scuole e Territori. Special Issue. Archivio di Studi Urbani e Regionali. Franco Angeli: Milano p. 138-153.

SCHOOL LIBRARIES AS COMMUNITY HUBS: CHALLENGES AND ENABLING CONDITIONS

Andrea Nardi (INDIRE, Italy) · **Francesca Pestellini** (INDIRE, Italy)

School libraries | Community hub | Learning ecosystems

School libraries are increasingly recognised in international research as multifunctional educational spaces capable of supporting literacy development, student wellbeing and civic participation. In line with the IFLA-UNESCO School Library Manifesto (2025), the school library is progressively framed as a learning, cultural and community hub: a flexible environment connecting formal and informal learning, cultural production and relationships with local communities. As a learning hub, the school library can be understood as a "third learning space" in which cognitive, critical and socio-emotional competences are developed through interdisciplinary, inquiry-based and collaborative practices (Elmborg, 2011; Raffaele, 2021). Research highlights the role of the school library as a space where analogue and digital literacies intersect, making it a laboratory for bi-literacy and digital citizenship that supports the development of information, media and digital competences and reinforces the role of school librarians as literacy educators (Cooksey, 2024; Merga, 2020). School libraries can also positively influence school wellbeing by providing quiet environments that support concentration, emotional regulation and a higher-quality learning experience (Merga, 2020; Merga, 2022). As cultural hubs, school libraries function as infrastructures that connect students, teachers, families and communities to books, knowledge resources and cultural opportunities (IFLA-UNESCO, 2022). This role becomes particularly significant in contexts where access to cultural resources is limited. In disadvantaged communities, school libraries may represent crucial points of access to books and learning materials (McDowall et al., 2025), particularly in rural areas (Mdodana-Zide & Chimbi, 2025), metropolitan peripheries marked by poverty and social hardship (Pribesh et al., 2011), small schools or communities lacking public libraries (Mangione & Pieri, 2021), and high-poverty and racially diverse communities (Lance et al., 2023). As community hubs, school libraries can operate as open nodes within local community networks and broader learning ecosystems (IFLA-UNESCO, 2025). In this perspective, they can function as bridges between schools and local communities, strengthening relationships with families and local actors and supporting participation through partnerships, extended services, intercultural initiatives and civic-oriented activities (Kranich, 2024). They can also collaborate with public libraries to expand community access to cultural and educational opportunities (Lee, 2024; Moreland & Kammer, 2020). This paper presents findings from two national studies conducted by INDIRE in 2025 and 2026 within the research project Avanguardie Biblioeducative. The research combines a national survey involving more than 6,800 teachers and school leaders with qualitative data from focus groups, interviews and observations carried out in selected school contexts. This mixed-method design makes it possible to examine both large-scale trends and situated practices through the perspectives of school leaders and teachers. The results highlight the emergence of practices that strengthen the relational and community role of school libraries, including family involvement, extended opening hours and partnerships with cultural institutions and public libraries. At the same time, structural and organisational constraints continue to limit the consolidation of school libraries as community-oriented learning environments in the Italian context. By examining both emerging practices and current challenges, the paper contributes to the discussion on how school libraries can evolve into community-oriented learning infrastructures and strategic nodes within local learning ecosystems.

Cooksey, A. (2024). School librarians as digital citizenship leaders. Knowledge Quest, 52(3), 10–15.

Elmborg, J. K. (2011). Libraries as the spaces between us: Recognizing and valuing the third space. Reference & User Services Quarterly, 50(4), 338–350.

IFLA-UNESCO. (2022). IFLA-UNESCO School Library Manifesto. International Federation of Library Associations and Institutions.

IFLA-UNESCO. (2025). IFLA-UNESCO School Library Manifesto 2025. International Federation of Library Associations and Institutions.

Kranich, N. (2024). Reimagining the civic role of libraries: Introduction. The Library Quarterly, 94(1), 1–3.

Lance, K. C., Kachel, D. E., & Gerrity, C. (2023). The school librarian equity gap: Inequities associated with race and ethnicity compounded by poverty, locale, and enrollment. Peabody Journal of Education, 98(1), 85–99.

Lee, P.-C. (2024). Transitioning elementary school libraries to joint-use spaces: Insights from organizational learning. IFLA Journal, 50(3), 605–619.

Mangione, G. R. J., & Pieri, M. (2021). La biblioteca scolastica nel progetto educativo della piccola scuola: Analisi qualitative sulla base di framework emergenti. In G. R. J. Mangione, G. Cannella, & F. De Santis (Eds.), Piccole scuole, scuole di prossimità. Dimensioni, strumenti e percorsi emergenti. INDIRE.

Marquardt, L. (2022). Contrastare la povertà educativa: Una biblioteca in ogni scuola. Guida pratica per la biblioteca scolastica. Forum del Libro / Save the Children Italia.

McDowall, S., Boyd, S., Campbell, N., & Dong, J. (2025). School library spaces, resources, and services in Aotearoa New Zealand. New Zealand Council for Educational Research.

Mdodana-Zide, L., & Chimbi, G. T. (2025). Transforming education in a rural ecosystem: School libraries as hubs for teaching-learning innovation. Frontiers in Education, 10.

Merga, M. K. (2020). School librarians as literacy educators within a complex role. Journal of Library Administration, 60(8), 889–908.

Merga, M. K. (2022). School libraries supporting literacy and wellbeing. Facet Publishing.

Moreland, D., & Kammer, J. (2020). School and public library collaboration: Opportunities for sharing and community connections. Knowledge Quest, 49(1), 41–44.

Pribesh, S., Gavigan, K., & Dickinson, G. (2011). The access gap: Poverty and characteristics of school library media centers. The Library Quarterly, 81(2), 143–160.

Raffaele, D. (2021). Cultivating the 'third place' in school libraries to support student wellbeing. Synergy, 19(1).

SCHOOLS AS COMMUNITY HUBS: A SYSTEMIC APPROACH TO WELL-BEING AND INCLUSION IN TUSCANY

Silvia Panzavolta (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa (INDIRE), Italy) · **Lorenza Orlandini** (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa (INDIRE), Italy) · **Raffaella Carro** (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa (INDIRE), Italy) · **Antonio Lezzi** (Ufficio Scolastico Regionale della Toscana (URST), Italy) · **Pierpaolo Infante** (Ufficio Scolastico Regionale della Toscana (URST), Italy) · **Francesca Gallo** (Ufficio Scolastico Regionale della Toscana (URST), Italy)

civic center · inclusion · whole-school appoaach to well-being

Building on the Australian framework on the development of schools as community hubs and civic centers (Cleveland et al., 2023) — which describes different developmental stages in the relationship between schools, families, and communities — this analysis uses data from the SET questionnaire to identify, within the Italian context, schools whose spaces, orientations, practices, and organizational conditions are consistent with this model. In particular, the data analysis makes it possible to identify a group of schools in Tuscany that show an advanced level of openness to the community and a structured integration between the school and out-of-school use of spaces, especially as far as inclusion and well-being are concerned (Chipa et al., 2022; Orlandini & Panzavolta, 2025). The SET study (Spazi Educativi Toscani / Tuscan Educational Spaces) was developed through the collaboration between the Regional School Office for Tuscany and INDIRE (Infante, Moscato & Panzavolta, 2024). The questionnaire explored the impact of interventions funded through the PNRR and other funding lines activated since the post-pandemic period on the transformation of learning environments in Tuscan schools. The aim of the study is to provide a shared basis for reflection in order to better understand the goals pursued, the results achieved, and the contribution of these changes to the construction of schools that are more inclusive, welcoming, and innovative. The research adopts a mixed-methods design (Creswell & Clark, 2018), structured in an initial phase of theoretical systematization followed by quantitative data collection through an online questionnaire. The resulting dataset is then mapped and analyzed in order to identify particularly relevant cases to be further investigated through case studies in selected pilot contexts. Starting from the collected database, schools were subjected to a classification process aimed at identifying homogeneous profiles with respect to the goals declared by institutions in relation to the interventions carried out. The analysis involved a cluster analysis approach (unsupervised grouping), designed to segment the sample into internally coherent and mutually distinct groups. The results highlighted four main clusters, which can be traced back to different policy and action orientations: inclusion, pedagogical innovation, civic center, and well-being (as in the "whole-school approach to well-being"). This contribution presents a number of Tuscan schools assigned to the civic center cluster, characterized by an advanced level of openness to the community and collaboration with local stakeholders, as well as by a stable integration between the school and extracurricular use of spaces. The selection of the case studies was guided by the aim of identifying experiences consistent with the developmental trajectories outlined by the Australian framework, in order to highlight organizational configurations and decision-making processes aligned with this interpretive perspective. Based on this subset, the paper describes: (i) the structural characteristics of spaces and facilities; (ii) the collaborative dynamics among school and community actors; and (iii) the governance and coordination mechanisms that make it possible for the school to function as a civic center.

Chipa, S., Caprino, F., Galletti, A., Moscato, P., Orlandini, L., Panzavolta, S. (2022). Quando lo spazio include. Progettare ambienti di apprendimento inclusivi. In L'integrazione scolastica e sociale, n. 21, vol. 1, 31-53.

Cleveland, B., Backhouse, S., Chandler, P., McShane, I., Clinton, J. M., & Newton, C. (Eds.). (2023). Schools as community hubs: Building 'more than a school' for community benefit. Springer Singapore. doi:10.1007/978-981-19-9972-7

Creswell, J. W., & Plano Clark, V. L. (2018). Designing and conducting mixed methods research (3rd ed.). SAGE Publications.

Infante, P., Moscato, G., Panzavolta, S. (eds.) (2023). Pensare gli spazi di apprendimento per l'inclusione. Esperienze per una progettazione innovativa nelle scuole della Toscana. Roma: Carocci.

Orlandini, L. Panzavolta, S. (2025), “Spazi di inclusione. Ripensare l’ambiente per favorire la partecipazione di tutti”, in B. De Angelis (a cura di), Ambienti flessibili. Creatività, inclusione, ecologia, reale/virtuale. Teorie e buone pratiche per la pedagogia, RomaTrE-Press, ISBN: 979-12-5977-438-5; DOI: 10.13134/979-12-5977-438-5.

THE SKIN OF SCHOOL: A RECOGNITION OF MULTISPECIES SCHOOLS IN URBAN SETTING

Federica D'Amato (Università degli Studi di Bari Aldo Moro, Italy) · **Carla Baldissera** (Università Iuav di Venezia, Italy)

environmental education | multispecies pedagogy | re-naturalization

Many theories identify a physical space like a fundamental element in early child development, but also in the years that follow. Recalling the role of space as a third "teacher" proposed by Malaguzzi, this contribution attempts to consider, albeit in a limited way, some projects that involving a deep transformation in the city and in schools (Carr, Lynch, 1968). In this regard, research clarifies how the physical learning environment represents an important segment that can facilitate a sense of competence, create opportunities for exploring, learning and play (Barbiero et al., 2021; Unicef, 2021). Indeed, references inform about the necessity of nature exposure for health development of young people and enormous risks derived by nature-deficit disorder (Louv, 2005; Kuo, 2015). Regular access to green spaces has mental health benefits for children (Kaplan et Kaplan, 1989, 1995; McCormick, 2017) and promote the development of soft skills, improve cooperative and environmentally sustainable behaviors (Zelenski, 2015; Goldy, 2020). Several initiatives have been launched over the last decade to make green spaces accessible to children, students, and, more generally, the entire resident community in highly impervious areas. In this vein, schools have long been viewed as potential catalysts for urban and environmental regeneration (Renzoni, Savoldi, 2026). Thanks to their widespread distribution, they can now be mobilized to respond to multiple needs and address some of the crises. Without questioning the merits of these interventions in terms of actual multi-species design, demonstrate the necessity of focusing on the relationship between education and space, between education and living. Donna Haraway (2025) tell us of urgency to create «a terrestrial revolutionary subject», so in this direction we link democracy to research of beauty and justice and we can image school like a big agorà: on the skin of square flourish a complex relationships between humans and other living species in a new idea of a community hub. In this way, the sense of community including more-than-human, where every single critters have rights to exist. Schools can represent for this a crucial element in an urban setting: opening its gates, to host collective activities in the afternoon or on a weekend, creating a new dialogue which blurs the boundaries between inside and outside. The “skin of school”, seen from this perspective, can represent a fertile ground for experimenting with the establishment of new types of complex relationships, as is already happening innovatively within the Les Cours Oasis in Paris and Colegio Reggio in Madrid (Delaunay et al., 2022; Chiesi, Ciaravella, 2024). This contribution, starting from some case studies (Paris and Madrid), want to reflect on the attempts of these projects of combining education, environmental learning and multispeciesism through urban programs or isolated good experiences.

Barbiero, G., Berto, R., Venturella, A., Maculan, N. (2021) Bracing Biophilia: When biophilic design promotes pupil’s attentional performance, perceived restorativeness and affiliation with Nature. Environment, Development and Sustainability. https://doi.org/10.1007/s10668-021-01903-1

Carr, S., Lynch, K. (1968) Where Leaning Happens. Daedalus , Fall, 1968, Vol. 97, No. 4

Ciaffi D., Saporito E., Vassallo I. (2022) From Social Infrastructure to Civic Center. The School as Laboratory of Collaborative Governance Models. Le Cahiers de la architecturale recherche urbaine et paysagère, 16 https://doi.org/10.4000/craup.11754

Chiesi, L.; Ciaravella, F. (2024). Colegio Reggio. La pedagogia dello spazio. IL GIORNALE DELL'ARCHITETTURA, vol. 8 Gennaio, pp. 0-0, ISSN:2284-1369

Delaunay, F., Ramos, A., Lagurgue, X., Blanc, S., Machon, N., Akiki, E. (2022). La renaturation des sols des écoles parisiennes au prisme des services écosystémiques: élaboration d’un outil d’aide à la décision dans le cadre du programme cours Oasis de la ville de Paris. Projets de paysage. https://doi.org/10.4000/paysage.3130

Goldy, S., Piff, P. (2020) Toward a social ecology of prosociality: why, when, and where nature enhances social connection. Current Opinion in Psychology. https://doi.org/10.1016/j.copsyc.2019.06.016

Kaplan R., Kaplan S. (1989) The Experience of Nature: A Psychological Perspective. Cambridge, UK: Cambridge University Press.

Kaplan, S. (1995). The restorative effects of nature: Toward an integrative framework. Journal of Environmental Psychology, 15, 169–182. https:// doi. org/ 10. 1016/ 0272- 4944(95) 90001-2

Kuo, M. (2015). How might contact with nature promote human health? Promising mechanisms and a possible central pathway. Front. Psychol. 6:1093. doi: 10.3389/fpsyg.2015.01093

Louv R. (2005) Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder. Chapel Hill, NC, USA: Algonquin Books of Chapel Hill.

McCormick, R. (2017). Does Access to Green Space Impact the Mental Well-being of Children: A Systematic Review. Journal of Pediatric Nursing. http://dx.doi.org/10.1016/j.pedn.2017.08.027

Pileri, P., Renzoni, C., Savoldi, P. (2022) School squares – Reinventing the dialogue between school and city. Corraini

Renzoni, C., Savoldi, P. (2026) Scuole, una questione urbana. Quodlibet.

Zelenski, J., Dopko, R., Capaldi, C. (2015) Cooperation is in our nature: Nature exposure may promote cooperative and environmentally sustainable behavior. Journal of Environmental Psychology. https://doi.org/10.1016/j.jenvp.2015.01.005

Unicef, Sichitra Sugar (2021) The Necessity of Urban Green Space for Children's Optimal Development: discussion paper available at https://www.unicef.org/documents/necessity-urban-green-space-childrens-optimal-development

FROM PROXIMITY SCHOOLING TO COMMUNITY HUB REFRAMING THE FORME SCOLAIRE THROUGH EDUCATIONAL COMMUNITY ALLIANCES IN ITALIAN SMALL SCHOOLS

Giuseppina Rita Jose Mangione (INDIRE, Italy) · **Stefania Chipa** (INDIRE, Italy) · **Giuseppina Cannella** (INDIRE, Italy)

proximity schooling | community hub | forme scolaire

The COVID-19 pandemic represented a critical turning point for Italian small and rural schools. In such contexts, school closure entails not only educational discontinuity but also social and demographic weakening. Building on a multi-year research trajectory conducted within the “Movimento Nazionale delle Piccole Scuole”, this paper reconstructs the pedagogical and institutional evolution that led from proximity schooling during the pandemic to the conceptualization of small schools as community hubs, coherently aligned with the OECD (2020) future schooling scenarios. The pedagogical framework integrates four interconnected perspectives. First, the critique of the forme scolaire (Maulini & Perrenoud, 2005; Vincent, 1994; Landri, 2020), whose organizational closure is challenged by small schools’ multi-age structures and strong territorial embeddedness. Second, democratic and ecological pedagogies (Dewey, 1902; Bronfenbrenner, 1979), which conceive the school as a participatory micro-society embedded within relational systems where democratic habits are cultivated through cooperation and civic engagement. Third, the notion of proximity schooling as theorized in INDIRE studies (Mangione & Cannella, 2022; Chipa et al., 2025), where territorial alliances—often formalized through Educational Pacts—mediate between curriculum, local identity and social justice, integrating formal, non-formal and informal learning within a shared responsibility framework. Fourth, the distinction between the extended or diffused school (Mangione, Cannella & Chipa, 2025) and the community school as learning hub (Chipa et al., 2025). While the extended school expands pedagogical environments by framing the territory as co-educator, the community hub represents a structurally consolidated configuration in which alliances evolve into stable multi-agency governance infrastructures, enabling the school to act as a civic and socio-educational stronghold. Within this evolution, alliances progressively move beyond pedagogical collaboration toward coordinated multi-agency frameworks integrating curricular provision with extracurricular services, skilling and reskilling initiatives, socio-educational support, cultural mediation and health-related interventions. The school thus shifts from being an expanded learning environment to becoming a territorially embedded welfare and learning hub. Methodologically, the study adopts a phenomenological and interpretative orientation (Bertolini, 1988; Giorgi, 2009; van Manen, 2014) within contemporary qualitative research traditions (Denzin & Lincoln, 2018). Conceiving educational transformation as lived and situated experience, the inquiry develops as a longitudinal qualitative research pathway combining instrumental case studies (Merriam & Tisdell, 2016; Yin, 2018) with narrative inquiry and situated observation of practices enacted in fragile contexts. Cases were selected for their generative value in illuminating emerging configurations of school form rather than for statistical representativeness. The analysis is guided by the conceptual framework of the forme scolaire, used as an interpretative lens to examine how small schools reconfigure key dimensions of schooling—such as the organization of space and time, pedagogical relationships, and the boundaries between school and community. In addition, perspectives from futures studies in education frame reflection on possible school futures as a reflexive exercise through which institutions reinterpret their role and open new spaces of action in the present (Facer, 2021; Landri, 2024). Findings indicate that the transition from proximity schooling to community hub thus represents not an emergency response but an evolutionary redefinition of school form in fragile territories.

Bartolini, R., Jose Mangione, G. R., & Zanoccoli, C. (2022). Small schools: Rethinking the forme scolaire for an educational compact that extends to the community and the territory. Formazione & Insegnamento, 20(2), 14–35.

Bertolini, P. (1988). L’esistere pedagogico: Ragioni e limiti di una pedagogia come scienza fenomenologicamente fondata. La Nuova Italia.

Bronfenbrenner, U. (1979). The ecology of human development: Experiments by nature and design. Harvard University Press.

Chipa, S., Greco, S., Orlandini, L., & Jose Mangione, G. R. (2025). Small and rural schools as learning hubs: Inventive methods for identifying the grammar of educational futures. In Proceedings of the Third International Conference of the journal “Scuola Democratica”. Education and/for Social Justice (Vol. 2, pp. 756–764). Associazione per Scuola Democratica.

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2008). The landscape of qualitative research (3rd ed.). SAGE.

Dewey, J. (1902). The child and the curriculum. University of Chicago Press.

Giorgi, A. (2009). The descriptive phenomenological method in psychology: A modified Husserlian approach. Duquesne University Press.

Jones-Devitt, S., Austen, L., & Parkin, H. (2017). Integrative reviewing for exploring complex phenomena. Social Research Update, (66). University of Surrey.

Mangione, G. R. J., & Cannella, G. (2022). La scuola di prossimità. Alleanze territoriali per la realizzazione di nuove forme educative nella piccola scuola. Archivio di Studi Urbani e Regionali, (132), 86–109. https://doi.org/10.3280/ASUR2021-132-S1006

Mangione, G. R. J., & Chipa, S. (2025). I patti educativi per il bene comune e la felicità collettiva: Analisi delle forme di multi-agency a sostegno del nuovo contratto sociale per l'educazione. Quaderni di pedagogia della scuola, 8(2025/1), 21–34. Editrice La Scuola.

Mangione, G. R. J., Cannella, G., & Chipa, S. (2025). La scuola diffusa. Innovazione pedagogica tra sperimentazione e scalabilità. FrancoAngeli.

Maulini, O., & Perrenoud, P. (2005). La forme scolaire de l'éducation de base: Tensions internes et évolutions. In O. Maulini & C. Montandon (Eds.), Les formes de l'éducation: Variété et variations (pp. 147–168). De Boeck.

OECD. (2020). Back to the future of education: Four OECD scenarios for schooling (Educational Research and Innovation). OECD Publishing.

Stake, R. E. (1995). The art of case study research. SAGE Publications.

UNESCO. (2021). Reimagining our futures together: A new social contract for education. UNESCO.

Vincent, G., Lahire, B., & Thin, D. (1994). L'éducation prisonnière de la forme scolaire? Scolarisation et socialisation dans les sociétés industrielles. Presses Universitaires de Lyon.

Yin, R. K. (2018). Case study research and applications: Design and methods (6th ed.). SAGE Publications.

B.14

Service Learning As A Strategy For Institutional Reflexivity And Student Empowerment

PANEL CONVENORS: Maria Dentale (University for Foreigners of Perugia, Italy); Stefania Tusini (University for Foreigners of Perugia, Italy); Matteo Gerli (University for Foreigners of Perugia, Italy)

PANEL KEYWORDS: service learning, civic engagement, soft skills

The panel aims to explore Service Learning (SL) as an integrated operational model of intervention, capable of transforming learning spaces – particularly in higher education – into laboratories of democracy, where teaching, research, and the third mission intersect in a virtuous way, generating opportunities for situated learning and civic empowerment for students. In dialogue with other innovative pedagogies – such as project-based learning and cooperative learning – SL redefines the relationship between knowing and acting, fostering co-production of knowledge and the development of civic competencies through collaboration among students, teachers, and civil society organizations. The panel is structured along two complementary directions. The first investigates SL as an ecosystem of educational innovation: a formative model that integrates research and teaching, enhances the third mission as a driver of active citizenship, and promotes virtuous partnerships between universities and communities. Contributions in this area will discuss examples of collaborative governance and inclusive teaching strategies capable of ensuring accessibility and equity, overcoming some of the most widespread systemic barriers in higher education. The second direction explores how SL enables students to enter real learning contexts (situated learning) and consolidate an integrated system of competencies: from disciplinary knowledge to soft skills, enhancing their motivation and active participation. Within these premises, the panel welcomes theoretical and empirical contributions that directly engage with these two semantic directions, interpreting SL as a strategy for institutional reflexivity, capable of generating social capital and promoting practices that transform learning spaces into ecosystems of innovation oriented toward social inclusion and active citizenship.

SERVICE LEARNING AS A PEDAGOGICAL TOOL FOR STUDENT AGENCY AND AUTONOMY

Massimiliano Naldini Indire (INDIRE, Italy)

service learning | student agency | self-regulated learning

This contribution focuses on learners' autonomy in studying as well as student agency within school-based Service Learning (SL) experiences developed in the context of the Avanguardie Educative (AE) Network (Giunti et al., 2023). These experiences are interpreted as privileged contexts for the development of self-regulatory competencies, responsibility, and active participation. Drawing on established theoretical frameworks concerning autonomous learning, metacognition, and self-regulation (Boscolo, 2012; Cornoldi et al., 2018), SL is conceptualized as a pedagogical device capable of integrating disciplinary learning, social engagement, and student protagonism (Furco, 1996; Nieves, 2006). The experiences documented within the AE Network indicate that students are involved in all phases of the learning process: from needs analysis to activity design, from the implementation of interventions to the evaluation of outcomes. Throughout this process, learners are required to independently plan their work, manage time and resources, collaborate with peers, and monitor the results of their actions. Such practices foster the development of self-regulation skills, metacognitive

reflection, and awareness of one's own study methods. In the SL projects implemented within the AE Network (Orlandini et al. 2020), a high degree of autonomy in managing activities emerges clearly, as responsibilities are directly entrusted to students, who organize their work, identify intervention strategies, and assess the effectiveness of their contributions. Research activities, material production, documentation, and dissemination of experiences stimulate sustained forms of self-directed learning, in which students become responsible for their own educational pathways and for the social impact of their actions (Lotti et al., 2025). The analysis of the documented practices also highlights how SL promotes a distinct form of situated agency, grounded in the assumption of responsibility toward oneself and the community (Mortari, 2017; Culcasi, 2025). Students do not merely carry out assigned tasks; rather, they act as intentional subjects capable of making informed decisions, solving problems, and adapting their strategies according to contexts and objectives. In this sense, service experiences become opportunities to develop a sense of self-efficacy, intrinsic motivation, and conscious engagement (Mortari, 2008). From an educational perspective, SL functions as a learning environment that makes learning processes visible and strengthens their reflective dimension. Through moments of self-assessment and reflective re-elaboration, students are guided to recognize their progress, identify critical issues, and improve their study strategies. In conclusion, this contribution suggests that SL experiences significantly contribute to the development of students' autonomy in learning and their agency. They promote a conception of learning as an active, responsible, and socially situated process, contributing to the formation of individuals capable of self-regulation, critical participation, and the conscious construction of their personal, cultural, and civic development trajectories.

Boscolo, P. (2012). La fatica e il piacere di imparare: Psicologia della motivazione scolastica. Torino, Italia: UTET Università.

Cornoldi, C., Meneghetti, C., Moè, A., & Zamperlin, C. (2018). Processi cognitivi, motivazione e apprendimento. Bologna, Italia: Il Mulino.

Culcasi, I. (2025). Service-learning: L'educazione che trasforma. Un ponte tra saperi e comunità. Pensa Multimedia.

Furco, A. (1996). Service-Learning: A Balanced Approach to Experiential Education. In Expanding Boundaries: Service and Learning, vol.1, pp. 1-6.

Lotti, P., Orlandini, L., Consegnati, S., & Naldini, M. (2025). Service Learning and Learning City: Exploring school–community collaboration in local education networks. QTimes Webmagazine, Anno XVII(n. 3). Anicia Editore. https://doi.org/10.14668/QTimes_17339

Giunti, C., Lotti, P., Naldini, M., Orlandini, L., et al. (Eds.) (2023). "Avanguardie educative". Linee guida per l'implementazione dell'idea "Dentro/fuori la scuola - Service Learning", versione 4.0 [2023], Indire, Firenze.

Mortari, L. (2008). A scuola di libertà: Formazione e pensiero autonomo. Milano, Italia: Raffaello Cortina.

Mortari, L. (2017). La sapienza del cuore: Pensare le emozioni, sentire i pensieri. Milano, Italia: Raffaello Cortina Editore.

Orlandini L., Chipa S., Giunti C. (2020). Il Service Learning per l'innovazione scolastica. Le proposte del Movimento delle Avanguardie educative. Roma: Carocci.

Tapia, M.N. (2006). Educazione e solidarietà. La pedagogia dell'apprendimento-servizio. Città Nuova Editrice.

REAGENTI AND STRABENE: YOUTH-LED PARTICIPATORY PRACTICES AS LABORATORIES FOR DEMOCRATIC CITIZENSHIP. COMPETENCIES, PERCEPTIONS AND ALIGNMENT WITH SERVICE LEARNING

Patrizia Lotti (INDIRE, Italy)

youth agency | photo-elicitation | RFCDC

This paper presents the findings of research conducted by INDIRE within two projects promoted by the Municipality of Trento and aimed at secondary school students across the territory: Reagenti (for upper secondary schools) which engages students in various roles of representation and active participation (school representatives, Link Group members, peer tutors, civic education laboratory participants, and Provincial Student Council delegates); and Strabene (for lower secondary schools), which fosters youth agency through actions centred on the care of common goods, European citizenship, and school democratic participation (Parlamentino). Both projects are structured spaces for youth protagonism in which students act as active agents in school life and in the local community. Now in its second year, the research adopts a mixed-methods approach combining quantitative and qualitative tools: for Reagenti, pre-post questionnaires administered to all student groups involved and focus groups with teacher coordinators; for Strabene, an innovative photo-elicitation pathway — a qualitative methodology using photographs or drawings as reflective stimuli — integrated with teacher assessment grids and student self-evaluation forms. The instruments for both projects were developed drawing on two European frameworks: the RFCDC (Reference Framework of Competences for Democratic Culture) and LifeComp, covering the areas of values, attitudes, skills, and critical knowledge for democracy, as well as personal, social, and lifelong learning competencies. Findings from the first year of Reagenti show that groups with higher levels of active

engagement report strong development of collaborative, communicative, and civic competencies: over 90% of students report having learned to listen to and respect differing opinions and to represent the group's ideas in order to achieve a shared outcome. The vast majority recognise in their experience the defining features of Service Learning and call for greater formal recognition within the curriculum. The photo-elicitation pathway of Strabene, by contrast, gives access to more tacit and emotional dimensions of experience, revealing how visual language enables students to articulate transformations in their sense of belonging, civic awareness, and responsibility towards the community that would be unlikely to surface through traditional instruments. Across both projects, a significant misalignment emerges: while students perceive substantial growth in democratic and transversal competencies, teachers tend to frame these experiences as occasions for personal development that are difficult to integrate into the formal curriculum. The second year of the research aims to address precisely this critical gap: through longitudinal comparison of pre-post data and the explicit introduction of Service Learning as a shared pedagogical framework with teachers, the study seeks to examine whether and to what extent a more intentional integration between project activities and the formal curriculum can foster greater recognition of the democratic competencies developed by students and strengthen the school's role as a Learning Hub and Civic Center.

1. García-Vera, A. B. (2023). Photographic Elicitation and Narration in Teachers Education and Development. Teacher Education, Learning Innovation and Accountability. https://doi.org/10.1007/978-3-031-20164-6
2. Hoek, L., Munniksma, A., & Dijkstra, A. B. (2024). Students' attitudes towards fundamental democratic values: The construction of a measurement instrument. Education Citizenship and Social Justice, 20(2), 280-300. https://doi.org/10.1177/17461979241227848
3. Prati, G., Mazzoni, D., Guarino, A., Albanesi, C., & Cicognani, E. (2020). Evaluation of an Active Citizenship Intervention Based on Youth-Led Participatory Action Research. Health Education & Behavior, 47(6), 894-904. https://doi.org/10.1177/1090198120948788
4. Scott, K. E. and Graham, J. A. (2015). Service-Learning. Journal of Experiential Education, 38(4), 354-372. https://doi.org/10.1177/1053825915592889

CO-DESIGNING SERVICE LEARNING ECOSYSTEMS: INSTITUTIONAL REFLEXIVITY AND STUDENT EMPOWERMENT THROUGH UNIVERSITY–COMMUNITY COLLABORATION

Camelia Radulescu (The University of Bucharest, Romania) · **Gabriela Nisipeanu** (The University of Bucharest, Romania) · **Elena Ungureanu** (The University of Bucharest, Romania) · **Irini Apostolou** (National and Kapodistrian University of Athens) · **Sabine Hennig** (Paris-Lodron Universität Salzburg) · **Barbara Sonzogni** (Università degli Studi di Roma "La Sapienza") · **Bianca Bonaccorsi** (Università degli Studi di Roma "La Sapienza") · **Brandușa Fecioru** (Foundation of the University of Bucharest Virtute et Sapientia)

service learning co-design · student empowerment · community collaboration

This paper presents the design and early empirical insights of Service Learning 2.0: ColLab, an Erasmus+ strategic partnership between European 6 universities and 3 civil society organizations, aimed at institutionalizing service learning (SL) through a digital and collaborative ecosystem connecting universities, students, and civil society organizations (CSOs). Positioning service learning as both a pedagogical strategy and a mechanism for institutional reflexivity, the project adopts a participatory, multi-stakeholder approach to the co-creation of SL practices. A series of collaborative workshops engage (1) academics in defining learning objectives, assessment frameworks, and integration within the Moodle LMS; (2) CSOs in designing mentorship structures and support mechanisms for student engagement; and (3) students in shaping user experience, gamification elements, and personalized learning pathways. Complementarily, focus group interviews with students from disadvantaged backgrounds explore barriers to participation, inclusion needs, and enabling conditions for equitable access to experiential learning. Additional focus groups with CSOs investigate strategies for engaging vulnerable youth in community-based initiatives. These activities generate qualitative data (workshop artefacts, reflective notes, and focus group transcripts) that capture how institutional actors negotiate roles, expectations, and responsibilities when embedding service learning systemically. Preliminary analysis highlights three key dynamics: (a) service learning as a catalyst for rethinking curriculum–community boundaries (Saltmarsh et al., 2009; Butin, 2010, Saltmarsh & Hartley, 2011) (b) co-design processes that redistribute agency toward students and community partners (Cook-Sather et al., 2014; Petri, 2015; Bovill, 2020), and (c) the importance of structured mentorship and digital accessibility for inclusive participation (Waldner et al. 2012; Burgstahler, 2015). By examining SL as a co-constructed institutional practice rather than an isolated course innovation, the paper contributes empirical evidence on how universit-

ies can foster student empowerment while simultaneously transforming organizational cultures and partnerships. The findings offer practical and methodological implications for higher education institutions seeking to scale service learning sustainably and inclusively.

Bovill, C. (2020). Co-creation in learning and teaching: The case for a whole-class approach in higher education. Higher Education, 79, 1023–1037

Burgstahler, S. (2015). Universal design in higher education: From principles to practice. Harvard Education Press

Butin, D. W. (2010). Service-learning in theory and practice: The future of community engagement in higher education. Palgrave Macmillan

Cook-Sather, A., Bovill, C., & Felten, P. (2014). Engaging students as partners in learning and teaching: A guide for faculty. Jossey-Bass

Healey, M., Flint, A., & Harrington, K. (2014). Engagement through partnership: Students as partners in learning and teaching in higher education. Higher Education Academy.

Petri, A. (2015). Service-learning from the perspective of community partners. International Journal of Research on Service-Learning and Community Engagement, 3(1), 93–106

Saltmarsh, J., Hartley, M., & Clayton, P. H. (2009). Democratic engagement white paper. New England Resource Center for Higher Education

Saltmarsh, J., & Hartley, M. (2011). To serve a larger purpose: Engagement for democracy and the transformation of higher education. Temple University Press

Waldner, L. S., McGorry, S. Y., & Widener, M. C. (2012). E-service-learning: The evolution of service-learning to engage a growing online student population. Journal of Higher Education Outreach and Engagement, 16(2), 123–150

BEYOND ENTHUSIASM: STRUCTURAL BARRIERS AND CRITICAL TENSIONS IN SL IN HE

María Luisa Santos-Pastor (Universidad Autónoma de Madrid, España) · **Nuria Cuenca-Soto** (Universidad Autónoma de Madrid, España) · **Camelia Radulescu** (Universidad de Bucarest) · **María Dental** (University for Foreigners of Perugia) · **Laura Tolentino** (Universidad Sapienza de Roma) · **Irini Apóstolo** (Universidad Nacional y Kapodistriana de Atenas) · **L. Fernando Martínez-Muñoz** (Universidad Autónoma de Madrid, España) · **Pilar Aramburuzabala-Higuera** (Universidad Autónoma de Madrid, España) · **Rosario Cerrillo-Martin** (Universidad Autónoma de Madrid, España) · **Elena López de Arana** (Universidad Autónoma de Madrid, España)

aprendizaje de servicio | compromiso cívico | habilidades sociales

Service-Learning (SL) has gained significant international recognition as a pedagogical approach that promotes situated learning, civic engagement, ethical responsibility, and the integration of academic knowledge with real-world challenges. Positioned within democratic and transformative educational frameworks, SL is frequently described as a powerful strategy for connecting universities with communities. However, its rapid expansion across higher education systems has also revealed a series of tensions and structural barriers that require critical examination if its transformative potential is to be preserved. One major barrier concerns the methodological instrumentalization of SL. In some contexts, SL is reduced to a technical sequence of stages or activities, detached from its ethical and political foundations. When the primary focus is placed exclusively on student learning outcomes, the service dimension risks becoming subordinate to curricular objectives. This imbalance may weaken reciprocity and mutuality between universities and community partners, leading to hierarchical relationships or to projects designed primarily to fit academic requirements rather than being co-created in dialogue with communities. In such cases, the service component can become symbolic, superficial, or tailored to educational convenience rather than grounded in genuine social needs. A second barrier relates to organizational and institutional constraints. High-quality SL requires sustained coordination between universities and community organizations, careful planning, risk management, and alignment of academic calendars with community timelines. Without institutional structures that provide administrative support, recognition, and long-term commitment, SL often depends heavily on individual faculty dedication. This reliance can generate professional overload, burnout, and project discontinuity. Furthermore, when SL is not adequately recognized within academic career progression systems or credit structures, it remains structurally marginal despite its rhetorical endorsement. From a research perspective, additional challenges emerge regarding methodological rigor and epistemological coherence. The pressure to publish and demonstrate impact may encourage studies with limited sample sizes, short-term evaluations, or overly generalized claims. There is also a tendency to privilege positive findings, which restricts a balanced understanding of limitations, unintended consequences, or negative outcomes. Moreover, insufficient attention is sometimes paid to assessing long-term social impact, particularly from the perspective of community partners. Without robust and critical inquiry, SL risks being legitimized through advocacy rather than through sustained scholarly examination. Finally, the growing popularity of SL has produced dynamics of academic fashion and mimetic adoption. Institutions may embrace the label of SL to enhance reputation, access funding, or align with policy priorities, without ensuring deep pedagogical coherence or ethical commitment. When

expansion prioritizes visibility over substance, the emancipatory and justice-oriented foundations of SL can be diluted. These barriers do not undermine the value of SL. Rather, they highlight the need for stronger institutional reflexivity and ethical vigilance. In a global context marked by democratic fragility, social inequality, and geopolitical tensions, the challenge is not merely to multiply SL initiatives, but to safeguard their integrity, rigor, and reciprocity. A critical acknowledgment of these tensions is essential if SL is to function not as a pedagogical trend, but as a genuine democratic laboratory within higher education.

Culcasi, I., Somers, K., Standaert, N., & Paz-Lorito, B. (2024). The European Association of Service-Learning in Higher Education (EASLHE): Evolution and impact, with a focus on the role of Erasmus+ projects. RIDAS: Revista Iberoamericana de Aprendizaje-Servicio, 18, 30–59. https://doi.org/10.1344/RIDAS2024.18.4

European Association of Service-Learning in Higher Education (EASLHE). (2021). What is service-learning? https://www.easlhe.eu/what-is-service-learning/

Furco, A., & Norvell, K. (2019). What is service learning? Making sense of the pedagogy and practice. In P. Aramburuzabala, L. McIlrath, & H. Opazo (Eds.), Embedding service learning in European higher education (pp. 13–35). Routledge.

EDUCATIONAL NETWORKS AND EDUCATIONAL POVERTY IN CATANIA: SOCIAL NETWORK ANALYSIS AND COMMUNITY-FACING DIGITAL MAPPING

Simona Manuela Antonietta Gozzo (Università degli Studi di Catania) · **Elvira Celardi** (Università degli Studi di Catania) · **Marta Basile** (Università degli Studi di Catania) · **Simone La Mela** (Università degli Studi di Catania) · **Agnese Miccichè** (Università degli Studi di Catania)

educational poverty · educational networks · social network analysis

Developed within the SCOPERTA research programme at the Department of Political and Social Sciences, University of Catania, this work aligns with the Department's civic and public engagement agenda by orienting research tools and outputs towards strengthening the local educational community. Through field-based activities involving students, doctoral researchers, and grant holders, the programme combines situated learning with a community-facing service: collaborating with schools and third-sector organisations to co-produce usable knowledge and mapping tools that support coordination, orientation, and access to opportunities for actors engaged in countering educational poverty. As a specific empirical phase and output of SCOPERTA, this work reports findings from an empirical study conducted in the urban context of Catania, focusing on educational networks operating in areas affected by persistent socio-educational disadvantage. The study contributes to sociological debates on educational poverty, conceptualised as a structurally multidimensional phenomenon that cannot be reduced to economic deprivation or limited educational provision. Rather, educational poverty is understood as the outcome of relational and institutional inequalities and uneven access to opportunities. Within this framework, educational networks are conceived as key social infrastructures: their configurations shape the circulation of resources, the accessibility of support, and collective capacity to respond to social needs. Methodologically, the study adopts a mixed-methods design integrating quantitative and qualitative approaches. Secondary institutional data and documentation were analysed to reconstruct the local socio-educational context and to identify urban areas at higher risk of educational poverty. Questionnaires were administered to teachers and relevant operators. Semi-structured interviews were conducted with school actors (including principals and teachers in coordination roles), alongside representatives of third-sector organisations, families, and other local stakeholders involved in student support. Interview data were also used for network elicitation to identify additional actors and collaboration ties. Social network analysis was then applied to the resulting reported networks, focusing on network density, central actors, and brokerage roles, and examining how different relational configurations enable—or constrain—access to educational opportunities and coordinated responses. A central contribution is the comparison between "official" mappings of educational sites and services and the representations emerging from fieldwork. By examining the gap between institutional listings and practice-based accounts of operational ties, the study problematises local governance mechanisms and assesses whether existing representations capture the complexity of educational networks on the ground. Empirical materials were synthesised through a mapping workflow that led to the construction of digital maps of educational networks, conceived both as analytical devices for visualising relational complexity and as resources made available to the local educational community. The work concludes by discussing the analytical and practical potential of integrating social network analysis and digital mapping to support reflexive governance and coordinated action in unequal urban contexts.

Banks, J.A., "Multicultural Education: Historical Development, Dimensions, and Practice". In J.A. Banks, C.A.M. Banks, Handbook of Research on Multicultural Education (2 ed., pp. 3-29), Jossey-Bass, San Francisco, 2004.

Berry, J.W. (1997). Immigration, acculturation, and adaptation, «Applied Psychology: An International Review», 46(1), pp.5–34. https://doi.org/10.1080/026999497378467

Bourdieu, P. "The forms of capital". In J. G. Richardson (a cura di), Handbook of theory and research for the sociology of education (pp. 241–258), Greenwood Press, (1986).

Brodkin, E.Z. (2008). Accountability in Street-Level Organizations, «International Journal of Public Administration», 31(3), pp.317–336. https://doi.org/10.1080/01900690701590587

Celardi E. (2025), Riconoscere e valutare il cambiamento. Diario di un'esperienza di contrasto alla povertà educativa, Franco Angeli, Milano.

Donaldson, S.I., Christie, C.A., Mark, M.M., (2015) Credible and actionable evidence: The foundation for rigorous and influential evaluations (2nd ed.). Sage, Thousand Oaks, CA

Greenhalgh, J., Manzano, A. (2022) Understanding 'context' in realist evaluation and synthesis, «International Journal of Social Research Methodology», 25(5), pp. 583–595.

Koleros, A., Mulkerne, S., Oldenbeuving, M., Stein, D. (2018) The actor-based change framework, «American Journal of Evaluation», 41(1), pp. 34–53.

Hirschman, A.O. (1958) The Strategy of Economic Development. Yale University Press, New Haven.

Hirschman, A.O. (1970) Exit, voice, and loyalty: Responses to decline in firms, organizations, Harvard University Press, Cambridge.

Lipsky, M. (2010) Street-level bureaucracy: Dilemmas of the individual in public service. Russell Sage Foundation, New York.

Patton, M.Q. (2011) Developmental evaluation: Applying complexity concepts to enhance innovation and use, Guilford Press., New York.

Pawson, R., Tilley, N. (1997) Realistic evaluation. Sage, London.

Pawson, R.(2013). The science of evaluation: A realist manifesto, SAGE, London

Rossi, P.H., Freeman, H.E., Lipsey, M.W. (1999). Evaluation: A systematic approach (6a ed.), Sage, Thousand Oaks.

Stame, N. (2022) Tra possibilismo e valutazione: Judith Tendler e Albert Hirschman, Rubbettino.

WEISS, C. H. "Nothing as practical as good theory". In J. Connell, A. Kubisch, L.B. Schorr , New approaches to evaluating community initiatives, Aspen Institute New York, 1995.

WEISS, C. H, "Abbiamo imparato nulla di nuovo sull'uso della valutazione?" In N. Stame (a cura di), Classici della valutazione (Trad. da American Journal of Evaluation, 1998, 19(1), 21–33), Milano, Franco Angeli, 2007.

WASSERMAN, S., FAUST, K. (1994). Social network analysis: Methods and applications, Cambridge University Press, Cambridge.

CONTEXTS, MECHANISMS AND EFFECTS IN SERVICE LEARNING PROGRAMS: A REALISTIC EVALUATION

Matteo Gerli (University for Foreigners of Perugia, Italy) · **Stefania Tusini** (University for Foreigners of Perugia, Italy) · **Maria Dentale** (University for Foreigners of Perugia, Italy)

mechanisms | realistic evaluation | content analysis as a survey

This contribution offers a theoretical and methodological reflection on the concept of Service Learning (SL), understood as a complex and multidimensional phenomenon characterized by multiple meanings and by strong ethical, value-based, and social components. Within the architecture of educational systems, SL activates processes that engage students, teachers, and territorial actors in an integrated way, positioning itself as an educational practice with significant formative and social impact. The dialectic that shapes SL experiences revolves around three main axes: (i) strengthening collaboration between educational institutions and local stakeholders; (ii) enhancing the relationship between students and their territory by fostering the development of life/soft skills; and (iii) innovating teaching practices through the virtuous cycle generated by external activities, educational research, and teachers' professional experience. Positioned within the broader debate on Third Mission activities and the social impact of education at different levels, the contribution presents the results of a content analysis as a survey conducted on an extensive corpus of scientific publications. The aim is twofold: to reconstruct the meanings attributed to SL by practitioners, and to identify – through a realistic evauation – the social mechanisms and contextual factors that activate the development of soft/life skills in students. The proposal thus highlights the multidimensionality of SL, the cross-cutting nature of its formative effects, and the relevance of local contexts in shaping the quality and impact of such experiences.

Carrington S., Mercer K. L., Iyer R., Selva G. (2015), "The impact of transformative learning in a critical service-learning program on teacher development: Building a foundation for inclusive teaching", Reflective Practice, 16(1), 61–72. https://doi.org/10.1080/14623943.2014.969696

Conway J. M., Amel E. L. Gerwien D. P. (2009), "Teaching and learning in the social context: A meta-analysis of service learning's effects on academic, personal, social, and citizenship outcomes", Teaching of Psychology, 36(4), 233–245. https://doi.org/10.1080/00986280903172969

Faggiano M. (2022), Content Analysis in Social Research. Study Contexts, Avenues of Research, and Data Communication Strategies. Leiden–Boston: Brill.

López-Azuaga R., Suárez Riveiro J. M. (2020), "Perceptions of inclusive education in schools delivering teaching through learning communities and service-learning". International Journal of Inclusive Education, 24(9), 1019–1033. https://doi.org/10.1080/13603116.2018.1507049

Pawson R., Tilley N. (1997), Realistic Evaluation. London: Sage.

Resch K., Schrittesser I. (2023), "Using the Service-Learning approach to bridge the gap between theory and practice in teacher education". International Journal of Inclusive Education, 27(10), 1118–1132. https://doi.org/10.1080/13603116.2021.1882053

Vargas L. C., Erba J. (2017), "Cultural competence development, critical service learning, and Latino/a youth empowerment: A qualitative case study". Journal of Latinos and Education, 16(3), 203–216. https://doi.org/10.1080/15348431.2016.1229614

Warren J. L. (2012), Does service-learning increase student learning? A meta-analysis. Spring 2012, 56–61.

SERVICE LEARNING BETWEEN PUBLIC AND CIVIC ENGAGEMENT: THE CASE STUDY OF UNIVERSITY OF BARI ALDO MORO

Armida Salvati (Università degli studi di Bari Aldo Moro, Italy) · **Valeria Quarto** (Università degli studi di Bari Aldo Moro, Italy)

civic engagement | public engagement | university

In recent years, Service Learning (SL) has established itself as a socio-pedagogical approach capable of integrating academic learning, civic engagement and social impact, placing itself at the intersection between innovative teaching and Third Mission (Palumbo, Scardigno 2024). This paper presents the results of a research study on the development and monitoring of SL initiatives promoted by the University of Bari Aldo Moro, with particular attention to their configuration as public engagement and civic engagement practices and to the evaluation evidence reported in the ANVUR reports (Carrera et. al., 2025). The University of Bari Aldo Moro has launched several service-learning projects and proposals, following the objectives of the Italian University Network for Service-Learning (UNiSL) and its manifesto, which aims to integrate teaching and community service, social justice, and sustainable development (Albanesi et al. 2023, p. 10). The research hypothesis is that the University of Bari Aldo Moro monitors all its initiatives to highlight the institution's role as an agent of regional development. In particular, we believe that actions within the SL framework impact the degree of reflexivity in teaching, while simultaneously underlining the institution's responsibility towards the social, cultural, and change processes of the surrounding society. The research adopts a methodological design based on documentary study and interviews, in addition to the staff in charge of the Third Mission and Public Engagement offices, with teachers and students engaged in awareness-raising activities on issues that can no longer be postponed, such as combating extreme poverty and designing a more sustainable society that is more attentive to inequalities.

Albanesi, C., Bergamin, M., Cecchini, C., Compare, C., Culcasi, I., De Piccoli, N., & Di Masi, D.(2023). The Manifesto of Italian Universities Network for Service-Learning. Form@re - Open Journal Per La Formazione in Rete, 23(2), 7–12. https://doi.org/10.36253/form-14780;

Carrera L., Castelnuovo I., Cavaglià G.M.C., Chimenti S., De Bortoli A., Pascuzzi E., Piazza S., Sardi M., Il Public Engagement delle università italiane nella VQR 2015-19. Uno studio dei casi. RIV Rassegna Italiana di Valutazione, 92/2025, pp 123-144, DOI: 0.3280/RIV2025-092007;

Palumbo M., Scardigno F., Lunga vita alla Valutazione (della terza missione) degli Atenei: tra rendicontazione sociale e apprendimento permanente, RIV Rassegna Italiana di Valutazione, 88-89/2024, pp 17-32, DOI: 10.3280/RIV2024-088002.

B.15

Shared And Dialogic Reading Aloud And Its Equitable Benefits

PANEL CONVENORS: Federico Batini (Sapienza, Università di Roma, Italy); Lynne Murray (University of Reading)

PANEL KEYWORDS: shared reading aloud, dialogic reading, equity

In recent years, studies on reading and the equitable effects of reading and reading aloud in particular have strongly highlighted a paradigm we propose to define as "dialogical-transformative." This approach places particular emphasis on the role and engagement of end users, regardless of age, and on the effects such involvement can have, especially in terms of equity (Murray et al, 2022). Empirical qualitative and quantitative studies have demonstrated the particular effectiveness of these teaching practices on the instrumental skills of girls and boys, both young and old (Dowdall et al, 2020; Murray et al, 2016; Batini et al, 2020; Batini, Toti, 2024; Bartolucci, Batini, 2020; Batini et al, 2025). We therefore welcome contributions proposing empirical studies on the effects of reading and reading aloud conducted using methods that fit within this paradigm, as well as reviews and meta-analyses of other research such as those cited, contributions that question approaches and methods or that define and identify their theoretical assumptions, and contributions that support the improvement of practices.

ENHANCING IMPLEMENTATION OF SHARED-READING INTERVENTIONS TO ADVANCE EQUITY

Laura Justice (Ohio State University, United States of America)

dialogic reading | implementation science | child language and literacy development

Caregiver-child shared book-reading interventions are considered an evidence-based approach for improving children's language and literacy skills. However, impacts on child outcomes are conditioned on caregiver implementation of the intervention. Caregivers implementing shared-reading interventions have the responsibility of maintaining regular shared-reading sessions and incorporating specific behaviors to enhance the activity. Many barriers can impede caregiver implementation, such as (1) time pressures, (2) lack of knowledge of benefits, and/or (3) discomfort with shared-reading activities. These barriers can impede caregiver implementation of shared-reading interventions, and studies find generally high levels of attrition from such interventions. Consequently, shared-reading interventions do not reach all caregivers and children and can increase inequities between implementers and non-implementers. An implementation-science framework can be used to identify barriers of caregiver implementation of shared book-reading interventions, and introduce enablers to increase implementation. Enables comprise behavior-change strategies that can overcome barriers and increase implementation and, as a result, child outcomes from interventions. In this paper, I present evidence identifying common barriers to caregiver implementation of shared book-reading interventions, as well as behavior-change strategies designed to overcome these barriers. For instance, a common barrier is time pressures, and a behavior-change strategy that overcomes time pressure is financial incentives. I then present findings from a randomized controlled trial (RCT) designed to test four specific behavior-change strategies and their effects on caregiver implementation of a shared book-reading intervention. The RCT involved caregivers and their 4-year-old children with developmental language disorder (DLD). Study findings showed that two behavior-change strategies - financial incentives and encouraging texts - increased caregivers' implementation and mediated intervention effects on children's literacy skills. Finally, I share initial results from a larger-scale RCT testing long-run impacts of behavior-change strategies on literacy growth of children with DLD as a function of caregiver behavior-change strategies. The overall premise of this paper is that evidence-based caregiver-focused book-reading interventions can increase inequities between caregivers who can and caregivers who cannot sustain the intervention. Researchers must attend to barriers that inhibit "uptake" of such interventions and test strategies that enhance caregivers' capabilities in maintaining interventions. An implementation-science framework is imperative to conducting research addressing barriers and enhablers of caregivers' engagement in shared-reading interventions.

Dynia, J. M., Guo, Y., Logan, J. A., Justice, L. M., & Kaderavek, J. N. (2022). Caregiver intervention implementation fidelity: an empirical investigation of a multidimensional model. Journal of Early Intervention, 44(4), 315-330.

Justice, L. M., Chen, J., Tambyraja, S., & Logan, J. (2018). Increasing caregivers' adherence to an early-literacy intervention improves the print knowledge of children with language impairment. Journal of autism and developmental disorders, 48(12), 4179-4192.

Justice, L. M., Chen, J., Jiang, H., Tambyraja, S., & Logan, J. (2020). Early-literacy intervention conducted by caregivers of children with language impairment: Implementation patterns using survival analysis. Journal of Autism and Developmental Disorders, 50(5), 1668-1682.

THE RIGHT TO ANGER AND DIALOGIC TRANSFORMATION: READING ALOUD AS A DEVICE FOR NARRATIVE EQUITY

Rosa Tiziana Bruno (Universidad "Complutense" Madrid, Spain)

Dialogic Reading Aloud | Emotional Agency | Narrative Justice

This study explores how Shared and Dialogic Reading Aloud (SAL) fosters equity by reshaping representations of anger among children and adolescents aged 5–18 in Italian schools—from binary, polarized models to layered, intercultural ones—aligning with reading as a promoter of democracy and equality (Batini, 2022). The research adopts an integrated approach that combining structured interviews (administered to a sample of 500 participants aged 5 to 18) and semi-structured interviews aimed to explore deep-seated experiences and personal narratives regarding anger. This phenomenological phase is accompanied by a critical analysis of a corpus of 50 Western-produced picturebooks and young adult novels, tracing dominant narrative models. The final experimental phase involved the implementation of the SAL practice through the dialogic mediation of the book Kakèra. Histoire d'un petit morceau by Katsumi Komagata, used as an exemplary device embodying aa Japanese-rooted vision of anger. Results reveal a close alignment: over 90% of youth responses mirrored the texts' narrative hegemony, portraying anger predominantly as a wild, binary force (repression vs. outburst) lacking generative or transformative functions. Introducing Komagata's model via SAL dismantled this view, providing symbolic tools for reflective reworking of the emotion as "ethical intelligence" and a form of knowledge (Nussbaum, 2004). In conclusion, the study demonstrates how dialogic reading's equitable benefits expand emotional repertoires and deliver "narrative justice" (Tierney & Kan, 2021). SAL goes beyond emotion regulation, enhancing youth agency and transforming anger from isolation into a driver of conscious, democratic participation—offering a model for "democracy for learning.

Batini, F. (2022). La lettura ad alta voce condivisa: un dispositivo di equità e democrazia. Milano: FrancoAngeli
Nussbaum, M. C. (2004). L'intelligenza delle emozioni. Bologna: Il Mulino
Tierney, R. J., & Kan, S. Y. (2021). Narrative Justice: Working Towards a More Equitable World. Berlin: Springer Nature

IRONY, DESIRE AND SELF-WRITING: READ-ALOUD AS A TRANSFORMATIVE PRACTICE IN ADOLESCENCE

Chiara Carletti (University of Siena, Italy)

irony | desire | adolescence

Within the dialogical-transformative paradigm of shared reading aloud, this paper offers a theoretical and methodological reflection on a workshop device designed for lower and upper secondary school students, developed as part of the project "Leggere Forte 4.0: Immersive Experience, the Ability to Recognise One's Own Desire, and the Development of an Ironic Mindset through Reading", carried out by the University of Siena within the Tuscan regional policy Leggere: Forte! Ad alta voce fa crescere l'intelligenza. The reflection rests on the assumption that reading aloud, when guided by specific pedagogical categories and extended into autobiographical writing and dialogue, can function not merely as a means of strengthening linguistic competences but as a transformative experience capable of reshaping the subject's relationship with the self, with others, and with one's horizon of possibility. The two pedagogical categories adopted as both interpretive lenses and criteria for text selection are irony and desire. Irony, understood not as a simple rhetorical figure, but as a cognitive device – a mindset and a form of intelligence – enables adolescents to step back from lived experience, to revisit situations in which they felt different, inadequate or exposed to others' judgement, without being overwhelmed, thereby opening up spaces for reinterpretation and divergent thinking. Desire, conceived as an orientative and generative force, engages the dimension of the possible: the desire for recognition, belonging and future that runs through adolescence and that literary narrative makes it possible to recognise, name and share. The interplay between these two categories generates a particularly fertile pedagogical field: without irony, desire risks hardening into idealisation and producing frustration when it meets reality; at the same time, without desire, irony risks becoming detachment, self-protection, and fear of exposure. It is precisely their reciprocal tension that makes the device pedagogically significant. The device,

structured across four sessions, follows a recursive cycle: reading aloud from selected texts – including R.J. Palacio's Wonder, Jeff Kinney's Diary of a Wimpy Kid, and David Yoon's Frankly in Love – followed by activating questions, autobiographical writing, and dialogic sharing. Reading aloud operates as an activator of emotional resonance: the literary text provides a narrative frame that legitimises the exploration of personal experience. Autobiographical writing becomes the device through which students reflectively rework their lived experience, giving linguistic form to what they have experienced and perceived. The subsequent dialogue transforms the individual act into a shared experience, fostering processes of mutual recognition. The potential of the device lies in the very structure of the practice: reading aloud lowers barriers to literary engagement; autobiographical writing requires no prior competences yet gives each student a space for voice and self-narrative; the ironic climate, in turn, reduces the risk of emotional overexposure and encourages participation even among those who tend to withdraw. In this sense, the paper aims to show how the interweaving of irony, desire and self-writing, mediated by reading aloud, can constitute a transformative practice that democratises access to literature and opens young people to reflexivity and the desire for a future.

Batini, F. (2023). La lettura ad alta voce condivisa. Un metodo in direzione dell'equità. Il Mulino.
Batini, F. (2024). Leggere in classe ad alta voce. Un'introduzione al metodo della lettura ad alta voce condivisa. Pensa MultiMedia.
Bruner, J. (1986). Actual Minds, Possible Worlds. Harvard University Press.
Cambi, F. & Giambalvo, E. (Eds.) (2008). Formarsi nell'ironia. Un modello postmoderno. Sellerio.
Carletti, C. (2024). Il ruolo dell'ironia nella formazione dell'adolescente. Pensa MultiMedia.
Cambi, F. (2014). L'autobiografia come metodo formativo. Laterza.
Demetrio, D. (1996). Raccontarsi. L'autobiografia come cura di sé. Raffaello Cortina.
Mancaniello, M.R. (2025). Formarsi in un clima di classe collaborativo: le metodologie partecipative per promuovere l'agio dell'apprendimento e prevenire le forme di dis-agio relazionale nella scuola dell'adolescenza. NUOVA SECONDARIA, 42(6), 141-153.
Nussbaum, M. C. (2006). Coltivare l'umanità. I classici, il multiculturalismo, l'educazione contemporanea. Carrocci editore.
Recalcati, M. (2020). Ritratti del desiderio. Raffaello Cortina.

THE TEACHER'S GAZE IN SHARED READING ALOUD LOGBOOKS: AN ANALYTICAL MODEL OF CLASSROOM OBSERVATION PRACTICES

Mattia Iovita (University of Perugia) · **Luca Padalino** (University of Perugia)

Shared reading aloud | Teacher noticing | Actantial analysis

Shared Reading Aloud (SRA) has been extensively studied for its equitable effects on students (Batini, 2023; Batini & Corsini, 2025). However, less attention has been paid to how this practice impacts teachers' professional vision regarding classroom participation dynamics and equity conditions. This paper addresses this gap by analyzing 720 logbooks produced by teachers involved in structured SRA programs. The objective is to examine how teachers narrate significant episodes from their practice and how these narratives reveal the roles they assume in equity-oriented participation and transformation processes. By interpreting teachers' written accounts as material traces of their professional vision (Goodwin, 1994) and integrating the teacher noticing framework (van Es & Sherin, 2002; van Es, 2011) with structural semiotics (Greimas & Courtés, 1979), this study proposes a three-level analytical model. The first level focuses on the focalization of the teacher's gaze. Logbooks are analyzed to identify which dimensions of the educational event enter the "field of visibility": classroom climate, student interventions, text content, dialogic dynamics, and ethical reflections, among others. The goal is to reconstruct the "field of the observable" constructed by the teacher, highlighting which phenomena are systematically recorded and which remain excluded from the scene. The second level examines the actantial configuration (Greimas, 1966) of the reports. These episodes are analyzed as relational systems to highlight how teachers distribute agency within the narrated scene: identifying who or what acts as the subject (teacher, students, or the reading device itself), what constitutes the pursued "object of value" (comprehension, participation, ethical reflection), and which elements are implicitly configured as "helpers" or "opponents" to the process. The third level introduces a diachronic analysis of the logbooks. As the same teachers record episodes week after week, the study tracks temporal changes in both focalization regimes and actantial configurations. The evolution of these logbooks is interpreted as the potential development of a semiotic competence within the teacher's gaze—specifically, the progressive ability to recognize pedagogically relevant events and configure them narratively. Through this tripartite perspective, the paper

proposes a replicable model for analyzing educational documentation aimed at promoting equity. The implications address both the design of logbooks as reflective tools and teacher education, fostering a professional identity capable of recognizing and valuing the participation of at-risk students.

Batini, F. (Ed.) (2023). La lettura ad alta voce condivisa. Un metodo in direzione dell'equità. Bologna: Il Mulino.

Batini, F., & Corsini, C. (Eds.) (2025). Aloud! Against early school leaving: Effetti equitativi della lettura ad alta voce condivisa nelle scuole secondarie di primo grado. Milano: FrancoAngeli.

Goodwin, C. (1994). Professional Vision. American Anthropologist, 96(3), 606–633.

Greimas A.J. (1966). Semantique Structurale. Paris: Hachette.

Greimas, A. J., & Courtés, J. (1979). Sémiotique: Dictionnaire raisonné de la théorie du langage. Paris: Hachette.

van Es, E. A. (2011). A Framework for Learning to Notice Student Thinking. In Mathematics teacher noticing (pp. 134-149). New York, NY: Routledge.

van Es, E. A., & Sherin, M. G. (2002). Learning to notice: Scaffolding new teachers' interpretations of classroom interactions. Journal of technology and teacher education, 10(4), 571-596.

DIALOGIC INTERRUPTIONS DURING READ-ALOUD: AN EMPIRICAL CLASSROOM STUDY WITH COLLODI'S PINOCCHIO

Flahert Joel Dhima (Libera Università di Bolzano, Italy)

Dialogic read-aloud | listener engagement | literary education

In recent years, research on reading and reading aloud has increasingly emphasized participatory approaches that actively involve learners in the construction of meaning. Within this perspective, the dialogical-transformative paradigm highlights the role of readers' engagement and the potential of dialogic reading practices to foster equitable participation in the classroom (Murray et al., 2022). Research has shown that structured reading and shared read-aloud activities can support the development of linguistic and interpretative skills across different age groups (Batini, 2022; Giusti, 2025; Hoffmann, 2024). However, the organization of interaction during read-aloud sessions remains a central methodological question. This paper presents an empirical classroom study that investigates the use of dialogic interruptions during the reading aloud of Carlo Collodi's The Adventures of Pinocchio (1883/2014), carried out in the context of the bicentenary of the author's birth. The study explores how strategically placed dialogic prompts may enhance students' narrative comprehension, imaginative engagement, and participation during a teacher-led read-aloud session. The study is theoretically grounded in Spinner's (2004) reflections on dialogic interruptions during reading aloud. According to Spinner, interruptions should be limited and placed at narratively significant moments in order to support students' imaginative involvement without fragmenting the narrative flow. Rather than leading to a systematic analysis of the text, these prompts aim to stimulate anticipatory thinking, perspective-taking, and reflective engagement with literary characters and events. To explore this approach, the study focuses on the episode in which Pinocchio enters the puppet theatre and encounters the puppeteer Mangiafoco. This narrative sequence is particularly suitable for dialogic interaction because it develops through a progressive build-up of tension: the curious entry of the protagonist into the theatre, the unexpected reaction of the puppets, the threatening appearance of Mangiafoco, and the uncertainty surrounding Pinocchio's fate before the final resolution. Such moments of suspense correspond to the structurally significant points in the narrative that Spinner identifies as particularly appropriate for dialogic interruptions. During the read-aloud sessions, the researcher, acting as the reader, introduces a small number of open prompts at carefully selected points in the narrative. These interruptions are designed to fulfil different dialogic functions described by Spinner, such as encouraging anticipation about forthcoming events, inviting students to adopt the perspective of characters, and stimulating reflection on the behaviour and motivations of the protagonists. Particular attention is given to maintaining the balance between narrative immersion and dialogic reflection. The research adopts a qualitative empirical design conducted in a classroom context. Data collection includes classroom observation, audio recordings of the read-aloud sessions and subsequent discussions. In addition to analysing classroom interaction, the study aims to produce a practical outcome: a structured description of the specific moments in the narrative where dialogic interruptions may be introduced. By identifying these moments, the study not only implements Spinner's dialogically structured read-aloud approach but also provides a structured set of dialogic questions and example responses based on the Mangiafoco episode, designed as a model for a read-aloud classroom session that teachers can reuse or adapt.

Batini, F. (2022). Lettura ad alta voce: Ricerche e strumenti per educatori, insegnanti e genitori. Carocci.

Collodi, C. (1883/2014). Le avventure di Pinocchio. In D. Marcheschi (Ed.), Carlo Collodi: Opere (pp. 389–395). Mondadori.

Giusti, S. (2025). Con la letteratura: La lettura letteraria, la scuola, l'insegnamento. Firenze University Press & USiena Press. https://doi.org/10.36253/979-12-215-0762-1

Hoffmann, J. (2024). Lettura ad alta voce condivisa degli albi illustrati in rima nella scuola primaria. In F. Batini (Ed.), La lettura ad alta voce condivisa/Shared reading aloud: Atti del secondo convegno scientifico internazionale, Perugia, 4–6 dicembre 2024 (pp. 271–288). Pensa Multimedia.

Murray, L., Rayson, H., Ferrari, P.-F., Wass, S. V., & Cooper, P. J. (2022).

Dialogic book-sharing as a privileged intersubjective space. Frontiers in Psychology, 13, 1–8. https://doi.org/10.3389/fpsyg.2022.786991

Spinner, K. H. (2004): Gesprächseinlagen beim Vorlesen. In G. Härle, & M. Steinbrenner (Eds.): Kein endgültiges Wort: Die Wiederentdeckung des Gesprächs im Literaturunterricht. Schneider Hohengehren, 291–307.

CLOSING THE GAP: DIALOGIC BOOK-SHARING AS A TOOL FOR DEVELOPMENTAL EQUITY IN LOW-MIDDLE INCOME COUNTRIES

Leonardo De Pascalis (University of Bologna, Italy; University of Liverpool, UK) · **Hallam Cooper** (University of Oxford, UK) · **Nicolas Dowdall** (Stellenbosch University South Africa) · **Lynne Murray** (University of Reading, UK) · **Mark Tomlinson** (Stellenbosch University South Africa)

Dialogic book-sharing | Low-middle income countries | Early interventions

Training parents of young children in the use of dialogic book-sharing (DBS) has been shown to be an effective, well-accepted, and cost-effective method to support improvements in child development, related to numerous key outcomes, such as language, attention, mental health, and socio-emotional understanding and functioning (Dowdall et al., 2019; Adrian, Clemente, & Villanueva, 2007). DBS parent training has been shown to be particularly effective in contexts of socio-economic disadvantage, with notable benefits evidenced in trials conducted in Low-Middle Income Countries (LMICs) (Cooper et al., 2014). Given that these countries are where the majority of the world's millions of children at cognitive and socio-emotional developmental risk reside (Grantham-McGregor et al., 2007; McCoy et al., 2016), the effectiveness of DBS in disadvantaged contexts highlights its potential in contrasting the cycle of deprivation, through the early uplifting of key developmental trajectories. Beyond contextual factors, an open question remains regarding individual influences: how does a child's developmental status interact with DBS training? The effectiveness of DBS training may for example be proportional to initial developmental conditions (i.e., children who are more advanced at baseline remain comparably more advanced post-training); alternatively, the training may magnify developmental potential, and thus developmental trajectory inequalities (i.e., children who are more advanced at baseline get even further ahead post-training); more desirably, DBS training may promote more equitable outcomes by being especially beneficial for children whose developmental is least evident (i.e., children who are less advanced at baseline close the gap post-training). The present study addressed this question by leveraging data from two randomised controlled trials conducted in South Africa: one on 14-16 month olds (Vally et al., 2015; N DBS: 49; N Control: 42), the other on 21-28 month olds (Dowdall et al., 2021; N DBS: 70; N Control: 70). In both studies, parents received an 8-week-long DBS training, and children were assessed, before and after the training, on receptive and expressive language, and attention. Results showed that in both trials, the children who most benefited from the DBS parent training were those with the lowest language and attention scores at baseline. Children who performed poorly at baseline were found to close or reduce the post-training gap from other children, in all the outcomes examined. This pattern of findings was found to be especially pronounced in the younger aged cohort. The findings from the present study strengthen the case for dialogic book-sharing: beyond being effective, well-received by parents and children, and efficient from an economic perspective, DBS actively promotes developmental equity by exerting a compensatory effect for those most at risk across key developmental areas. Crucially, this seems to be especially true the younger the child is, perfectly aligning with the WHO, UNICEF, and World Bank's Nurturing Care Framework directive to intervene early to transform developmental trajectories and maximize human potential.

Adrian, J. E., Clemente, R. A., & Villanueva, L. (2007). Mothers' use of cognitive state verbs in picture-book reading and the development of children's understanding of mind: A longitudinal study. Child Development, 78, 1052–1067.

Cooper, P., Vally, Z., Cooper, H., Sharples, A., Radford, T., Tomlinson, M., & Murray, L. (2014). Promoting mother-infant book-sharing and child cognitive development in an impoverished South African population: A pilot study. Early Childhood Education, 42, 142–153.

Dowdall, N., Melendez-Torres, G., Murray, L., Gardner, F., Hartford, L., & Cooper, P. J. (2019). Shared picture book reading interventions for child language development: A systematic review and meta-analysis. Child Development, 91, e383–e399.

Dowdall, N., Murray, L., Skeen, S., Marlow, M., De Pascalis, L., Gardner, F., Tomlinson, M. & Cooper, P. J. (2021). Book-sharing for parenting and child development in South Africa: A randomized controlled trial. Child Development, 92(6), 2252-2267.

Grantham-McGregor, S., Cheung, Y.B., Cueto, S., Glewwe, P., Richter, L., Strupp, B., International Child Development Steering Group (2007).Developmental potential in the first 5 years for children in developing countries. Lancet, 369(9555), 60-70.

McCoy, D.C., Peet, E.D., Ezzati, M., Danaei, G., Black, M.M., Sudfeld, C.R., Fawzi, W., Fink, G. (2016). Early childhood developmental status in low- and middle-income countries: National, regional, and global prevalence estimates using predictive modelling. PLOS Medicine, 13(6), e1002034.

Vally, Z., Murray, L., Tomlinson, M., & Cooper, P. J. (2015). The impact of dialogic book-sharing training on infant language and attention: a randomized controlled trial in a deprived South African community. Journal of Child Psychology and Psychiatry, 56(8), 865-873.

World Health Organization, UNICEF, World Bank Group. (2018). Nurturing care for early childhood development: a framework for helping children survive and thrive to transform health and human potential. Geneva: World Health Organization.

SHARED AND DIALOGIC READING ALOUD IN MULTILINGUAL CONTEXTS – THE PICTUREBOOK DIE HEULE EULE/LA CIVETTA DISPERETTA IN A LADIN PRIMARY SCHOOL

Jeanette Hoffmann (Free University of Bozen-Bolzano, Italy)

multilingual picturebook | Ladin primary school | dialogic participation

The border region of South Tyrol in northern Italy has three official languages and three separate education systems (Glück et al., 2019). While the German and the Italian systems are monolingual, with the respective other language offered only as a second language, the Ladin education system is trilingual from kindergarten to secondary school. Subjects are taught equally in German and Italian, and Ladin is added for communication purposes and taught as a subject. The significance of multilingual picturebooks in educational contexts in this lived multilingualism is examined using the example of the joint reception of a bilingual German-Italian picturebook based on the question of what scope for imagination, participation and mutual understanding it creates. A second-grade class at a Ladin primary school is getting to know the additive bilingual picturebook 'Die Heule Eule – La civetta Disperetta' by Paul Friester and Philippe Goossens (2018) in a shared and dialogic reading aloud. The book is characterised by its experientiality (Fludernik, 1996) and uses a series of basic literary motifs such as loneliness and community, sadness and despair, comfort and hope, belonging and security. The audio and video recorded and conversationally transcribed conversations and multimodal interactions (Selting et al., 2010) are interpreted using key incident analysis (Kroon & Sturm, 2007). Against the backdrop of resonance theory (Rosa, 2019) and empirical research on literacy and literature education (Batini, 2023; Daly, 2021; Giusti, 2025; Hoffmann, 2025; Murrey et al., 2022; Naujok, 2023; Wieler, 2024), the analyses explore the opportunities for participation and spaces for resonance opened up by multilingual shared reading aloud discussions, with the aim of reconstructing linguistic, literary and aesthetic learning processes. The data is part of the empirical-qualitative project 'IMAGO. Picturebooks – multilingual, rhyming and wordless – in kindergartens and primary schools in South Tyrol' (Hoffmann, 2023) and provides ethnographic insight into everyday teaching and literature educational practices. The paper starts with giving an insight into the theoretical background of resonance theory and providing an overview of findings of the empirical research on reading engagement and classroom interaction with picturebooks, before introducing the complex multilingual situation in South Tyrol and the research design of the IMAGO study. The focus is on the analysis of selected key incidents from the shared reading aloud discussions, from which the multi-layered learning processes of children growing up multilingually are reconstructed. In particular, the common multilingual practices and orientation on mutual understanding become visible. An outlook on literary multilingualism in educational contexts concludes the contribution.

F. Batini (Ed.) (2023), La lettura ad alta voce condivisa: Un metodo in direzione dell'equità. Bologna: Il Mulino.

Daly, Nicola. (2021). Kittens, Blankets and Seaweed: Developing Empathy in Relation to Language Learning via Children's Picturebooks. Children's Literature in Education, (52), pp. 20–35. https://doi.org/10.1007/s10583-020-09400-1

Fludernik, Monika. (1996): Towards a 'Natural' Narratology. London, New York: Routledge.

Friester, Paul, & Goossens, Philippe (2018). Die Heule Eule/La civetta Disperetta. Zürich: NordSüd.

Giusti, S. (2025). Con la letteratura: La lettura letteraria, la scuola, l'insegnamento. Firenze: Firenze university press.

Glück, Alexander, Leonardi, Mara M. V., & Riehl, Claudia M. (2019): Südtirol. In Albrecht Plew-nia, & Rahel Beyer (Hrsg.): Handbuch des Deutschen in West- und Mitteleuropa. Sprachmin-derheiten und Mehrsprachigkeitskonstellationen (S. 245–280). Tübingen: Narr Francke Attempto.

Hoffmann, Jeanette. (2024). Storytelling in Picturebooks in a Multilingual Context (IMAGO). In Maria Cristina Gatti, & Jeanette Hoffmann (Eds.), Storytelling as a Cultural Practice: Pedagogical and Linguistic Perspectives (pp. 101–126). Lausanne a.o.: Peter Lang.

Hoffmann, Jeanette. (2025). Playing with Language and Possible Worlds on a Field Trip to the Moon – Talking about Wordless Picturebooks in German- and Italian-Speaking Primary Schools. In Francesca Berti, & Simone Seitz (Eds.), The Primary School as a Playful Space: Theories and Practices in an International Perspective (pp. 273–299). Bolzano: bu,press. https://doi.org/10.13124/9788860462053_16

Kroon, Sjaak, & Sturm, Jan. (2007). International comparative case study research in education: Key incident analysis and international triangulation. In Wolfgang Herrlitz, Sigmund Ongstad, & Piet-Hein van den Ven (Eds.), Research on mother tongue education in a comparative international perspective: Theoretical and methodological issues (pp. 99–118). Amsterdam: Rodopi.

Naujok, Natascha. (2023): Participation in Storytelling Settings: Multimodality in Multilingual Contexts. Zeitschrift für Interkulturellen Fremdsprachenunterricht, 28(1), 35–56. https://doi.org/10.48694/zif.3610

Murray, Lynne, Rayson, Holly, Ferrari, Pier-Francesco, Wass, Sam V., & Cooper, Peter J. (2022). Dialogic Book-Sharing as a Privileged Intersubjective Space. Frontiers in Psychology, (13), 1–8. https://doi.org/10.3389/fpsyg.2022.786991

Rosa, Hartmut. (2019). Resonance: A Sociology of Our Relationship to the World. Cambridge: Polity.

Selting, M. et al. (2011). A system for transcribing talk-in-interaction: GAT 2. Gesprächsforschung, 12(12), 1–51. www.gespraechsforschung-ozs.de

Wieler, P. (2024). Children's Own Stories as Representations of the Self and Their Views of the World. In M. C. Gatti, & J. Hoffmann (Eds.), Storytelling as a Cultural Practice: Pedagogical and Linguistic Perspectives (pp. 29–49). Lausanne: Peter Lang.

B.16

Agency, Citizenship and Transformative Education for Social Justice, Democracy and Sustainability

PANEL CONVENORS: Mina De Santis (Università degli Studi di Perugia); Agnese Rosati (Università degli Studi di Perugia); Veronica Riccardi (Roma Tre University, Italy)

PANEL KEYWORDS: agency, citizenship, democratic participation

The panel explores the role of student agency, citizenship, and democratic participation in schools, examining how innovative educational practices can transform school spaces into laboratories of active citizenship and conscious engagement. The contributions cover various areas: from preventing peer violence through participatory approaches with vulnerable adolescents, to co-constructing inclusive and democratic schools that foster psychological resources and a sense of responsibility among students; from generative pedagogy and transformative teaching for democratic participation, to the transformation of schools into community hubs for scientific citizenship. Additional contributions analyze how schools can serve as levers for urban change, pathways of transformative education oriented toward the common good and complexity, and youth practices of restanza in Southern Italy as forms of civic engagement and territorial regeneration.

PREVENTING PEER VIOLENCE IN SCHOOLS: THE APPLYING SAFE BEHAVIOURS PARTICIPATORY APPROACH WITH VULNERABLE ADOLESCENTS

Teresa Pietravalle (SOS Villaggi dei Bambini ETS, Italy) · **Margherita Brasca** (SOS Villaggi dei Bambini ETS, Italy)

Peer violence | child safeguarding | school wellbeing

This presentation shows the Italian experience of the two editions of the European project Applying Safe Behaviours, aimed at preventing and responding to peer violence among children and adolescents, with a specific focus on school settings. Peer violence represents one of the most widespread forms of violence experienced by young people, particularly those living in conditions of social vulnerability, and poses significant challenges for educational institutions and child protection systems. The project adopts a participatory, rights-based and multi-sectoral approach, recognising children and young people as active agents in the construction of safe, inclusive and democratic environments. Grounded in the Safe Behaviours and Protective Behaviours methodologies, and informed by an ecological and relational framework, the intervention integrates prevention, capacity building and advocacy. In Italy, the project has been implemented in lower and upper secondary schools in three local contexts: Milan, Turin and Bassano del Grappa. The intervention combined peer-to-peer training activities for students with targeted training programmes for teachers, educators, social workers and other child and youth care professionals. The objective was to strengthen life skills, awareness of power dynamics, recognition of different forms of peer violence (including bullying, cyberbullying and gender violence), and professionals' capacity to respond in a balanced, child-centred and supportive manner. By training both minors and professionals, the project methodology establishes a dual layer of protection: while children gain the tools to protect themselves, professionals improve their capacity to identify and respond to violence in a way that always prioritizes the best interest of the child. A preliminary scoping exercise, based on qualitative interviews, focus groups and surveys conducted with young

people and professionals across nine European countries, informed the development of training materials and practice guidance. Particular emphasis was placed on the voices and experiences of children and adolescents, highlighting the importance of participation, trust in adults, and safe spaces for reporting violence. The project relies heavily on peer education as a tool for effective content delivery and meaningful exchange, while also involving adults in a positive dialogue. Workshops for children are conducted by peer trainers (young adults aged 18-21). This near-peer dynamic breaks down traditional adult-child hierarchies, making the content more accessible and authentic. Also, the methodology specifically includes the participation of care-experienced young adults (care leavers) as peer trainers. Their first-hand understanding of the care system provides them with unique credibility and allows for a deeper level of trust and exchange with participants. The Italian experience suggests that participatory educational practices can enhance young people's agency, promote respectful relationships, and foster shared responsibility among schools, services and local communities. This approach promotes the creation of a culture of positive "partnership for change" between children and adults, where children's participatory and decision-making skills evolve while adults support, advise, or help them implement their ideas. The presentation discusses the implications of these findings for educational policies and school practices, arguing that schools can play a crucial role as democratic spaces for the prevention of violence, the promotion of inclusion, and the protection of children's rights.

Brodie, I., & Pearce, J. (2017). Exploring the impact of peer violence on children in care.
Kendrick, A. (2011). Peer violence and children in care.
O'Callaghan, D. (2011). Protective Behaviours and child safety.
United Nations (2019). Resolution on the Rights of the Child.

YOUTH PRACTICES OF RESTANZA IN SOUTHERN ITALY

Alessandra Polidori (University of Neuchatel, Switzerland)

Youth | Agency | Right to remain

Over recent decades, many rural and inner areas of Southern Europe (San-Martín and Vaya, 2024), and particularly of Southern Italy (Pugliese, 2002), have been affected by progressive depopulation and what has been described as anthropological desertification. Despite its profound impact, this phenomenon has remained largely marginal in public debate, often overshadowed by media and political attention focused primarily on incoming migration flows and securitized border management. Yet, a closer look at regional dynamics reveals a significant hemorrhage: a continuous and systemic outflow of young people toward the more developed areas of the Global North. This process deprives local territories of their youngest, most educated, and potentially innovative population. Southern Italy represents an emblematic example of this crisis. According to the 2024 SVIMEZ Report, approximately 200,000 university graduates left the South over the past decade in search of better opportunities in Central and Northern Italy. Despite territorial rebalancing initiatives, such as the National Strategy for Inner Areas, public policies appear largely incapable of counteracting a trend that has become increasingly structural and deeply rooted. Alongside this critical scenario, however, recent ethnographic research conducted in Sicily within the project A European Desert? has highlighted a countervailing phenomenon: a growing number of young people consciously choose to remain in their places of origin. This choice does not amount to passive resistance but rather takes the form of active political and cultural engagement. Such practices resonate with the concept of Restanza, developed by anthropologist Vito Teti (2011, 2024). Restanza does not imply renouncing the future; instead, it represents a way of building it by anchoring it in the present and in sites of memory. It constitutes a generative and resilient response to experiences of marginality. The "right to remain$" thus entails the creation of concrete conditions that make it genuinely possible to choose to live and build one's future in one's place of origin. This perspective does not moralize the decision to leave or remain but rather claims a form of real freedom: the ability to leave or return without being driven by economic necessity or a lack of alternatives. From this viewpoint, the right to mobility must be accompanied by a right to rootedness. Experiences of restanza in Sicily reveal young people engaged in cultural, agricultural, artistic, and cooperative projects that combine tradition and innovation. Through these practices, an "alternative modernity" emerges, challenging symbolic hierarchies between North and South. The Mediterranean, often conceived as a margin or

borderland, is thus reconfigured as a vibrant political and cultural space in which categories such as belonging, development, and marginality are profoundly renegotiated. Far from being an inert area, Southern Italy appears as a laboratory for new forms of modernity grounded in care, creativity, and permanence.

San-Martín González, E., & Soler-Vaya, F. (2024). Depopulation determinants of small rural municipalities in the Valencia Region (Spain). Journal of Rural Studies, 110, 103369. (https://doi.org/10.1016/j.jrurstud.2024.103369)

Pugliese, E. (2006). L'Italia tra migrazioni internazionali e migrazioni interne. Il Mulino. SVIMEZ. (2024). Rapporto SVIMEZ 2024: L'economia e la società del Mezzogiorno.

Teti, V. (2022). La restanza. Einaudi.

Teti, V. (2011). Pietre di pane: Un'antropologia del restare. Quodlibet.

PEDAGOGY AND GENERATIVE TEACHING FOR DEMOCRATIC PARTICIPATION

Mina De Santis (University of Perugia) · **Agnese Rosati** (University of Perugia) · **Edoardo Renzi** (University of Perugia)

Generative teaching | participation | generative methodologies

We are living in a historical period of profound transformations, and educational institutions cannot ignore this scenario, given their responsibility to educate and train competent students capable of facing the emerging challenges that demand problem-solving and critical analysis skills. There is an urgent need to innovate teaching practices rather than focusing exclusively on the acquisition of content that is "already established and provides the basis for understanding a certain sector or subject" (Gazzetta Ufficiale dell'Unione Europea, 2018, p. 7). Instead, it is essential to design learning pathways that foster the development of competences "to act or react to ideas, people or situations" (Ibidem). According to Fiorella & Mayer (2015), generative learning is an activity in which students actively seek to make sense of the material presented by engaging in cognitive processes such as selecting, organizing, and integrating, along with the following strategies: summarizing, mapping, drawing, imagining, self-testing, self-explaining, enacting, and teaching. Studies that examined students who prepared to explain material to others highlighted that those who prepared for teaching (without actually teaching) achieved better results than those who prepared for an immediate comprehension test, regardless of the lesson format (Fiorella & Mayer, 2014, 2013). This underscores the necessity of rethinking the teaching-learning process (Lave & Wenger, 1991), giving rise to new perspectives, particularly that of situated learning, which allows the learning experience to intertwine with the construction of plural forms of thought (Cappuccio & Maniscalco, 2020). Improving teaching practice will enhance the students' learning process and, consequently, the expected outcomes (Hunde & Tacconi, 2018). Participatory and workshop-based methodologies allow for the reproduction of "experiences similar to those of the real world in a protected and controlled environment, offering students the opportunity to act and learn from the consequences of their actions" (Bonaiuti, 2014, p. 72).Generative methodologies transform the learning environment into a true laboratory of democracy, promoting the development of critical and collaborative thinking "to support students in constructing their own professional identity through the development of soft skills" (Tore, 2024, p. 133). These methodologies activate processes of thought and action, giving rise to dynamic and contextualized knowledge where theoretical and operational dimensions intersect, dimensions that are necessary to promote change through innovative approaches (Castoldi, 2024). Knowledge is not encapsulated within disciplines but "moves from real contexts and returns to them, in a recursive relationship between experience and knowledge, theory and practice" (Castoldi, 2020, p. 42); this can only be achieved through constructive, socio-cultural, and situated learning (Ivi, p. 32). In this perspective, through cognitive elaboration, individuals engage in thinking processes that enable them to become active and aware of their role in daily life, and to experiment with and embrace innovation. Generative methodologies are capable of making people aware and capable of participating in democratic and social life "in order to promote social cohesion, inclusion, and active citizenship" (Tore, 2024, pp. 131-132), rendering education a social and civic experience.

Bonaiuti, G. (2014). Le strategie didattiche. Roma: Carocci.

Cappuccio, G., & Maniscalco, L. (2020). L'apprendimento generativo e il reflective learning nella didattica universitaria: una ricerca con studenti universitari. Formazione & Insegnamento, 18(1), 232–246. https://ojs.pensamultimedia.it/index.php/siref/article/view/4126/3747.

Castoldi, M. (2024). Promuovere la comprensione in classe. Repertorio ragionato di strategie

didattiche. Roma: Carocci

Castoldi, M. (2020). Ambienti di apprendimento. Ripensare il modello organizzativo della scuola. Roma: Carocci.

Fiorella, L., & Mayer, R. E. (2015). Learning as a Generative Activity. Eight Learning Strategies
That Promote Understanding. New York, NY: Cambridge University.
Fiorella, L., & Mayer, R. E. (2014). Role of expectations and explanations in learning by teaching. Contemporary Educational Psychology, 39(2), 75–85.
https://doi.org/10.1016/j.cedpsych.2014.01.001.
Fiorella, L., & Mayer, R. E. (2013). The relative benefits of learning by teaching and teaching expectancy. Contemporary Educational Psychology, 38(4), 281–288.
Gazzetta Ufficiale dell'Unione Europea (2018). Raccomandazione del Consiglio del 22 maggio 2018 relativa alle competenze chiave per l'apprendimento permanente (C 189 del 4.6.2018), 1-13.
https://eurlex.europa.eu/legalcontent/IT/TXT/?uri=CELEX%3A32018H0604%2801%29&qid=1714658357932
Hunde, A.B. & Tacconi, G. (2018). Contestualizzare l'insegnamento. Una pratica sviluppata da esperti formatori di insegnanti. Form@re- Open Journal per la formazione in rete, 18, 1, 83-96.
Lave, J., & Wenger, E. (1991). Situated learning: Legitimate peripheral participation.
Cambridge: Cambridge University Press.
Tore, R. (2024). Methodology, method, technique in Higher Education to generate innovation.
Italian Journal of Educational Research, 33, 130-143.
https://doi.org/10.7346/sird-022024-p130

STEPS TOWARDS SUSTAINABLE SCHOOLS: UNDERSTANDING THE RELATION BETWEEN CHILDREN'S VALUES AND THEIR ENVIRONMENTAL ORIENTATIONS

Petra Auer (Free University of Bozen-Bolzano, Italy) · **Stephanie Mian** (Free University of Bozen-Bolzano, Italy) · **Elisabeth Gsottbauer** (Free University of Bozen-Bolzano, Italy)

sustainability values childhood studies

The 2030 Agenda for Sustainable Development identifies the realization of all children's rights and the inclusion of those furthest behind as essential prerequisites for sustainable progress worldwide (United Nations, 2015). Against this backdrop, education is increasingly called upon to contribute not only to knowledge acquisition but also to children's empowerment, participation, and capacity to engage with societal challenges. The planned presentation introduces the research project STEPS, which addresses issues of sustainability through an innovative, child-centred approach. Rather than treating sustainability as an abstract or exclusively normative concept, STEPS seeks to approach it from the perspectives and lived experiences of primary school children. In doing so, the project not only gives children a voice but explicitly aims to enable experiences of self-efficacy and agency – key foundations for meaningful participation in democratic school communities.. The theoretical framework integrates Maurice Merleau-Ponty's phenomenology of the body (1945/2005) and Bernhard Waldenfels' responsive phenomenology (2006; 2010), both of which emphasize lived experience, perception, and relationality as central to meaning-making processes. In addition, STEPS is grounded in the paradigm of Childhood Studies (Clark & Moss, 2001; 2005; Schütz & Böhm, 2021), which conceptualizes children as competent social actors, rights-holders (Butschi & Heddrich, 2021; Clark & Moss, 2005) and experts of their own lifeworlds (Langsted, 1994). Building on these assumptions, the presentation outlines the project's methodological approach, which seeks to establish strong connections to children's lifeworld (Lebenswelt) and social realities (El-Mafaalani, 2021). This focus aims to address the well-documented gap between pro-sustainability attitudes and actual behaviour, which persists even when individuals endorse sustainability goals but struggle to translate them into concrete action (Ajzen, 1991; Stern, 2000). Methodologically, STEPS follows a Participatory Social Justice Mixed-Methods design (quan + QUAL; Creswell & Plano Clark, 2018). The qualitative strand is informed by the Mosaic Approach (Clark & Moss, 2001; 2005) to access children's perspectives through participatory, flexible, and inclusive methods sensitive to diverse experiences. (Clark & Moss, 2001, p. 5; Schütz & Böhm, 2021) The quantitative strand – central to the planned presentation – examines individual differences in children's values and their relationship to pro-environmental behavior.. Grounded in the Value–Belief–Norm (VBN) theory of environmental behavior (Stern, 2000), the study conceptualizes children's environmental orientations as multidimensional psychological resources that may support early forms of civic engagement. While substantial empirical evidence links values and sustainable behavior in adulthood (e.g., Steg, 2016; Bouman & Steg, 2020; Wang et al., 2021; Jacobs et al., 2018), research in childhood remains limited. The project therefore investigates associations between children's values (PBVS-C; Döring et al., 2010) and environmental orientations, including emotional affinity toward nature (CEPS; Larson et al., 2011), nature connectedness (NCI; Richardson et al., 2019), and self-reported pro-environmental behavior (PEB; Collado & Corraliza, 2015). By examining the relationships between sustainability-

related values and children's environmental orientations, STEPS seeks to contribute to a deeper understanding of the foundations of sustainable behavior in childhood. The planned presentation will report on the results of the pilot questionnaire testing and discuss their implications for the final refinement of the instrument.

Bouman, T., & Steg, L. (2020). Engaging city residents in climate action: Addressing the personal and group value-base behind residents' climate actions. Urbanisation, 7(1_suppl), 26-41

Butschi, C. & Hedderich, I. (2021). Kindgerecht forschen. Ein Überblick. In I. Hedderich, J. Reppin & C. Butschi, (Hrsg.), Perspektiven auf Vielfalt in der frühen Kindheit. Mit Kindern Diversität erforschen. Verlag Julius Klinkhardt 2021, S. 101-119 - URN: urn:nbn:de:0111-pedocs-222505 - DOI: 10.25656/01:22250

Collado, S., & Corraliza, J. A. (2015). Children's restorative experiences and self-reported environmental behaviors. Environment and Behavior, 47(1), 38–56.

Creswell, J. W., & Plano Clark, V. L. (2018). Designing and conducting mixed methods research (3rd ed.). SAGE.

Clark, A. & Moss, P. (2001). Listening to young children: The Mosaic approach. national children's bureau.

Clark, A. & Moss, P. (2005). Spaces to Play: More listening to young children using the Mosaic approach. national children's bureau.

Döring, A.K., Blauensteiner, A., Aryus, K., Drögekamp, L. & Bilsky, W. (2010). Assessing values at an early age: the picture-based value survey for children. Journal of Personality Assessment, 92, 439–448.

El-Mafaalani, A. (2021). Mythos Bildung. Die ungerechte Gesellschaft, ihr Bildungssystem und seine Zukunft. Kiepenheuer & Witsch.

Langsted, O. (1994). Looking at quality from the child's perspective. In A. Pence & P. Moss (Eds.), Valuing quality in early childhood services: New approaches to defining quality (pp. 28-42). SAGE.

Larson, L. R., Green, G. T., & Castleberry, S. B. (2011). Construction and validation of an instrument to measure environmental orientations in a diverse group of children. Environment and Behavior, 43(1), 72–89.

Merleau-Ponty, M. (1945/2005): Phenomenology of Perception. Taylor and Francis e-Library.

Richardson, M., Hunt, A., Hinds, J., Bragg, R., Fido, D., Petronzi, D., Barbett, L., Clitherow, T., & White, M. (2019). A measure of nature connectedness for children and adults: Validation, performance, and insights. Journal of Environmental Psychology, 63, 66–74.

Schütz, S., & Böhm, E. Th. (2021). Forschungsmethodische Vielfalt: Der Mosaic Approach. In I. Hedderich, J. Reppin & C. Butschi (Eds.), Perspektiven auf Vielfalt in der frühen Kindheit: Mit Kindern Diversität erforschen (pp. 172–186). Bad Heilbrunn.

Steg, L. (2016). Values, norms, and intrinsic motivation to act proenvironmentally. Annual Review of Environment and Resources, 41(1), 277-292.

Stern, P. C. (2000). New environmental theories: Toward a coherent theory of environmentally significant behavior. Journal of Social issues, 56(3), 407–424.

United Nations (UN). (2015). 17 goals to transform our world. https://www.un.org/sustainabledevelopment/

Waldenfels, B. (2006). Grundmotive einer Phänomenologie des Fremden. Suhrkamp.

Waldenfels, B. (2024). Geburt des Ethos aus dem Pathos. Mohr-Siebeck.

Zeiske, N., Venhoeven, L., Steg, L., & van der Werff, E. (2021). The normative route to a sustainable future: Examining children's environmental values, identity and personal norms to conserve energy. Environment and Behavior, 53(10), 1118-1139.

CHANGING SCHOOL TO CHANGE CITY

Lucia Sorce (ICS Rita Borsellino, Italy)

participation city community

The Rita Borsellino school in Palermo has cultivated a collaborative relationship with the surrounding area for almost twenty years. From 2007 until today, many participatory planning and urban regeneration paths have been created. From anonymous space to shared space, from individuality to collectivity, from aggression to maieutics. By collaborating with stakeholders, the school took charge of the needs of pupils, families and the neighbourhood, through shared medium and long-term choices and actions of belonging: the Children's and Mothers' Museum (2007/09), the redevelopment of the football field and the creation of the playground (2016/17), the creation of the playground (2019/20), the pedestrianisation of "Via Libera" (2024); the creation of LipDub (2024), the referendum on the school apron (2025).The school, among the planning methods, is also able to include educational spaces among the variables subject to educational planning, together with contents, teaching strategies, supports and educational tools. After all, making art implies leaving signs and, more precisely, signs of community: https://addiopizzo.org/attivita/consumo-critico/investimento-colletivo/anche-il-comune-firma-il-patto-per-il-territorio-stazione-magione-kalsa/; https://drive.google.com/file/d/1n0RJNYgmR-CJUYOoaQlSucJMY3RwyJxR0/view https://www.giornalelora.it/patto-per-il-territorio-stazione-magione-kalsa-orlando-e-mattina-recuperiamo-lorgoglio-di-appartenere-a-questo-territorio/https://www.google.com/search?client=safari&rls=en&q=referendum+grembiule+ritaborsellino+palermo&ie=UTF-8&oe=UTF-8 https://drive.google.com/file/d/1ObyhiGLiNyhq7N4uvmvoBCQ2t32f9NEY/view?usp=drivesdk https://altreconomia.it/prodotto/214/ https://www.youtube.com/watch?v=VXRsem1i7-c https://www.forumdisuguaglianzediversita.org/presentazione-del-rapporto-di-ricerca-patti- educativi-territoriali-e-percorsi-abilitanti-unindagine-esplorativa

AutonomeForme, Il Museo dei bambini e delle mamme nella scuola, Plurima, Palermo 2009.

Belingardi, L. Morachimo, A. Prisco, D. Renzi e F. Tonucci (a cura di) Manuale di progettazione partecipata con i bambini e le bambine, Zeroseiup, Bergamo 2018.

Brunetto, C., "Basta grembiule". Nell'asilo di Palermo la preside indice il referendum dei bambini, "La Repubblica", 4 febbraio 2025;

Cerini, G., L'Atlante delle riforme (im)possibili, Tecnodid, Napoli 2021.

Costa, P., Cittadinanza, Laterza, Roma-Bari 2017.

Chiesa, D., I ragazzi e le scuole umanizzano la città, "Rivista dell'istruzione", 3, 2018

Forum Diseguaglianze e Diversità, Patti educativi territoriali e percorsi abilitanti. Un'indagine esplorativa. Rapporto di ricerca, a cura di D. Luisi, C. Mattioli e A. Zabatino, 2021, URL: www.forumdisuguaglianzediversita.org/patti-educativi-territoriali-e-percorsi-abilitanti-unindagine-esplorativa.

Gross B.e Nanni S. (a cura di) Dall'io al noi, I contributi della Pedagogia per futuri (post) umani,, Zeroseiup, Bergamo 2024,

Sclavi, M. Arte di ascoltare e mondi possibili. Come si esce dalle cornici di cui siamo parte, Bruno Mondadori, Milano 2003.

Lorenzoni, F., I bambini ci guardano. Una esperienza educativa controvento, Sellerio, Palermo 2019

Lorenzoni, F., Intervento alla Presentazione del rapporto di ricerca Patti educativi territoriali e percorsi abilitanti. Un'indagine esplorativa, Forum Disuguaglianze e Diversità, Roma, 1° dicembre 2021, fb.watch/BAiTp_9Xe3, 2h14'.

Tobagi, B., La scuola salvata dai bambini. Viaggio nelle classi senza confini, Rizzoli, Milano 2016.

Tonucci, F. La città dei bambini. Un nuovo modo di pensare la città, Edizioni Laterza, Bari 2005.

CITIZENSHIP AND DEMOCRATIC PRINCIPLES

Agnese Rosati (University of Perugia, Italy) · **Edoardo Renzi** (University of Perugia, Italy) · **Mina De Santis** (University of Perugia, Italy)

Democracy knowledge participation

This contribution is situated within the framework of a critical pedagogy that adopts complexity as its meta-model, within which epistemological, ethical and value-based, and political issues can be contextualized (Cambi, 2025). It is in this perspective, with the tensions it nurtures, that the problem of cultural poverty, related to fundamental human rights, must be contextualized. A democratic community is one in which people participate and concretely contribute to the life of the community (Dewey, 1916), however, participation today - perhaps more than in the past- requires a sense of being recognised, of feeling like an active part of a common history and destiny. Common goals and shared interests, in fact, promote cohesion among individuals, communities, and cultures.The ethical dimension underlying democracy therefore continues to play a central role today, because many unresolved issues require overcoming uncertainties and difficulties, negative conditions, and limitations that hinder citizens' participation in community life: a weak socio-cultural position (Biasin, 2021), increasing inequalities accentuated by job insecurity, economic instability, hardship, insecurity, and uncertainty create a vulnerability that is also a source of anxiety and suffering for people (Han, 2024), of apathy and alienation from what is happening. People increasingly live as indivisible monads, lacking authentic contact; most relationships arise from random and accidental collisions (Chomsky, 2014), without real interest, with a loss of faith in opportunities for redemption that can instead arise from the sense of belonging and spirit of sharing necessary to understand the meaning of existence (Biasin, 2022). Furthermore, the absence of common goals inevitably contributes to the impoverishment of the relational space, with important repercussions on democratic and civil life, because the sense of co-belonging crumbles: individuals feel alienated, detached, and with resignation mixed with passivity, they 'choose' to remain on the margins of human interaction, losing the profound sense of human togetherness (Bauman, 2010). If we understand citizenship as an expression of involvement and recognition within a community of belonging, we must also consider the skills that enable people to act actively in these life contexts (Parricchi, 2019, 2021; Fabbri & Soriani, 2021). Added to this widespread feeling of unease and vulnerability is the cognitive gap relating to information and knowledge. This gap is accentuated by disinformation that generates post-truth dynamics based on partial beliefs and opinions, founded on prejudices and fallacious premises. In this ecosystem, it is difficult for people to interpret, decode, and understand what is happening: words are misunderstood, languages are lost in a Tower of Babel, and superficiality reigns, obscuring the value of symbolic and ethical-relational dimensions (Dominici, 2026). This is where education that cultivates analytical, critical, and systemic thinking skills (Goleman & Senge, 2014) can turn educational institutions, communities, cultural associations, meeting centers, and youth spaces into places of humanization capable of generating the future (D'Aprile, 2025), promoting development, and encouraging social participation.

Bauman, Z. (1993) (2010). Le sfide dell'etica. Feltrinelli.

Biasin, C. (2021). Adulti senza lavoro e vulnerabilità: tra precarietà professionale e potenzialità formativa. In S. Polenghi et alii, La responsabilità della pedagogia nelle trasformazioni dei rapporti sociali (pp. 316-323). Pensa Multimedia.

Biasin, C. (2022). Accompagnare all'abitare. Competenze pedagogiche e interventi educativi a contrasto della marginalità. Pedagogia oggi, 20(2), 27-33. https://doi.org/10.7346/PO-022022-03.

Cambi, F. (2025). Due frontiere della filosofia educativa oggi: Il compito plurale e il modello più critico. Studi sulla Formazione: 28, 33-43, 2025-2 DOI: 10.36253/ssf-16909 | ISSN 2036-6981 (online).

Chomsky, N. (2014). I padroni dell'umanità. Saggi politici 1970-2013. Tr.it. Ponte alle Grazie.

D'Aprile, G. (2025). Oltre i confini del tradizionale ruolo formale: la scuola come luogo di umanizzazione, Pedagogia oggi | XXIII| 2 (2025) |11-12.

Dewey, J. (1916). Democrazia e educazione. Firenze: Sansoni.

Dominici, P. (2026). La Scienza, il "Sapere condiviso", il mito dell'evidence-based e quelli che ... "guardano tutti con le narici". Il Sole 24 ore, 17 February 2026.

Fabbri, M., Soriani, A. (2021). The challenges for schools in a complex society. Educating for digital citizenship to build a democratic culture. Pedagogia oggi, 19(2), 54-63.

Goleman, D. & Senge, P. (2014). The Triple Focus. A New Approach to Education. More Than Sound.

Han, B.-C. (2024). Contro la società dell'angoscia. Speranza e rivoluzione. Einaudi.

Parricchi, M. (2019). Vivere il mondo. Sentieri di educazione alla cittadinanza, dalla partecipazione all'educazione economica. FrancoAngeli.

Parricchi, M. (2021). Citizenship itineraries at school. Economy and sustainability for a plural world. Pedagogia oggi, 19(2), 46-53.

WORDS, POVERTY, AND SHARED READING: LANGUAGE BETWEEN ACCESS AND INEQUALITY

Keren Ponzo (University of Wien, Italy) · **Agnese Rosati** (Università degli studi di Perugia)

Shared reading | Cultural poverty | Educational subjectification

This contribution takes La grande fabbrica delle parole by de Lestrade as a theoretical device through which to interrogate the relationship between language, cultural poverty, and educational equity within the context of shared reading aloud. In the world depicted in the story, words have a price and are unequally distributed: language appears as a scarce resource, regulated by procedures that govern access to and use of it (Foucault, 1999; Foucault, 2020a). Poverty does not coincide with silence, but with the reduction of the symbolic repertoire and with the impossibility of participating in a space of speech (Giancola & Salmieri, 2024; Finetti, 2024). On this basis, reading aloud is examined as a practice capable of intervening in linguistic inequalities when conceived dialogically (Pera et al., 2023; Salvato, 2024). Equity does not depend on exposure to words, nor on a quantitative expansion of vocabulary, but on the possibility of suspending, temporarily, the logics that administer their circulation (Biesta, 2023). Within this perspective, inequalities operate not only at a material level, but through regimes of representation that render them intelligible and acceptable within a historical episteme (Foucault, 2020a; Foucault, 1999); access to shared words does not abolish inequalities, yet it enables them to be named, to be withdrawn from processes of naturalization, and to be rearticulated in new forms (Dewey, 1992). Shared reading thus institutes a scene in which words can be taken up again, questioned, and transformed, and in which participants are recognized as legitimate interlocutors (Rosati, 2022). The theoretical framework, developed in dialogue with Foucault, rests on a conception of language as a dispositif of power and subjectivation, where discourse is understood as a regulated practice that produces effects of truth and shapes what can be said, thought, and acknowledged as valid (Foucault, 1999; Foucault, 2020b; Foucault, 2014). Cultural poverty can therefore be reread as an effect of discursive regimes that delimit access to speech and its legitimacy (Finetti, 2024; Giancola & Salmieri, 2024). The reference to Biesta clarifies the pedagogical implications of this analysis. Biesta criticizes the reduction of education to a measurable process defined in terms of learning outcomes and performance, proposing instead that education be conceived as a space of subjectification in which the subject may emerge not as a programmed result but as an unpredictable event (Biesta, 2023). In this framework, shared reading is not valued for its quantifiable effects on linguistic development; rather, it is understood as a practice that interrupts dispositifs of measurement and economies of performance, opening a space in which speech may circulate without being immediately translated into competence (Biesta, 2023; Illouz, 2024). Reading aloud thus acquires a specific political valence, calling into question the discursive conditions that determine who may speak and with what authority (Foucault, 2020b; Foucault, 2019). The shared experience of the text becomes a laboratory in which access to language intertwines with the possibility of redefining what counts as common experience, rendering speech not merely an instrument of communication, but a site of democratic transformation (Dewey, 1992; Rein, 2025).

Biesta, G. J. J. (2023). Il mondo al centro dell'educazione. Una visione per il presente. Tab Edizioni.

Dewey, J. (1992). Democrazia e educazione. Un'introduzione alla filosofia dell'educazione (tr. it.). La Nuova Italia.

Finetti, S. (2024). Promuovere l'educazione e contrastare la povertà educativa: Questione di paradigmi? Enciclopædia, 28, 29–41. https://doi.org/10.6092/issn.1825-8670/19181

Foucault, M. (1999). L'archeologia del sapere. Rizzoli.

Foucault, M. (2014). Sorvegliare e punire. Nascita della prigione. Einaudi.
Foucault, M. (2019). Discorso e verità nella Grecia antica. Donzelli.
Foucault, M. (2020a). Le parole e le cose. Un'archeologia delle scienze umane. Rizzoli.
Foucault, M. (2020b). L'ordine del discorso. Feltrinelli.
Giancola, O., & Salmieri, L. (a cura di). (2024). La povertà educativa in Italia. Dati, analisi, politiche. Carocci.
Illouz, E. (2024). Explosive Moderne. Suhrkamp Verlag AG.
Pera, E., Toti, G., Candela, V., & Batini, F. (2023). Reading aloud in primary schools: Analisi dei risultati di un progetto di ricerca-azione attraverso lo strumento del diario di bordo. Ricerca di Pedagogia e Didattica, 18(2).
Rein, B. (2025). Why brain need friends. The neuroscience of social connection. Penguin Publishing Group.
Rosati, A. (2022). Ripensare l'educazione. Principi e prospettive di una pedagogia inclusiva. Anicia.
Salvato, R. (2024). La lettura ad alta voce condivisa: Un dispositivo trasformativo per la costruzione di identità personali e collettive. Effetti di lettura / Effects of Reading.

BODIES IN-MOVEMENT AS A TOOL FOR PROMOTING TRANSFORMATIVE LEARNING

Antonina Eugenia Ferruzza Marchetta (University of Palermo, Italy) · **Eliana Danzì** (University of Palermo, Italy)

embodied education | transformative learning | democratic school

This contribution explores the role of the body in teacher education within a perspective oriented toward the construction of a democratic school. (Biesta, 2023). Embodiment is conceived not merely as a functional or technical dimension, but as an epistemological, relational, and ethical device capable of redefining teaching and learning processes. (Csordas, 1994). Building upon the paradigm of embodiment, this work recognizes it as the very foundation of the cognitive experience. In this perspective, learning is not a purely abstract process but an event rooted in action and sensory perception, where the body acts as a dynamic interface between the self and the world (Stolz, 2015; Varela, Thompson, Rosch, 1991). Starting from a Foucauldian perspective, the organization of space and time within the institutional contexts often force both students and teachers to behave in a stereotypical, mechanical and impersonal ways, using the body as a vehicle of surveillance and punishment rather than as a tool of trasformation, awareness, and spiritual growth. (Foucault, 1975). In contrast to this vision, several prestigious pedagogists of the past such as Paulo Freire (1970;1996) and bel Hooks (1994) suggest an alternative approach, based on the intrisic nature of the body to exercise its 'voice'. Free movement, gesture, and mimicry enable the person to become an individual, an active participant in society, possessing agency and empowerment. Indeed, the relationship between embodiment and movement reveals profound symbolic and relational dimensions. In formative practices, the body and movement can become a tool for building self-awareness, cultivating the ability to reflect, inhabiting the world, and developing complex expressive abilities. (Mezirow, 2016). In this sense, the teaching-learning process is a transformative pathway in which movement functions as a catalyst for a disorienting dilemma.By engaging in non-habitual motor patterns, the individual dismantles rigid meaning schemes, triggering a process of embodied critical reflection that makes pedagogical transformation more profound and visceral. Specifically, this paper focuses on body percussion and dance movement therapy as multimodal devices capable of combining visual, tactile, verbal, and kinesthetic aspects. (Danzì, 2023) These practices foster an embodied exploration of personal, relational, and physical space (Mignosi, 2017, 2019; Gamelli, 2011) according to an holistic vision of the individual. The research presented aims to demonstrate, how through body practice, educational processes become tools of trasformation, enabling individuals to flourish and manifest their potential as active and engaged citizens.

• Biesta G. (2023). Il mondo al centro dell'educazione, Tab Edizioni, Roma.
• Csordas, T. J. (1994). Embodiment and Experience: The Existential Ground of Culture and Self. Cambridge University Press.
• Danzì, E. (2023). La body percussion. Percorsi di apprendimento per il primo ciclo, Carocci, Roma.
• Foucault, M. (1975). Surveiller et punir. Naissance de la prison, Gallimard, Paris; Sorvegliare e Punire: Nascita della Prigione. trad.it di A. Tarchetti Einaudi, 2014.
• Freire, P. (1970). Pedagogia degli oppressi. Torino: EGA, 2002.
• Freire, P. (1996). Pedagogia dell'autonomia. Saperi necessari alla pratica educativa. Torino: EGA, 2004.
• Gamelli, V. (2011). Pedagogia del corpo. Milano: FrancoAngeli.
• Hooks, B. (1994). Teaching to Transgress: Education as the Practice of Freedom. New York: Routledge.
• Mezirow, J. (2016). La teoria dell'apprendimento trasformativo, Raffello Cortina, Milano.
• Mignosi E., (2017). Dance Movement Therapy in Educational Training for Intercultural Experiences in R. Hougham, S. Pitruzzella, S. Scoble, Eds Cultural Landscapes in the Arts Therapies, University of Plymouth Press, U.K.,pp.187-205

• Mignosi, E. (2019). Bridges between people: nonverbal mediation in an intercultural perspective and training proposals. Studi Sulla Formazione Open Journal of Education, 22(1), pp. 265–281.https://doi.org/10.13128/Studi_Formaz-25569
• Stolz, S. A. (2015).Embodied Learning: A New Animal. Routledge.
• Varela F.J, Thompson E., Rosch E. (1991). The Embodied Mind, The MIT Press, Cambridge, Massachusett.

SCICAFÈ TRANSFORMING A LOWER SECONDARY SCHOOL INTO A COMMUNITY HUB FOR SCIENTIFIC CITIZENSHIP AND STUDENT AGENCY

Paolo Martena (Istituto Comprensivo Calimera, Caprarica, Martignano, Italy) · **Elisabetta Dell'Atti** (Istituto Comprensivo Calimera, Caprarica, Martignano, Italy) · **Flavia Lia Aventaggiato** (Istituto Comprensivo Calimera, Caprarica, Martignano, Italy)

Lower secondary education | Community hub | Scientific citizenship

As teachers of mathematics, science, and technology in a lower secondary school in Salento, we often ask ourselves what makes a school truly democratic. Does science education belong only in textbooks, or can it become a shared language for an entire community? In our school, we developed Scicafè, a project born from the need to connect formal learning with the social and cultural life of our local area. Its core idea is simple yet transformative: students move beyond the role of passive learners and become active organisers of scientific dialogue. Each year, about 80 students in the final year of lower secondary school take part in planning and carrying out a public event involving scientists, experts, families, local institutions, associations, and citizens. They help contact guests, manage communication, define the budget, contribute to the organisation of the event, and take part in the public dialogue. What makes Scicafè especially meaningful is that it turns the school into a community hub: not just a place where knowledge is transmitted, but a civic and relational space where learning is built through responsibility, participation, and encounter. Science is no longer experienced only as a school subject, but as a shared cultural practice connected to everyday life, local identity, and public discussion. Some episodes have shown us particularly clearly the human and educational value of this experience. Nobel Prize winner Giorgio Parisi joined our students not only in scientific dialogue, but also in a moment of cultural exchange that led him to approach pizzica, the traditional Salento dance. That encounter later inspired the creation of a local orchestra dedicated to him, involving students, teachers, former students, and members of the community. In another edition, Federica Draghi shared the story of how, during lower secondary school, a science activity helped her recognise the path she wanted to follow. For our students, moments like these make science more accessible, more human, and more closely connected to life choices and aspirations. From a pedagogical perspective, the project shifts the focus from simply teaching science to fostering student agency. Students are entrusted with real tasks and responsibilities, and the interdisciplinary nature of the project creates inclusive conditions in which each student can find a meaningful role. School-based documentation and assessment practices suggest a progressive strengthening of students' organisational skills, social interaction, and ability to engage with the local context. In conclusion, Scicafè represents a meaningful example of an open and community-based school experience. By turning science into a catalyst for dialogue and social cohesion, it shows how a democratic learning ecosystem can help younger generations navigate complexity with critical thinking, participation, and a stronger sense of belonging.

- Biesta, G. J. J. (2021). World-centred education: A view for the present. Routledge.
- Castoldi, M. (2010). Didattica generale. Mondadori Università.
- Dewey, J. (1916). Democracy and education: An introduction to the philosophy of education. Macmillan.
- OECD. (2020). Back to the future of education: Four OECD scenarios for schooling. OECD Publishing.
- Pontecorvo, C., Ajello, A. M., & Zucchermaglio, C. (Eds.). (1995). Contesti sociali dell'apprendimento: Acquisire conoscenze a scuola, nel lavoro. LED Edizioni Universitarie.
- Resnick, L. B. (1995). Learning in school and out. In C. Pontecorvo, A. M. Ajello, & C. Zucchermaglio (Eds.), Contesti sociali dell'apprendimento: Acquisire conoscenze a scuola, nel lavoro (pp. 15–31). LED Edizioni Universitarie.
- UNESCO. (2021). Reimagining our futures together: A new social contract for education. UNESCO

COUNTER-NARRATIVES AND CLIMATE ACTIVISM: RADICAL PERSPECTIVES AND PRACTICES OF TRANSFORMATIVE EDUCATION

Davide Palma (University of Siena, Italy)

Transformative Education | Climate activism | Counter-narratives

Transformative Education (TE), as articulated under the United Nations Sustainable Development Goal 4.7, aims to enable students to align knowledge, values and practices with socio-ecological sustainability and global justice. However, in the context of an accelerated climate collapse and a persistent "permacrisis", approaches to sustainability education still appear to be too minority. In a context of increasing precariousness, education professionals may find themselves working with young people who may increasingly take radical positions towards the issues of social, political and climate crises (Merzagora et al., 2024). Starting from this, this contribution intends to propose counter-narrative devices to promote transformative education interventions. In a research experience carried out in 2024 in an attempt to explore the experiences of activists, semi-structured interviews (no. 26) were conducted with people who participate in political life, in activism and association realities. The central theme of interest was to bring to the surface beliefs and opinions about the repertoires of radical actions and civil disobedience within climate movement. From the analysis of the data, different perspectives of meaning emerged (Mezirow, 2003; Fabbri and Melacarne, 2023). One argues that environmental protection must take place through democratic tools such as laws, awareness campaigns and political pressure. The second believes that the methods of the first are not effective enough and therefore implements awareness campaigns, demonstrations in squares, flash mobs. The third, on the other hand, driven by the sense of urgency of the climate crisis, uses direct actions and a strong break with existing rules, arguing that blockades, occupations and civil disobedience can attract attention and force institutions to act more quickly. How can we work in an educational key to ensure that these perspectives do not lose permeability and become exclusive over time and a limit to rational dialectics? A viable way forward is to build counter-narratives from the bottom up (RAN, 2015; Schlegel, 2022). An example is the comic book Davide, created by Dante Caramellino and Claudio Melacarne of the University of Siena, which uses graphic storytelling as an educational tool to encourage dialogue and critical reflection. The comic tells the story of Davide, a high school boy who ends up approaching an extreme group. During a violent racist attack on a club frequented by black people, Davide realizes that he is on the wrong side of the story, stops his "companions" and decides to narrate himself independently, becoming the protagonist and not a secondary character. Counter-narratives, when they are built from bottom-up stories, can encourage the creation of spaces for dialogue and reflection. In this way, it is possible to develop educational methods and approaches that avoid increasing polarization, that know how to welcome contradictions and offer a more realistic vision of reality, made up of complexities and solutions to be negotiated and reconsidered continuously (Melacarne, 2021).

Fabbri, L., & Melacarne, C. (2023). Understanding radicalization in everyday life. McGraw-Hill Education.

Melacarne, C. (2021). Dal terrorismo alla microradicalizzazione: riflessioni per la ricerca pedagogica. Educational reflective practices: special issue 1, 2021, 68-82.

Merzagora, I., Travaini, G., & Caruso, P. (2024). Ecoterrorismo tra conoscenza e percezione sociale. RASSEGNA ITALIANA DI CRIMINOLOGIA, (3), 179-187.

Mezirow J. (2003). Apprendimento e trasformazione. Il significato dell'esperienza e il valore della riflessione nell'apprendimento degli adulti, tr. it., Raffaello Cortina, Milano.

Radicalisation Awareness Network (RAN) (2015). Counter Narratives and alternative Narratives. European Commission: RAN Centre of Excellence.

Schlegel, L. (2022). Storytelling against extremism: How fiction could increase the persuasive impact of counter-and alternative narratives in P/CVE. Journal for Deradicalization, (27), 193-237.

SCHOOL HEALTH EDUCATION AND GLOBAL CITIZENSHIP: INTEGRATING THE ONE-HEALTH APPROACH THROUGH PLACE-BASED AND TRIALOGICAL LEARNING. A CASE STUDY

Luca Fatticcioni (Liceo Don Lorenzo Milani - Romano di Lombardia, Italy) · **Elena Raffetti** (Karolinska Institutet - Stockolm) · **Franca Ida Rossi** (Liceo Vittorio Colonna - Roma) · **Riccardo Serraino** (Università Cattolica del Sacro Cuore - Roma) · **Carlo Torti** (Università Cattolica del Sacro Cuore - Roma) · **Elena Zacchilli** (Liceo Statale Niccolò Machiavelli - Roma) · **Giovanna Barzanò** (Rete Dialogues for Futures)

One Health | Student Agency | Global Citizenship Education

There is a gap in current school-based health programs. Traditional methods often provide concrete information on diseases but neglect the deeper psychological, ethical, social, and environmental dimensions that influence individuals and social life. This case study focuses on SASPEM (SAlute SPEcchio del Mondo), an experimental health education project that transforms elements of school curriculum into a "One-Health" educational research laboratory involving teachers, students and experts both from the health as well as from the communication world. It is supported by relevant institutions and aligns with the UN 2030 Agenda, providing opportunities to targeting Goal 3 (Health and Well-being), Goal 4 (Quality Education), and Goal 5 (Gender Equality). Moving away from vertical, top-down instruction, SASPEM adopts a holistic perspective that links human health to animal and environmental well-being. Some 10 teachers and 150 students are engaged across five Human Sciences classes and one Applied Sciences class from three prominent Italian high schools: Liceo Don Lorenzo Milani (Romano di Lombardia), Liceo Niccolò Machiavelli (Rome), and Liceo Vittoria Colonna (Rome). The project's methodology is rooted in three combined approaches: Place-Based Education (PBE): Learning is rooted in the students' local and social contexts, making abstract scientific concepts personally relevant on the basis of their experience. Trialogical Learning: Students, teachers, and experts collaborate to create a "shared object"—in this case, multimedia communication products—shifting the focus from passive listening to active production. Action Research: Educators and researchers use participant observation and reflection questionnaires to collect qualitative data, aiming to unravel participants' needs, reactions, feelings. The idea to build a replicable model of health education engaging the community and the relationship with and between different stakeholders . The practical journey begins with a high-level scientific foundation. Students analyze an important video document: the 2024-25 Inaugural Prolusion on global health from the Università Cattolica del Sacro Cuore in Rome. Their analysis serves as a springboard for intense, direct dialogues with medical experts and researchers. This interaction is designed to foster students' agency—a sense of meaningful participation- and influence over their own health and life in their community and suggests further developments. A peculiar feature of SASPEM is in fact its focus on multimedial communication. With the guidance of professional experts, each of the participating classes produces reels and podcasts translating complex medical-scientific concepts into accessible, engaging messages. Students not only deepen their scientific knowledge but also master digital storytelling and communication technologies. By sharing these student-led products on school websites and specialized platforms, a wider community dialogue is sparked, in which students have a relevant role, finding new forms of agency and esperiencing their self-efficacy within a context of interdependence. The importance of building agency and self-efficacy in students to tackle health issues is emphasised. The case study explores the implications of a journey into the One Health approach and provides an overview of strudents' perceptions, reactions and interests in health education drawing on the qualitative data collected.

Augenti, MA (2025), Universal Design for Learning: Risultati di una Ricerca-Azione-Formazione sulla Partecipazione e Motivazione degli studenti, in : Gramigna, A., Gola, G.; Marcelli, MA Progettare Futuri Possibili: Pluralismo dei Paradigmi e Tras-formazione. Lecce. Pensa Multimedia

Bandura, A. (2000), Autoefficacia. Teoria e applicazioni (tr.it.). Trento: Erikson

Cauda, R, (2015) (a cura di). Testimonianze dalle periferie del mondo. Quaderni CESI; Vita e Pensiero

Cesareni, D., Ligorio, M. B., & Sansone, N. (2018). Fare e collaborare: l'approccio trialogico nella didattica. Milano: Franco Angeli.

Guzman, C. A .F.; Aguirre, A. A.; Astle, B.; Barros, E.; Bayles, B.; Chimbari, M.; El-Abbadi, N.; Evert, J.; Hackett, F.; Howard, C.; Jennings, J.; Krzyzek, A; LeClair, J.; Maric, F.; Martin, O.; Osano, O.; Patz, J.; Potter, T.; Redvers, N.; Trienekens, N.; Walpole, S.; Wilson, L.; Xu, C.; Zylstra, M. (2021) A framework to guide planetary health education. The Lancet Planetary Health , 5 (5) e253-e255. 10.1016/S2542-5196(21)00110-8

Hernández-Torrano, D., Bessems, K., Buijs, G., Lassalle, C., Datema, W., & Jourdan, D.

(2025).Health promotion in the school context: a scientific Mapping of the literature. Health Education, 125(1), 68-84. https://doi.org/10.1108/HE-09-2023-0099 [https://uca.hal.science/hal-04959300]

Kotcher, J., Maibach, E., Miller, J., Campbell, E., Alqodmani, L., Maiero, M., Wyns, A. (2021) Views of health professionals on climate change and health: a multinational survey study Lancet Planet Health; 5: e316–23 https://doi.org/10.1016/S2542-5196(21)00053-X

Koskela, IM & Paloniemi, R. (2022): Learning and agency formsustainability transformations: building on Bandura's theory of human agency, Environmental Education Research, https://doi.org/10.1080/13504622.2022.2102153

Leporatti, D. (2024) Profilo di Salute: documento strategico di progettazione e autovalutazione della Rete di Scuole che Promuovono Salute, © Author(s), CC BY 4.0, DOI 10.36253/979-12-215-0504-7.19, in Boffo, V., Togni, F. (edited by), La formazione alla ricerca. Il dottorato fra qualità e prospettive future, pp.177-184, 2024, Firenze, Firenze University Press, ISBN 979-12-215-0504-7, DOI 10.36253/979-12-215-0504-7

Lerner, H, & Berg, C. (2015) The concept of health in One Health and some practical implications for research and education: what is One Health?, Infection

Ecology & Epidemiology, 5:1, 25300, https://pmc.ncbi.nlm.nih.gov/articles/PMC4320999/

Mastorci, C., Lazzeri, M.F.L., Pingitore, A. (2024) The Transition from Childhood to Adolescence: Between Health and Vulnerability, Children, 11, 989. https://doi.org/10.3390/children11080989

Mothershed, K., & Stilwell, M. D. (2025). Building Environmental Stewards: The Power of Place Based Education in Gulf Coast Marine Literacy. The Journal of Marine Education, 40(1), pp. 14–23. https://doi.org/10.5334/cjme.128

OECD (2021), Delivering Quality Education and Health Care to All: Preparing Regions for Demographic Change, OECD Rural Studies, OECD Publishing, Paris, https://doi.org/10.1787/83025c02-en

Paavola, S., & Hakkarainen, K. (2014). "Trialogical approach for knowledge creation" In: Tan S.C., So, H.J. & Yeo, J. (Eds) Knowledge creation in education. 53-73. Singapore: Springer Singapore.

Torti, C. (2025) Prolusione Inaugurazione Anno Accademico, Roma, 6 febbraio 2025 In: E Beccalli, E, (a cura di) L'Università Cattolica con l'Africa, Roma, Vita e Pensiero Edizioni.

UNESCO (2022), Strategy on Education for Health and Wellbeing, Paris, UNESCO

DOI: https://doi.org/10.54675/MSST232

ISBN: 978-92-3-100528-2

Vaughn, L. M., & Jacquez, F. (2020). Participatory Research Methods – Choice Points in the Research Process. Journal of Participatory Research Methods, 1(1). https://doi.org/10.35844/001c.13244

Yemini, M., Engel, L. & Simon A.B. (2025) "Place-based education – a systematic review of literature", Educational Review, 77(2), 640-660, DOI: 10.1080/00131911.2023.2177260 https://doi.org/10.1080/00131911.2023.2177260

WHO (2025) Health forward – a future we build together: background paper for the second European Programme of Work, Copenhagen: WHO Regional Office for Europe; 2025. Licence: CC BY-NC-SA 3.0 IGO.

https://www.who.int/europe/publications/i/item/WHO-EURO-2025-12847-52621-81537

Zhylin, M., Sprynska, Z., Posatskyi, O., Zalibovska-Ilnitska, Z., Shevchuk, R. (2025)

Reconceptualizing Health Education: the Role of Existential Psychology and Philosophical Ethics in Curriculum Development, SDGsReview, Florida, USA, VOL. 5 e04714 pag.: 01-19|

https://doi.org/10.47172/2965-730X.SDGsReview.v5.n01.pe04714

B.18

Educational Professionals, Teacher Education and Organisational Well-Being

PANEL CONVENORS: Lisa Stillo (Roma Tre University, Italy)

PANEL KEYWORDS: educational professionals, teacher education, organisational well-being

The panel explores the role of educational professionals, teacher education, and organisational well-being in schools, examining how competencies, attitudes, and professional practices can contribute to creating motivating and inclusive working environments. The contributions address several areas: from managing the complexity of classroom groups and the teaching role, to perceived autonomy support among colleagues and teachers' psychological need satisfaction as factors influencing teaching styles; from multicultural attitudes and their relationship with motivating or demotivating teaching practices in primary education, to the initial training of socio-pedagogical educators, with particular attention to motivation and self-assessment of competencies. Further contributions analyse the role of early childhood teaching assistants as partners in the educational process, valuing their experiences and voices, as well as the regeneration of school public administration through life skills, illustrated by a case study of a large-scale school network in Southern Italy.

PERCEIVED AUTONOMY SUPPORT AMONG COLLEAGUES AND TEACHERS' PSYCHOLOGICAL NEED SATISFACTION: IMPLICATIONS FOR MOTIVATING TEACHING STYLES

Sara Germani (Link Campus University, Italy) · **Ludovico Vespasiani** (University of Salerno, Italy)

motivating teaching style | work climate | self-determination theory

Contemporary educational systems are undergoing continuous transformation, placing increasing professional demands on teachers and reshaping the conditions under which they perform their work. Beyond individual competencies, growing attention has been directed toward contextual factors that influence teachers' wellbeing, motivation, and practices (OECD, 2025), highlighting the need to understand how the professional environment supports teachers' psychological functioning. Self-Determination Theory (SDT; Ryan & Deci, 2017) offers a valuable framework for examining how contextual condi-

tions influence teachers' motivation and professional behaviour. According to SDT, the satisfaction of the basic psychological needs for autonomy, competence, and relatedness supports wellbeing, professional engagement, and the adoption of motivating teaching styles. For teachers, autonomy refers to the experience of volition and professional agency; competence reflects the perception of effectiveness in managing instructional tasks; and relatedness concerns feeling connected and supported by significant others within the school context, including colleagues and students. When these needs are supported, teachers are more likely to internalize professional values and enact teaching practices that support students' motivation (Moè et al., 2022; Vermote et al., 2024). Among contextual factors, collegial relationships represent a crucial yet underexplored source of support for teachers' psychological functioning. More specifically, perceived autonomy support from colleagues may foster a work climate that facilitates teachers' basic psychological needs and, in turn, supports motivational teaching practices. The present study investigates the role of perceived autonomy support among colleagues as a contextual factor associated with teachers' psychological need satisfaction. A convenience sample of 150 lower secondary school teachers completed a self-report questionnaire assessing perceived autonomy support from colleagues and basic psychological need satisfaction. To measure perceived autonomy support, an adapted short version of the Work Climate Questionnaire (Baard, Deci, & Ryan, 2000) was used. Items were reworded to reflect the teaching work context and to assess autonomy support perceived from colleagues within the school environment. Exploratory analyses provided preliminary psychometric evidence supporting the internal consistency and structural coherence of this adapted autonomy-support measure. Basic psychological need satisfaction was assessed using a previously validated instrument (Germani, 2024). Correlation analyses indicated that perceived autonomy support from colleagues was positively associated with teachers' autonomy satisfaction and with relational dimensions, both in relation to colleagues and students. In contrast, no significant association emerged with competence satisfaction, suggesting that feeling effective and capable in one's professional role may be less dependent on work climate. These results indicate that autonomy-supportive climates may be particularly relevant for fostering teachers' sense of professional agency and relational connectedness within the school environment. Although based on a small convenience sample, findings are consistent with recent international evidence emphasising the need to strengthen collaborative teaching practices and professional conditions that foster collegiality and shared responsibility (OECD, 2025). Promoting autonomy-supportive professional climates may therefore represent a meaningful pathway for enhancing teachers' wellbeing and supporting the adoption of motivational teaching practices.

Baard, P. P., Deci, E. L., & Ryan, R. M. (2004). Intrinsic need satisfaction: a motivational basis of performance and weil-being in two work settings 1. Journal of applied social psychology, 34(10), 2045-2068.

Germani, S. (2024). Motivazione e soddisfazione lavorativa degli insegnanti: il ruolo di autonomia, competenza e relazione per un insegnamento di qualità. RicercAzione, 16(1), 55-71.

Moè, A., Consiglio, P., & Katz, I. (2022). Exploring the circumplex model of motivating and demotivating teaching styles: The role of teacher need satisfaction and need frustration. Teaching and Teacher Education, 118, 103823.

OECD (2025), Results from TALIS 2024: The State of Teaching, TALIS, OECD Publishing, Paris.

Ryan, R. M., & Deci, E. L. (2017). Self-determination theory: Basic psychological needs in motivation, development, and wellness. The Guilford Press.

Vermote, B., Vansteenkiste, M., Soenens, B., & Beyers, W. (2024). Which teachers feel good and adopt a motivating teaching style? The role of teaching identity and motivation to teach. Studies in Higher Education, 49(11), 2235-2261.

MULTICULTURAL ATTITUDES AND (DE)MOTIVATING TEACHING STYLES IN PRIMARY SCHOOL: A STUDY WITH IN-SERVICE AND PRE-SERVICE TEACHERS

Clara Leone (Sapienza University of Rome, Italy) · **Sara Germani** (Link Campus University, Italy) · **Giordana Szpunar** (Sapienza University of Rome, Italy)

Multicultural attitudes | Teaching styles | Self-Determination Theory

Increasingly multicultural classrooms require teachers to adopt different teaching approaches capable of responding to diverse learners (OECD 2025). Within Self-Determination Theory (SDT; Ryan & Deci, 2017), teaching styles range from motivating (autonomy-supportive) to demotivating (controlling) practices that influence the quality of classroom interactions (Aelterman et al., 2019; Reeve et al., 2022). Research suggests that teachers' beliefs and contextual orientations — including their attitudes toward multicultural education — may function as important antecedents of how teaching styles are enacted (Buzzai et al., 2023). Multicultural attitudes are conceptualised as teachers' awareness, acceptance, and

valuing of cultural diversity, together with their disposition to integrate such diversity into educational practices. Beyond recognising diversity, education should also promote the skills, values, and conditions necessary for democratic dialogue across cultures and knowledge systems (UNESCO, 2021). These orientations are particularly relevant in learning environments, which play a crucial role in fostering inclusive attitudes and a sense of belonging among diverse learners (Gay, 2018). The present study, drawing on theoretical perspectives linking contextual beliefs to motivational teaching practices in multicultural settings, examines the relationship between multicultural attitudes and (de)motivating teaching styles among primary school teachers, while also exploring differences between in-service and pre-service teachers. Participants included 60 in-service primary teachers and 62 pre-service teachers enrolled in a degree program in Primary Education. More specifically, the pre-service teachers included in the sample were students who had completed at least 100 hours of supervised practicum in primary schools as part of their degree curriculum. Teachers completed validated self-report measures assessing multicultural attitudes using the Teacher Multicultural Attitude Survey (Buzzai et al., 2023) and perceived teaching styles using the Situations-in-School questionnaire (Moè & Katz, 2020). Correlational analyses indicated that more positive multicultural attitudes were associated with stronger endorsement of motivating teaching styles and lower endorsement of demotivating styles. Group comparisons showed that pre-service teachers reported higher motivating tendencies and more positive multicultural attitudes, whereas in-service teachers displayed relatively higher demotivating orientations. These findings align with recent international evidence (OECD, 2025), which suggests that teachers who have completed their training more recently tend to feel more effective in multicultural classrooms. Although based on a small sample, these results provide preliminary insight into how professional context and attitudes toward diversity relate to teaching styles. Interpreted through an SDT lens, the findings suggest that multicultural orientations are connected with the motivational quality of instructional practices. Importantly, differences observed between professional stages highlight the need to address multicultural awareness and motivation-supportive teaching approaches early in teacher education, before contextual pressures potentially reshape instructional styles. Supporting such competencies during initial training may represent a key lever for fostering inclusive and motivating primary classroom environments.

Aelterman, N., Vansteenkiste, M., Haerens, L., Soenens, B., Fontaine, J. R., & Reeve, J. (2019). Toward an integrative and fine-grained insight in motivating and demotivating teaching styles: The merits of a circumplex approach. Journal of Educational Psychology, 111(3), 497.

Buzzai, C., Passanisi, A., Aznar, M. A., & Pace, U. (2023). The antecedents of teaching styles in multicultural classroom: Teachers' self-efficacy for inclusive practices and attitudes towards multicultural education. European Journal of Special Needs Education, 38(3), 378-393.

Gay, G. (2018). Culturally responsive teaching: Theory, research, and practice. teachers college press.

Moè, A., & Katz, I. (2020). Self-compassionate teachers are more autonomy supportive and structuring whereas self-derogating teachers are more controlling and chaotic: The mediating role of need satisfaction and burnout. Teaching and Teacher Education, 96, 103173.

OECD (2025), Results from TALIS 2024: The State of Teaching, TALIS, OECD Publishing, Paris.

Reeve, J., Ryan, R. M., Cheon, S. H., Matos, L., & Kaplan, H. (2022). Supporting students' motivation: Strategies for success. Routledge.

Ryan, R. M., & Deci, E. L. (2017). Self-determination theory: Basic psychological needs in motivation, development, and wellness. The Guilford Press.

UNESCO. (2021). Reimagining our futures together: A new social contract for education. UNESCO.

INITIAL TRAINING OF SOCIO-PEDAGOGICAL EDUCATORS: MOTIVATION TO ATTEND L-19 BACHELOR'S AND COMPETENCE SELF-EVALUATION

Maria Grazia Rionero (Università degli Studi di Firenze) · **Sara Germani** (Link Campus University)

socio-pedagogical educators | initial training | academic motivation

In the context of contemporary higher education, the initial training of socio-pedagogical educators is crucial for supporting their motivation, perceived self-efficacy, and readiness to face the complexity of educational practice (Fioretti, 2023). This study, conducted with 358 third-year students enrolled in Italian L-19 degree courses in Educational Sciences, aimed at examining how motivation to attend the degree program relates to the professional competences developed at the end of the course of study. Grounded in Self-Determination Theory (Ryan & Deci, 2017), the research investigates the role of different motivations (i.e., extrinsic and intrinsic) in sustaining the development of the two key professional competencies (Rionero, 2025a): psychological and pedagogical principles and methods to managing educational practice, which include the ability to apply theoretical frameworks to design and adapt educational interventions; and reflective autonomy and relational management, which concerns critical self-analysis and ethical relationship building

with educational stakeholders. The data were collected through an ad hoc questionnaire comprising: the SCOPE scale, developed to assess self-perceived professional competencies (Rionero, 2025a); and the Italian version of the Academic Motivation Scale (AMS-C) (Manganelli et al., 2019) to capture different forms of academic motivation along the self-determination continuum. Data reveal that socio-pedagogical educators are predominantly driven by autonomous forms of motivation, aligning with national reference literature (Fasan, 2019). Students enroll in the L-19 degree program to recognize the value of educational practice in the social context. Correlation analyses confirm that identified motivation is positively associated with both areas of self-perceived competencies measured by the SCOPE scale, as well as with intrinsic motivation. Previous studies underscore the importance of active, practice-oriented learning environments (such as laboratories, project work, and internships) as crucial contexts for consolidating professional competences (Rionero, 2025b). These experiences foster the integration of theory and practice and play a key role in shaping students' professional identity (Rosati & De Santis, 2020). They also represent formative opportunities to experiment with educational practice in protected settings, engage in collaborative learning, and develop reflective awareness of one's strengths and areas for improvement. Overall, the results suggest that democratic and motivating university environments are essential for supporting autonomous motivation and, consequently, enhancing perceived professional competencies. In particular, it is essential to value students' perspectives, promote reflection, and offer meaningful opportunities for initiative and collaboration. The study discusses implications for designing initial training pathways in Educational Sciences Bachelor's (L-19), advocating for curricula that intentionally combine explicit and shared competence frameworks with pedagogical practices oriented toward metacognition, reflective autonomy, and the development of a solid professional identity.

Fasan, G. (2019). La formazione degli educatori tra gli anni Sessanta ei primi anni Novanta del Novecento italiano. STUDIUM EDUCATIONIS, (3), 77-88.

Fioretti, S., Sposetti, P., & Szpunar, G. (Eds.). (2023). Le competenze professionali delle educatrici e degli educatori (pp. 5-225). FrancoAngeli.

Manganelli, S., Cavicchiolo, E., Mallia, L., Biasi, V., Lucidi, F., & Alivernini, F. (2019). The interplay between self-determined motivation, self-regulated cognitive strategies, and prior achievement in predicting academic performance. Educational Psychology, 39(4), 470-488.

Rionero, M. G. (2025a). A self-assessment scale for competencies of socio-pedagogical educators in L-19 degree programs. Form@ re-Open Journal per la formazione in rete, 25(1), 335-348.

Rionero, M. G. (2025b). Il valore formativo delle esperienze laboratoriali nei CdS L-19 per le future ei futuri educatori socio-pedagogici. In La qualità della formazione come responsabilità sociale (pp. 156-156).

Ryan, R. M. et Deci, E. L. (2017). Self-determination theory. Basic psychological needs in motivation, development and wellness. New York, NY : Guilford Press.

Rosati, A., & De Santis, M. (2020). Identità professionale e scelte formative. Form@re. Open Journal per la Formazione in Rete, 20(2), 117–132.

BEYOND BUREAUCRACY: REGENERATING PUBLIC ADMINISTRATION THROUGH LIFE SKILLS. A CASE STUDY OF A LARGE-SCALE SCHOOL NETWORK IN SOUTHERN ITALY.

Ivano De Luca (Istituto Comprensivo Statale Di Taviano "Francesco Dimo", Italy) · **Simone Aldo Buonporto** (IDCERT Società Benefit srl)

Life Skills | LifeComp Framework | Public Administration Regeneration

Themes and Purposes In an era dominated by digital acceleration and the "platformisation" of education, the human factor remains the most critical asset for democratic regeneration. This proposal presents the results and the pedagogical framework of "PerForma PA", a pioneering project led by the Comprehensive Institute "Francesco Dimo" (Taviano, Italy). The project coordinated a massive network of 22 educational institutions across the provinces of Lecce and Bari, involving hundreds of teachers and public employees in a transformative learning journey based on the European LifeComp framework. The primary purpose of this contribution is to demonstrate how the systematic teaching of Life Skills—specifically Personal, Social, and "Learning to Learn" competencies—can act as a catalyst for professional excellence and democratic participation within public institutions. While the Italian National Recovery and Resilience Plan (PNRR) often focuses on technological infrastructure, our project argues that true innovation stems from the emotional and social resilience of the "human capital" that animates the school system. Methodology and Content The abstract explores the three pillars of the certification path developed in collaboration with IDCERT: Personal Area: Focus on self-regulation and stress management as tools to "educate for hope" and prevent burnout in the public sector. Social Area: Leveraging neuro-didactics to foster empathy and conscious communication, transforming the school into a space for equitable conflict resolution and respect for the common good. Learning to Learn: Promoting a "Growth Mindset" and critical thinking to navigate the complexities of algorithmic society and misinformation. Innovation and Results The proposal highlights a unique model of

"Institutional Generosity": after the initial phase, the I.C. Taviano decided to release the training modules for free to all Italian Public Administration employees. This move represents a shift from a competitive to a collaborative logic in educational policy. Conclusions The study concludes that certifying non-cognitive skills is not merely a professional upgrade but a democratic necessity. By fostering empathy and critical awareness, the "Taviano Model" provides a replicable blueprint for schools to lead the transition toward a more human-centric and democratic Public Administration, capable of facing global challenges with resilience and social responsibility.

European Commission. Joint Research Centre. (2020). LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence. Publications Office of the European Union. (Questo è il testo sacro del framework che avete usato).

OECD (2021). Beyond Academic Learning: First Results from the Survey of Social and Emotional Skills. OECD Publishing. (Fondamentale per giustificare l'importanza delle competenze non cognitive).

Dweck, C. S. (2006). Mindset: The New Psychology of Success. Random House. (La fonte scientifica principale per la "Growth Mindset" o mentalità di crescita trattata nel modulo "Imparare ad Imparare").

Goleman, D. (1995). Emotional Intelligence. Bantam Books. (Riferimento universale per l'empatia e l'area sociale).

Immordino-Yang, M. H. (2016). Emotions, Learning, and the Brain: Exploring the Educational Implications of Affective Neuroscience. W.W. Norton & Company. (Supporto scientifico per la parte di neurodidattica e gestione emotiva del progetto).

EARLY CHILDHOOD TEACHING ASSISTANTS AS PARTNERS: CENTERING THEIR LIVED EXPERIENCES AND VOICES

Hannah Thompson (Texas A&M University, Texas, United States) · **Lori Caudle** (University of Tennessee, Knoxville, Tennessee, United States) · **Cathy Grist** (Western Carolina University, North Carolina, United States) · **Margaret Quinn** (Texas A&M University, Texas, United States) · **Frances Harper** (University of Tennessee, Knoxville, Tennessee, United States)

Assistant teachers | professional learning communities | culturally responsive pedagogy

In the United States, teaching assistants (TAs) in public pre-kindergarten classrooms navigate unique positions when compared to K-12 teaching assistants; their roles and experiences remain understudied and misunderstood (Thompson et al., 2025). Early childhood teaching assistants are often the unseen backbone of the classroom and are an overlooked part of the early care and education workforce (Sosinsky & Gilliam, 2011). TAs most often share deep connections with the community, mirroring ethnic and racial backgrounds of the young children they serve and possessing personal associations to the neighborhoods where they teach (Cramer & Cappella, 2019; McLean et al., 2021; Thompson et al., 2025; Whitebook et al., 2006). In their daily practice, TAs take on more of the physical and mental work compared to certified teachers, as shifting responsibilities have moved them out of their prescribed roles into roles of direct instruction and behavior management. TAs are more likely to engage in forms of invisible labor (e.g., cleaning the classroom between activities, care tasks, driving the bus) for less compensation, less access to professional learning resources, and fewer opportunities for upward mobility than their counterparts (CSCCE, 2022; Press et al., 2024). This presentation will highlight the roles teaching assistants play in early care and education environments in the United States, as evidenced through culturally responsive, community-based methods situated within two research-practice partnerships (RPPs): The Culturally Relevant Robotics: A Family and Teacher Partnership (CRRAFT) and the Trauma-Informed Preschool Studies Partnership (TIPS). Time-bound experiences of TAs across both RPPs will be explored through the implementation of two culturally relevant preschool robotics programs co-developed with educators and families. The narratives of nine teaching assistants will be amplified through this work. Using means of transformative qualitative analysis, semi-structured focus groups will be examined to understand their lived experiences. Focus groups for both partnerships took place over multiple time points during the implementation of the culturally responsive robotics programs. Ladson-Billings' (1995) culturally responsive pedagogy framework will be used to situate the voices and lived experiences of the assistant teachers. This work amplifies teaching assistant voice-directed efforts across both RPPs and how democratic dialogue and shared meaning takes shape when assistant teachers are situated as equitable partners in the work. Our results suggest partnerships act as professional learning communities and are responsive spaces for all educators to engage in thought about their daily practice and forms of collective inquiry. TAs reflected on how they collectively navigated the early childhood classroom environment and structural systems that impacted them as educators. Preliminary results found that across both partnerships, there were times in which the assistant teachers felt capable of engaging in meaning-making

and contributing to the democratic process. Results also demonstrated how TAs navigate daily practices and roles that shifted over time. This work is critical in understanding the intersection of structural and systemic factors that impact early childhood educators in the U.S., often impeding their work, limiting their participation, and reducing their ability to engage in the process of dialogic learning to better support young children's learning and development.

Cramer, T., & Cappella, E. (2019). Who are they and what do they need: Characterizing and supporting the early childhood assistant teacher workforce in a large urban district. American Journal of Community Psychology, 63(3–4), 312–323.

CSCCE. (2022). Child care teachers are essential workers-let's treat them that way. Center for the Study of Child Care Employment. Available online:https://cscce.berkeley.edu/publications/infographic/child-care-teachers-are-essential-workers-lets-treat-them-that-way/

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. American Educational Research Journal, 32(3), 465-491.

McLean, C., Austin, L. J., Whitebook, M., & Olson, K. L. (2021). Early childhood workforce index 2020. Center for the Study of Child Care Employment, University of California, Berkeley.

Press, F., Bittman, M., Harrison, L. J., Brown, J. E., Wong, S., & Gibson, M. (2024). Discovering the hidden work of commodified care: The case of early childhood educators. Social Sciences, 13, 625.

Sosinsky, L. S., & Gilliam, W. S. (2011). Assistant teachers in prekindergarten programs: What roles do lead teachers feel assistants play in classroom management and teaching? Early Education & Development, 22(4), 676–706.

Thompson, H. R., Caudle, L. A., Harper, F. K., Quinn, M. F., Avin, M. K., & The CRRAFT Partnership. (2025). Partnerships as professional learning: Early childhood teaching assistants' role development and navigation of challenges within a culturally responsive robotics program. Education Sciences, 15(4), 514. https://doi.org/10.3390/educsci15040514

Whitebook, M., Sakai, L., Kipnis, F., Lee, Y., Bellm, D., Almaraz, M., & Tran, P. (2006). California early care and education workforce study: Licensed child care centers, statewide 2006. Center for the Study of Childcare Employment.

THE ETHEROGENEOUS CLASS: HOW THE TEACHERS SHOULD BE TO FACE THE COMPLEXITY OF SCHOOL GROUPS

Alessia Cividin (UCIIM, Italy)

Visualization | hetherogeneous class | reflectiveness

Contemporary schools are increasingly characterized by complexity, diversity, and rapid social change. Educators are therefore required to develop professional attitudes and practices that go beyond traditional models of teaching. Drawing on the pedagogical reflections of Luigina Mortari, this abstract argues that teachers should cultivate a reflective, ethical, and care-oriented approach to education in order to respond effectively to the challenges of contemporary schooling. Mortari emphasizes the importance of reflective practice, where teachers continuously examine their actions, assumptions, and relationships with students. In complex educational environments—marked by cultural diversity, technological transformation, and evolving social expectations—teachers must become professionals capable of thoughtful judgment rather than mere transmitters of knowledge. According to Mortari, education should be grounded in an "ethics of care," which places attention to the student at the center of pedagogical action. This perspective requires educators to listen carefully to students' experiences, recognize their uniqueness, and create learning environments that support personal growth as well as cognitive development. Such an approach also demands emotional sensitivity and relational competence, since teaching involves not only intellectual guidance but also the nurturing of human relationships. In complex school systems, where students bring varied backgrounds and needs, the ability to care, empathize, and respond thoughtfully becomes a fundamental professional skill. Another key element highlighted is the importance of graphic reasoning. Teachers should develop the habit of reflecting graphically on their practice in order to interpret situations and make responsible decisions. Visualization allows educators to move beyond rigid methods and instead adopt flexible strategies suited to the specific context of their classroom. This stance also supports continuous professional learning, encouraging teachers to question routines, adapt to new challenges, and collaborate with colleagues in the pursuit of educational improvement. Finally, educators must view teaching as a form of practical wisdom. Rather than applying fixed techniques, they are called to interpret complex situations and act with sensitivity, responsibility, and awareness of ethical implications. Mortari's perspective suggests that the teacher's role in contemporary schools is not simply to deliver curriculum content but to guide students in meaningful learning processes and support their development as persons. In conclusion, facing the complexity of contemporary school requires educators who are reflective practitioners, ethically

grounded professionals, and caring relational figures. Inspired by Luigina Mortari's pedagogical thought, teachers can respond to educational complexity by cultivating attentiveness, and an ethic of care that places the human dimension of learning at the center of educational practice.

Mortari L., 2009, Apprendere dall'esperienza, Carrocci editore.

B.20

Governance, Inequalities and Educational Pathways

PANEL CONVENORS: Dalila Raccagni (Università Cattolica del Sacro Cuore, Italy); Paola Zini (Università Cattolica del Sacro Cuore, Italy)

PANEL KEYWORDS: governance, inequalities, transitions

The panel explores governance, inequalities, and educational pathways, examining how policies, institutional practices, and social factors shape opportunities and trajectories in education. Contributions address a range of topics: the governance of educator appointments in South African public schools, highlighting issues of policy enactment, power, and accountability; education under shifting political contexts in Afrin, focusing on harm regulation and legitimacy; and collaborative school-family partnerships aimed at participatory renewal through joint planning between teachers and parents. Further contributions analyze career and educational guidance across theory, policy, and practice, support for university-to-professional transitions through internships and lifelong guidance in educator training, and the university pathways of young people with migrant backgrounds, as observed at the Human Rights Social Desk in Palermo. Finally, the panel examines the challenges faced by migrant and refugee women in Italy and Greece regarding the recognition of university degrees, navigating tensions between devaluation and self-determination. Overall, the panel highlights how governance structures, social inequalities, and institutional practices intersect to shape educational access, progression, and empowerment.

SCHOOLING UNDER SHIFTING RULE: EDUCATION, HARM REGULATION, AND LEGITIMACY IN AFRIN

Marie Kortam (War Child, France)

Northwest Syria | armed groups | Harm

This paper examines education as a site of harm regulation, political control, and legitimacy-making under shifting systems of governance, drawing on an in-depth life-history interview with a senior educator and school director in Afrin, a district in northwest Syria that has experienced successive regimes of authority from Syrian state institutions, to Kurdish self-administration, and, since 2018, Turkish-backed armed factions. These transitions profoundly restructured the local school system, transforming education into a frontline arena of governance rather than a stable public service (Mampilly 2011; Arjona 2016). Anchored in the analytical framework of the Beyond Compliance Consortium (BCC), the paper analyzes educational practices through four interlinked lenses: harm, need, restraint, and legitimacy, developed to explain civilian protection and governance in contexts where legal enforcement is fragmented or absent (Kemp et al. 2023). This framework allows education to be examined not as a neutral service, but as a regulatory space in which violence, protection, and authority are negotiated. Empirically, the paper shows how schooling in Afrin became a mechanism through which harm was both produced and contested. Forced curricular changes, language segregation, loss of recognized certification, and the intrusion of armed actors into schools generated educational harm that translated into displacement, family flight, and long-term erosion of trust. At the same time, schools emerged as spaces of acute need, particularly for children exposed to forced recruitment, ethnic discrimination, and the collapse of institutional protection (Novelli, Lopes Cardozo & Smith 2017). The analysis highlights the role of educators as de facto harm regulators. Through informal negotiation, selective compliance, and refusal, such as resisting the removal of students for military purposes or contesting arbitrary administrative orders, school leaders enacted forms of restraint grounded in moral authority rather than institutional power. In this context, legitimacy did not derive from armed control or formal governance structures, but from the perceived capacity to protect children and preserve educational continuity amid political volatility (Suchman 1995; Hoffmann & Kirk 2013). By centering an educator's trajectory across changing regimes, the paper demonstrates that education in Afrin functions as a semi-autonomous field in which governance is enacted through everyday decisions about access, language, discipline, and certification (Moore 1973). These micro-practices expose the limits of policy-

driven compliance models and show how harm prevention and restraint emerge from localized moral authority rather than centralized control. The paper contributes to debates on democracy and learning by reframing education in conflict settings as a core site of political regulation, legitimacy production, and civilian protection

Arjona, A. (2016). Rebelocracy: Social Order in the Colombian Civil War. Cambridge University Press.
Hoffmann, K., & Kirk, T. (2013). Public authority and the provision of public goods in conflict-affected and transitioning regions. Justice and Security Research Programme, LSE.
Kemp, G. et al. (2023). Beyond Compliance: How Armed Groups Shape Civilian Harm. Oxford University Press.
Mampilly, Z. (2011). Rebel Rulers: Insurgent Governance and Civilian Life During War. Cornell University Press.
Moore, S. F. (1973). Law and Social Change: The Semi-Autonomous Social Field. Law & Society Review.
Novelli, M., Lopes Cardozo, M., & Smith, A. (2017). The 4Rs Framework. Journal of Education in Emergencies.
Suchman, M. (1995). Managing Legitimacy. Academy of Management Review.

CAREER AND EDUCATIONAL GUIDANCE ACROSS THEORY, POLICY, AND PRACTICE

Teodora Lattanzi (University of Turin, Italy) · **Ester Bonomi** (University of Milan, Italy)

Career guidance | Policy analysis | Career development theory

Over the past decades, career guidance has undergone profound conceptual and institutional transformations. Changes in the organization of work and the globalization of economies have reshaped both the nature of careers and the expectations placed on individuals navigating education and labor markets. Within this context, career development theories have progressively evolved from models based on stable and linear trajectories toward frameworks emphasizing adaptability, lifelong learning, and self-directed career management (Marcarini, 2012). This paper examines the relationship between career development theory and guidance policies in the European and Italian contexts. Drawing on a review of relevant literature and a qualitative analysis of policy documents across the multilevel governance, the study investigates the extent to which policy frameworks reflect, or diverge from, theoretical developments in the field. The analysis is structured around three key analytical dimensions: definitions, aims, and beneficiaries of career guidance. From a theoretical perspective, the evolution of career development theory is interpreted in relation to broader socio-economic transformations (Boland, 2024): the transition from relatively stable labor markets (Adlya & Zola, 2022) to more flexible and precarious employment regimes has contributed to the emergence of concepts such as boundaryless (Arthur & Rousseau, 1996) and protean careers (Hall, 1996), as well as renewed emphasis on career adaptability, reflexivity, and identity construction. While these frameworks have been presented as empowering individuals to navigate complex life trajectories, critical perspectives (Hooley, 2022; Aldrovandi et al., 2024; Sultana, 2022; Thomsen & Hooley, 2022) highlight how they also reflect neoliberal shifts that relocate responsibility for career management from institutions and organizations to individuals. The policy analysis focuses on European lifelong guidance frameworks and Italian national and regional guidance policies. Findings show important areas of convergence between theory and policy: both conceptualize career guidance as a lifelong process, emphasize individual agency and adaptability, and frame guidance as a key component of lifelong learning. At the same time, significant tensions emerge: while literature increasingly emphasizes identity development, reflexivity, and social justice (Tomlinson et al., 2018; Hooley & Sultana, 2016), policy frameworks tend to prioritize employability, workforce activation, and alignment with labor market needs. As a result, theoretically rich concepts are often translated into more instrumental policy objectives linked to economic competitiveness and human capital development. To explore how these dynamics unfold in practice, the paper presents the case study of #Orientati, a career guidance initiative implemented by the Veneto Region and financed through European Social Fund resources. The case illustrates how theory-informed policy principles can be translated into concrete guidance interventions through territorial networks involving schools, training providers, employment services, and local stakeholders. At the same time, it highlights how institutional mandates, sectoral governance structures, and broader neoliberal policy frameworks shape the practical implementation of guidance initiatives. The paper concludes that bridging the gap between theory, policy, and practice requires stronger dialogue between scholars, policymakers, and practitioners. Such collaboration is essential to ensure that career guidance systems support not only labor market integration but also the development of meaningful, sustainable, and socially inclusive career trajectories.

1.Adlya, S. I., & Zola, N. (2022). Holland's Theory to Guiding Individual Career Choices. Jurnal Neo Konseling, 4(4), 30. https://doi.org/10.24036/00698kons2022
2.Aldrovandi, A., Kalalahti, M., & Sundelin, Å. (2024). Coping with discrepancies: implications of career guidance and counselling for migrants' social inclusion in Finland and Sweden. Nordic Journal of Studies in Educational Policy, 10(2), 98-113. https://doi.org/10.1080/20020317.2024.2348617
3.Arthur, M. B., & Rousseau, D. M. (1996). The Boundaryless Career: A New Employment Principle for a New Organizational Era. https://doi.org/10.1093/oso/9780195100143.001.0001
4.Boland, T. (2024). Career transformations: How career guidance counselling understands the labour market. Irish Journal of Sociology, 32(1–2), 205–224. https://doi.org/10.1177/07916035241264081
5.Hall, D. T. (1996). Protean Careers of the 21st Century. Academy of Management Executive, 10(4), 8-16.
6.Hooley, T., & Sultana, R. G. (2016). Career guidance for social justice. Journal of the National Institute for Career Education and Counselling, 36(1), 2-11. https://doi.org/10.20856/jnicec.3601
7.Hooley, T., & Godden, L. (2022). Theorising career guidance policymaking: Watching the sausage get made. British Journal of Guidance & Counselling, 50(1), 141-156.
8.Marcarini, M. (2012). Orientamento: A ciascuno la sua strada. Evoluzione delle teorie e riflessioni educative. Rivista Formazione Lavoro Persona, 2(5), 153–171.
9.Sultana, R. G. (2022). Closing Commentary, Opening Conversations: Liminal Reflections on Decent Work, Emerging Adulthood, and Social Justice. Emerging Adulthood, 10(1), 68-75. https://doi.org/10.1177/21676968211029760
10.Thomsen, R., Hooley, T., & Mariager-Anderson, K. (2022). Critical perspectives on agency and social justice in transitions and career development. British Journal of Guidance & Counselling, 50(4), 481–490. https://doi.org/10.1080/03069885.2022.2106551
11.Tomlinson, J., Baird, M., Berg, P., & Cooper, R. (2018). Flexible Careers Across the Life course: Advancing theory, research and practice. Human Relations, 71(1), 4–22. https://doi.org/10.1177/0018726717733313

BETWEEN DEVALUATION AND SELF-DETERMINATION: MIGRANT AND REFUGEE WOMEN CONFRONTING THE RECOGNITION OF UNIVERSITY DEGREES IN ITALY AND GREECE

Teresa Ester Cicirelli (Università degli studi di Bari Aldo Moro, Italy) · **Enrica Sgobba** (Università degli studi di Bari Aldo Moro, Italy) · **Anna Fuasta Scardigno** (Università degli studi di Bari Aldo Moro, Italy)

migrant students | credential recognition | higher education

Across Europe, higher education systems are increasingly shaped by global mobility, yet institutional frameworks often struggle to recognise the prior educational trajectories of students with migrant and refugee backgrounds. Despite the principles enshrined in the UNESCO Global Convention on the Recognition of Qualifications concerning Higher Education (2019), recognition procedures remain lengthy, opaque, and unevenly implemented. This contributes to processes of deskilling and cultural-capital devaluation, limiting migrants' educational continuity and reinforcing patterns of exclusion already documented in European contexts (Pastore et al. 2023; Scardigno et al. 2019). Universities thus emerge as ambivalent arenas: while they may reproduce structural inequalities, they can also function as strategic spaces for democratic inclusion and capability expansion (Nussbaum 2000). Adopting an intersectional and critical perspective (Crenshaw, 1989), this paper analyses the experiences of migrant and refugee women who completed or partially completed university studies in their countries of origin and subsequently sought recognition or continuation of their studies in Italy and Greece. The research compares two institutional contexts: in the Apulia region (Italy), participants were refugee students enrolled in university programmes; in the Attica region (Greece), participants were women holding foreign university degrees but largely excluded from the higher education system due to complex and opaque credential-recognition procedures. The study draws on 18 qualitative case studies conducted through focused interviews (Merton, Fiske & Kendall, 1956): 10 refugee students reached through the Learning Centre (CAP) at the University of Bari Aldo Moro (affiliated with the RUIAP network) and 8 refugee women in Greece contacted through local NGOs. The differing recruitment channels already signal a structural divergence: while the Italian context provides university-based inclusion mechanisms, the Greek case highlights the absence of institutionalised academic support structures for non-European migrants. This contrast enables an exploration of how national and institutional arrangements shape educational justice in practice. The interviews reconstructed participants' migration trajectories, previous socio-economic conditions, educational backgrounds, professional aspirations, and experiences of discrimination. Gendered inequalities, racialisation processes, unpaid care responsibilities, and experiences of gender-based violence emerged as crucial intersecting factors influencing access to higher education. Findings reveal recurring administrative and legal barriers, language obstacles, and institutional rigidities in credential recognition. In Italy, despite bureaucratic complexities, access to university enrolment functioned as an intermediary mechanism capable of reactivating agency and fostering academic belonging.

Academic participation allowed some women to renegotiate their identities as students and professionals, partially counteracting dynamics of downgrading. In Greece, conversely, the opacity and restrictiveness of recognition procedures generated widespread disillusionment, often leading women to redefine their professional aspirations outside academic pathways. The comparison highlights how universities may either mitigate or reinforce inequalities affecting students with migrant backgrounds. When institutional arrangements provide structured inclusion pathways, higher education can operate as a site of democratic negotiation between equality and difference, enabling self-determination and social participation. Conversely, when recognition systems remain exclusionary, educational injustice risks becoming naturalised. By foregrounding refugee women's experiences, this contribution speaks to broader debates on educational justice, intersectionality, and the democratic role of universities in increasingly diverse societies.

Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A Black Feminist critique of antidiscrimination doctrine, feminist theory, and antiracist politics. In Oxford University Press eBooks (pp. 314–343).

Merton, R. K., Fiske, M., & Kendall, P. L. (1956). The Focused Interview: A Manual of Problems and Procedures. Glencoe, IL: Free Press.

Nussbaum, M. C. (2000). Women and Human Development: The Capabilities Approach. Cambridge: Cambridge University Press.

Pastore, S., Delville, A., Colosimo, M., Scardigno, F., & Manuti, A. (2023). With equity in mind: A systematic review of recognition practices for migrants and refugees in the European context. Higher Education for the Future, 1-15. The Kerala State Higher Education Council. 10.1177/23476311221143003.

Scardigno, F., Manuti, A., & Pastore, S. (2019). Migranti, rifugiati e università - Prove tecniche di certificazione. Milano: FrancoAngeli.

UNESCO. (2019). Global Convention on the Recognition of Qualifications concerning Higher Education. UNESCO.
https://www.unesco.org/en/legal-affairs/global-convention-recognition-qualifications-concerning-higher-education?hub=66535

THE SCHOOL-FAMILY PARTNERSHIP FOR PARTICIPATORY RENEWAL: A COLLABORATIVE PLANNING INITIATIVE BETWEEN TEACHERS AND PARENTS

Dalila Raccagni (Università Cattolica del Sacro Cuore, Italy) · **Paola Zini** (Università Cattolica del Sacro Cuore, Italy)

educational culture | co-responsability | co-constructed approach

Amidst social change and the growing fragility of educational roles, the relationship between schools and families is crucial for supporting the development of younger generations and strengthening the democratic nature of the school system. However, this relationship is not guaranteed. Rather, it is often marked by ambivalence. Alongside experiences of trust and collaboration, there are also communication difficulties, misunderstandings, and a sense of distance between teachers and parents. In light of these challenges, it is crucial to reevaluate the ways in which families and schools interact and collaborate, creating new opportunities for dialogue. With this in mind, a research-training project was undertaken during the 2024/2025 academic year in a primary school belonging to a comprehensive institute in the province of Brescia. Entitled "School and Family: Towards a Shared Educational Partnership". the project involved first-grade teachers and parents. The project aimed to enable teachers and parents to get to know one another and collaborate using a co-design methodology, build a school-family relationship that informs educational choices and actions taken by parents and teachers alike, and support the children's growth and development in a positive way. The project was introduced during a school assembly at the beginning of the academic year and was followed by bimonthly meetings between teachers and parents, as well as a final session in May. Teachers and parents worked together in groups to identify educational goals and define appropriate behaviors in response to emerging challenges. The research team monitored the process by holding regular meetings with the teachers. During these sessions, the teachers received support through active methodologies and techniques such as the "Wall of Wonders," the "Educational Cultures Table," and "Spaces for Participation." These techniques were designed to foster mutual exchange and reflection. The final assembly provided an opportunity to evaluate the overall process. This collaborative experience facilitated dialogue between the educational cultures of the school and the family. It allowed participants to experience educational coherence through shared commitments. This paper aims to present the process activated through the research-training project, the methods and techniques employed, and the outcomes achieved.

L. Cadei, R. De Luigi, Fare per, fare con, fare insieme. Progetti di cittadinanza tra scuole e famiglie, Edizioni Junior, Milano 2016.

P. Dusi, La comunicazione docenti-genitori, FrancoAngeli, Milano 2012.

J.L. Epstein, School, family, and community partnerships: Preparing educators and improving schools, Routledge, New York 2018.

L. Pati, Scuola e famiglia. Relazione e corresponsabilità educativa, Scholé, Brescia 2019.

J.P.Pourtois, H. Desmet H. (eds), L'éducation émancipatrice. De la co-éducation école-famille à la Cité de l'éducation, Philippe Duval, Savegny-sur-Orge, 2015.
P. Zini, Per una partnership condivisa nell'educazione: un percorso di ricerca-formazione, in Dirigenti Scuola, 43(2024), pp. 117-131.
P. Zini, School-family-community relationship: a factor of professional qualification, in C. Spina – M. Lopez-Lopez (Eds.), Reflections for an ethical-dialogical, sustainable and inclusive paideia. International contributions from a heuristic perspective, Pensa Multimedia, Lecce 2023, pp. 179-190.

SUPPORTING THE TRANSITION FROM UNIVERSITY TO PROFESSIONAL PRACTICE: INTERNSHIP AND LIFELONG GUIDANCE IN EDUCATOR TRAINING

Roberta Bertoli (Università di Parma, Italy)

Internship | Educator | Guidance

Within initial training programmes for future educators, increasing attention is being paid to enabling students to develop a clear awareness of the professional roles they will undertake upon completion of their academic studies (Popov, 2020). This issue becomes particularly relevant in a context characterised by a growing crisis in the educational sector: despite the significant demand for educators within educational services, recruiting qualified staff is becoming increasingly difficult (Premoli, 2024). Supporting students in the transition from higher education to the labour market therefore requires the development of a personal "toolkit" enabling them to interpret professional contexts, design their own professional trajectories, and critically reflect on the experiences they encounter (Gambacorti-Passerini, 2019; Salerni, 2016). Within this perspective, the concept of lifelong guidance becomes central, and the internship represents a key educational context in which such processes can take place. As both an orientation device and a setting for the development of professional competences—and particularly as an in-between space (Mele et al., 2021)—the internship offers a privileged opportunity for students to gain awareness of the competences required of educators and of the complexity of educational practice. This contribution aims to explore how specific pedagogical and organisational tools within internship programmes can foster students' agency, reflexivity, and awareness of the educational profession, while also strengthening collaboration between the university and local educational services. Within the internship pathway of the University of Parma, an organisational context analysis tool was introduced in the academic year 2023–2024 in order to promote an active and inquiry-oriented stance among students during their placements. The instrument supports students in analysing the organisational characteristics of the services hosting interns, including management structures and the types of services provided within the local area. In addition, to strengthen orientation processes before the internship experience, Open Days dedicated to the exploration of educational services were organised during the academic years 2024–2025 and 2025–2026 in collaboration with host organisations in the Parma area. Data were collected through the organisational analysis tool and through student satisfaction questionnaires related to the Open Day initiatives. Preliminary findings suggest that the organisational analysis tool supports students in developing a more analytical understanding of the contexts in which they undertake their placements and encourages reflective engagement with organisational and professional dimensions of educational work. Furthermore, the Open Day initiatives appear to facilitate more informed and conscious choices regarding internship contexts, while also strengthening dialogue between the university and local educational services. The study highlights the importance of designing internship pathways as reflective and participatory learning environments that support students' agency and professional awareness. Moreover, the collaboration between universities and local organisations emerges as a key factor in fostering meaningful orientation processes and in promoting a continuous exchange between academic training and professional practice.

Premoli, S., La crisi delle professioni educative e il ruolo della pedagogia accademica tra responsabilità e prospettive, <<CIVITAS EDUCATIONIS>>, 2024; 13 (2): 163-183 [https://hdl.handle.net/10807/306563]
Gambacorti-Passerini, M. B. (2019). Tirocinio Formativo e di Orientamento: riflessioni pedagogiche intorno a un percorso di tirocinio universitario per futuri professionisti educativi di secondo livello. Annali online della Didattica e della Formazione Docente, 11(18), 251–263. DOI: https://doi.org/10.15160/2038-1034/2148
Mele, E., Español, A., Carvalho, B., & Marsico, G. (2021). Beyond technical learning: Internship as a liminal zone on the way to become a psychologist. Learning, Culture and Social Interaction, 28,100487. DOI: https://doi.org/10.1016/j.lcsi.2020.100487
Popov, J. (2020). Boundary crossing and identity re-negotiation in internships: The integrative, future-oriented and transformational potential of interns' identity project. Learning, Culture and Social Interaction, 24, 100383, 1-10. DOI: https://doi.org/10.1016/j.lcsi.2020.100383

CONFERENCE STREAM

STREAM C

Teachers, School Leadership and Professional Cultures

7 panels · 72 papers

C.01

Continuity, Pedagogical Care, and Educational Justice in Hospital and Home Instruction

PANEL CONVENORS: Elisabetta Faraoni (Università Niccolò Cusano, Italy); Francesco Maria Melchiori (Università Niccolò Cusano, Italy)

PANEL KEYWORDS: Hospital Education, Pedagogical Care, Educational Continuity

Hospital and home instruction represent contexts in which the capacity of education systems to guarantee rights, continuity, and participation is critically tested. Illness exposes students to concrete risks of educational discontinuity, isolation, and reduced learning opportunities. In these settings, the pedagogical dimension plays a central role in supporting students' learning pathways through relational care, personalized approaches, adaptive teaching practices, and coordinated professional collaboration. The panel aims to examine how these contexts make visible several fundamental issues for democratic education, including equitable access to learning opportunities, the quality of educational relationships, the organization of teachers' work, and the ability of institutions to ensure continuity and coherence in students' educational trajectories. Available evidence shows that service fragmentation, territorial disparities, and the complexity of students' needs significantly affect the schooling experience of learners undergoing medical treatment. The panel welcomes theoretical and empirical contributions addressing the pedagogical and ethical foundations of education in contexts of illness; teachers' professional practices and their interactions with students and families; organizational and didactic strategies designed to support educational continuity; and policies and governance frameworks that influence access to and the quality of hospital and home instruction. The objective is to highlight the specific contribution of pedagogy in interpreting, sustaining, and guiding educational action within care-related learning environments.

HEALING BY CARING: THE EDUCATIONAL RELATIONSHIP IN THE HOSPITAL SCHOOL

Gemma Errico (Università Niccolò Cusano, Italy)

Educational relationship · educational community · hospital school

This contribution argues the prevailing confluence between educational relationship and care relationship within the hospital school, which makes the latter an educational community. The latter, founded on the therapeutic alliance, implies the centrality of the person and, therefore, a multidisciplinary team aimed at the empowerment of the individual in fragile conditions. It is highlighted how, in the hospital school, caring also includes education and how the educational role is distributed among all those who collaborate towards an inclusive learning environment. Thanks to the activity of the school-hospital network as educational community, it is possible to guarantee educational continuity avoiding the isolation of hospitalized students undergoing medical treatments, requiring prolonged hospitalization, and preserving the stability they need.

Boffo, V. (2006). La cura in pedagogia. Linee di lettura, Bologna, Clueb.

Fadda, R. (2016). Promessi a una forma. Vita, esistenza, tempo e cura: lo sfondo ontologico della formazione, Milano, FrancoAngeli.

Lambert, V., Coad, J., Hiccks, P., Glacken, M. (2014). Social spaces for young children in hospital. Child Care Health Development, 40(2), 195–204.DOI: https://doi.org/10.1111/cch.12016

Marcelli, A. M. (2024), Comunità educative. Un viaggio nella pedagogia sociale contemporanea, Roma, Aracne.

Mortari, L. (2006). La pratica dell'aver cura, Torino, Bruno Mondadori.

Palmieri, C. (2003). La cura educativa. Riflessioni ed esperienze tra le pieghe dell'educare, Milano, FrancoAngeli.

Righettini, C. (2022). Formazione e umanizzazione della medicina e delle cure. Una riflessione pedagogica. Pedagogia, sviluppo umano e ambiente.

Zinanti, L. (2022). Verso nuove comunità educanti. Il ruolo della scuola e dell'extra-scuola, tra vulnerabilità e punti di forza. Annali online della Didattica e della Formazione Docente, 14(23), 216–229

THE AAT MODEL IN HOSPITAL SCHOOLS AS A GENERATIVE PEDAGOGICAL APPROACH

Diana Olivieri (Università Niccolò Cusano, Roma, Italy) · **Carlo Macale** (Università Niccolò Cusano, Roma, Italy)

Care · Agency · Talent

Hospital school represents a liminal educational context, characterized by radical vulnerability, temporal discontinuity, physical constraints, and a strong external direction of time and decisions. In such an environment, education is traditionally interpreted according to a compensatory logic, oriented towards curriculum maintenance and the prevention of dropout. This contribution takes a pedagogical-social as well as didactic perspective and proposes a redefinition of

hospital school as a privileged social laboratory of educational democracy and radical personalization of learning, transcending the deficit perspective and embracing the expression of talent as a universal educational right. The central thesis is that, in healthcare contexts, agency cannot be considered a pre-existing resource of the student, but must be understood as a pedagogical outcome (passive healthcare vs. intentional and active educational care), intentionally constructed within conditions of dependence and vulnerability. In this sense, the semantics of the word "care" is redefined, as a new paradigm of social pedagogy, in its double meaning of "to cure" and "to care", which recalls the double etymology of education as educare and ex-ducere. The theoretical framework integrates critical pedagogy, the capability approach, the pedagogy of vulnerability, and Umberto Margiotta's theory of education, reinterpreting agency as the subject's epistemic positioning – that is, a stable internal disposition as a tendency to act actively and effectively in the real context, to transform it according to a project of improvement – and advocacy as an ethical-pedagogical practice of addressing vulnerability. This integration gives rise to the AAT (Agency–Advocacy–Talent) model, formalized in the relationship: Talent = f (Constructed Agency X Intentional Advocacy). In this model, agency and advocacy co-construct each other in a recursive cycle that generates empowerment and potential development. Methodologically, the AAT approach is not a standardized operational method, but rather a design approach for the construction of mediated educational environments, in which tools such as expressive workshops, authentic tasks, storytelling, narrative portfolios, personal projects, and creative digital media find a preferential place, as privileged tools for the emergence of talent as a production of meaning, rather than a performance. From this perspective, the hospital school presents itself as a micro-ecosystem for talent development and an extreme context for testing educational democracy: not only by ensuring access to education for all, but by defending the right of every student, even the vulnerable, to build a personal vision and self-project for the future, according to the principles of educational and social justice. In this sense, talent becomes an indicator of educational justice, and vulnerability becomes not a limitation to be compensated for, but an ontological condition to be inhabited and embraced, as a generative space of possibility.

-Bandura, A. (2018). Toward a Psychology of Human Agency: Pathways and Reflections Perspectives on Psychological Science, 13(2), 130-136.
-Brantmeier, E.J., & McKenna, M.K. (2020) (Eds.), Pedagogy of Vulnerability. Charlotte, NC: Information age Publishing.
-Faraoni E. (2025). Integrazione Educativa e Sanitaria: Un Approccio Collaborativo nella Scuola in Ospedale. Lifelong Lifewide Learning, 23, 46, 313-322.
-Margiotta, U. (2015). Teoria della formazione. Ricostruire la pedagogia. Roma: Carocci.
-Margiotta, U. (2018). La formazione dei talenti. Tutti i bambini sono un dono, il talento non è un dono. Milano: Franco Angeli.
-Mortari, L. (2006). La pratica dell'aver cura. Milano: Bruno Mondadori.
-Nussbaum, M.C. (2011). Creating Capabilities: The Human Development Approach. Cambridge, MA: Harvard University Press.
-Plage, S., Kuskoff, E., Hoang, N.P., & Povey, J. (2022). Educational participation of primary school children with cancer from a life course perspective: A critical review of the literature. International Journal of Educational Research, 114, 101990.
-Scuola di Barbiana, & Milani, L. (1967). Lettera a una professoressa. Firenze: Libreria Editrice Fiorentina.

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION IN HOSPITAL SCHOOL: A MATTER OF EDUCATIONAL AND HEALTH JUSTICE FOR STUDENTS WITH COMPLEX COMMUNICATION NEEDS

Edoardo Dalla Mutta (University of Genoa, DLCM, Italy; ITD CNR, Italy) · **Vincenza Benigno** (University of Genoa, DLCM, Italy)

Hospital School | Augmentative and Alternative Communication | Complex Communication Needs

Hospital school services are designed to guarantee educational continuity for students experiencing illness and prolonged hospitalization. Hospital teachers work within a care-centered environment, significantly different from traditional classroom settings, in which the student's health status is the priority (Benigno et al., 2017). Within this context, however, education is not a secondary activity but a constitutive dimension of the therapeutic pathway (Rodríguez et al., 2023). Among the critical competencies required of professionals working in pediatric hospital settings is the ability to communicate effectively with children who present Complex Communication Needs (CCN), whether due to temporary or permanent disabilities (Costello, 2000). The absence of effective communication strategies may represent an additional source of stress, frustration and isolation for hospitalized students, especially in contexts where speech is compromised (Pina et al., 2020). Augmentative and Alternative Communication (AAC) has been described as an effective strategy to enhance interaction, safety, and participation, also in intensive care and pediatric settings (Costello, 2000). At the same time, research on complex AAC interventions underscores the need for structured, systemic approaches that include

training and coordinated support of all the communication partners involved (Costello, 2000; Rodríguez, 2023). The successful implementation of AAC in hospital school therefore requires a shared commitment and aligned practices between educational and healthcare professionals. As research highlights the need for specific AAC training among health care professionals in clinical contexts, comparable structured preparation is equally necessary for hospital teachers, who operate within the same care-centered environment and support children with CCN (Woodring & Harmon, 2023). Building on these considerations, this paper argues that accessible communication in hospital schooling should be conceptualized as a shared domain of educational and health services. AAC is examined not merely as a compensatory tool, but as an infrastructural condition enabling agency, participation, and continuity for students with CCN, including those with neurological impairments, developmental disorders, medically induced communication limitations or non-native speakers. The theoretical discussion is informed by preliminary findings from an exploratory survey conducted with Italian hospital teachers (n = 24). The majority of respondents report working regularly with students presenting CCN. While most of the participants declare familiarity with AAC strategies, only a minority indicate having received structured or formal training in AAC implementation. These data, while based on a non-representative and exploratory sample of Italian hospital teachers, suggest a structural asymmetry: communicative complexity is recurrent in hospital school, yet, unlike special education teachers, hospital teachers are not formally required to receive specific preparation in working with students with CCN. From this perspective, accessible communication emerges as a systemic responsibility rather than an individual initiative. If communicative mediation depends primarily on personal experience or informal knowledge, students' effective access to both learning and care may vary across contexts, raising concerns of educational and health justice. The paper calls for the integration of communicative accessibility into teacher training models and interprofessional collaboration in hospital schooling, framing it as a foundational condition for inclusive and equitable continuity in clinical-educational environments.

Benigno, V., Fante, C., & Caruso, G. P. (2017). Docenti in ospedale e a domicilio: L'esperienza di una scuola itinerante. FrancoAngeli.

Costello, J. M. (2000). AAC intervention in the intensive care unit: The Children's Hospital Boston model. Augmentative and Alternative Communication, 16(3), 137–153. https://doi.org/10.1080/07434610012331279004

Pina, S., Canellas, M., Prazeres, R., Lopes, J., Marcelino, T., Reis, D., & Ferrito, C. (2020). Augmentative and alternative communication in ventilated patients: A scoping review. Revista Brasileira de Enfermagem, 73(5), e20190562. https://doi.org/10.1590/0034-7167-2019-0562

Rodríguez, G. M., Wikel, K., Stefani, K. M., Gilbert, E. A., Reisinger, D. L., & Curtin, M. (2023). Hospitalized patients' education needs: Review of a hospital-based school program. Clinical Pediatrics, 63(2), 239–243. https://doi.org/10.1177/00099228231181580

Woodring, F., & Harmon, M. T. (2023). Augmentative and alternative communication (AAC) for nursing students: Equipping the next generation of nursing professionals. Nurse Education Today, 121, 105662. https://doi.org/10.1016/j.nedt.2022.105662

PAIN, TEMPORAL DISCONTINUITY, AND EDUCATIONAL CONTINUITY: AN ONTOLOGICAL, PHENOMENOLOGICAL, AND HERMENEUTIC PERSPECTIVE ON HOSPITAL AND HOME SCHOOLING

Letizia Cipriani (Università degli Studi Niccolò Cusano, Italy) · **Andrea Velardi** (Università degli Studi Niccolò Cusano, Italy)

Pain | Hermeneutics | Educational continuity

Severe illness and chronic pain conditions do not merely cause school attendance interruptions but impact the temporal, relational, and agentive structure of the subject's experience. In this sense, hospital and home schooling can be further valorized not only as compensatory measures for curricular continuity but as practices capable of sustaining experiential continuity in situations of vulnerability. This contribution proposes expanding the notion of educational continuity through an ontological, phenomenological, and hermeneutic perspective on pain, understood as a temporal and transformative process of experience. Pain, especially in chronic or protracted forms, does not present itself as an isolated episodic event but as a qualitative reorganization of the experiential horizon. It reconfigures the field of perceived possibilities - what, in ecological terms starting from Gibson and in recent enactive reinterpretations (Coninx & Stilwell, 2021), has been described as the field of affordances, i.e., perceived possibilities for action - restricting access to practices, relationships, and future projects. Illness alters time perception, compromises projectuality, and modifies the sense of belonging to the school and social context. In this framework, school interruption is not merely an organizational issue but can amplify a discontinuity already underway on the experiential level. The absence of shared educational practices risks consolidating the contraction of the subject's horizon of possibilities. Conversely, the pedagogical relationship in hospital or home

settings can contribute to reopening the agentive field: through relational continuity, the ritual of learning, and linguistic and hermeneutic mediation, understood also as a dialogical space of mutual recognition (Gadamer, 2018), it supports the connection between past, present, and future, countering relational isolation and fostering the narrative coherence of the student's identity. The analysis integrates phenomenological and narrative studies on pain - including research on the ontological modelling of pain narratives drawn from a dataset of over 800 accounts (Cipriani 2025) - with a neurophenomenological perspective, recognizing that transformations in painful experience involve bodily, affective, and cognitive dimensions, including capacities for anticipation and planning, dimensions directly implicated in the student's ability to engage with educational processes. In this perspective, educational continuity concerns not only access to content but the recognition of the student as a temporal and projective subject whose experience has been reorganized by illness. The objective is not to replace existing pedagogical models but to offer a theoretical framework capable of dialoguing with them and making explicit the temporal and relational dimensions already operative in educational practices. From this viewpoint, educational justice does not exhaust itself in formal equality of opportunities but implies support for reconstructing the horizon of possibilities of the ill student. Hospital and home schooling thus emerges not only as a didactic intervention but as a pedagogical care practice that contributes to recomposing the existential continuity interrupted by illness.

Bergson, H. (1889). Essai sur les données immédiates de la conscience. Paris: Alcan.

Bergson, H. (1896). Matière et mémoire. Paris: Alcan.

Cipriani, L. (2025). Metaphorical Language of Pain: a Phenomenological and Embodied Perspective. Azimuth: philosophical coordinates in modern and contemporary age: 25, 1, 2025, 33-51.

Coninx, S., & Stilwell, P. (2021). Pain and the field of affordances: an enactive approach to acute and chronic pain. Synthese, 199(3), 7835-7863.

Gadamer, H. G. (2018). The enigma of health: The art of healing in a scientific age. John Wiley & Sons.

Lanfredini, R., & Cipriani, L. (2023). The experience of pain and its ontological modelling from a philosophical point of view: Phenomenological description and ontological revision of the McGill Pain Questionnaire. Journal of Evaluation in Clinical Practice, 29(7), 1211-1221.

Merleau-Ponty, M. (1962). Phenomenology of Perception. London: Routledge.

Velardi, A., & Cipriani, L. (2025). Su alcuni problemi dell'ontologia del dolore. Per un passaggio dalla teoria funzionale-specifica a una fenomenologia integrata. AGON 47.

TEACHER SELF-EFFICACY AND EDUCATIONAL CONTINUITY IN HOSPITAL SCHOOLING: PROFESSIONAL AND ORGANIZATIONAL CONTEXTS

Elisabetta Faraoni (Università Niccolò Cusano, Italy) · **Francesco Maria Melchiori** (Università Niccolò Cusano, Italy)

Hospital Schooling | Teacher Self-Efficacy | Educational Continuity

Hospital schooling and home instruction operate at the intersection of education and healthcare systems, where educational continuity represents a fundamental condition for ensuring the right to education for students undergoing medical treatment. In these contexts, teaching must contend with variable clinical schedules, frequent interruptions, and the need to maintain constant coordination with students' schools of origin. Previous research has shown that working in such situations requires specific professional competencies and effective collaboration among professionals belonging to different institutional systems (Aquario, 2017; Benigno et al., 2017; Ferrari et al., 2022). However, empirical analyses of the professional and organizational conditions that shape the quality of educational responses in care contexts remain limited. Within this framework, teacher self-efficacy assumes particular relevance, as it influences the ability to manage unstable and complex educational situations (Bandura, 1997; Sharma et al., 2012) and can be interpreted as an indicator of the systemic coherence of educational action. This contribution presents an exploratory mixed-methods study with convergent data integration conducted with 47 teachers working in hospital schooling. The questionnaire investigated professional competencies, teacher self-efficacy through the Teacher Efficacy for Inclusive Practices (TEIP) scale, and perceived professional development needs. In parallel, interviews were conducted with school principals responsible for coordinating hospital and home instruction services in order to explore the organizational conditions within which teaching activities take place. Quantitative analyses were conducted using non-parametric tests and bootstrapping procedures, complemented by linear regression models aimed at examining the association between declared competencies and levels of self-efficacy. Thematic qualitative analysis made it possible to relate perceptual data to the dynamics of interinstitutional coordination. The results show medium-to-high levels of perceived self-efficacy (median TEIP = 4.11;

median ACP = 4.39 on a six-point scale). Declared professional competencies are significantly associated with self-efficacy, whereas age and professional experience do not emerge as determining factors. These findings suggest that perceptions of efficacy are not automatically linked to years of service but depend more strongly on the specificity of professional competencies and on the quality of the organizational context in which teachers operate. The interviews confirm the central role of coordination with students' schools of origin and healthcare professionals, as well as the need to adapt educational planning to students' health conditions, in line with findings from European and Italian studies (Fabre & Labrell, 2024; Faraoni & Melchiori, 2024).Overall, the findings indicate that self-efficacy in care contexts cannot be interpreted as an isolated individual trait but rather as the outcome of an interplay between professional competencies, organizational arrangements, and the quality of interprofessional relationships. Strengthening specialized professional training and establishing stable coordination models therefore does not represent a secondary intervention but a necessary condition for ensuring educational continuity and equity in learning opportunities for students experiencing illness. The study allows teacher self-efficacy to be interpreted as an expression of institutional responsibility in guaranteeing educational continuity, offering empirical evidence that may contribute to rethinking training, coordination, and organizational structures in hospital and home instruction services.

Aquario, D. (2017). Professionalità differenti si incontrano: I significati della collaborazione interprofessionale. In S. Lanfranchi, P. Albiero, G. Gini, & D. Lucangeli (Eds.), Psicologia dello sviluppo tipico e atipico. Scritti e ricerche in onore di Renzo Vianello (pp. 107–120). SGE. (ISBN-10: 8889884347).

Bandura, A. (1997). Self-efficacy: The exercise of control. WH Freeman/Times Books/Henry Holt & Co.

Benigno, V., Caruso, G., & Fante, C. (2017). Docenti in ospedale e a domicilio: L'esperienza di una scuola itinerante. FrancoAngeli.

Fabre, V., & Labrell, F. (2024). Experience, difficulties, and needs of French teachers welcoming students with cancer in kindergarten and primary school. European Journal of Psychology of Education, 39(4), 4553–4572. https://doi.org/10.1007/s10212-024-00888-5

Faraoni, E., & Melchiori, F. M. (2024). Strategie di inclusione nella scuola in ospedale. Italian Journal of Special Education for Inclusion, 12(1), 284–292. https://doi.org/10.7346/sipes-01-2024-27

Ferrari, S., Terrenghi, I., Messina, S., & Raviolo, P. (2022). Corpo, spazio e apprendimento nella scuola in ospedale. Body, space and learning in hospital schools. Q-Times Webmagazine, 14(3), 451–466. https://doi.org/10.14668/QTimes_14333

Sharma, U., Loreman, T., & Forlin, C. (2012). Measuring teacher efficacy to implement inclusive practices. Journal of Research in Special Educational Needs, 12(1), 12–21. https://doi.org/10.1111/j.1471-3802.2011.01200.x

NIETZSCHE'S GREAT HEALTH AND SUBJECTIVE WELL-BEING: AUTOBIOGRAPHICAL WRITING AS SELF-CARE

Giulia Parzani (Laboratorio di metodologia della ricerca e analisi dei dati per le scienze del comportamento) · **Maria Vittoria Battaglia** (Laboratorio di metodologia della ricerca e analisi dei dati per le scienze del comportamento)

Autobiography · well-being · narrative medicine

In the context of school in hospital (SIO), illness constitutes a biographical fracture that challenges the narrative, relational and educational continuity of the student. The SIO is therefore an institution that recognises the importance, alongside the clinical aspect, of personal stories and the meaning attributed to illness by the patient (Bosisio & Cavalletto, 2025), intending to allow the individual to remain the protagonist of their own educational journey, even in times of crisis, of "a disruption of the existing balance" (Torre, 2014, p. 19), and to "promote the well-being [...] of children in hospital and prevent feelings of anxiety, boredom, loneliness and depression" (MIM, AGIA, & AOPI, 2020). This contribution fits into this context and offers a theoretical reflection that lies at the intersection of philosophy, pedagogy and narrative medicine, addressing the theme of writing and creativity as an exercise in well-being in times of crisis and taking Nietzsche's concept of great health as a central interpretative category. The establishment of a dialogue between these different perspectives stems from the definition of philosophy as Erlebnis, life experience (Nietzsche, 1967/1887, p. 1), or as a practical, therapeutic path (Faustino, 2017; Long, 1990), which enables one to navigate through crisis. This definition aligns with the literature on well-being, which understands the latter as the ability to cope with reality (Diener, Lucas, & Oishi, 2002; Karademas, 2007). In hospital settings, it also encompasses the capacity to manage one's illness (Bosisio & Cavalletto, 2025). This concept of wellbeing as overcoming, rather than eliminating, negative states is linked to Nietzsche's concept of great health – the health of the convalescent – a state of "human-superhuman wellbeing" (Nietzsche, 1967/1887, a. 382) that incorporates illness, as it must be continually regained. Great health is, therefore, a dynamic and transformative process that finds a condition of possibility in the exercise of creativity and, more specifically, in autobiographical writing,

a tool for healing and understanding the self. Nietzsche states that his writing arises not from a theoretical intent but from the need to overcome a crisis felt first and foremost as something that concerns him personally: “My writings speak only of my overcoming: within them is «me», with everything that was my enemy” (Nietzsche, 1967/1886, p. 1). These words resonate with contemporary reflections on the formative power of autobiographical writing as “taking oneself by the hand and retracing [...] even the fractures of life” (Sofia, 2024, p. 105). This multi-perspective dialogue gives rise to the proposal to understand writing as an exercise in externalising suffering, which allows it to be analysed and then re-accepted. In this way, writing becomes a practice that enables authentic care “that opens up the possibility for others to find themselves” (Torre, 2010, p. 574) and which can therefore take the form of a path of education towards wellbeing capable of enhancing the awareness and transformative abilities of the individual, to overcome oneself (Nietzsche, 1965/1886) and find oneself even in crisis (Demetrio, 1996).

Bosisio, R., & Cavalletto, G. M. (2025). La scuola in ospedale. Milano: FrancoAngeli.

Demetrio, D. (1996). Raccontarsi. L'autobiografia come cura di sé. Milano: Raffaello Cortina.

Diener, E., Lucas, R. E., & Oishi, S. (2002). Subjective Well-Being: The Science of Happiness and Life Satisfaction. In C. R. Snyder, & S. J. Lopez, Handbook of Positive Psychology (p. 63-73). Oxford Academic.

Faustino, M. (2017). Nietzsche’s Therapy of Therapy. Nietzsche-Studien, 46, 82-104.

Karademas, E. C. (2007). Positive and negative aspects of well-being: Common and specific predictors. Personality and Individual Differences, 43(2), 277-287.

Long, T. A. (1990). Nietzsche’s Philosophy of Medicine. Nietzsche-Studien, 19, 112-128.

Merito, M. d., l’adolescenza, A. g., & Italiani, A. O. (2020). Manifesto dei principi e dei diritti dei bambini in ospedale: Educazione è salute. Retrieved from https://www.mim.gov.it/documents/20182/0/Manifesto+dei+principi+e+dei+diritti+dei+bambini+in+ospedale.pdf/1bc6f69f-6a50-018f-8fe6-a6b3dbcac371?version=1.0&t=1590745875536

Nietzsche, F. (1967/1886). Menschliches Allzumenschliches II. In P. D’Iorio (A cura di), Digitale Kritische Gesamtausgabe Werke und Briefe (eKGWB). Based on: Kritische Studienausgabe (KSA), (G. Colli & M. Montinari eds.). Berlin/New York: de Gruyter. Retrieved from https://www.nietzschesource.org

Nietzsche, F. (1967/1887). Die fröhliche Wissenschaft. In P. D’Iorio (A cura di), Digitale Kritische Gesamtausgabe Werke und Briefe (eKGWB). Based on: Kritische Studienausgabe (G. Colli & M. Montinari eds.). Berlin/New York: de Gruyter. Retrieved from https://www.nietzschesource.org

Sofia, V. (2024). Plurilinguismo e Intercultura a partire dall’autobiografia linguistica. Autobiografie(5), 103-110.

Torre, E. (2010). Lezioni di psichiatria e psicologia clinica. (C. Usai, & P. Zeppegno, A cura di) Roma: Aracne.

Torre, E. M. (2014). Dalla progettazione alla valutazione. Modelli e metodi per educatori e formatori. Roma: Carocci.

READING ALOUD AS PEDAGOGICAL CARE IN HOSPITAL SCHOOLING : A TEACHING PROPOSAL FOR SECONDARY SCHOOL BEYOND LITERACY

Chiara Pastore (Università Link Campus, Italy)

Reading Aloud | Hospital Education | School Inclusion

Hospital schooling represents one of the most challenging contexts in which education systems are called to guarantee continuity, inclusion, and educational justice. Students undergoing severe medical treatment often experience prolonged isolation, fragmented learning trajectories, and significant emotional vulnerability. Within this framework, pedagogical care becomes central to sustaining participation and maintaining meaningful connections with learning. This paper explores the introduction of reading aloud as a pedagogical and relational strategy within hospital education, particularly for secondary school students affected by serious illness, whose educational pathways are frequently interrupted at a critical stage of identity and cognitive development. In the Italian context, the Scuola in Ospedale and Istruzione Domiciliare services aim to ensure the right to education and prevent school disengagement among students unable to attend traditional classrooms. National guidelines highlight the importance of personalized teaching practices and relational support in these environments. Despite the growing recognition of narrative practices in educational research, reading aloud in hospital schooling remains an underexplored field, especially in relation to teacher professional practices and inclusive pedagogical frameworks in secondary education, where curricular pressures and disciplinary specialization often limit the adoption of shared reading practices. Drawing on literature on shared reading, pedagogical care, and democratic education, the paper argues that reading aloud can function as a low-threshold, flexible, and inclusive didactic strategy capable of fostering emotional safety, narrative identity, and continuity of learning even in highly fragile contexts. The contribution outlines a teaching proposal designed for lower and upper secondary school settings, emphasizing dialogic pauses, interpretative discussion, and the teacher’s voice as a stabilizing relational presence. In this perspective, reading aloud becomes not a compensatory activity but a structured pedagogical practice that allows students-patients to

remain intellectually engaged while participating in a shared cultural experience despite clinical constraints. The contribution situates reading aloud within a broader framework of democratic education, interpreting it not only as a literacy practice but also as a space of encounter, recognition, and participation. By focusing on the professional culture of teachers working across school, hospital, and home environments, the paper highlights how reading aloud can reshape pedagogical relationships, enabling teachers to balance curricular goals with care-oriented practices. Particular attention is devoted to the secondary school context, where dialogic reading may support critical thinking, interpretative agency, and relational continuity during periods of medical vulnerability. The study contributes to current debates on educational continuity and pedagogical justice by proposing reading aloud as an accessible and sustainable practice capable of rehumanizing educational experiences in contexts of illness. It also identifies future research directions, including qualitative investigations on teachers' reflective practices, students' narrative engagement, and the development of inclusive reading protocols tailored specifically to hospital secondary schooling.

Benigno, V., Fante, C., & Caruso, G. (2017). Docenti in ospedale ea domicilio: l'esperienza di una scuola itinerante., Milano, Franco Angeli.

Caggiano, G., Brunetti, L. I. G., Ho, K., Piovani, A., & Quaranta, A. (2021). Hospital school program: The right to education for long-term care children. International Journal of Environmental Research and Public Health, 18 (21), 11435

Capurso, M., & Vecchini, A. (2010). Un profilo professionale degli insegnanti di scuola in ospedale. L' integrazione scolastica e sociale, 9(5), 519-526

Batini, Federico (2019), Leggere ad alta voce. Metodi e strategie per costruire competenze per la vita, Firenze, Giunti Scuola

D'Aprile C., (2024) Il potenziale della lettura ad alta voce dei fumetti nelle scuole ospedale: un'indagine valutativa sui benefici educativi ed emotivi dell'arte sequenziale, in Federico Batini (a cura di), Atti del Secondo Convegno Internazionale sulla Lettura ad alta voce Perugia 4-6 dicembre 2024.

Faraoni E., Gualdaroni F., Melchiori F.M., Pomponi M., (2024), "Dalla cura all'inclusione: il potere della lettura ad alta voce condivisa nei contesti ospedalieri" in Federico Batini (a cura di), Atti del Secondo Convegno Internazionale sulla Lettura ad alta voce Perugia 4-6 dicembre 2024.

Faraoni, E., & Melchiori, F.M. (2024). Inclusion strategies for hospital education, Italian Journal of Special Education for Inclusion, XII, 1, 284-292.

Ministero dell'Istruzione e del Merito (2019). Linee di indirizzo nazionali sulla scuola in ospedale e istruzione domiciliare

Ministero dell'Istruzione, dell'Università e della Ricerca, Nota Dipartimentale MIUR prot. n. 3623 del 30 luglio 2019 - Servizio di Scuola in Ospedale.

Faraoni, E., & Melchiori, F.M. (2024). Inclusion strategies for hospital education, Italian Journal of Special Education for Inclusion, XII, 1, 284-292.

WORDS THAT CARE: CREATIVE READING AND EMOTIONAL EDUCATION IN PEDIATRIC CONTEXTS – THE "GENTLE FAIRY TALES" PROJECT

Federica Gualdaroni (Università Niccolò Cusano-Roma, Italy) · **Francesca Favotto** (Università Niccolò Cusano-Roma, Italy) · **Serena Noè** (Università Niccolò Cusano-Roma, Italy)

Creative Reading | Emotional Education | Narrative Practices

The project "Gentle Fairy Tales" is conceived as an educational initiative currently under development, inspired by the memory of Matteo Losa, journalist, writer, and photographer who passed away in 2020 after fourteen years of oncological illness. His personal experience and literary production fostered a profound reflection on the pedagogical value of storytelling and, in particular, on the fairy tale as a symbolic narrative device capable of making complex experiences accessible through the language of emotions. This perspective also echoes the long pedagogical tradition that has attributed a formative and symbolic value to storytelling in educational processes. Within the broader tradition of the history of pedagogy, narrative and fairy tales have long been recognized as formative tools capable of mediating the understanding of human experiences and emotional development. In the book Piccole fiabe per grandi guerrieri, published by Mondadori, Losa presents fairy tales as a narrative space for exploring and recognizing emotions related to fear, fragility, change, and illness. Within this perspective, storytelling emerges as a tool for awareness and emotional re-elaboration, potentially supporting both children and adults in situations of vulnerability. This view aligns with pedagogical reflections on the formative function of narrative, widely developed within the tradition of the history of pedagogy, and provides the theoretical foundation for the project. The initiative aims to develop, in the future, creative reading workshops within pediatric hospital wards, configuring itself as an educational intervention in non-formal contexts closely connected to processes of growth and learning. The project intends to introduce reading aloud and narrative reworking as practices capable of fostering emotional, linguistic, and relational competences, while also contributing to psychological well-being during the experience of care. The project design envisages the involvement of children, parents, and caregivers in structured activities integrating shared reading, creative writing, and expressive sensori-motor practices. In this framework, reading is conceived as a shared space for meaning-making, in which symbolic elaboration can support the

recognition and verbalization of complex experiences. Reading would therefore be promoted as an emotional, relational, and embodied experience, encouraging active listening, dialogic interaction, and creative expression, potentially culminating in the creation of a collective narrative product. The project is situated within the framework of expanded school education, understood as an integrated system of formal and non-formal contexts contributing to the holistic development of the person. From this perspective, narrative assumes a transversal function, connecting emotional literacy, linguistic competences, and active citizenship, in coherence with the person-centered care guidelines promoted by the World Health Organization. Although not yet implemented, the project is envisioned as a replicable educational model capable of integrating cultural and care dimensions, while enhancing Matteo Losa's narrative and pedagogical legacy. In this light, the forthcoming film adaptation of Un altro giorno insieme, Losa's second book, may further amplify the cultural impact of the initiative, strengthening the dialogue between education, health, and community and consolidating storytelling as a shared practice of care. In this perspective, the project also invites further pedagogical reflection on the educational potential of narrative practices in contexts of care and vulnerability.

Bettelheim, B. (1976). The uses of enchantment: The meaning and importance of fairy tales. Knopf.
Bruner, J. (1990). Acts of meaning. Harvard University Press.
Losa, M. (2018). Piccole fiabe per grandi guerrieri. Mondadori.
Losa, M. (2020). Un altro giorno insieme. Mondadori.
Nussbaum, M. C. (2010). Not for profit: Why democracy needs the humanities. Princeton University Press.
World Health Organization. (2019). WHO guideline on integrated people-centred health services. World Health Organization

THE EDUCATIONAL DIMENSION AS A PROTECTIVE FACTOR IN PAEDIATRIC PALLIATIVE CARE AT HOME

Michele Corriero (università Nicolo Cusano, Italy)

palliativecare interdisciplinarity pedagogy

Article 24 of the United Nations Convention on the Rights of the Child (CRC), adopted by the United Nations General Assembly on 20 November 1989, recognises the right of all children and adolescents to enjoy the highest attainable standard of health and to benefit from medical and rehabilitation services, so that no child is deprived of the right to access such services. Paediatric palliative care (PPC) is an integral part of children's right to healthcare; it represents the evolution of the healthcare system towards an increasingly bio-psycho-social approach, characterised by interdisciplinary and highly relationship-based work within the social and healthcare sector, which includes the pedagogical and educational dimension. CCP offer all children with chronic and incurable conditions requiring highly complex care the right to experience the various stages of psychological, emotional, communicative, relational, spiritual and social development, tailoring ongoing care to the different needs associated with their growth (Maruzza Foundation). L'OMS definisce le cure palliative pediatriche come l'attiva presa in carico globale di corpo, mente e spirito del bambino e comprende il supporto attivo alla famiglia (OMS 1998). L'obiettivo è migliorare la qualità della vita del piccolo paziente e della sua famiglia e il domicilio rappresenta, nella stragrande maggioranza dei casi, il luogo scelto ed ideale di assistenza e cure. Le cure palliative pediatriche sono un ambito della Medicina ormai affermato e riconosciuto (Legge 38/10), in continuo sviluppo come testimoniato dal progressivo incremento numerico degli hospice e dei servizi di cure palliative domiciliari. Thanks to scientific advances in recent years, the number of children with life-threatening or life-limiting conditions has been steadily increasing in Italy and throughout the Western world. We wish to present the scientific findings of a study on paediatric palliative care at home in the city of Bari (Italy), a pilot project launched in 2022 by the 'Ad Curam' Social Cooperative which, in partnership with the Local Health Authorities, has established a specialist team providing paediatric palliative care at home throughout the Puglia region. The work is carried out by a multidisciplinary team comprising a palliative care specialist, an anaesthetist, nurses, psychologists, a priest and an educationalist. The concept of care (Mortari, 2026) and of caring (Calaprice, 2020) is expressed in socio-health, psycho-educational and spiritual terms, based on a highly integrated, synergistic and complementary approach by the entire team. This methodology is the cornerstone of a continuous approach to healthcare, psycho-educational and spiritual support, which optimises the management of complex family dynamics characterised by feelings of anger, helplessness and guilt, and, in many cases,

depression arising from the perception of loss, separation and the possibility of death. In this process, the scope of care and emotional support extends not only to the child and the family but also to the entire team through multidisciplinary supervision.The emotional impact and high levels of stress affect the entire team, either implicitly or explicitly; they need support and the opportunity to express and share any limitations, fears and needs they may have.

Calaprice S. (2020). Educatori e Pedagogisti tra formazione e autoformazione: Identità, azioni, competenze e contesti per educare all'imprevedibile, Milano: FrancoAngeli.

Corriero M. (2023) Il bisogno di legami di cura educativa, un progetto di accoglienza neonati. In Bambini vol. anno XXXIX, N.1, Bambini: Parma.

Mortari, L. (2006), La pratica dell'aver cura. Milano: Mondadori.

Ministero della Salute, Direzione Generale della programmazione sanitaria, dei livelli di assistenza e dei principi etici di sistema, https://www.salute.gov.it/imgs/C_17_pubblicazioni_797_allegato.pdf.documento tecnico sulle cure palliative pediatriche

https://www.fondazionemaruzza.org

https://www.maruzza.org/new/wp-content/uploads/2014/10/CoreCV_Doppie_BassaPerVisione1.pdf

https://www.who.int/health-topics/palliative-care

ALLIANCES AND BOUNDARIES: NETWORKING BETWEEN SCHOOL, FAMILY AND HEALTHCARE TEAM IN HOSPITAL SCHOOLING AND HOME EDUCATION

Sara Selmi (Università Pegaso, Italy) · **Giorgia Cesarini** (Università Pegaso, Italy)

hospital schooling | home education | role boundaries

Hospital Schooling and Home Education represents one of the most challenging contexts for contemporary educational systems, as within it the right to education confronts daily the discontinuity of studies and the complexity of needs of students who, in their everyday lives, undergo medical treatments, rehabilitative interventions and long periods of hospitalisation. Illness creates a rupture in school and daily routines, distances the student from their peer group and reduces learning opportunities at a developmental stage already characterised by a particularly delicate phase of life. In this scenario, the function of the educational system is to ensure a formative continuity that depends both on access to learning opportunities which all students should be able to access and on the quality of relationships among the various actors involved: teachers, families, healthcare teams and students themselves. This contribution offers a theoretical and interpretive reflection, grounded in international literature, on the role of teachers in interprofessional collaboration processes between school, family and healthcare team in Hospital Schooling and Home Education contexts. In particular, it analyses interprofessional collaboration processes, understood as a necessary condition for ensuring educational continuity and the well-being of the student in care. The interpretive framework focuses on the importance of the work carried out among the various actors involved, who co-construct interventions for students in care, each with different competencies, knowledge and institutional mandates. The literature review highlights how, at times, the fragmentation of services and the ambiguity of professional roles can represent structural barriers to educational and pedagogical continuity. When teachers, psychologists, doctors and families fail to respect their respective roles, boundaries become unclear and undefined, and the child may experience a sense of loneliness and abandonment. International research on interprofessional collaboration (WHO, 2010; Reeves et al., 2017) highlights how professionals' ability to communicate through a shared language ensures higher quality teamwork, building professional alliances aimed at promoting the psychophysical well-being of the student in care. Clear role boundaries and shared educational goals are key to interprofessional collaboration. The contribution adopts the concept of the mesosystem (Bronfenbrenner, 1979) to analyse the conditions that make possible an educational intervention centred on and structured within the daily practices of care contexts, characterised by interprofessional collaboration, through the interrelations among the various microsystems in which the patient is embedded: family, school, hospital. It is therefore of fundamental importance to establish an adequate collaborative alliance among these microsystems, grounded in the recognition of the institutional actors involved as both holders and recipients of knowledge aimed at the psychological, physical and educational well-being of the student in care. In conclusion, this contribution aims to stimulate reflection on interprofessional collaboration processes between school, family and hospital as a necessary condition for promoting the right to education of all

students, even when illness arises and prevents regular school attendance. In Hospital Schooling and Home Education, the networking of various professionals does not represent an extraordinary mode of operation, but rather a habitual to ensure that students in care have equal opportunities and continuity in their educational pathways.

Bronfenbrenner, U. (1979). The ecology of human development: Experiments by nature and design. Harvard University Press.
Reeves, S., Pelone, F., Harrison, R., Goldman, J., & Zwarenstein, M. (2017). Interprofessional collaboration to improve professional practice and healthcare outcomes. Cochrane Database of Systematic Reviews, 6, CD000072.
World Health Organization. (2010). Framework for action on interprofessional education and collaborative practice.

HOSPITAL EDUCATION. THE OVERVIEW OF A CHALLENGING SITUATION FOR INCLUSIVE PROCESSES.

Milena Pomponi (Uuniversity Roma Tre, Italy)

Keywords: hospital education | institutional overview | inclusive policies

The hospital school (S.i.O.) is one of the models of excellence in the national education system and is a true laboratory for research and innovation (Ministerial Decree 641/2019). The hospital school service was the first to experiment with and validate new pedagogical and teaching models, aimed at: organizational, methodological, and evaluation flexibility; the personalization of teaching and learning activities; the educational use of technology; and special attention to the educational relationship. The S.i.O. operates in school sections dependent on state schools, for which its operation is authorized within the hospital based on specific agreements between the schools and the hospital trusts/foundations. Educational and teaching activities are conducted in accordance with therapeutic and healthcare priorities, a complex "balance" to establish and maintain due to the concrete risks of discontinuity in educational and learning processes, resulting in a reduction/impoverishment of educational opportunities and social isolation. Hospital schooling allows for the continuity of studies and guarantees the fundamental rights to education and health, enshrined in the Constitution, pursuant to Articles 3, 34, and 38. The person-patient-student status is shared by all professionals, both healthcare professionals and teachers, with whom we come into contact according to the principle of the therapeutic alliance. This establishes a coordinated professional collaboration that places the patient-student at the center of healthcare and educational-teaching efforts. From an educational-teaching perspective, it would be essential to optimize the opportunities offered by institutional school policies from the perspective of inclusive policies (Booth & Ainscow, 2014) in terms of psychological-relational assistance, educational-teaching approaches/practices geared toward personalization, and the use of modern technologies. Of particular interest are the National Digital School Plan, experiences such as INDIRE's Educational Avant-garde, and, above all, the National Network of Hospital Schools, which share experiences and research gained over the years and propose customizable and individualized models for an inclusive learning curriculum. With regard to the latter (the curriculum), it is important to focus not only on teaching interventions, but also on the organization of space and time, materials, and resources, and ensure that it is monitored according to the needs of the individual-patient-student. Within this context, teachers play a significant role (Faraoni & Melchiori, 2024). Indeed, they must be understood as agents/carriers of an inclusive approach that transcends the logic of "special" and medicalization (Bocci, 2021). With reference to this last consideration, teachers' professional development/learning, both initial and in-service, is characterized as an element to be strengthened through research-training programs (Pomponi, 2025; 2025) capable of providing quality-rich responses to educational, didactic, and social challenges. In light of this overview, it is clear that hospital education is a difficult and highly challenging "reality," both for the school and the hospital. This requires investigation into inclusive policies related to organizational processes, understood at various levels and with different stakeholders, that highlight the quality of hospital and home-based education.

Avanguardie Educative
https://www.indire.it/progetto/avanguardie-educative/
Decreto Ministeriale n.461 del 6 giugno 2019, Linee di indirizzo nazionali sulla scuola in ospedale e l'istruzione domiciliare,
https://www.mim.gov.it/-/linee-di-indirizzo-nazionali-sulla-scuola-in-ospedale-e-l-istruzione-domiciliare
Bocci, F. (2021). Pedagogia Speciale come Pedagogia inclusiva. Milano: Guerini Scientifica.
Faraoni, E., & Melchiori, F. M. (2024). Strategie di inclusione nella scuola in ospedale. Italian Journal of Special Education for Inclusion, 12(1), 284-292.

Booth, T., & Ainscow, M. (2014). Nuovo Index per l'inclusione. Percorsi di apprendimento e partecipazione a scuola. Roma: Carocci.

Costituzione Italiana

https://www.senato.it/istituzione/la-costituzione

Piano Nazionale Scuola Digitale

https://www.mim.gov.it/scuola-digitale

Pomponi, M. (2025). La formazione iniziale e continua dei dirigenti scolastici e degli insegnanti: gli interventi normativi scaturiti in seno al PNRR e la correlazione con la ricerca-formazione. In A. Bartolini, F. Batini, M. De Santis, M. Milella, P. Malavasi, A. Morganti, A. Rosati, R. Salvato, A. Si¬gnorelli, & M. Sannipoli (a cura di), Atti Convegno Nazionale Società Ita¬liana di Pedagogia. La formazione iniziale e continua degli insegnanti. Re¬lazioni, comunicazione, metodi (pp. 220-224). Lecce: Pensa Multimedia.

Pomponi, M. (2025). L'insegnante nelle sezioni ospedaliere tra medicalizzazione e inclusione.

Quali sfide per lo sviluppo/apprendimento professionale? In Siped (a cura di), Book of Abstract La qualità della formazione come responsabilità sociale (p.147). Università di Parma.

C.02

Ethno-racial Diversity and Other Biographical Traits in Educational Professions: Possible Challenges for Democratic Education

PANEL CONVENORS: Rita Bertozzi (Università di Modena e Reggio Emilia, Italy); Mariagrazia Santagati (Università Cattolica del Sacro Cuore, Italy)

PANEL KEYWORDS: racialized teachers, minority education professionals, citizenship education

To prevent democratic education from becoming detached from concrete experiences of inclusion and to ensure that education embraces different cultures, languages and religions, we need to question the gap that exists between the multicultural school population and the homogeneity among teaching staff. Although unexplored in Italy, the topic has been widely analyzed in international research. Racialized teachers, minority teachers, teachers with migrant backgrounds show an interconnection between personal and professional identity. Understanding how such biographical traits shape educational practices is crucial and affect interactions with students, colleagues, parents. The purpose is to explore the topic and its implications for young people's careers and for students' learning and expectations, as well as possible connections with experiential citizenship education. Abstracts will be invited to focus on: - How do teachers and educators reflect the heterogeneity of the school population? Is the access to the teacher profession equitable, valuing diversity and reflecting demographic transformations? What is the impact of racialization on teachers' professional identity and working conditions? How migrant backgrounds intersect with other biographical traits of teachers (gender, disability, sexual orientations, etc.) and what are the implications? - Which strategies, measures, policies are needed to diversify the teaching force and challenge systemic inequalities and discrimination? What effects could these diversities of education professionals have on students? The topic can be placed within the broader context of citizenship education and challenges democratic societies with regard to their ability to act responsibly towards future generations and counteract structural racism, fostering more inclusive school environments

ROMA TEACHERS' RESILIENCE: A SOCIOLOGICAL STUDY OF LIFE COURSE EXPERIENCES AND PROFESSIONAL IMPACT

Tímea Ceglédi (MTA-DE Future Awareness Development Research Group (University of Debrecen, Faculty of Humanities)) · **Kitti Kozma** (MTA-DE Future Awareness Development Research Group (University of Debrecen, Faculty of Humanities)) · **Ilona Dabney-Fekete** (MTA-DE Future Awareness Development Research Group (University of Debrecen, Faculty of Humanities))

resilience | Roma/Romani/Gypsy | educational inequalities

Ensuring equity for Roma students remains a critical concern across many countries (Brüggemann & Friedman, 2017; Council of Europe, 2024; FRA, 2023; Rutigliano, 2020). Roma teachers play an essential role in addressing this issue. Their life course experiences offer invaluable insights into the barriers faced by students from similar backgrounds (Fejős, 2018; Lampert et al., 2016; Reay, 2017; Sleeter, 2001). This study investigates the lives of Roma teachers who have demonstrated resilience, defined here as the capacity to succeed despite adverse circumstances (Luthar et al., 2000; Masten, 2025; Mu, 2024; Wosnitza et al., 2018; Zolkoski & Bullock, 2012). The study addresses two research questions: RQ1: What resources and obstacles characterized the life courses of Roma teachers on their way to obtaining a degree? RQ2: What markers does the legacy of the "resilient life course" leave in teachers' current educational practice, and do these experiences manifest themselves as obstacles or resources? Given the uniqueness of the target group, we employed snowball sampling. 16 semi-structured interviews were conducted in Hungary between 2019 and 2023. The interviews focused on both the participants' biographical experiences of resilience and their pedagogical work. Data were

analysed using thematic analysis following Brown and Clarke's guidelines (Braun & Clarke, 2006). Findings suggest that resilient Roma teachers actively draw on their life course experiences in their teaching practice. A strong sense of mission – shaped by the experience of succeeding against the odds – appears to sustain long-term professional engagement. The present study argues that overcoming hardship can serve as a vital resource in the teaching profession. The insights generated have implications for teacher education programs, particularly in preparing educators from underrepresented backgrounds. Furthermore, the findings inform education policy by highlighting the value of lived experience in fostering inclusive and equitable school environments. The research and analysis on which this paper is based has been implemented by the János Bolyai Research Scholarship of the Hungarian Academy of Sciences. The analysis was further supported by the MTA–DE Future Awareness Development Research Group (University of Debrecen, Faculty of Humanities) and with the support provided by the Research Programme for Public Education Development of the Hungarian Academy of Sciences.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Brüggemann, C., & Friedman, E. (2017). The Decade of Roma Inclusion: Origins, Actors, and Legacies. European Education, 49(1), 1–9. https://doi.org/10.1080/10564934.2017.1290422

Council of Europe, C. of E. (2024). Desegregation and inclusion of Roma and Traveller children in the field of education in Europe. https://doi.org/10.57708/BW4SSIAQCSQMXERMCXYQANQ

Fejős, A. (2018). Ki tanít?: Roma pedagógusok vidéki oktatási terekben. Belvedere Meridionale, 30(3), 5–32. https://doi.org/10.14232/belv.2018.3.1

FRA. (2023). Roma in 10 European countries: Main results: Roma survey 2021. FRA: European Union Agency for Fundamental Rights. Publications Office. https://data.europa.eu/doi/10.2811/529185

Lampert, J., Burnett, B., & Lebhers, S. (2016). 'More like the kids than the other teachers': One working-class pre-service Teacher's experiences in a middle-class profession. Teaching and Teacher Education, 58, 35–42. https://doi.org/10.1016/j.tate.2016.04.006

Luthar, S. S., Cicchetti, D., & Becker, B. (2000). The Construct of Resilience: A Critical Evaluation and Guidelines for Future Work. Child Development, 71(3), 543–562. https://doi.org/10.1111/1467-8624.00164

Masten, A. S. (2025). Ordinary Magic: Resilience in Development (2nd ed). Guilford Publications.

Mu, G. M. (2024). A systematic literature review of building resilience for pre-service teachers. International Journal of Educational Research, 128, 102476. https://doi.org/10.1016/j.ijer.2024.102476

Reay, D. (2017). Miseducation: Inequality, Education and the Working Classes. Policy Press.

Rutigliano, A. (2020). Inclusion of Roma students in Europe: A literature review and examples of policy initiatives (Vol. 228). OECD Publishing. https://doi.org/10.1787/8ce7d6eb-en

Sleeter, C. E. (2001). Preparing Teachers for Culturally Diverse Schools: Research and the Overwhelming Presence of Whiteness. Journal of Teacher Education, 52(2), 94–106. https://doi.org/10.1177/0022487101052002002

Wosnitza, M., Peixoto, F., Beltman, S., & Mansfield, C. F. (Eds). (2018). Resilience in Education: Concepts, Contexts and Connections. Springer International Publishing. https://doi.org/10.1007/978-3-319-76690-4

Zolkoski, S. M., & Bullock, L. M. (2012). Resilience in children and youth: A review. Children and Youth Services Review, 34(12), 2295–2303. https://doi.org/10.1016/j.childyouth.2012.08.009

CULTURALLY RESPONSIVE TEACHING FOR PROMOTING TRANSFORMATIVE AND DEMOCRATIC LEARNING IN HIGHER EDUCATION

Nicolina Bosco (University of Siena, Italy) · **Claudio Melacarne** (University of Siena, Italy)

learning culture democracy

Transformative theory (Mezirow, 2003) focuses on conditions that facilitate the ability to create transformations from learning, which is done through activating processes that reflect upon the premises through which we interpret everyday life events within the social and organizational world (Fabbri & Melacarne, 2023). The theoretical and methodological approach of transformative theory is applied to study and analyze how (micro-)radicalization episodes (Melacarne, 2025) may threat the democracy (Moghaddam, 2025) in several everyday educational contexts, such as universities. The increasing number of multicultural students in Higher Education may generate distance (Amiraux & Araya-Moreno, 2014) and the lack of contacts due to the potential structural racism (Brookfield, 2018; Sabic-El-Rayess, 2021), which may lay the ground for the emergence of micro-episodes of conflict in informal settings among minority and majority students. Considering this scenario, how can we support coexistence practices in highly complex multicultural contexts? How we may prepare students to be democratic professionals? How can we prevent (micro-)radicalization in universities? The Culturally Responsive Teaching (CRT, Bosco, 2025) helps us to analyze the impact of multiculturalism in teaching-learning process because facilitate cultural consciousness and critical analysis of beliefs and assumptions about self and others

(Gay, 2018) using culture connected to the material that needs to be learned. The literature on this topic highlights positive effects based on the application of CRT practices in universities, in particular the: i) development of personal and professional skills "multiculturally responsive" useful for reading and interpreting social events; ii) belonging to a relational system that involves peers, faculty, and students; iii) learning cross-cultural perspectives of meaning. The culture is the aim, the object, and the instrument that may be applied with students to raise their learning, which will be multidimensional (Fiorucci, 2020), transformative, emancipative, and democratic. This contribution aims to describe methodological strategies that enhance cultural dimensions in the teaching and learning process in order to deconstruct radicalized thinking in the university. The actions are been targeted to students in Bachelor's and Master's Degree Courses of Educational Sciences. In this context, we describe the implementation of photovoice focused on the thematization of intercultural dialogue. Students have been involved in the 1) elaboration of visual materials, 2) analysis of the factors that may (or may not) facilitate the intercultural contact; 3) analysis of future educational practices that may be applied to prevent daily (micro-)radicalization episodes and hate incidents in educational settings. Studying the CRT and its applications in Higher Education provides the foundations to understand and strongly support the importance of pluralism in the universities in order to promote an antiracist and democratic learning for future professionals.

- Amiraux, V., & Araya-Moreno, J. (2014). Pluralism and radicalization: Mind the gap! In P. Bramadat & L. Dawson (Eds). Religion, Radicalization and Securitization in Canada and Beyond (pp. 92-120). Toronto: Toronto University Press.
- Bosco, N. (2025). Per una didattica multiculturale nelle aule universitarie: aspetti teorici e metodologici del Culturally Responsive Teaching. Lecce: PensaMultiMedia.
- Brookfield, S. D. (2018). Teaching race: How to help students unmask and challenge racism. John Wiley & Sons.
- Fabbri, L., & Melacarne, C. (2023). Understanding radicalization in everyday life. Milano: McGraw-Hill Education.
- Fiorucci, M. (2020). Educazione, formazione e pedagogia in prospettiva interculturale. Milano: FrancoAngeli.
- Gay G. (2018). Culturally responsive teaching: Theory, research, and practice. New York: Teachers College press.
- Melacarne, C. (2025). The contribution of post-critical pedagogy in radicalization studies. Educational reflective practices, 1, 2025 special issue, 133-154.
- Mezirow J. (2003). Apprendimento e trasformazione. Milano: Raffaello Cortina.
- Moghaddam, F. M. (2025). Collective irrationality. Cham, CH: Springer.
- Sabic-El-Rayess, A. (2021). How do people radicalize? International Journal of Educational Development, 87, 102499.

TEACHERS WITH DISABILITIES BETWEEN DISCRIMINATION AND COUNTER-NARRATIVE: ACTIVISM PRACTICES AND THE REDEFINITION OF PROFESSIONAL IDENTITY

Francesca Sommaruga (Università degli Studi di Milano-Bicocca, Italy)

Teachers with disabilities | activism | intersectionality

Despite the growing heterogeneity of the teacher population, the experiences of teachers with disabilities remain marginalized in public debate and Italian research, often confined to exceptional or individualized narratives. The presence of teachers with disabilities tends to be portrayed as an extraordinary case or inspirational testimony, rather than as a structural and legitimate part of the profession. This project explores how teachers with disabilities make their experiences visible through interviews, public testimonies, editorial productions, and digital activism practices. These spaces of expression do not merely constitute moments of individual storytelling but function as practices of self-representation and identity advocacy, capable of challenging normative models and stereotypes related to the teaching profession. Their narratives highlight forms of discrimination and ableism that permeate the teaching profession, difficulties in access and job stabilization, cultural resistance from colleagues and families, and reduced or paternalistic expectations. By paying attention to intersectional dynamics, it becomes evident that disability intertwines with other identity dimensions, such as gender or migratory background, producing counter-narratives to the normative model of the "typical", able and white teacher. This study argues that these practices of visibility and self-representation constitute a central element for education aimed at democratic citizenship, capable of countering ableism. Making the plurality of teacher identities recognizable means interrogating the implicit hierarchies that regulate access to the profession, promoting inclusive and equitable educational environments that value difference as a pedagogical and social resource.

Argentin G., Gli insegnanti nella scuola italiana, il Mulino, Bologna 2018. Bell C., Blackness and Disability: Critical Examinations and Cultural Interventions, Michigan State University Press, East Lansing 2017.

Bellacicco R., Dell'Anna S., Micalizzi E. e Parisi T., Nulla su di noi senza di noi: Una ricerca empirica sull'abilismo in Italia, Franco Angeli, Milano 2022.

Bellacicco R., Ianes D. e Pavone M., Insegnanti con disabilità e DSA. Dilemmi, sfide e opportunità, Franco Angeli, Milano, 2022.
Besozzi E., Educazione e società, Carocci, Roma 2006.
Collins P.H. e Bilge S., Intersectionality, Polity Press, Oxford 2020.
Colombo M., Gli insegnanti in Italia. Radiografia di una professione, Vita e Pensiero, Milano 2017.
Colussi E. (a cura di), La formazione interculturale dei docenti: pro- fessionalità, risorse e sfide globali, Fondazione ISMU, Milano 2021.
Evans E., Political intersectionality and disability activism: Approaching and understanding difference and unity, in "The Sociological Review", 70(5), 2022, pp. 986-1004, url: doi.org/10.1177/00380261221111231.
Goffman, E., Stigma: Notes on the Management of Spoiled Identity, Prentice Hall, 1963. Oliver M., The Politics of Disablement, Macmillan, New York 1990.
Santagati M. e Bertozzi R., Rethinking interculturalism, decon- structing discrimination in Italian schools, in "International Migration", 63(1), 2025, url: doi.org/10.1111/imig.13175. Goodley D., Disability Studies: Theorising Disableism and Ableism, Routledge, New York 2014.
Nur R., La lente intersezionale a scuola, in "DWF. Facciamo scuola. Oltre l'istruzione patriarcale", 141(1), 2024a, pp. 52-57.
Nur R., Razzismo (contro il). Una maestra nera, in Raimo C. (a cura di), Alfabeto della scuola democratica, Laterza, Bari 2024b, pp. 215-229.
Nur R., e Santagati M., (2025). Insegnanti razializzati in Italia, un dibattito necessario. Educazione Aperta, 103-126.
Valtellina E., Sulla disabilitazione. Introduzione ai Disability Studies, Utet università, Torino 2025.
Zanetti A., Disabilità e migrazione: Nuove prospettive per l'inclusione sociale, Il Mulino, Bologna 2022.

RACIALIZED TEACHERS AND EDUCATORS IN ITALY: BARRIERS, EXPERIENCES, AND IMPLICATIONS FOR INCLUSIVE EDUCATION

Mariagrazia Santagati (Università Cattolica del Sacro Cuore, Italy) · **Rahma Nur** (Indepent Researcher - Primary Teacher)

Racialized teachers | Migrant background educators | Educational inequality

The ethno-racial diversification of the teaching and educational workforce remains a largely unexplored issue in the Italian context. Existing studies highlight the scarcity of systematic research and reliable data on the presence and professional trajectories of educators with a migrant background in Italy. One reason for this gap is the still limited numerical relevance of the phenomenon. In the absence of comprehensive official statistics, data from AlmaLaurea (2024) indicate that 2.6% of graduates in Primary Education Sciences or Educational Sciences are foreign citizens, suggesting restricted access to both training pathways and employment in the educational sector. At the same time, ongoing demographic and educational transformations point to a likely increase in the number of educators with a migrant background. The growing presence of second-generation students in Italian universities suggests that the diversification of the educational workforce may expand in the coming years, potentially responding to the needs of school systems characterized by stable multiculturalism. In many European contexts, the presence of teachers of immigrant origin in the public education sector has been considered an important indicator of the openness and inclusiveness of receiving societies, as well as a potential resource for addressing educational inequalities. Within this framework, this contribution aims to develop a reflection informed by international literature and by the empirical evidence currently available. In particular, the paper focuses on two interconnected dimensions. First, it examines barriers and challenges affecting access to teacher education and professional careers among young people with migrant backgrounds, including institutional constraints, recognition of qualifications, and subtle processes of racialization within educational institutions. Second, it discusses the potential implications of teacher workforce diversification for students' learning outcomes and broader school experiences, especially for pupils from minority backgrounds. International research suggests that greater diversity among teachers can contribute to improved representation, positive role modeling, and culturally responsive pedagogies, although such effects depend on broader institutional conditions and cannot be assumed automatically. In addition, the paper presents preliminary findings from an exploratory mapping of racialized educators and teachers in Italy. The analysis combines data gathered through associative and professional networks with a documentary analysis of publicly available materials, including interviews, written testimonies, and digital content produced by educators with migrant backgrounds. This preliminary mapping aims to identify emerging professional trajectories, forms of collective organization, and narratives of belonging and exclusion that remain largely invisible within official data sources. By bringing together conceptual reflections and exploratory empirical evidence, the paper contributes to opening a research agenda on the diversification of the educational workforce in Italy and its potential implications for more inclusive and equitable schooling systems.

Bressler C. e Rotter C., The Relevance of a Migration Background to the Professional Identity of Teachers, in "International Journal of Higher Education", 6(1), 2017, pp. 239-250.
Nur R., La lente intersezionale a scuola, in "DWF. Facciamo scuola. Oltre l'istruzione patriarcale", 141(1), 2024a, pp. 52-57.
Nur R., Razzismo (contro il). Una maestra nera, in Raimo C. (a cura di), Alfabeto della scuola democratica, Laterza, Bari 2024b, pp. 215-229.

Nur R., Santagati M., Insegnanti razzializzati in Italia, un dibattito necessario, in "Educazione Aperta", 18/2025, pp. 104-126. DOI: 10.5281/zenodo.16793041

Redding C., A Teacher Like Me: A Review of the Effect of Student–Teacher Racial/Ethnic Matching on Teacher Perceptions of Students and Student Academic and Behavioral Outcomes, in "Review of Educational Research", 89(4), 2019, pp. 499-535.

THE ROLE OF TEACHING STAFF IN FOSTERING INCLUSIVE, INTERCULTURAL EDUCATION: INSIGHTS ON THE IMPACT OF MIGRANT BACKGROUNDS

Benedetta Melloni (University of Modena and Reggio Emilia & Reggio Children Foundation, Italy)

interculturalism | school | inclusion

The growing cultural diversity within the school system raises important questions about the role of teaching staff in fostering inclusive and democratic education. With the increasing recognition of the importance of education for social cohesion, interculturalism has emerged as a key strategy to address diversity in educational contexts, specifically following the failure of multiculturalism (Barrett, 2013). Interculturalism has been adopted as an alternative framework that encourages the integration of diverse cultural perspectives in educational practices, whose need is particularly responding to the rise of hate speech and violence against migrant communities (Bayer & Bárd, 2020). At both the international and European levels, education is viewed as a central mechanism for promoting social and economic justice (UNESCO, 2023). Educational services represent an individual's first engagement with public life and citizenship practices (Rinaldi, 2021). The European debate also integrated education and democracy: education is essential for acquiring the attitudes, abilities, and knowledge required to coexist in a democratic society (Barrett, 2013). Despite the transformative potential of education, socio-economic factors remain a key determinant of academic success, and the achievement of "basic skills" (European Commission, 2025) is influenced by students' migrant or non-migrant backgrounds, contributing to disparities in school dropout rates (ECRI, 2024). The Italian context has seen increasing migration flows in recent decades (Azzolini et al., 2019) and has reached about 1.3 million minors with migrant backgrounds in 2025 (Organismo Nazionale di Coordinamento delle Politiche di Integrazione degli Stranieri, 2024). In response, ministerial guidelines have aimed to integrate migrant students while valuing their cultural diversity (Wallace et al., 2021). However, students with migrant backgrounds generally tend to pursue technical or professional educational pathways instead of university-oriented ones (Santagati & Bertozzi, 2023). This behavior leads to the transfer of socioeconomic disadvantage between generations and the decrease in social mobility (European Commission, 2022). It also has consequences on the labor market and can contribute to explaining the acknowledged disparity between growing school diversity and teaching staff homogeneity (Santagati & Nur, 2025), as this mismatch can lead to underrepresentation of diverse perspectives in educational settings and limit opportunities for migrant-background students in the workforce. Drawing from a multiple-case study that compares educational school and extracurricular activities in primary schools in Italy and France, this abstract examines how intercultural approaches can promote social cohesion by analyzing political frameworks, everyday practices, and the experiences of families. One interview from this study revealed that an educator's migration background and religious beliefs fostered dialogue and built understanding and trust with the institution. This example highlights the connection between the personal identities of teaching staff and their ability to foster inclusive education.

Main references

Bayer, J., & Bárd, P. (2020). Hate speech and hate crime in the EU and the evaluation of online content regulation approaches. Policy Department for Citizens' Rights and Constitutional Affairs, Directorate-General for Internal Policies, European Parliament.

Barrett, M. (Ed.). (2013). Interculturalism and multiculturalism: similarities and differences. Council of Europe.

Council of Europe. (2008). The White Paper on intercultural dialogue – Living together as equals with dignity. Council of Europe.

European Commission Against Racism and Intolerance. (2024). ECRI Report on Italy. Sixth Monitoring Cycle. European Council.

European Commission. (2022). Proposal for a Council Recommendation on Pathways to School Success, European Commission.

European Commission. (2025). Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on the Action Plan on Basic Skills (COM(2025) 88 final). Brussels.

Organismo Nazionale di Coordinamento delle Politiche di Integrazione degli Stranieri. (2024). Rapporto. Cittadini stranieri in Italia: Indagine statistico-demografica. Consiglio Nazionale dell'Economia e del Lavoro.

Rinaldi, C (2021). In dialogue with Reggio Emilia. Routledge.

Santagati, M., & Bertozzi, R. (2023). Rethinking interculturalism, deconstructing discrimination in Italian schools. International Migration, 63(1), e13175. https://doi.org/10.1111/imig.13175

Santagati, M., & Nur, R. (2025). Insegnanti razzializzati in Italia, un dibattito necessario. Educazione Aperta, IX(18), 103–126.https://hdl.handle.net/10807/325937

UNESCO. (2006). Guidelines on intercultural education. Author.
UNESCO (2023). Re-imagining our futures together: a new social contract for education. Author.
United Nations. (1989). Convention on the rights of the child. Author.

ACADEMIC PATHWAYS AND THE TEACHING PROFESSION FOR YOUNG PEOPLE FROM INTERNATIONAL BACKGROUNDS

Rita Bertozzi (Università di Modena e Reggio Emilia, Italy) · **Basma Aissa** (CONNGI)

Pre-service teachers | International background | In-service teachers

Access to tertiary education programmes leading to a teaching qualification in Italy is very limited for young people of international origin and from minority groups. The limited data available indicates that around 1% of foreign nationals hold a degree in Primary Education (Almalaurea 2023), but the academic pathways remain largely unexplored. In fact, not all sectors of the education professions are inaccessible to these young people – for example, the profession of social-pedagogical educator – and it remains to be seen to what extent entry into the education sector occurs through other professional channels, whilst still maintaining a distinction in roles and prestige, and with what implications. Certainly, the scarcity of young people of international origin within the Italian teaching profession is an issue that requires analysis, particularly in light of possible reasons linked to legal and institutional constraints, socio-relational factors, as well as direct or indirect discriminatory dynamics. This paper aims to investigate the barriers that make it more difficult to access teacher training programmes and enter the teaching profession and, secondly, to explore the factors that can contribute to successful pathways into teaching. To this end, this study begins by analysing trends in the number of students of international origin enrolled on teacher training programmes, using an Italian university as a case study. Using data extracted from the university's longitudinal database (covering the academic careers of students enrolled from 2000 to the present day and the various outcomes of their academic journey before, during and after university, broken down by immigrant background), it will highlight whether and to what extent the trend in enrolment of students with an international background on degree programmes in Primary Education and Educational Sciences has changed over the years, and what this implies regarding the attractiveness of this profession for younger generations with an immigrant background. The paper then presents the findings of an exploratory study conducted among young people of international origin working in schools, based on a nationwide questionnaire. The survey examines: how young people of international origin with teaching experience in Italy gained access to the teaching profession; what challenges they faced; what resistance or discrimination they encountered; and which aspects of their identity they were able or had to bring into play. Finally, the article offers a reflection on the ability of school settings to make the most of these teachers' skills, both in day-to-day school routines and in the context of citizenship education, drawing comparisons between a number of significant cases.

Bertozzi Rita 2018, University students with migrant background in Italy. Which factors affect opportunities?, in ITALIAN JOURNAL OF SOCIOLOGY OF EDUCATION, vol. 10, 1/2018, pp. 23-42
Giancola Orazio e Salmieri Luca, 2026, Le disuguaglianze educative come processo. Risultati, scelte e aspettative, Milano, Franco Angeli
EU – European Union, Study on the Diversity within the Teaching Profession with Particular Focus on Migrant and/or Minority Background, Publications Office of the European Union, Luxembourg 2016.
Rahma Nur e Mariagrazia Santagati, 2025, Insegnanti razzializzati in Italia, un dibattito necessario, in Educazione Aperta, 18
Schmidt C. e Schneider J. (eds.), Diversifying the Teaching Force in Transnational Contexts Critical Perspectives, Sense Publishers, Rotterdam 2016.

FROM MALE SHORTAGE TO TEACHER DIVERSITY: AN OPPORTUNITY TO CHALLENGE THE MAINSTREAM CURRICULUM IN EDUCATION?

Greta Persico (Università degli Studi di Milano Bicocca, Italy)

minority teachers | critical studies on masculinities | pedagogical strategies

The aim of this essay is to address the so-called male shortage in early education and teaching professions, through an interdisciplinary frame. Creating inclusive schools, as well as gender mainstreaming, are at the forefront of the EU policy (European Commission, 2020) and are key targets for European policymakers for the upcoming years. In this article I will

explore the overlap of these two EU priorities, focusing on theinvolvement of men in early childhood care and teaching professions - as the target that was set more than 20 years ago has still not been reached. Critical studies on masculinities and literature on role models in schools are here in dialogue with pedagogical perspectives on hidden curriculum studies and inclusive education theory. Most studies concerning the male shortage in education (Davis and Hay, 2018) focus on one or two dimensions, e.g. male educators in early care, black male teachers (Woodson and Bristol, 2020), male teachers with disabilities (Neca, Borges and Campos, 2020) or LGBTQI+ teachers (Lee, 2020). Hegemonial discourses are thus compartmentalised based on individual characteristics and the according single categories. Our hypothesis is that In order to challenge schools as mainstream and hegemonic discourse reproducers, it would be more effective to broaden the analysis and to consider all of these dimensions as different facets of a complex phenomenon.There is also an urgent need, I would like to stress, to move from a personal and biographical perspective –the individual teacher –to a social perspective –the team, the class, and beyond that, to an institutional perspective –the school as a democratic institution. The contribution describes a theoretical framework and preliminary results of a research proposal aimed at investigate whether a more diverse teaching staff may increase inclusion in education, understood as the never-ending commitment to developing better ways of responding to diversity. Although international literature is quite attentive to minority teachers, the Italian scenario does not look so rich of theory or empirical study. While reframing the male shortage definition in an intersectional framework, including gender identity and performance perspective, but also considering ethnicity, (dis)ability, religious back ground, I intend to investigate if a diverse teaching staff may challenge the mainstream curricula and increases the level of inclusiveness of schools in a diverse society.

Persico, G. (2023). Breaking roles in education among teachers1:a theoretical framework for a sustainable and decolonial education in Educazione Interculturale –Teorie, Ricerche, Pratiche Vol. 21, n. 2, 2023.

Brody D.L., Emilsen K., Rohrmann T. and Warin J. (2021), Exploring career trajectories of men in the early childhood education and care workforce. Why they leave and why they stay, London, Routlegde.

Burgio G. (2015), Pedagogical Lexicon. In «Education Sciences & Society», Vol. 6, n. 2, pp. 181-190.Connell R. and Messerschmidt J.W. (2005), Hegemonic masculinity. Rethinking the concept.In «Gender & Society», Vol. 19, n. 6, pp. 829-859

McGrathK.F., Moosa S., Van Bergen P. and Bhana D. (2020), The plight of the male teacher: an interdisciplinary and multileveled theoretical framework for researching a shortage of male teachers. In «Journal of Men's Studies», Vol. 28, n. 2, pp. 149-164

Woodson A.N. and Bristol T.J. (2020), Male teachers of color: charting a new landscape for educational research.In «Race, Ethnicity and Education», Vol. 23, n. 3, pp. 281-287.

C.03

Reimagining the Teaching Profession: Well-being, Identity and Community in Transforming Educational Fields

PANEL CONVENORS: Marco Pitzalis (Università di Cagliari, Italy); Hanne Mäki-Hakola (Tampereen Ammattikorkeakoulu Oy – Finland); Lia Pappámikail (Instituto Politécnico Santander – Portugal); Filippo Pirone (Université Paris Xii Val de Marne, – France)

PANEL KEYWORDS: Teachers' well-being, Professional identity, Communities of practice

This panel draws inspiration from the research and collaborative experience developed within the Erasmus+ project "Connecting Teachers – A Community of Practice to Promote Teachers' Well-being" (2025–2028). The project has created a unique space for comparative reflection and experimentation on teachers' well-being, identity, and professional development across different European contexts, during a time of widespread teacher shortages and burnout (OECD, 2025; UNESCO, 2024). Building on this background, the panel examines how the teaching profession is being redefined in the face of accelerated social, digital, and institutional transformations. Teachers today inhabit a field marked by intensifying accountability, emotional demands, and structural uncertainty, yet also by new opportunities for collective reflection and professional community-building. From a sociological and comparative perspective, the contributions will discuss how institutional conditions, symbolic representations, and everyday practices shape teachers' professional identities and well-being. The discussion reframes well-being not as a psychological or individual matter but as a relational and institutional phenomenon, co-produced within organisational cultures and communities of practice. Finally, the panel invites reflection on how higher education and teacher training can foster the capacity for critical reflexivity, cooperation, and sustainable professional engagement, renewing the social and cultural foundations of teaching in Europe.

TEACHERS' PROFESSIONAL WELLBEING IN ITALY: A CRITICAL LITERATURE REVIEW AND POLICY PROPOSALS

Emanuela Spano' (University of Cagliari, Italy) · **Marco Pitzalis** (University of Cagliari, Italy) · **Gabriele Pinna** (University of Cagliari, Italy)

teaching profession | critical literature review | occupational health and professional wellbeing

This paper offers a critical analysis of the Italian academic literature on the teaching profession. After outlining the main findings and the most established research strands within the international scholarship, it highlights the specific features of the Italian debate. The contribution is based on a multidisciplinary review of education research—spanning pedagogy, sociology, psychology, and anthropology—drawing on articles published in leading specialist journals and major volumes over the past few decades. The review identifies three broad research axes: (a) teacher education and professional competences; (b) professional identities and expertise; and (c) the structural characteristics of the profession and career trajectories. The Italian system is marked by delayed entry into the profession and prolonged contractual precariousness, with negative repercussions for professional stability and motivation. Professional induction remains weakly institutionalised, continuing professional development is unevenly structured, and evaluation processes are increasingly shaped by accountability-oriented logics. These dynamics contribute to the profession's declining attractiveness, further exacerbated by occupational stress and burnout, and point to the need for systemic reforms grounded in robust empirical evidence. The paper concludes with a set of policy proposals to enhance teachers' professional well-being.

•Abbiati, G.2021L'efficacia degli insegnanti. Spunti di ricerca per la sociologia. Polis, 36(1), 133-149.
•Abbiati, G., Argentin, G., Caputo, A., & Pennisi, A. 2022Repetita Iuvant? A repeated randomized controlled trial on the effectiveness of an at-scale teacher professional development program. Evaluation Review, 46(5), 578-597.
•Arbia, G., Carbone, A., Stanzione, I., & Szpunar, G. 2023The Work-Related stress and Well-Being of Teachers—An exploratory study within primary schools in Italy. Education Sciences, 13(5), 505
•Argentin, G. 2021 Under pressure?: l'elevata e crescente soddisfazione lavorativa degli insegnanti italiani, 2014-2019. Sociologia del lavoro: 160, 2, 2021, 43-66.
•Balzano, G. 2022Una "media" in prospettiva europea: lingue, arti e competenze digitali. Dirigenti Scuola, 96.
•Barbieri, B., Sulis, I., Porcu, M., & Toland, M. D.2019Italian teachers' well-being within the high school context: evidence from a large scale survey. Frontiers in psychology, 10, 1926.
•Benadusi, L., Giancola, O., & Viteritti, A. 2020L'autonomia dopo l'Autonomia nella scuola. Premesse, esiti e prospettive di una policy intermittente. Autonomie locali e servizi sociali, 43(2), 325-341.
•Biasutti, M.2012Teaching beliefs: A comparison between Italian primary and secondary school trainee teachers. Journal of Education for Teaching, 38(3), 231-244.

•Blancato, I., & Argentin, G.2025A Look at MAD Teachers: Conscious Precariousness and Willingness to Teach. Italian Journal of Sociology of Education, 17(Italian Journal of Sociology of Education 17/1), 155-176.
•Blezza, F. 2013 Cultura scientifica e formazione degli insegnanti. Science & Philosophy, 1(1), 15-28.
•Bornatici, S. 2022To Educate and Keep on Training: Pedagogical Design and Competencies for Future Secondary School Teacher's Professional Development. Formazione & insegnamento, 746-754.
•Braga, A. 2020 LE ORGANIZZAZIONI CHE PRODUCONO CONOSCENZA: L'IDENTITA'PROFESSIONALE E LE COMPETENZE DEI DOCENTI DI SOSTEGNO (pp. 1-186). Pearson.
•Bronzini, M., & Spina, E. 2018Italian teachers: A profession in transition?. Cambio: rivista sulle trasformazioni sociali: 16, 2, 2018, 83-98.
•Brunetti, I. 2020 Il profilo del docente nel contemporaneo umanesimo pedagogico. Formazione & insegnamento, 18(1_T2), 578-586.
•Capogna, S., De Angelis, M. C., & Musella, F. 2020 Exploring practices, problems and cultural challenges of Italian teachers in the digital era. Scuola democratica, 11(2), 259-284.
•Carbone, D., & Gargiulo, E. 2022 Un reclutamento 'stratificato'. I docenti italiani tra mobilità territoriale e di carriera. Scuola democratica, 13(3), 463-483.
•Cardani, A. (2023).2023 Resistenza e cambiamento nello sviluppo professionale degli insegnanti di scuola dell'infanzia, uno studio di caso.
•Carter, Bob; Howard Stevenson2009"Industrial Relations in Education. Transforming the School Workforce New York: Routledge
•Cavalli, A., & Argentin, G. 2010 Gli insegnanti italiani: come cambia il modo di fare scuola: terza indagine dell'Istituto IARD sulle condizioni di vita e di lavoro nella scuola italiana.
•Colangelo, C. 2024nsegnanti in movimernto. Docenti nella scuola secondaria degli anni Ottanta, tra riforme mancate, cambiamenti sociali e nuove forme di partecipazione.
•Colombo, M., & Barabanti, P. 2020Female hegemony among Italian educational professionals. In The Education of Gender. The Gender of Education. Sociological research in Italy (pp. 43-60). Associazione Per Scuola Democratica.
•Costa, M. 2022 Lo sviluppo professionale del docente nel nuovo ecosistema formativo. In La formazione degli insegnanti: problemi, prospettive e proposte per una scuola di qualità e aperta a tutti e tutte (Vol. 1, pp. 536-540). Pensa Multimedia.
•Cramerotti, S. 2022ACCOMPAGNARE I DOCENTI NELLA RIFLESSIONE E NELLO SVILUPPO DELLE PROPRIE COMPETENZE PROFESSIONALI. PROPOSTA DI UN MODELLO PRATICABILE DI OSSERVAZIONE TRA PARI.https://iris.univr.it/bitstream/11562/1060475/1/Tesi_PhD_Cramerotti%20Sofia_XXXIV%20ciclo_rev.pdf
•De Santis, C., & Stanzione, I.2021 La percezione del contesto lavorativo degli insegnanti in pandemia: un confronto tra gradi scolastici. Q-TIMES WEBMAGAZINE, 13(4), 168-182.
•Del Gobbo, G., Bresges, A., Dawkins, D. J., & Kramp, D. 2023(2023). Second-Career Teachers and lateral entry programmes: the state of the art in England, Germany, and Italy. Teaching as a second career Non-traditional pathways and professional development strategies for teachers, 25-50.
•Del Gobbo, G., Frison, D., Salvini, L., Bonistalli, R., Di Martino, P., Fantozzi, D., ... & Roberi, G.2023Orientare lo sviluppo professionale dell'insegnante di scuola secondaria neoassunto. Una ricerca collaborativa in Toscana. Form@ re, 23(1), 170-187.
•Del Gobbo, G., Frison, D., Salvini, L., Bonistalli, R., Di Martino, P., Fantozzi, D., ... & Roberi, G. (2023). 2023Guide the professional development of a newly hired secondary school teacher. A collaborative research in Tuscany. Form@ re-Open Journal per la formazione in rete, 23(1), 170-1https://oaj.fupress.net/index.php/formare/article/view/13842
•Di Sandro, M. 2025Un "gioco di ruolo" nella scuola pubblica. Mobilità territoriale e socioprofessionale dei nuovi docenti. SOCIOLOGIA DEL LAVORO, (2025/172).
•Dumay Xavier, Dupriez Vincent2009 L'efficacité dans l'enseignement. Promesses et zones d'ombreBruxelles : De Boeck
•Durler, Heloise; Losego, Philippe 20192019, Travailler dans une école. Sociologie du travail dans les établissements scolaires en Suisse romandeÉditions Alphil, Neuchâtel.
•Fava, T. 2025La Buona scuola raccontata da insegnanti, studenti e genitori. Argomenti.
•Ferrari, C., Santagati, M., & Barzaghi, A. 2025(2025). Tackling Extreme Inequalities in Education. Italian Teachers, Reception Workers and the Inclusion of Unaccompanied Foreign Minors. Italian Journal of Sociology of Education, 17(Italian Journal of Sociology of Education 17/1), 37-62.
•Foschi, L. C. 2021Teachers' Continuous Professional Development in Italy: an analysis of the results of the Teaching and Learning International Survey (TALIS). Italian Journal of Educational Research, (27), 052-064.
•Fracchiolla, A. 2020Il Dirigente scolastico italiano e la governance: principi guida, identità professionale e attività.[PDF] depositolegale.it
•Frison, D.2024Teacher Well-being. Evidenze di ricerca per lo sviluppo professionale.https://flore.unifi.it/retrieve/6c6f7d19-7155-4d7c-b195-015843c82782/FRISON%20TWB%20definitivo.pdf
•Garcia, Sandrine2023Enseignants, de la vocation au désenchantement.Paris, La Dispute
•Gerosa, T., Argentin, G., & Spada, A. 2024 What are teacher relational skills? A defining study using a bottom-up modified Delphi method. Quality & Quantity, 58(1), 581-602.
•Gobbo, C., & Girardi, M. 2001Teachers' beliefs and integration of information and communications technology in Italian schools. Journal of Information Techology for Teacher Education, 10(1-2), 63-85.
•Guerrini, V. 2018Valutazione e autovalutazione degli insegnanti. Riflessioni per promuovere processi di professionalizzazione in un'ottica life long learning. Lifelong lifewide learning, 14(31), 1-16.
•Ianes, D., Demo, H., & Zambotti, F. 2014Integration in Italian schools: teachers' perceptions regarding day-to-day practice and its effectiveness. International Journal of Inclusive Education, 18(6), 626-653.
•Lagomarsino, F., & Pandolfini, V. 2025The Teaching Profession: Trends and Issues in the Italian School System. Italian Journal of Sociology of Education, 17(Italian Journal of Sociology of Education 17/1), 1-13.
•Lo Cicero, A2024. (2024). School Performance Gaps in Italian Regions: Estimating the Impact of Individual, School, and Territorial Factors. INVALSI 2021/22 Data Analysis. WORKING PAPERS-DIPARTIMENTO DI SCIENZE SOCIALI ED ECONOMICHE, (13/2024).
•Loredana, P., & Martini, B. 2019Professione insegnante: idee e modelli di formazione (p. 282). FrancoAngeli.https://library.oapen.org/viewer/web/viewer.html?file=/bitstream/handle/20.500.12657/37737/407-99Z_Book%20Manuscript-1929-1-10-20190530.pdf?sequence=1&isAllowed=y
•Lortie, Dan C. 1975Schoolteacher. A sociological studyChicago, The University of Chicago Press.
•Maclean Rupert1992Teachers' Career and Promotion Patterns: A Sociological AnalysisTaylor & Francis
•Mandich, G.2023 Turning to character: Teachers' narratives of youth futurity and educational responsibility. Discourse: Studies in the Cultural Politics of Education, 44(4), 495-508.
•Matteucci, M. C., Guglielmi, D., & Lauermann, F. 2017 Teachers' sense of responsibility for educational outcomes and its associations with teachers' instructional approaches and professional wellbeing. Social Psychology of Education, 20(2), 275-298.

•Mezzadri, M., & Tonelli, G. 2021Formare gli insegnanti all'inclusione. SAIL, 95-106.
•Mincu, M. 2019Learning to teach in Italy: Reviewing policy and research trends. Knowledge, policy and practice in teacher education. A cross-national study, 135-152.
•Moliterni, P.2013"Didattica e scienze motorie: tra mediatori e integrazione." (2013): 1-320.
•Moretti, G. 2020Dirigenza, leadership educativa diffusa e qualità dell'inclusione. Insegnante e il dirigente scolastico nella scuola dell'autonomia tra didattica, governance e progetto culturale, 448-477.
•Nur, R., & Santagati, M.2025 Insegnanti razzializzati in Italia, un dibattito necessario| Racialized Teachers in Italy: a Necessary Debate.https://www.educazioneaperta.it/insegnanti-razzializzati-in-italia-un-dibattito-necessario-or-racialized-teachers-in-italy-a-necessary-debate.html
•Ozga JT; Lawn MA 1981 Teachers, Professionalism and Class: A Study of Organized TeachersLondon: Routledge/Falmer Press.
•Pace, E. M., & Zappalà, E.2021Armonizzare la testa, le mani e il cuore dei futuri educatori/maestri per un agire educativo inclusivo: un approccio riflessivo. Nuova secondaria ricerca, 9, 371-386.
•Pandolfini, V. 2021 Fostering the professional capital of teachers in digital capabilities. International Journal of Research and Innovation in Social Science, 5, 455-461.
•Pastore, S. 2020How Do Italian Teacher Trainees Conceive Assessment?. International Journal of Instruction, 13(4), 215-230.
•Pedaci, M., Fortunato, V., & Mori, A. 2025(Ri) conoscere il lavoro pubblico: traiettorie occupazionali e sfide organizzative tra innovazione e persistenti contraddizioni. Sociologia del lavoro: 172, 2, 2025, 9-25.
•Perla, L. 2020Vent'anni di ricerca sulla formazione universitaria del docente di scuola secondaria (scientificamente) persi? Fra incerte navigazioni e scenari possibili. In Testimoni di sapere didattico Vent'anni di formazione del docente di scuola secondaria (pp. 21-52). Franco Angeli.
•Perla, L. 2021 Testimoni di sapere didattico. Vent'anni di formazione del docente di scuola secondaria.https://series.francoangeli.it/index.php/oa/catalog/view/624/449/3584
•Perla, L., & Magoga, V. G. I. (2020)2020. Art and Inclusive Initial Education: An Exploratory Research. In Education beyond crisis (pp. 112-129). Brill.
•Pinna, G., & De Feo, A.2025. Working at school. Career pathways, professional deontology, professional relationships and identities in the face of social justice. In Culture, practices, and change. Proceedings of the third international conference of the journal Scuola democratica. Education and/for Social Justice (Vol. 2, pp. 180-185).
•Pitzalis, M., & De Feo, A. 2019Micropolitics of school innovation: recruiting, mobilizing and converting teachers. Italian Journal of Sociology of Education, 11(Italian Journal of Sociology of Education 11/1), 69-90.
•Scarinci, A. 2021 La formazione del docente e la sfida digitale. In Testimoni di sapere didattico Vent'anni di formazione del docente di scuola secondaria (pp. 169-183). FrancoAngeli.
•Soprani, M.2025 (2025). Il punto di vista dei docenti italiani su sviluppo professionale, carriera e valutazione= Italian teachers' current perception of professional enhancement, career and teachers' evaluation. In La ricerca educativa e didattica nelle scuole di dottorato in Italia (pp. 299-310). PensaMultimedia.
•Stanzione, I., & Bortolotti, I.2025 L'influenza dei fattori di stress e protettivi sulle pratiche didattiche: Un'indagine sui docenti in formazione. Formazione & insegnamento, 20(3), 1-xx.file:///Users/marco/Downloads/649-666+-+44+Stanzione,+Borlotti.pdf
•Stanzione, I., & Bortolotti, I.2022The influence of stress and protective factors on teaching practices: A survey of teachers in training-L'influenza dei fattori di stress e protettivi sulle pratiche didattiche: Un'indagine sui docenti in formazione. FORMAZIONE & INSEGNAMENTO, 20(3), 649-666.
•Stringher, C.2025Profilo, orientamenti e attività della docente di scuola dell'infanzia in Italia: Cenerentola o regina del comparto educativo?. Formazione & insegnamento, 23(2), 1-xx.
•Trinchero, R. 2020Qualità degli insegnanti: formazione, reclutamento, avanzamento di carriera. Quale scenario?. Italian Journal of Educational Research.
•Trinchero, R., Calvani, A., Marzano, A., & Vivanet, G.2020The quality of teachers: training, recruitment, career advancement. What scenario?. GIORNALE ITALIANO DELLA RICERCA EDUCATIVA, 22-34.
•Visentin, M., & Cavaletto, G. M.2021Insegnanti a scuola e fuori da scuola. La trasformazione delle competenze socio emotive tra presenza e distanza. In L'educazione socio-emotiva. Character skills, attori e processi nella scuola primaria (pp. 243-296). Il Mulino.
•Waller, Willard 1961[1932] The sociology of teachingNew York, Russell and Russell.

STRENGTHENING PROFESSIONAL IDENTITY AND WELL BEING IN PROFESSIONAL TEACHER EDUCATION: INSIGHTS FROM FINLAND

Hanne Mäki-Hakola (Tampere University of Applied Sciences, Finland) · **Nina Smolander** (Tampere University of Applied Sciences, Finland)

professional teacher education | teacher well-being | professional identity

Across Europe, teacher shortages, intensifying accountability regimes, and rapid socio-digital transformation are reshaping the conditions of teaching. These developments have raised growing concerns about teachers' professional well-being and the sustainability of teaching careers (OECD, 2025; UNESCO, 2024). Recent research suggests that teachers' well-being is strongly influenced by organisational conditions, professional autonomy, and opportunities for collegial support rather than by individual factors alone (Lähteenmäki et al., 2025). In this context, professional teacher education institutions play a crucial role in supporting the development of resilient professional identities and collaborative professional cultures. This paper discusses the Finnish contribution to the Erasmus+ project Connecting Teachers – A Community of Practice to Promote Teachers' Well-being (2025–2028), focusing particularly on vocational and professional teacher education in universities of applied sciences. The Finnish teacher education system provides a distinctive context for examining the relationship between professional identity, institutional structures, and well-being. Vocational

teachers typically enter the profession with strong occupational backgrounds and subsequently complete pedagogical teacher education (60 ECTS), which aims to develop pedagogical competence, guidance skills, and reflective professional practice (Jyrhämä, 2021). However, contemporary transformations in vocational education, including competence-based curricula, personalised learning pathways, and stronger integration with workplaces, have expanded and diversified teachers' roles. VET teachers increasingly act as facilitators of learning, mentors, network collaborators, and developers of learning environments. These expanding expectations can create tensions in teachers' professional identity formation and affect their well-being. Studies on vocational teachers highlight that professional identity is often negotiated between prior occupational expertise and emerging pedagogical expertise (Tapani & Salonen, 2019; Antera & Teräs, 2024). At the same time, organisational support and collaborative professional environments have been shown to play a significant role in sustaining teachers' job satisfaction and well-being (Chen, 2026). Drawing on these perspectives, the paper analyses how Finnish professional teacher education programmes seek to support sustainable professional identity development and teacher well-being through collaborative learning and communities of practice. Participation in professional communities can provide spaces for collective reflection, mutual recognition, and the integration of professional knowledge into shared practices (Wenger, 1998). Research in vocational education also indicates that collaborative practices and peer learning can strengthen teachers' capacity to adapt to educational change and enhance professional agency (Sirk, 2024). From a sociological perspective, well-being is therefore understood not as an individual psychological attribute but as a relational and institutional phenomenon that emerges within organisational cultures and professional communities. Finnish professional teacher education programmes increasingly emphasise reflective practice, peer learning, and collaborative development work with VET educational institutes. These pedagogical approaches aim to strengthen professional teachers' sense of belonging, professional agency, and capacity to engage sustainably with the complex demands of contemporary education. The paper contributes to the panel's comparative discussion by examining how teacher education institutions can foster communities of practice that support both professional identity formation and teacher well-being. The Finnish case suggests that embedding collaborative professional learning within teacher education can help renew the social and cultural foundations of teaching in rapidly transforming educational fields.

Antera, S., & Teräs, M. (2024). Discovering and developing the vocational teacher identity. Education + Training.

Chen, H. (2026). Organizational support, career adaptability and subjective well-being among higher vocational teachers. Teaching and Teacher Education.

Jyrhämä, R. (2021). Opettajan pedagogiset opinnot 60 op: Laaja-alainen opettajakelpoisuus – tilannekuvaus. Finnish Ministry of Education and Culture.

Lähteenmäki, S. F., Fagerström, L., Forsman, A., & Rauhala, A. (2025). Teachers' wellbeing at work: A Finnish survey study on teachers' work experiences. Cogent Education.

Sirk, M. (2024). Vocational teaching practices for online learning during educational change. International Journal of Educational Technology in Higher Education.

Tapani, A., & Salonen, A. O. (2019). Identifying teachers' competencies in Finnish vocational education. International Journal for Research in Vocational Education and Training, 6(3), 243–260.

Wenger, E. (1998). Communities of Practice: Learning, Meaning and Identity. Cambridge University Press.

OECD (2025). Education at a Glance.

UNESCO (2024). Global Teacher Report.

TEACHER PROFESSIONALISM IN ITALIAN SECONDARY SCHOOLS: BETWEEN TEACHER EDUCATION POLICIES AND TRANSFORMATIONS OF SCHOOL WORK

Noemi Palladino (Sapienza, Università di Roma, Italy)

Teacher professionalism | Teacher education policies | Teacher professional competences

Several studies have highlighted the central role of teachers in students' learning processes and their contribution to educational outcomes, as well as their long-term impact on different life outcomes, such as the attainment of higher educational qualifications and higher levels of income (Chetty, Friedman & Rockoff, 2014; Hanushek, 2011; Rockoff, 2004). These findings have strengthened the attention devoted to the quality of teaching and to the development of teachers' professional competences, also in relation to the role that effective teachers can play in reducing educational inequalities among students (Argentin, 2018). At the same time, the concept of teacher effectiveness does not have a single, universally accepted definition, as it is linked to different indicators and dimensions of teachers' work. Moreover, the literature on teacher professionalism highlights the complex nature of teaching, which requires the integration of

disciplinary, pedagogical, relational and organizational competences, together with a continuous commitment to professional development (Hargreaves & Fullan, 2012; Ianes et al., 2019). In addition, several studies show that in order to fully exercise their professional role, teachers need adequate personal and professional resources. These resources, together with the support perceived within the school context, are also associated with teachers' professional well-being (Fiorilli et al., 2019; Skaalvik & Skaalvik, 2017). From this perspective, education and teacher training policies can represent an important context through which to support teachers' professional development and the resources necessary to carry out educational work. In the Italian context, the regulatory framework concerning teacher education has undergone several reforms in recent decades, from the Scuole di Specializzazione all'Insegnamento Secondario (SSIS) to the Tirocinio Formativo Attivo (TFA), and more recently to the new university-based qualification pathways. These reforms have progressively redefined access to the teaching profession, the professional image of teachers and the competences expected from them. Starting from these premises, the aim of this contribution is to analyse the transformations of teacher professionalism in Italian secondary schools by connecting teacher education policies, professional competences and the conditions under which teachers exercise their profession. The paper proposes a desk analysis of the main regulatory frameworks that have governed teacher education in Italian secondary schools, combined with a review of the scientific literature and an analysis of secondary sources and data related to teachers' professional conditions.

Argentin, G. (2018). Gli insegnanti nella scuola italiana. Bologna: Il Mulino.

Chetty, R., Friedman, J. N., & Rockoff, J. E. (2014). Measuring the impacts of teachers I: Evaluating bias in teacher value-added estimates. American Economic Review, 104(9), 2593–2632.

Fiorilli, C., Benevene, P., De Stasio, S., Buonomo, I., Romano, L., Pepe, A., & Addimando, L. (2019). Teachers' burnout: The role of trait emotional intelligence and social support. Frontiers in Psychology, 10, 2743.

Hanushek, E. A. (2011). The economic value of higher teacher quality. Economics of Education Review, 30(3), 466–479.

Hargreaves, A., & Fullan, M. (2012). Professional capital: Transforming teaching in every school. New York: Teachers College Press.

Ianes, D., Cramerotti, S., Biancato, L., & Demo, H. (2019). Il manuale dell'Expert Teacher. 16 competenze chiave per 4 nuovi profili docente. Trento: Erickson.

Rockoff, J. E. (2004). The impact of individual teachers on student achievement: Evidence from panel data. American Economic Review, 94(2), 247–252.

Skaalvik, E. M., & Skaalvik, S. (2017). Motivation and burnout in teachers: The role of basic psychological needs and perceived job demands and resources. Teaching and Teacher Education, 67, 152–160.

GUIDING TEACHERS: PROFESSIONAL REFLEXIVITY TO SUPPORT STUDENTS

Miriam Bassi (University of Foggia, Italy)

professional reflexivity | career guidance | teachers training

The contribution aims to position at the crossroads of issues concerning adult education and the pedagogy of work and organizations, from both an epistemological and methodological perspective. The rationale lies in the interest in the initial, and above all, continuous training of teachers who, as adults, require an approach oriented toward the interpretation of experiences and, consequently, the systems of meaning (Mezirow, 2003) of which they are carriers. Furthermore, this work intersects with the specificities of pedagogical research within organizational contexts by considering teachers as an integral part of the school environment; understood as a workplace, this setting can become a place for either the enhancement or depletion of learning processes (Alessandrini, 2004) and professional reflexivity. The focus on teachers' professional reflexivity is observable internationally in reports highlighting the importance of promoting reflective thinking and well-being in both initial and continuing teacher education (OECD, 2025) to re-imagine education as a common goal (UNESCO, 2024). Within the Italian regulatory landscape, the guidelines for initial teacher training (DPCM, 2023) call for learning outcomes in terms of teachers' reflective and self-evaluative competencies, both in purely disciplinary fields and in the digital facilitation of students' learning processes. Reflective thinking as a driver for inquiry that liberates one from routine and impulsive action is a crucial theme in Dewey's work, in which three key values of incorporating such thinking as an educational aim can be identified. In line with this perspective, Schön (2010) proposes an inquiry trajectory that centers on the cognitive activity engaging professionals – within the relationship between action and thought, starting from and in view of action (Baldacci et al., 2023) – and seeks a new epistemology of professions, challenging the concept of technical rationality. Reflection on one's own experiences plays a crucial role in activating career guidance practices, as the reflective act regarding one's life experiences can be configured as a moment in which one allows oneself to distance experiences from the self. This improves focus and, consequently, introduces "a level of self-awareness that increases the

intensity of feeling" (Mortari, 2019, p. 129), capable of "awakening the awareness of the fragility of one's own being" (p. 150). Based on these considerations, it is possible to identify the teacher's task of promoting the habitus of reflection by becoming an "intentional guide", endowed with an ethical responsibility "in pursuing one of the primary tasks of the democratic school: to offer all students the tools and opportunities to position themselves, as adults and citizens, in a complex world" (Formenti et al., 2017, p. 76). This task resonates as a renewal of Morin's warning: "the reflective attitude of the human mind, which enables it to consider itself by doubling itself, should be encouraged and stimulated in everyone" (Morin, 2000, p. 52).

Alessandrini, G. (2004). Dalla "pedagogia del lavoro" a una "pedagogia delle risorse umane e delle organizzazioni". In G. Alessandrini (Ed.), Pedagogia delle risorse umane e delle organizzazioni. Guerini.

Baldacci, M., Bocciolesi, E., Michelini, M.C., Odini, L. & Oliverio, S. (2023). Per un'idea di insegnante. Pedagogia più Didattica. Edizioni Centro Studi Erickson, 9(2), 48-61.

Decreto del Presidente del Consiglio dei Ministri (2023). Definizione del percorso universitario e accademico di formazione iniziale dei docenti delle scuole secondarie di primo e secondo grado, ai fini del rispetto degli obiettivi del Piano nazionale di ripresa e resilienza, https://www.anvur.it/sites/default/files/2025-02/dPCM-4-agosto-2023.pdf.

Formenti, L., Luraschi, S., Galimberti, A. & Rossi, M. (2017). Orientamento cooperativo: dalle storie di vita al sistema orientante. In F. Batini & S. Giusti (Eds.), Empowerment delle persone e delle comunità. Quaderno di lavoro VI convegno biennale sull'orientamento. Pensa Multimedia.

Mezirow, J. (2003). Apprendimento e trasformazione. Il significato dell'esperienza e il valore della riflessione nell'apprendimento degli adulti. Raffaello Cortina.

Morin, E. (2000). La testa ben fatta. Riforma dell'insegnamento e riforma del pensiero. Raffaello Cortina (Originariamente pubblicato nel 1999).

Mortari, L. (2019). Aver cura di sé. Raffaello Cortina.

OECD (2025), Teacher Professional Learning: Drawing Upon International Practice for a Future Vision for Ukraine, OECD. Publishing, Paris, https://doi.org/10.1787/0cceeddf-en.

Schön, D. A. (2010). Il professionista riflessivo. Per una nuova epistemologia della pratica professionale. Edizioni Dedalo (Originariamente pubblicato nel 1993).

UNESCO, International Task Force on Teachers for Education 2030 (2024) Global Report on Teachers: Addressing teacher shortages and transforming the profession. Paris: UNESCO.

IMAGINING THE FUTURE SCHOOL: PRE-SERVICE TEACHERS' NARRATIVES ON PROFESSIONAL ROLE AND IDENTITY

Lia Pappámikail (Santarém Polytechnic University, School of Education, CIEQV, Portugal) · **Susana Batista** (NOVA FCSH; CICS.NOVA) · **Cláudia Urbano** (NOVA FCSH; CICS.NOVA) · **Ana Kubrusly** (NOVA FCSH; Escola Superior de Educação do Instituto Politécnico de Setúbal (IPS); CICS.NOVA) · **Lídia Marôpo** (Escola Superior de Educação do Instituto Politécnico de Setúbal (IPS); CICS.NOVA)

teacher identity | future imaginaries | pre-service teachers

Debates about the futures of education have intensified in recent years, driven by accelerating social, institutional, and cultural transformations (Nóvoa & Alvim, 2020), particularly the expansion of digital technologies, raising fundamental questions about the role of teachers. Among these, none is more unsettling than the possibility that teachers may be replaced, or rendered peripheral, in increasingly technology-mediated educational environments. The concept of school form, understood as a specific mode of socialisation, places the teacher at its very centre. As Vincent, Lahire and Thin (2001) argue, the scholastic mode of socialisation is defined by an unprecedented social relationship between a 'master' and a 'pupil': a pedagogical relationship. Similarly, the grammar of schooling, as described by Tyack and Tobin (1994), has long organised pedagogical life around the centrality of the teacher instructing students. Yet the school form should not be read as rigid or immutable, as it can adapt and change without undermining its overall coherence. In this context of technological transformation and institutional continuity, the perspectives of those preparing to enter the profession become particularly relevant. How do pre-service teachers navigate these anxieties, and what kind of professionals do they aspire to become? More specifically, how do they imagine their professional role in the school of the future? To what extent do their narratives reproduce or challenge inherited conceptions of the teacher? And what do these imaginaries, shaped by both aspirations and fears, reveal about emerging professional identities? Drawing on Biesta's (2020) notion of teaching as a professional art, and on research on how student teachers construct professional identity (Beauchamp & Thomas, 2010), we examine the potential of future teachers to reimagine their role, attending to the values, relational orientations, and anxieties they project onto the future school. Empirically, this communication draws on data from a pedagogical experiment in two master's-level teacher education courses in the area of social sciences and humanities in Portugal, involving 70 students, with two stages. In the first stage, students produced a reflective text imagining school life and their daily work as teachers in 2050. In the second stage, they generated AI images representing the school of the

future. The analysis focuses on the self-positionings that emerge from these narratives. How do pre-service teachers locate themselves within future educational scenarios? Do they position themselves as central or peripheral in the school and classroom? Which words and metaphors do they associate with teaching? How do they envision their relationships with other professionals and educational actors? Does technology appear in their imaginaries as a support for their practice or as a threat to their relevance? Through this lens, we explore whether future teachers see themselves as agents of transformation, as relational and humanising presences irreplaceable by any technological substitute, or, conversely, as potentially dispensable figures in an increasingly automated educational landscape. The findings contribute to discussions on teacher professional identity and well-being, shedding light on how future teachers imagine and position themselves within a profession whose role, while historically central to the school form, is today being questioned.

Beauchamp, C., & Thomas, L. (2010). Reflecting on an ideal: student teachers envision a future identity. Reflective Practice, 11(5), 641–652. https://doi.org/10.1080/14623943.2010.516975

Biesta, G. (2020). Digital first or education first?: Why we shouldn't let a virus undermine our educational artistry. PESA Agora. https://pesaagora.com/columns/digital-first-oreducation-first-why-we-shouldnt-let-a-virus-undermine-our-educational-artistry/

Nóvoa, A., & Alvim, Y. (2020). Nothing is new, but everything has changed: A viewpoint on the future school. Prospects, 49, 35–41.

Tyack, D., & Tobin, W. (1994). The "Grammar" of Schooling: why has it been so hard to change? American Educational Research Journal, 31(3), pp.453-479

Vincent, C., Lahire, B., & Thin, D. (2001). Sobre a história e a teoria da forma escolar. Educação em Revista, Belo Horizonte, 33, 7-47

A PROFESSION UNDER STRAIN: SHORT-TERM POLICY FIXES AND LONG-TERM PLANNING GAPS IN PORTUGAL'S TEACHER WORKFORCE

Lia Pappámikail (Santarém Polytechnic University, School of Education, CIEQV, Portugal) · **David Beirante** (Santarém Polytechnic University, School of Education, CIEQV, Portugal) · **Helena Luis** (Santarém Polytechnic University, School of Education, CIEQV, Portugal) · **Marisa Correia** (Santarém Polytechnic University, School of Education, CIEQV, Portugal)

Teachers | educational policies | workforce governance

This paper analyses teacher education, recruitment and retention policies in Portugal through a sociological lens that treats "shortage" not only as a technical mismatch between supply and demand but as a policy problem constructed through specific frames, instruments and temporalities. Building on national diagnosis of an ageing workforce and projected retirement pressures, we argue that policy responses have tended to be organized around short-horizon measures, designed to stabilize staffing in the present—rather than around integrated, prospective workforce planning that aligns initial teacher education capacity, induction, career structures and working conditions (Conselho Nacional de Educação [CNE], 2024). We conceptualize this pattern as a technocratic policy orientation in the sense of governing through instruments. It privileges managerial levers, quantification and rapid regulatory adjustments that render the profession "manageable" while leaving less visible the relational, institutional and political conditions that shape professional commitment and career continuity. International evidence on teacher shortages and retention stresses that sustainable solutions require system-wide strategies centred on professional support, decent working conditions and coherent career governance, reinforcing the limits of reactive approaches (Organisation for Economic Co-operation and Development [OECD], 2025; UNESCO, 2024). Methodologically, the paper undertakes qualitative analysis of official reports and policy documents to trace how teacher supply is narrated, which instruments are prioritized, and what assumptions about professionalism and responsibility underpin policy choices. By linking policy temporality (short-term responsiveness versus long-term planning) with policy rationality (technocratic instrumentality versus professional and democratic governance), results reveal that "quick fixes" may contribute to cyclical instability and transfer responsibility to schools and teachers, undermining retention. We conclude by arguing for the need for a more prospective democratic governance architecture where education, recruitment, retention and wellbeing are treated as structurally interconnected dimensions of professional sustainability.

Conselho Nacional de Educação. (2024). Estado da educação 2023 (Relatório). https://www.cnedu.pt/pt/estado-da-educacao-cne/publicacao/estado-da-educacao-2023

Organisation for Economic Co-operation and Development. (2019). Portugal: Country note—TALIS 2018 results (Volume I): Teachers and school leaders as lifelong learners. https://www.oecd.org/education/talis/TALIS2018_CN_PRT.pdf

Organisation for Economic Co-operation and Development. (2025). Results from TALIS 2024—Country notes: Portugal. https://www.oecd.org/en/publications/results-from-talis-2024-country-notes_e127f9e2-en/portugal_f19ffc18-en.html

UNESCO. (2024). Global report on teachers: Addressing teacher shortages and transforming the profession. https://www.unesco.org/en/articles/global-report-teachers-addressing-teacher-shortages-and-transforming-profession

THE REFLECTIVE COMMUNITY: REIMAGINING TEACHER IDENTITY AND WELL-BEING THROUGH COLLECTIVE CRITICAL REFLEXIVITY IN EUROPEAN EDUCATIONAL FIELDS

Alexandra Covaci (University of Salento, Italy; University of Glasgow)

Teacher Well-being | Professional Identity | Critical Reflexivity

As the teaching profession faces unprecedented challenges—ranging from systemic shortages to the digital transformation of the classroom—this panel contribution argues that the crisis of teacher well-being cannot be resolved through individual psychological interventions. Instead, drawing on the collaborative framework of the Erasmus+ "Connecting Teachers" project (2025–2028), we propose that well-being and professional identity must be reimagined as relational constructs embedded within institutional cultures. The discussion centers on the necessity of moving beyond the "technical-rationality" model of teaching, which reduces the profession to the implementation of pre-defined protocols and accountability metrics. Following Schön (1983), we advocate for the recovery of the "Reflective Practitioner." In this view, professional identity is not a static set of credentials but a dynamic process of "reflection-in-action." By embracing the uncertainty of the "swampy lowlands" of practice, teachers can reclaim their role as autonomous professionals capable of navigating the emotional and structural complexities of modern schools. However, to ensure that reflection does not lead to self-blame or isolation, this contribution emphasizes the role of the community. Using Brookfield's (2017) framework for "becoming a critically reflective teacher," we explore how the development of Communities of Practice (CoP) allows for a collective interrogation of the profession. By viewing their work through the "four lenses"—autobiography, students' eyes, colleagues' perceptions, and theoretical literature—teachers can identify and challenge the hegemonic assumptions that lead to burnout and alienation. This contribution invites a comparative reflection on how European higher education and teacher training programs can foster these "spaces of encounter." The goal is to move from a culture of performance to a culture of shared inquiry. By reframing well-being as a byproduct of collective agency and critical reflexivity, we can renew the social foundations of the teaching profession, positioning schools not just as sites of instruction, but as resilient communities of practice that sustain the democratic identity of the educator.

Brookfield, S. D. (2017). Becoming a Critically Reflective Teacher. Jossey-Bass.
OECD. (2025). Education at a Glance 2025: OECD Indicators. OECD Publishing.
Schön, D. A. (1983). The Reflective Practitioner: How Professionals Think in Action. Basic Books.
UNESCO. (2024). Global Report on Teachers: Addressing Teacher Shortages. UNESCO Publishing.
Wenger-Trayner, E., & Wenger-Trayner, B. (2015). Learning in a Landscapes of Practice. Routledge.

RECONFIGURATIONS OF THE TEACHING VOCATION: ENGAGEMENT, WELL-BEING AND PROFESSIONAL REGIMES FROM THE PERSPECTIVE OF SCHOOL LEADERSHIP

David Beirante (Instituto Politécnico de Santarém, Portugal; Centro Interdisciplinar de Ciências Sociais da UNL, Portugal) · **Pedro Caetano** (Centro Interdisciplinar de Ciências Sociais da UNL, Portugal) · **Ana Neves** (Centro Interdisciplinar de Ciências Sociais da UNL, Portugal) · **Francisco Ferreira** (Centro Interdisciplinar de Ciências Sociais da UNL, Portugal; Universidade de Lisboa Faculdade de Letras, Portugal)

teaching vocation | teacher well-being | professional identity

Within a European context marked by teacher shortages and the intensification of professional burnout (OECD, 2023; UNESCO, 2024), this exploratory study draws on pragmatic sociology (Boltanski & Thévenot, 2006; Thévenot, 2006). Its analysis interprets the findings as expressions of different modes of teachers' engagement with their professional activity and with the institutional frameworks that regulate it. The most consistent form of engagement remains anchored in the concrete pedagogical relationship, in everyday cooperation, and in care for students— a commitment sustained by situated practices and ethical responsibility. However, this core is traversed by institutional dynamics shaped by performance metrics, accountability mechanisms, and bureaucratic intensification, which tend to misalign the pedagogical meaning of

the profession from formal criteria of recognition. This paper presents the results of an initial questionnaire developed within the framework of the DRAFTER project – Building Teachers' Vocation for the 21st Century. The study is based on a survey administered to principals of School Clusters (Agrupamentos de Escolas) and Non-Clustered Schools in the Lisbon Metropolitan Area, seeking to analyse school leaders' perceptions of teachers' professional engagement, well-being, and the conditions for valuing the profession. The analysis, combining quantitative and qualitative data, enables the construction of an integrated reading of school leaders' perceptions of teaching. The findings indicate high levels of collaboration among teachers, low levels of professional isolation, and a consistent openness to addressing students' difficulties. At the same time, they reveal frequent references to accumulated fatigue, bureaucratic pressure, salary dissatisfaction, and the symbolic weakening of teachers' authority. Open-ended responses converge in identifying priorities such as salary enhancement, improved working conditions, and strengthened social recognition of the profession. Taken together, these elements do not point to a generalized erosion of vocation, but rather to a reconfiguration of professional engagement within institutional contexts marked by increasing demands and insufficient recognition. In sum, teacher well-being emerges as a relational and organisational phenomenon, produced in everyday interactions and professional cultures rather than as a merely individual variable. Within the context analysed, teaching appears as a vocation under strain yet not annulled: commitment to students and to the professional collective remains active, although conditioned by structures that challenge the sustainability of engagement and call for renewed forms of institutional and public recognition.

Boltanski, L., & Thévenot, L. (2006). On justification: Economies of worth. Princeton University Press.
OECD. (2023). Education at a glance 2023: OECD indicators. OECD Publishing. https://doi.org/10.1787/eag-2023-en
Thévenot, L. (2006). L'action au pluriel: Sociologie des régimes d'engagement. La Découverte.
UNESCO. (2024). Global report on teachers: Addressing teacher shortages and transforming the profession. UNESCO.

THIS IS THE SERIOUS WORK: TEACHER JOY IN CULTURALLY AND LINGUISTICALLY DIVERSE TEACHING AND LEARNING ENVIRONMENTS

Kathy Whynot (University of New Brunswick, Canada)

professional identity | teachers' well-being | teacher joy

Over the past five years in Canada, and globally, the teacher's role in education—long recognized as crucial—has grown more complex. Rapid technological change, a global pandemic, and recruitment and retention difficulties have resulted in an increasingly stressed workforce (Awde, 2024). At the same time, unprecedented global migration (UNHCR, 2025) has reshaped classrooms, creating newly culturally and linguistically diverse (CLD) learning environments that require teachers to navigate complex identity and belonging dynamics. In New Brunswick (NB), a province located in Atlantic Canada, for example, in 2017, students came from 40 countries; by 2024, they represented 150 countries, and the overall student population had increased by 20% (GNB, 2025). What have teachers experienced in this rapidly evolving context? Little is known about how teachers' identities develop in newly CLD environments and how well-being and practice might be affected (Gregersen et al., 2020). Growing cultural and linguistic diversity has been identified as a key challenge (Aydin, 2023; Yildirim, 2019), yet the literature on teachers' experiences in CLD environments reveals variation in beliefs, experiences, and recommendations. Strain and tension, often connected to low self-efficacy and/or deep value misalignment (for example, see: Acheson et al., 2016; Babaii et al., 2020; Nazari et al., 2022; Peterson & Jenson, 2025), can lead to disillusionment, burnout, or leaving the profession (Ben-Said, 2014). Recent literature, however, has shown that this tension can also stoke agentive action for change (Betancurt & Gallego, 2025; Tekin, 2024; Truong et al., 2025; Yuan & Burns, 2017). Recognizing that a research and narrative focus on damage in complex systems has not amounted to change (Tuck, 2009), it is evident that teachers must consider how to remain aligned with their values as a form of resistance and sustenance in an increasingly complex role. In this presentation, I argue that the phenomenon of teacher joy, which I conceptualize as deep and positive alignment with self and personal praxis, is a potential way through and beyond stressed systems. Joy - agentic, relational, collective, and politically situated (Ahmed, 2017; Emmons, 2020; Muhammad, 2023) - is often expressed through culture and language, making it deeply important in CLD environments as a democratic force that embraces diversity, fights assimilation, and inspires change. To discuss this phenomena of teacher joy, I draw on a critical literature review, a theoretical framework grounded in Black, feminist and Indigenous theories of

knowledge that reject pathologizing narratives and embrace complexity (Belcourt, 2020; hooks, 2001; Lorde, 2007), and a sociocultural consciousness that believes that humanizing pedagogical practices like translanguaging open space for identities to flourish (Koyama & Kasper, 2022; Nieto, 2013). I also draw on reflexive commentary emerging from my experiences as a first-generation high school graduate-turned-teacher, teacher leader, and teacher educator in a rapidly diversifying rural Canadian province to discuss the rationale and methodology for my upcoming research on teacher joy in newly CLD learning environments. The pedagogy of joy I describe is grounded in feminist resistance, collective reflexivity, and communities of practice.

Acheson, K., Taylor, J., & Luna, K. (2016). The burnout spiral: The emotion labor of five rural U.S. foreign language teachers. The Modern Language Journal, 100(2), 522–537. https://www.jstor.org/stable/44135025

Ahmed, S. (2017). Living a feminist life. Duke University Press.

Awde, S. (2024, June 20). New Brunswick school system short 500 teachers as year begins, says teachers' association. CBC News. https://www.cbc.ca/news/canada/new-brunswick/school-system-500-short-1.7240909

Aydin, H. (2023). Teachers' perceptions and lived experiences of challenges in culturally diverse classrooms: Establishing an equitable school environment. Multicultural Learning and Teaching. Advance online publication. https://doi.org/10.1515/mlt-2023-0028

Babaii, E., Molana, K., & Nazari, M. (2020). Contributions of assessment-related critical incidents to language teacher identity development. Innovation in Language Learning and Teaching, 15(5), 442–457. https://doi.org/10.1080/17501229.2020.1824234

Belcourt, B. R. (2020). A history of my brief body. Two Dollar Radio.

Ben-Said, S. (2014). Teacher identity development in the midst of conflicting ideologies. In Cheung, Y. L., Ben-Said, S., & Park, K. (Eds.). (2015). Advances and current trends in language teacher identity research. Routledge.

Betancurt, L., & Gallego, L. (2025). An integrative literature review on English teachers as agents of change/Una revisión integral de la literatura sobre los docentes de inglés como agentes de cambio. Profile: Issues in Teachers' Professional Development, 27(1), 191–205. https://doi.org/10.15446/profile.v27n1.113092

Emmons, R. A. (2020). Joy: An introduction to this special issue. The Journal of Positive Psychology, 15(1), 1–4. https://doi.org/10.1080/17439760.2019.1685580

Freire, P. (1970). Pedagogy of the oppressed. Seabury Press.

Gallagher, M. A., & Scrivner, S. (2025). Teachers' beliefs about language diversity and multilingual learners: A systematic review of the literature. Review of Educational Research, 95(4), 822–861. https://doi.org/10.3102/00346543241257533

Government of New Brunswick, Department of Education and Early Childhood Development. (2025, August 6). Voices from our diverse classrooms: A New Brunswick story of learning, collaboration, and community [Conference presentation]. CONTACT Teachers' Conference, Atlantic Provinces Teachers' Associations.

Gregersen, T., Mercer, S., MacIntyre, P., Talbot, K., & Banga, C. A. (2020). Understanding language teacher wellbeing: An ESM study of daily stressors and uplifts. Language Teaching Research, 27(4), 862–883. https://doi.org/10.1177/1362168820965897

hooks, b. (1994). Teaching to transgress: Education as the practice of freedom. Routledge. https://doi.org/10.4324/9780203700280

hooks, b. (2001). All about love: New visions. William Morrow.

hooks, b. (2003). Teaching community: A pedagogy of hope. Routledge.

Koyama, J., & Kasper, J. (2022). Transworlding and translanguaging: Negotiating and resisting monoglossic language ideologies, policies, and pedagogies. Linguistics and Education, 70, Article 101010. https://doi.org/10.1016/j.linged.2021.101010

Lorde, A. (2007). Sister outsider: Essays and speeches. Crossing Press.

Muhammad, G. (2023). Unearthing joy: A guide to culturally and historically responsive teaching and learning. Scholastic.

Nazari, O., & Atai, M. R. (2022). An exploratory study of EAP teachers' coping strategies. System, 106, 102764. https://doi.org/10.1016/j.system.2022.102764

Nieto, S. (2013). Finding joy in teaching students of diverse backgrounds: Culturally responsive and socially just practices in U.S. classrooms. Heinemann.

Nieto, S., & López Nieto, A. (Eds.). (2024). Teachers speak up!: Stories of courage, resilience, and hope in difficult times. Teachers College Press.

Omidire, F., Aluko, R., & Mampane, M. (2021). Promoting the joy of teaching and learning in a diverse world. South African Journal of Higher Education, 35(5), 168–183. https://doi.org/10.20853/35-5-3861

Peterson, J. M., & Jensen, M. T. (2025). Teacher self-efficacy in relation to cultural and linguistic diversity in K–12 settings: A systematic review. Frontiers in Education, 10, 1531481. https://doi.org/10.3389/feduc.2025.1531481

Ruan, X., Zheng, X., & Toom, A. (2020). From perceived discrepancies to intentional efforts: Understanding English department teachers' agency in classroom instruction in a changing curricular landscape. Teaching and Teacher Education, 92, 103074. https://doi.org/10.1016/j.tate.2020.103074

Tekin, A. (2024). Teachers of action: When teachers take care of their own professional development. Professional Development in Education, 1–15. https://doi.org/10.1080/19415257.2024.2306993

Truong, H., Ngo, C.-L., & Li, B. (2025). The interplay of language teachers' identity, cognition, emotion, and agency, and the role of context: A scoping review. Teaching and Teacher Education, 158, 104967. https://doi.org/10.1016/j.tate.2025.104967

Tuck, E. (2009). Suspending damage: A letter to communities. Harvard Educational Review, 79(3), 409–427. https://doi.org/10.17763/haer.79.3.n0016675661t3n15

United Nations High Commissioner for Refugees. (2025). Global trends: Forced displacement in 2024. https://www.unhcr.org/global-trends-report-2024

Yıldırım, R. (2019). Teaching in culturally and linguistically diverse classrooms: Turkish EFL instructors' experience. Journal of Language and Linguistic Studies, 15(3), 1155–1170. https://doi.org/10.17263/jlls.631557

Yuan, R., & Burns, A. (2016). Teacher identity development through action research: A Chinese experience. Teachers and Teaching, 23(6), 729–749. https://doi.org/10.1080/13540602.2016.1219713

VOCATION AND EMANCIPATION. THE PLACE OF WORK AND TEACHING IN STUDENTS' UTOPIAN ASPIRATIONS.

Baptiste Legros (Université Paris Est Créteil, France)

utopia vocation teacher identity

This contribution presents an ongoing study on students' utopias, conducted as part of a postdoctoral research project at the Université Paris-Est Créteil (UPEC) under the supervision of Séverine Chauvel. It engages with this panel's central questions by approaching professional teacher identity not from the perspective of practitioners already in the field, but from that of students whose social imaginaries sketch, in negative, a redefinition of the symbolic and relational foundations of the teaching profession. The study seeks to understand how utopian imaginaries are grounded in ordinary experience, placing actors in situations of incongruence between their ideals and their practices (Mannheim, 2006). Conducted with students at UPEC — 25 interviews completed out of a target of 50 — enrolled in social science programmes preparing for careers in local government, community education, and teaching, it draws on the photo-elicitation method (Bigando, 2013; Michelin, 1998). Photography plays a central methodological role: it ensures grounding in participants' everyday lives by inviting them to capture and objectify what they perceive daily without always putting it into words (Bajard & El Miri, 2024). Participants are asked to take a series of photographs documenting an everyday situation — an object, a landscape, an interaction — that provokes, to them, either attraction or repulsion. These photographic acts allow them to identify situations that are often "seen but unnoticed." This grounding work then leads to an elicitation interview, during which participants explain the reasons behind their photographic choices and articulate, from their individual and sensory experiences, as-yet-unrealised social aspirations. Photography anchors lived experience; the interview reveals its meaning by making visible the forms of social imagination that underlie it. Unlike strategic projections on plausible professional futures — shaped by parental expectations and competencies (Duru-Bellat, 2024) — students' imaginaires here go beyond instrumental rationality and career strategies. Yet, these imaginaries remain predominantly positive, echoing findings from youth studies which show that young people tend to maintain a strong sense of optimism about their personal futures, grounded in perceptions of resources, agency and individual responsibility (Keating & Melis, 2021). In this sense, students' utopian aspirations resonate with liberal and neoliberal valorizations of individual agency and self-realisation (Visanich, 2020). At the same time, they articulate an internal critique of this model, particularly with regard to the role that teaching should play in supporting collective emancipation rather than merely individual success. It is precisely within this critique that emerges a reimagined conception of teaching. Teaching thus occupies a singular place in these imaginaires. Students project onto it a vision of the teacher grounded not in statutory authority, but in relational authority (Aspelin, 2023), sustained by the capacity to foster critical reflexivity and to accompany students' emancipation.

Aspelin, J. (2023). "In the blink of an eye: understanding teachers' relational competence." International Journal of Leadership in Education. https://doi.org/10.1080/19463014.2022.2072354

Bajard, F., & El Miri, M. (2024). « Utopies et possibles insoupçonnés. Enquêter des traces, diversifier les objets, réviser les catégories ? », Argumentaire général du séminaire "Utopies et possibles insoupçonnés", Aix-en-Provence, France.

Bigando, E. (2013). « De l'usage de la photo-élicitation interview pour appréhender les paysages du quotidien : retour sur une méthode productrice d'une réflexivité habitante », Cybergeo : European Journal of Geography.

Duru-Bellat, M. (2024). « L'orientation en France : entre projet et sélection », Revue internationale d'éducation de Sèvres, (97), 163–173. https://doi.org/10.4000/ries.139c3

Keating, A., & Melis, G. (2021). « Youth Attitudes Towards Their Future: the Role of Resources, Agency and Individualism in the UK », Journal of Applied Youth Studies, 5(1), 1–24.

Mannheim, K. (2006). Idéologie et utopie, Paris, Éditions de la Maison des sciences de l'homme.

Michelin, Y. (1998). « Des appareils photo jetables au service d'un projet de développement : représentations paysagères et stratégies des acteurs locaux de la montagne thiernoise », Cybergeo : European Journal of Geography.

Visanich, V. (2020). Education, Individualization and Neoliberalism: Youth in Southern Europe, London, Bloomsbury Academic. https://doi.org/10.1007/978-981-13-6760-1

C.04

Research-based Teacher Professional Development as a Model of Professional Reflection for Teachers and Researchers

PANEL CONVENORS: Guido Benvenuto (Sapienza University, Italy); Gabriella Agrusti (Lumsa University, Italy)

PANEL KEYWORDS: Research-based Professional Development, In-service teacher training, Teacher change

The Research-based Teacher Professional Development (R-TPD) framework, developed by the Interuniversity Educational Research Centre on Teacher Professional Development (CRESPI) (Asquini, 2018), promotes collaboration between researchers and educational stakeholders. Its aim is to produce scientifically robust knowledge while ensuring the sustainability of implemented actions. This approach has been applied in several intervention projects, including recent CRESPI PRIN2022 initiatives, to highlight a political–methodological model grounded in a transformative and reflexive paradigm (Dodman et al., 2025) and oriented towards the emancipation of educational practices. At the core of R-TPD is collaborative inquiry between teachers and researchers, conceived as an interdisciplinary process integrating diverse theoretical and epistemological perspectives while keeping teacher reflexivity central. Each project is structured around five principles that define R-TPD as a distinctive methodological approach and function as commitments and open questions: Clear focus – explicit definition of research aims related to teacher learning and professional growth, with systematic analysis of change. Co-construction – creation of an R-TPD group with clarified roles and negotiated goals, values, and methodological choices. Context-specificity – attention to institutional and non-institutional conditions shaping each context, through ongoing analysis of constraints and resources. Documentation-based practice – continuous discussion of collected documentation on processes and outcomes in school and professional development settings. Impact-orientation – monitoring the effects of R-TPD on school practices, educational innovation, and teacher development. The Panel presents main results from this research tradition and illustrates selected projects using the R-TPD model, encouraging reflection on its strengths, limitations, theoretical implications, and contribution to developing school professionalism.

CO-DESIGNING STEAM ACTIVITIES: A PARTICIPATORY FRAMEWORK FOR TEACHERS' PROFESSIONAL DEVELOPMENT THROUGH ACTION RESEARCH AND MAKER CULTURE

Federica Selleri (FabLab Valsamoggia APS, Università di Foggia, Italy)

Co-design | Action research | Maker culture

Background and objectives Despite various initiatives aimed at promoting digital technology integration in Italian schools over recent years, a significant gap persists between the availability of tools and their effective integration into curricular teaching. While teachers demonstrate theoretical knowledge of STEAM approaches, practical implementation remains limited. This study presents the development and experimentation of a co-created design protocol with teachers to facilitate the planning of hands-on STEAM activities in primary and lower secondary schools. Theoretical-methodological framework The research integrates three complementary paradigms: Design-Based Research (McKenney & Reeves, 2019), participatory co-design (Sanders & Stappers, 2008), and action research (Carr & Kemmis, 1986). This approach repositions teachers from implementers to "Teachers as Designers" (Brennan, 2015), valorizing professional competencies through the creation of a community of practice (Wenger, 1998). The theoretical framework is rooted in social constructivism (Vygotsky, 1978) and "learning by making" (Papert, 1980), connecting the maker culture ecosystem and FabLab pedagogical models (Blikstein, 2013; Halverson & Sheridan, 2014) to formal schooling contexts. Research structure The two-year project was articulated in four iterative phases: (1) Context analysis and identification of primary stakeholders through a questionnaire validated on constructs of readiness and self-efficacy; (2) Co-design of the protocol through online meetings with teacher stakeholders, using collaborative platforms to define shared parameters related to objectives, competencies, and tools; (3) Classroom experimentation of the protocol in primary school classes with participant observation by the researcher; (4) Analysis through teacher logbooks and post-experience questionnaire. Main findings The co-created protocol functioned as an enabling constraint, providing a flexible structure adaptable to specific contexts. Analysis of teacher logbooks revealed the emergence of hidden competencies among teachers (problem-solving management, cooperative group coordination) not initially recognized as "technological" competencies but essential for STEAM activities. The collaborative dimension of the process was identified as an "intellectual partnership" that transformed professional isolation into a shared resource. The protocol supported the transition from descriptive reflection to critical and transformative reflection (Schön, 1983; Elliott, 1991). The main barriers identified remain

systemic in nature (management of school time) rather than related to individual competencies. Implications for teacher education The study demonstrates that effective training does not eliminate difficulties but changes their nature: from "not knowing what to do" (pedagogical block) to "not having functional tools" (logistical block). The co-design process is configured as a scalable model of professional development that overcomes traditional vertical training, creating spaces of design freedom where teachers become active co-researchers. The experience suggests the need to establish some permanent educational fablabs as methodological hubs external to consolidated school dynamics, to support interdisciplinary communities of practice. The research contributes to the field of teacher professional development by demonstrating how participatory design methodologies can effectively bridge the gap between theoretical knowledge and practical implementation of STEAM education. By positioning teachers as designers rather than mere consumers of educational innovation, the study offers a replicable model for sustainable integration of technology-enhanced learning in formal education contexts. The iterative nature of the research allowed for continuous refinement of the protocol based on authentic classroom experiences, ensuring ecological validity and practical applicability.

Blikstein, P. (2013). Digital fabrication and 'making' in education: The democratization of invention. In J. Walter-Herrmann & C. Büching (Eds.), FabLabs: Of machines, makers and inventors (pp. 203-222). Transcript Publishers.
Brennan, K. (2015). Beyond technocentrism: Supporting constructionism in the classroom. Constructivist Foundations, 10(3), 289-296.
Carr, W., & Kemmis, S. (1986). Becoming critical: Education, knowledge and action research. Falmer Press.
Elliott, J. (1991). Action research for educational change. Open University Press.
Halverson, E. R., & Sheridan, K. (2014). The maker movement in education. Harvard Educational Review, 84(4), 495-504.
McKenney, S., & Reeves, T. C. (2019). Conducting educational design research (2nd ed.). Routledge.
Papert, S. (1980). Mindstorms: Children, computers, and powerful ideas. Basic Books.
Sanders, E. B. N., & Stappers, P. J. (2008). Co-creation and the new landscapes of design. CoDesign, 4(1), 5-18.
Schön, D. A. (1983). The reflective practitioner: How professionals think in action. Basic Books.
Stenhouse, L. (1975). An introduction to curriculum research and development. Heinemann.
Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.
Wenger, E. (1998). Communities of practice: Learning, meaning, and identity. Cambridge University Press.

GRADUATE TEACHING ASSISTANTS IN THE THIRD DIMENSION: IDENTITY AND CAREER CONTINUATION

Kristyna Campbell (King's College London, United Kingdom) · **Kaiyun Feng** (King's College London, United Kingdom)

Third-space | Graduate Teaching Assistants | Professional Development

Across UK higher education, Graduate Teaching Assistants (GTAs) are increasingly being relied upon to carry out teaching responsibilities (Quirke & Standen, 2024), comprising seminar leading, lab demonstrating, and marking and feedback. While the dual nature of their role (as doctoral candidates that teach) can offer great insight and opportunity for advancing their career prospects, their liminality can create challenges with precarity, perceived competence, and understanding the expectations and responsibilities of GTAs (Zotos, Moon & Shultz, 2020). This can be problematic as they navigate identifying as student and staff simultaneously and grapple with institutional training to enhance preparedness for teaching (Corrales & Komperda, 2022; Brock et al., 2024). This study of GTAs at a Russell Group university seeks to understand how the GTA role shapes career aspirations. Earlier studies indicate that the GTAs' liminality has situated them in third space, assigning a 'blended professional' identity, owing to their movement between academic and administrative roles (Campbell, 2024). Based on this, and the heterogeneity of GTAs, to understand the types of work they fulfil within HE and the influence of this work, a new model of analysis is required (Feng, 2024). Distinct features of the GTA reality and their aspirations are known to be informed by personal background, disciplinary expertise, and their job expectations, as well as their involvement with teaching, research, and service. Hence, by acknowledging this information, institutions may be better placed to develop support and training that not only accommodates difference but uses these subjectivities as a starting point when helping to pave career paths into academia. Feng's (2024) three-dimensional space model is a good fit for the current study as it illustrates GTA positioning regarding the three core functions of higher education – teaching, research, and service. Teaching encompasses student instruction and staff training; research represents disciplinary and institutional research; and service captures the general and professional activities essential to sustaining university operations. These three axis points reveal how GTAs define their work, and indeed how their involvement in these tasks

inform their career trajectories, if at all. This conceptualisation provides a framework for analysing GTAs' expectations, experiences, and career aspirations within the academic field and offers insight into how they navigate their professional identities in higher education. From the data, various implications for higher education are offered. In the first instance, issues with GTA mentorship and supervisionarise as a lack of consistent support is revealed across participant experiences. This indicates that there may be a need for those working with or supporting GTAs to undergo training that addresses the challenges of their unique role. Where training is concerned, the authors consider what additional CPD could be offered to anchor GTAs more firmly in the institution during their contracted employment, and what would also give them a competitive edge thereafter. GTAs are often the GTA's greatest resource, as they share strategies for teaching, and whether challenges together – so, how can they be supported to know one another better as peers, not least as prospective colleagues in the academy?

Brock, S. J., Miller, B. C., Hollett, N., Grimes, J. R., and Moore, M. (2024). Providing Support to First-Year Graduate Teaching Assistants: What Do They Really Need?. Journal of Teaching in Physical Education 43, 2, 199-208, available from: < https://doi.org/10.1123/jtpe.2023-0043>

Campbell, K. (2024) 'Labelling in the academy: identity renegotiation among postgraduate

teaching assistants'. London Review of Education, 22 (1), 16. DOI: https://doi.org/10.14324/LRE.22.1.16.

Corrales, A. and Komperda, R. (2022) 'Characterizing Graduate Student Identity Development in the Context of an Integrated Research and Teaching Graduate Student Training Course', Journal of Chemical Education, 99(4). Available at: https://doi.org/10.1021/acs.jchemed.1c00927.

Feng, K. (2024). Third space professionals and undergraduate teaching–A comparative study in China, the United Kingdom and Canada. Higher Education Quarterly, 78(4), e12541.

Quirke, S. & Standen, A. (2024) Excellence in GTA Development: Supporting doctoral researchers with gaining teaching opportunities and teaching-related professional development, s.l.: UK Council for Graduate Education.

Zotos, E. K.; Moon, A. C.; Shultz, G. V. Investigation of Chemistry Graduate Teaching Assistants' Teacher Knowledge and Teacher Identity. J. Res. Sci. Teach 2020, 57 (6), 943–967.

RESEARCH-BASED TEACHER PROFESSIONAL DEVELOPMENT AND CITIZENSHIP EDUCATION: INSIGHTS FROM A RESEARCH ON DEMOCRATIC LEARNING ENVIRONMENTS

Valeria Damiani (LUMSA University, Italy)

Civic and Citizenship Education | Whole-School Approach | Research-based Teacher Professional Development trainings

This contribution presents the findings of the PRIN project, "The School as a Democratic Learning Environment: Promoting Civic and Citizenship Education (CCE) through a Whole-School Approach (WSA) in the First Cycle of Education". Drawing on the Council of Europe's Reference Framework of Competence for a Democratic Culture (RFCDC, 2018), the project explores the implementation of the Whole-School Approach (WSA), which integrates democratic values across three pillars: teaching and learning, school governance, and community partnerships. The project consists of two phases: the first is dedicated to analyzing the contexts for CCE in a whole-school approach in six schools (two for each research unit) (Damiani, Ciani, Bevilacqua, 2024) through case studies (Yin, 2003); the second involves the implementation of Research-based Teacher Professional Development trainings (Ricerca-Formazione, R-F) (Asquini, 2019) for teachers working in each of the participating schools. These trainings are part of the research work carried out within the CRESPI center on the R-F approach. The study focuses on the second phase of the project: the implementation of Research-based Teacher Professional Development training within two primary and lower secondary schools in Rome. The core of the intervention was the co-design of competence-oriented activities, i.e. interdisciplinary projects designed to let students "experience" citizenship in real-world contexts, such as neighborhood revitalization, digital communication, and schools' initiatives. The trainings adopted a data-driven, collaborative methodology, utilizing the SARF self-assessment tool (Bondioli et al., 2025) to guide the negotiation of objectives between university researchers and teachers, to outline the different phases of R-F with greater clarity and to trace correspondences with the five fundamental points of Ricerca-Formazione. The Research-based Teacher Professional Development trainings highlight several critical aspects related to the promotion and implementation of citizenship education at the school level, ranging from the challenges of introducing methodological innovations and structural barriers to the need to address verticality and continuity across cycles (primary and lower secondary cycles). While, on the one hand, the use of competence-oriented activities effectively shifted the focus from theoretical content to "citizenship in action", increasing student motivation and community engagement, on the other, significant challenges remain regarding collegial cooperation, particularly in lower secondary schools. Although institu-

tional curricula emphasize verticality, the practical implementation of continuity between primary and secondary levels proved difficult to achieve without external intervention. The research underscores that universities serve as essential actors for change, providing the theoretical scaffolding and reflective spaces necessary for teachers to rethink their pedagogical and evaluative practices. In conclusion, while the WSA offers a powerful framework for transforming citizenship education and school culture into a democratic learning environment, and Ricerca-Formazione can act as a valuable approach to promote it, its success depends on overcoming organizational constraints—such as time for shared planning—and ensuring continuity in professional development beyond the lifespan of specific research projects.

Asquini, G. (a cura di) (2019). La Ricerca-Formazione. Temi, esperienze, prospettive. Milano: FrancoAngeli.

Bondioli, A., Savio, D., Damiani, V., Antonietti, M., Girelli, C., Gueli, C. e Losito, B. (2025). Uno Strumento per l'Autovalutazione dei percorsi di Ricerca-Formazione (SARF). In Dodman, M., Cardarello, R., Damiani, V., Ciani, A. (2025) (a cura di). La Ricerca-Formazione. Impatti, strumenti, fattori. FrancoAngeli OpenAccess ISBN 9788835178446

Council of Europe. (2018). Reference Framework of Competences for Democratic Culture. https://www. coe.int/en/web/campaign-free-to-speak-safe-to-learn/reference-framework-of-competences-for -democratic-culture

Damiani, V.; Ciani, A.; Bevilacqua, A. (2024). Educare alla cittadinanza nel primo ciclo di istruzione attraverso gli ambienti democratici di apprendimento: il punto di vista dei dirigenti, in Cadmo. Giornale italiano di pedagogia sperimentale – An International journal of educational research, XXXII, 1, pp. 24-44 DOI: 10.3280/CAD2024-001003

Yin R.K. (2003). Case Study Research: Design and Methods. Applied Social Science Research Methods Series, 3rd Edition, SAGE Publications.

BRIDGING SCHOOL AND TERRITORY THROUGH THE ATELIER: TEACHER PROFESSIONAL LEARNING IN CONTEXT

Stefania Bettuzzi (University of Modena and Reggio Emilia, Italy)

City-atelier | Reflective-learning-community | Teacher- development

This contribution explores the educational potential of a civic atelier as a space for research and professional development for teachers. The reflection is based on the comparison of two short Teacher Professional Development Research (TPDR) pathways (Asquini, 2018; Dodman et al., 2025) involving a preschool section composed of children aged 5–6 and a primary school class with pupils aged 8–9. In both experiences, teachers, an atelierista, and a researcher participated, giving rise to a reflective learning community. Throughout the activities, the experiences with the children were documented and reinterpreted through research and design tools, making it possible to revisit the experiences lived in the Atelier a Palazzo1 and to relaunch them in educational and school contexts. In the preschool, the pathway was intertwined with section planning, while in the primary school it was connected to curricular subjects. Over time, the concept of the atelier (Malaguzzi, 2015) has expanded beyond school boundaries, also taking shape as a public civic atelier. This evolution expresses a vision of school rooted in its context and of the city as an educational and cultural place, defining the atelier as a space that generates connections among children, adults, expressive languages, and territory. Within this approach, teachers' professional development is conceived as a continuous, situated, and collegial process grounded in relationships, dialogue, and participation in building a culture of childhood (New, 2007). From this perspective, the teacher assumes the role of researcher who learns alongside children, developing an educational stance understood as inquiry, characterized by greater flexibility, openness, and willingness to embrace uncertainty without predefined answers (Lyon & Donahue, 2009), thus creating democratic, non-hierarchical contexts for the construction of knowledge. Multi-professional collaboration between teachers and atelieristi, and experimentation through atelier culture, foster innovation in educational practices (Palmer & Aprill, 2016), while documentation supports shared reflection, distributed leadership, and participation (Heidi et al., 2009), making children's thinking visible and promoting an educational culture attentive to rights, listening, and plurality of perspectives (İmir & Tuğrul, 2023). In this perspective, TPDR pathways have strengthened within the professional network the capacity to broaden the pedagogical gaze on the child, the role of the teacher, and learning (Therese, 2020). The child has progressively been recognized as an active subject and protagonist, bringing their own rhythms and exploratory strategies, while the teacher has redefined their role in observational and non-directive terms, oriented toward listening and the construction of meaningful contexts. Field experience, supported by documentation and multi-professional dialogue, has nurtured the desire to renew educational practices, valuing environments, materials, and small-group work as conditions for autonomy and collaboration. Learning thus emerges as a shared and situated process, intertwined with professional reflection and the desire to transform teaching strategies. At the same

time, the conclusion of the pathways highlighted the challenges related to transferring innovation and experimentation into participants' own educational contexts. This shows that professional development inspired by the atelier approach cannot be uniformly replicated, but requires grounding in contextual specificities (Guo & Rouse, 2024) and genuine organizational, cultural, and material sustainability. 1https://asbr.it/progetti/atelier-a-palazzo-2

Asquini, G. (Ed.). (2018). La Ricerca-Formazione: Temi, esperienze, prospettive. FrancoAngeli.

Dodman, M., Cardarello, R., Damiani, V., & Ciani, A. (2025). La Ricerca-Formazione: Impatti, strumenti, fattori. FrancoAngeli.

Given, H., Kuh, L., LeeKeenan, D., Mardell, B., Redditt, S., & Twombly, S. (2009). Changing school culture: Using documentation to support collaborative inquiry. Theory Into Practice, 49(1), 36–46. https://doi.org/10.1080/00405840903435733

Guo, K., & Rouse, E. (2024). Searching for evidence-based practice: A qualitative metasynthesis of the research on Reggio Emilia practices in Australian early years settings.Australian Journal of Education,69(1), 58–78.https://doi.org/10.1177/0004944124130283

İmir, H. M., & Tuğrul, B. (2023). Empowering with Reggio-inspired documentation: Fostering child-centred and democratic attitudes. Ahmet Keleşoğlu Eğitim Fakültesi Dergisi (AKEF) Dergisi, 5(3), 1358–1372. https://doi.org/10.38151/akef.2023.115

Lindgren, T. (2020). The figuration of the posthuman child. Discourse: Studies in the Cultural Politics of Education, 41(6), 914–925. https://doi.org/10.1080/01596306.2019.1576589

Malaguzzi, L. (1995). La storia, le idee, la cultura. In C. Edwards, L. Gandini, & G. Forman (Eds.), I cento linguaggi dei bambini: L'approccio di Reggio Emilia all'educazione dell'infanzia (pp. 43–112). Edizioni Junior

New, R. S. (2007). Reggio Emilia as cultural activity theory in practice. Theory Into Practice, 46(1), 5–13. https://doi.org/10.1080/00405840709336543

Palmer, K., Yu, G. S., & Aprill, A. (2023). Co-constructing sustainable collaborations in early childhood settings through the arts. International Journal of Education & the Arts, 24(6). https://doi.org/10.26209/ijea24n6

Rinaldi, C. (1994). Staff development in Reggio Emilia. In L. Katz & B. Cesarone (Eds.), Reflections on the Reggio Emilia approach (pp. 62–66). ERIC Clearinghouse on Elementary and Early Childhood Education. http://ecap.crc.illinois.edu/eecearchive/books/reggio/regch5.html

Therese, L. (2020) The figuration of the posthumanchild. Discourse: Studies in the Cultural Politics of Education, 41(6), 914-925, http://doi.org/10.1080/01596306.2019.1576589

AN EXPLORATORY ANALYSIS OF FACTORS AFFECTING THE RESEARCH-BASED TEACHER PROFESSIONAL DEVELOPMENT MODEL: REFLECTIONS ON A CASE STUDY

Alessandro Oro (University of Bologna, Italy) · **Elisa Guasconi** (University of Bologna, Italy)

Research-based Teacher Professional Development | PRIN project | Analysis of Barriers and Enablers

Recently, a team of researchers affiliated with the Crespi Center conducted a multi-method analysis of the factors influencing the processes and outcomes of the Research-based Teacher Professional Development (RBTPD) Model implemented in schools (Dodman et al., 2025), grounding their investigation in the project's theoretical conceptualization and defining features. Building on these insights, this contribution examines the factors that shaped the development of a specific RBTPD program carried out in a lower secondary school in the Emilia–Romagna region, within Group A of the PRIN2022 project coordinated by the Crespi Center (Agrusti et al., 2024). After outlining the objectives and thematic focus of the PRIN project, connected to the investigation and mitigation of educational poverty in schools, the paper retraces the work undertaken in the school, focused on the area of assessment beliefs and practices, with particular attention to several dimensions included in the SARF self-assessment tool (Damiani et al., 2025). The analysis concentrates on the initial phase focused on identifying and sharing contextual needs and on collaboratively defining the goals of the specific RBTPD project. It provides an overview of the qualitative and quantitative tools used to capture students' and teachers' needs, the evidence collected, and how this information was discussed and interpreted with the participating teachers. The paper then examines how specific contextual characteristics influenced the program development, also referencing the suggestions offered by Ciani and colleagues (2025) on the RBTPD process, together with the reflections and actions that emerged during the work. Specifically, the paper will illustrate how factors related to time availability, teachers perceived sense of control, and leadership posed significant challenges to implementing of the RBTPD study, and how, based on this awareness, the organization of the program was subsequently reconsidered and redesigned to make it sustainable. Finally, the paper will delve into an analysis of the impact of the project both in terms of its content and its methodological approach, drawing on the perspectives of researchers and teachers, and presenting themes that emerged from interviews with participating teachers.

Agrusti, G., Asquini, G., & Vannini, I. (2024). Povertà educativa, svantaggio culturale e inclusione sociale dentro e fuori la scuola: Sviluppo professionale degli insegnanti e ricerca-formazione nell'era post-Covid. CADMO, 2024(1), 7–23.

Ciani, A., Ricci, A., Rosa, A., Truffelli, E., Silva, L., Guasconi, E., Capperucci, D., & Scierri, I. D. M. (2025). I fattori di contenuto e di contesto che facilitano o ostacolano l'avvio, lo svolgimento e l'impatto della Ricerca-Formazione. In M. Dodman, R. Cardarello, V. Damiani, & A. Ciani (Eds.), La Ricerca-Formazione: Impatti, strumenti, fattori (pp. 193–296). FrancoAngeli.

Bondioli, A., Savio, D., Damiani, V., Antonietti, M., Girelli, C., Gueli, C., & Losito, B. (2025). Uno strumento per l'autovalutazione dei percorsi di Ricerca-Formazione (SARF). In M. Dodman, R. Cardarello, V. Damiani, & A. Ciani (Eds.), La Ricerca-Formazione: Impatti, strumenti, fattori (pp. 119–190). FrancoAngeli.

Dodman, M., Cardarello, R., Damiani, V., & Ciani, A. (Eds.). (2025). La Ricerca-Formazione: Impatti, strumenti, fattori. FrancoAngeli.

RESEARCH-BASED PROFESSIONAL DEVELOPMENT TO CONTRAST EDUCATIONAL POVERTY AND CULTURAL DISADVANTAGE: AN EXPLORATORY TRIANGULATION OF STATED AND PERCEIVED TEACHING PRACTICES

Ira Vannini (University of Bologna, Italy) · **Francesca Fioretti** (LUMSA University of Rome, Italy) · **Alessandro Oro** (University of Bologna, Italy) · **Marta Cecalupo** (Sapienza University of Rome, Italy)

Educational poverty | Teachers' teaching practices | students' perceptions of practices

Educational poverty and socio-economic, linguistic and cultural disadvantage are multidimensional concepts and refer to numerous areas of deprivation concerning the individual and his/her socio-economic context (Sen, 2000; Giancola & Salmieri, 2023; Save the Children, 2024). Exclusion from educational experiences deepens intergenerational inequalities, hinders social mobility and prevents, especially children, from acquiring knowledge and basic critical thinking skills to plan the future with respect to socio-relational, professional and political-cultural dimensions. Acting as soon as possible is essential to be able to create the conditions for the recovery of socio-cultural disadvantage in school contexts. To address this educational emergency, a 2-year project (Agrusti et al., 2024) funded by Italian Ministry of University and Research aimed to design empirically grounded strategic models of teachers' development intervention in Italian lower secondary schools, with specific reference to urban and suburban areas and their territorial contexts of cities in Northern, Central and Southern Italy, in order to counter socio-cultural disadvantage and school failure through tailored Research-Based Professional Development interventions (RBPD - Ricerca-Formazione; Dodman et al., 2025; Asquini, 2018), that helped removing possible obstacles in implementing active learning strategies for the development of key competences. The research project – characterised by a collective multiple case study – was carried out in two specific phases: - an initial investigation phase to highlight risk and protective factors at the meso and micro levels of the system in school contexts; - a second phase of RBPD intervention within the eight case-study schools. The school contexts considered generally displayed mature and structured professional capital. Training interventions had to enhance already established skills, focusing on advanced professional development rather than basic training. The variability in initial students' results was significant: students with good levels of competence coexisted with others with significant weaknesses. The implicit dropout (students with insufficient skills yet remaining in the system) appeared to be structural and not episodic. The first year's research enabled a detailed analysis of schools' needs: it highlighted main obstacles to equitable and high-quality development of all students' learning. Based on these findings, RBPD interventions were developed with teachers of a class council for each school, tailored specifically to the needs of each specific class-context. In this first phase, it was very interesting to focus on the teaching practices carried out in the various school contexts. These practices were studied both as "practices declared" by teachers and as "practices perceived" by students (Cecalupo, 2021; Guasconi et al., 2025; Moè et al., 2010). The discrepancies between these perspectives, observed before and after the RBPD interventions, generated new research questions. Although direct matching between students' voices with those of their specific teachers, triangulated data analysis opened up further possibilities for discussion with teachers and for planning professional development paths, especially considering students' learning outcomes and identified gaps. Reflecting on the data raises questions about the importance and sustainability of evidence-based teaching practices, geared towards individualisation and recovery. These practices are designed to engage and motivate students, as well as providing them with specific support for developing transversal skills

Agrusti, G., Asquini, G., & Vannini, I. (2024). Povertà educativa, svantaggio culturale e inclusione sociale dentro e fuori la scuola: Sviluppo professionale degli insegnanti e ricerca-formazione nell'era post-Covid. CADMO, 2024(1), 7–23.

Asquini, G. (Ed.). (2018). La Ricerca-Formazione. Temi, esperienze e prospettive. FrancoAngeli.

Cecalupo, M. (2021). Didattiche per ambienti di apprendimento e ruolo degli insegnanti. Uno studio sul modello DADA. Stamen.

Dodman, M., Cardarello, R., Damiani, V., & Ciani, A. (Eds.). (2025). La Ricerca-Formazione: Impatti, strumenti, fattori. FrancoAngeli.

Giancola O., Salmieri L. (2023). La povertà educativa in Italia. Dati, analisi, politiche. Carocci.

Guasconi, E., Cecalupo, M. & Asquini, G. (2025). Teaching practices and students' study methods: an investigation to combact educational poverty. Form@re - Open Journal per la formazione in rete, 25(2),399–414. DOI:https://doi.org/10.36253/form-17633.

Moè, A., Pazzaglia, F. & Friso, G. (2010). MESI. Motivazioni, Emozioni, Strategie e Insegnamento. Questionari metacognitivi per insegnanti. Erickson.

Save the Children (2024). Domani (im)possibili. Indagine nazionale su povertà minorile e aspirazioni. https://s3-www.savethechildren.it/public/allegati/domaniimpossibili.pdf

Sen, A. K. (2000). Lo sviluppo è libertà. Mondadori.

NARRATIVE CONSTRUCTION OF TEACHER IDENTITY AND UNIVERSITY TUTORING: A CASE STUDY IN THE PRIMARY EDUCATION SCIENCES DEGREE PROGRAM

Donatella Visceglia (Roma Tre University, Italy) · **Ester Caparrós Martín** (Univerity of Malaga (Spain)) · **Nieves Blanco Garcia** (Univerity of Malaga (Spain)) · **Amalia Lavinia Rizzo** (Roma Tre University, Italy)

Teacher Identity | University Internship | Narrative Approach

This paper presents research conducted within the Doctoral Program in "Educación y Comunicación Social" at the University of Malaga, carried out in cotutelle with the Doctoral Program in "Theory and Research in Education and Social Sciences" at Roma Tre University. The study aims to investigate the role of university internships in shaping the professional identity of future teachers, focusing on the relationship between university tutor and student in the Bachelor's Degree Program in Primary Education Sciences. Specifically, drawing from a comparison with the Malaga model, the research sought to understand whether and how the internship experience influences the narrative construction of teacher identity, to identify the elements that characterize an effective educational relationship with the tutor, and to analyze the processes that promote engagement, reflexivity, and professional development. The methodology adopted was a case study with a narrative approach involving three third-year students enrolled in the Primary Education Sciences Degree Program. Data collection instruments included a field journal, observations, and semi-structured and narrative interviews, aimed at exploring in depth the subjectivity of the participants and the reflective processes activated during the internship. Preliminary findings highlight how the relational dialogue with the tutor, understood as a "significant other," fosters conscious growth by supporting the ability to plan, act, and reflect in an integrated manner. The internship experience emerges as a dynamic space of care for oneself and others, within which the ethical and reflective dimension assumes centrality in the construction of professional identity. This leads to a reflection on the need to strengthen tutoring models based on authentic and reflective relationships, valuing narrative as a formative tool, and promoting university pathways capable of integrating theory, practice, and personal development within a perspective of lifelong learning.

Becker, G. (1975). Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education. Columbia University Press.

Capperucci, D. & Piccioli, M. (2015), L'insegnante di scuola primaria. Identità, competenze e profilo professionale. FrancoAngeli.

Magnoler, P. & Giannandrea, L. (2014). Dialogo fra identità professionali. In M. Corsi (a cura di), La ricerca pedagogica in Italia (pp. 639-646). Pensa MultiMedia.

Magnoler, P. (2017). Il tutor. Funzione, attività e competenza. FrancoAngeli.

Paul, M. (2010). L'accompagnamento: una specifica postura professionale. In C. Biasin (Ed.), L'accompagnamento, (pp.145-159). FrancoAngeli.

Perrenoud, P. (2002). Dieci Nuove Competenze per Insegnare. Invito al viaggio. Anicia.

Perrenoud, P. (2006). Il lavoro sull'habitus nella formazione degli insegnanti. In M. Altet, Formare gli insegnanti professionisti, pp. 175-200. Armando.

Rizzo, A. & Caparrós, E. (2020). Culturas, políticas y prácticas inclusivas: de los valores a la acción educativa. In E. Caparrós, E., Gallardo, M., Alcaraz, N., Rizzo, A. (eds), Educación Inclusiva. Un desafío y una oportunidad para la innovación educativa en la formación inicial de profesorado, (25-41). Octaedro.

Schön, D.A. (1993). Il professionista riflessivo. Per una nuova epistemologia della pratica professionale.Edizioni Dedalo.

Sierra, J. E. & Blanco, N. (2017). El aprendizaje de la escucha en la investigación educativa. Qualitative Research in Education (QRE), 6 (3), 303-326. https://doi.org/10.17583/qre.2017.2783

Van manen, M. (2003). Investigación educativa y experiencia vivida. IDEABOOKS.

Van Manen, M. (2016). Fenomenología de la práctica. Métodos de donación de sentido en la investigación y la escritura fenomenológica. Universidad del Cauca.

Yin, R. (1994). Case study research: design and method. Sage Publications.

EVALUATING PROFESSIONAL IDENTITY OF TEACHERS: EMERGING ISSUES FOR TEACHER EDUCATION

Mariella Tripaldi (Università Cà Foscari Venezia, Italy) · **Giacomo Zavatta** (Università Cà Foscari Venezia, Italy)

Teacher professional identity | dynamic assessment | professional competence

Recent contributions (Purdy et al., 2023; Goodwin et al., 2023; Persico, 2024; Baldacci, 2024) highlight a dichotomous tension between two prevailing paradigms of initial teacher education: managerial professionalism and democratic professionalism. Within the former, teachers' professional identity is framed within a technical–administrative perspective, characterized by top-down orientations in which evaluation assumes a controlling function through standardized procedures and balance-report logics (Giovannini & Santanicchia, 2022). In this framework, teachers' professional practice is constrained by standards and competences primarily defined in technical and procedural terms. By contrast, the second paradigm emphasizes the importance of constructing a professional profile capable of actively and responsibly participating in school decision-making processes and learning from experience. From this perspective, teacher competence involves professional choices that require the orchestration of action schemes applicable to a range of situations of both technical and ethical-social nature. To navigate this impasse, the concept of professional competence and assessment require more detailed investigation. Drawing from Haywood and Lidz (2006) while the chief cognitive developmental task of childhood is acquisition and elaboration of fundamental cognitive processes (structures, functions, operations), by adulthood the primary cognitive task has gradually shifted to one of selection, application, and metacognitive control of these processes, as well as the management of ethical and relational dimensions connected with a specific task (Margiotta 2018). This shift is particularly relevant in the case of professional competence, understood both as the orchestration of action schemes and as an ethical–practical disposition. Consequently, the task of assessment often consists in identifying the presence or absence of structured habits of action and estimating the level of investment required to strengthen these habits in terms of cognitive, relational, and ethical resources. This idea focuses on the concepet of dynamic evaluation (Piacenza, 2023). From this perspective the research question addressed: How can an evaluation model capture teachers' professional practice into observable indicators through observable indicators without reducing it to technical functions or abstract ethical principles? To address this issue, the paper proposes an "identity-based evaluation framework" (Zavatta & Lazzari, 2026). At the theoretical level, this approach moves evaluation beyond its exclusively bureaucratic and certification-oriented function, repositioning it as a process of sense-making and qualification of professional experience (Karimi & Mansouri, 2025). From a research perspective, evaluation is articulated across four dimensions: cognitive–metacognitive, affective–motivational, interactive–relational, and existential (Pellerey, 2006). The contribution therefore focuses on perspectives of evaluation rather than specific tools, paying particular attention to three key dimensions of professional identity: the subjective, the social-collective, and the professional-agentive.

Baldacci M. (2024). Curricolo e competenze. Nuova edizione rivista e ampliata. Mondadori

Giovannini F., Santanicchia, M. (2022). Valutare competenze chiave nella IEFP. Fondamenti e sperimentazione di un dispositivo di valutazione formativa. INAPP, Roma.

Goodwin, A. L., Madalińska-Michalak, J., & Flores, M. A. (2023). Rethinking teacher education in/for challenging times: reconciling enduring tensions, imagining new possibilities. European Journal of Teacher https://doi.org/10.1080/02619768.2023.2299926

Haywood C., Lidz C. (2006). Dynamic Assessment in Practice. Clinical and educational applications. Cambridge

Mansouri, B., Molana, K., & Nazari, M. (2025). The interconnection between second language teachers' language assessment literacy and professional agency: The mediating role of institutional policies, System. 103, 102674, pp. 1-11. 10.1016/j.system.2021.102674

Pellerey, M. (2006). Dirigere il proprio apprendimento. Autodeterminazione e autoregolazione nei processi di apprendimento. La Scuola.

Piacenza S. (2023). La valutazione che cambia: una valutazione dinamica per il cambiamento evolutivo. Franco Angeli

Purdy, N., Hall, K., Khanolainen, D., & Galvin, C. (2023). Reframing teacher education around inclusion, equity, and social justice: towards an authentically value-centred approach to teacher education in Europe. European Journal of Teacher Education, 46(5), 755 771

Zavatta G., Lazzari, A. (2026). Costruire, certificare e valutare l'identità professionale del docente in formazione: una revisione sistematica della letteratura. CQIIA Rivista, XIV-46

SUPPORTING TEACHERS' PROFESSIONAL REFLECTION THROUGH PEDAGOGICAL-DIDACTIC DOCUMENTATION: EVIDENCE FROM A MIXED-METHODS STUDY

Sofia Bosatelli (University of Milan-Bicocca, Italy)

Teacher Professional Development | Pedagogical-Didactic Documentation | Mixed-Methods Design

This study is situated within the field of Teacher Professional Development (TPD) and investigates the use of pedagogical-didactic documentation as a tool to support teachers' professional reflection and learning. The training approach integrates theory and practice and moves beyond deficit-oriented models of teacher education (Kennedy, 2005). The study examines the outcomes of a professional development programme addressed to primary school teachers and centred on the use of pedagogical documentation and descriptive assessment as tools for reflective practice. The literature review pursued two main objectives: (i) to conceptualise pedagogical documentation from a didactic perspective, acknowledging the complexity of this construct; and (ii) to identify the main factors and dimensions of impact associated with professional development and the effectiveness of training interventions. In this perspective, pedagogical-didactic documentation aims both to make students' learning processes visible and to support teachers' reflection on their instructional practices and pedagogical choices. It can also function as a mediating tool between teachers and researchers within inquiry-oriented professional learning processes. The training programme was designed drawing on research on effective professional development (Kennedy, 2016; Sims, 2021). The study adopts an ecological perspective and follows a mixed-methods sequential explanatory design (QUAN → qual; Creswell & Clark, 2017) to explore the outcomes of a 16-hour professional development programme involving 200 primary school teachers and focused on formative descriptive assessment. The evaluation process was conducted through a participatory "fourth-generation evaluation" approach (Guba & Lincoln, 1989), aimed at capturing teachers' perspectives and experiences. The quantitative phase involved a pre- and post-questionnaire (N = 99), analysed through t-tests and exploratory factor analysis. Results show positive variations across all analysed items and reveal the emergence of a new factor related to student involvement in assessment practices, suggesting increased attention to students' active participation. A shift was also observed within the "didactic" dimension, with a stronger focus on learning-oriented assessment practices rather than administrative aspects. The qualitative phase included six focus groups (N = 72) and three follow-up focus groups (N = 31), analysed through Template Analysis (King & Brooks, 2017). Findings indicate that the training fostered teachers' awareness of the relationship between instructional design and assessment processes, particularly in relation to feedback practices and descriptive judgments. Teachers reported a more reflective use of self-assessment tools and metacognitive questioning strategies. While quantitative data showed limited change in the dimension related to learning objectives, qualitative findings revealed deeper reflection on the coherence between learning goals and classroom tasks. Additional results highlight the role of school leadership and the importance of communication tools capable of supporting dialogue with families through the sharing of pedagogical documentation. Finally, a descriptive analysis of teachers' documentation (N = 15) shows a more advanced use of qualitative assessment tools, greater student involvement in evaluation processes, and improved coherence between objectives and learning activities. Overall, the study suggests that pedagogical-didactic documentation can function as a powerful device for supporting teachers' professional reflection and fostering meaningful professional learning within teacher professional development.

Creswell, J. W., & Clark, V. L. P. (2017). Designing and conducting mixed methods research (3a ed.). Los Angeles: Sage Publications.

Guba, E. G., & Lincoln, Y. S. (1989). Fourth generation evaluation. Sage.

King, N., & Brooks, J. (2018). Thematic analysis in organisational research. The SAGE handbook of qualitative business and management research methods: Methods and challenges, 219-236.

Kennedy A. (2005). Models of continuing professional development: A framework for analysis. Journal of in-service education, 31(2): 235-250.

Kennedy, M. M. (2016). How does professional development improve teaching?. Review of Educational Research, 86(4), 945-980. https://doi.org/10.3102/0034654315626800

Sims, S., Fletcher-Wood, H., O'Mara-Eves, A., Cottingham, S., Stansfield, C., Van Herwegen, J., & Anders, J. (2021). What Are the Characteristics of Effective Teacher Professional Development? A Systematic Review and Meta-Analysis. Education Endowment Foundation.

THE LABORATORI DEL SAPERE AS AN EXERCISE IN RESEARCH–TRAINING

Serena Goracci (INDIRE (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa), Italy) · **Alessandra Anichini** (INDIRE (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa), Italy) · **Loredana Camizzi** (INDIRE (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa), Italy) · **Rachele Borgi** (INDIRE (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa), Italy) · **Ciro Minichini** (INDIRE (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa), Italy)

Reasearch-Training | active learning | documentation

The work carried out by the INDIRE research groups has often positioned itself along a continuum "between academic research on the one hand and practitioners' research on the other" (Asquini, ed., 2018). In particular, the activities developed within the "Laboratori del Sapere" project (Anichini et al., 2022) fully take the form of Research–Training (Asquini, ed., 2018; Dodman et al., 2025). Launched in 2020, the project aims to design laboratory-based learning pathways in several curriculum areas (science, mathematics, Italian, geography, art) following a phenomenological-al-inductive approach (Fiorentini, 2018; Piscitelli et al. 2007). It is addressed to in-service teachers across the national territory and has progressively expanded, involving approximately 600 teachers in the 2025–26 school year. Since its inception, the project has represented a meaningful example of deep collaboration between schools and disciplinary educational research, generating positive outcomes in participating schools, such as strengthened continuity of professional development, increased teacher engagement, collaborative planning within disciplinary departments, and the development of vertical curricula in several school clusters. The definition and shared negotiation of the project's goals, the establishment and sustained facilitation of working groups, and the validation of didactic proposals by a scientific committee constitute the foundation of the research–training pathways. These involve regular online meetings throughout the school year dedicated to study, planning, sharing, analysis, and reflection on teaching practices (Laurillard, 2015). A substantial component of the work is the implementation of the designed pathways in classrooms and the documentation of activities through reflective teaching journals (Goracci et al., 2023). These narratives become the object of collective analysis and reflection, oscillating between theoretical deepening and practice-based inquiry (Altet, 2003; Rossi, 2011; Laneve, 2005). In this way, the project fosters "professional learning as a process of agentic and constructive change, emerging from the ways teachers act and reflect on their professional practice, renewing, enriching, and expanding their competences, spheres of action, and professional identities" (Dodman et al., 2025). This contribution presents the work conducted over the past six years with groups of teachers from different school levels and disciplinary fields (Anichini et al., 2023; Goracci et al., 2023), with a specific focus on the current year (2025–26), during which the pathway has been articulated into progressively deepened modules, moving from training to research. We illustrate the model and tools used across the various modules and present several significant examples of how the proposed pathways have produced transformative impacts within participating schools—enhancing teachers' awareness of educational processes, strengthening collegial organization, and supporting professional development. We also highlight the limits and critical issues encountered in disseminating this research–training model, which profoundly engages with the core professional stance of teachers (Schön, 1993).

Altet, M. (2003). La ricerca sulle pratiche d'insegnamento in Francia. Brescia: La Scuola.

Anichini, A., Camizzi, L., & Pestellini, F. (2023). La lingua come fenomeno da osservare: dalla didattica delle scienze alla didattica dell'Italiano. Annali online della Didattica e della Formazione Docente, 15(25, Supplement), 187–206. ISSN 2038-1034.

Anichini, A., Bartolini, R., Borgi, R., Camizzi, L., De Santis, F., Goracci, S., Pestellini, F., et al. (Eds.). (2022). "Avanguardie educative". Linee guida per l'implementazione dell'idea "Laboratori del Sapere", versione 1.0. Florence: INDIRE.

Dodman, M., Cardarello, R., Damiani, V., & Ciani, A. (Eds.). (2025). La Ricerca-Formazione. Impatti, strumenti, fattori. Milan: FrancoAngeli.

Asquini, G. (Ed.). (2018). La ricerca-formazione. Temi, esperienze e prospettive. Milan: FrancoAngeli.

Baldacci, M., Nigris, E., & Riva, M. G. (Eds.). (2020). Idee per la formazione degli insegnanti. Milan: FrancoAngeli.

Fiorentini, C. (2018). Rinnovare l'insegnamento delle scienze. Rome: Aracne.

Goracci, S., Borgi, R., & De Santis, F. (2023). Il diario dell'insegnante come strumento per l'analisi, la riflessione e la riprogettazione della pratica: l'esperienza dei Laboratori del Sapere. Annali online della Didattica e della Formazione Docente, 15(25, Supplement). ISSN 2038-1034.

Laneve, C. (Ed.). (2005). Analisi della pratica educativa: metodologia e risultanze della ricerca. Brescia: La Scuola.

Laurillard, D. (2015). Insegnamento come scienza della progettazione. Costruire modelli pedagogici per apprendere con le tecnologie. Milan: FrancoAngeli.

Mortari, L. (2009). Ricercare e riflettere. La formazione del docente professionista. Rome: Carocci.

Nigris, E. (2018). L'evoluzione della ricerca pedagogico-didattica tra teoria e pratica. In G. Asquini (Ed.), La ricerca-formazione (pp. 27–41). Milan: FrancoAngeli.

Nuzzaci, A. (2011). Pratiche riflessive, riflessività e insegnamento. Studium Educationis, 3.

Piscitelli M., Casaglia I., Piochi B., (2007), Proposte per il curricolo verticale, Napoli, Tecnodid.

Rossi, P. G. (2011). Didattica enattiva. Complessità, teorie dell'azione, professionalità docente. Milan: FrancoAngeli.

Schön, D. A. (1993). Il professionista riflessivo: per una nuova epistemologia della pratica professionale. Bari: Edizioni Dedalo.

C.06

Rethinking Teacher Professional Development Impact: Conceptual, Methodological, and Policy Issues

PANEL CONVENORS: Laura Parigi (Indire, Italy); Maurizio Gentile (Crespi – Centro Interuniversitario di Ricerca Educativa sulla Professionalità dell'Insegnante, Italy); Maria Elisabetta Cigognini (Indire, Italy); Elisa Truffelli (Crespi – Centro Interuniversitario di Ricerca Educativa sulla Professionalità dell'Insegnante, Italy); Margherita Di Stasio (Indire, Italy); Alessandra Rosa (Crespi – Centro Interuniversitario di Ricerca Educativa sulla Professionalità dell'Insegnante, Italy)

PANEL KEYWORDS: Teacher professional development, Teacher agency, educational policies

The concept of impact in Teacher Professional Development (TPD) has become a cornerstone of educational policies and evaluation frameworks, yet its meaning remains contested. At the same time, impact is often understood as a measurable change in teachers' knowledge, instructional practices, or student outcomes; such a linear perspective risks oversimplifying complex, multi-layered, and context-dependent professional learning processes. This panel aims to critically interrogate the notion of impact, highlighting its epistemological, methodological, and political implications. First, the panel addresses methodological challenges in defining and assessing impact: simplified causal models, attribution problems, the temporal dynamics of change, heterogeneity across contexts and career stages, and the reductionism embedded in standardised performance indicators. Contributions examining tensions between evidence-based approaches and ecological or qualitative methodologies are particularly welcome. Second, the panel invites critical perspectives questioning dominant narratives of TPD effectiveness and impact: methodological flaws in meta-analyses, structural barriers along the trajectory from PD to practice, the role of teacher agency, the risk of technicizing professional work, and the ethical challenges associated with data use in PD evaluation. Finally, the proposal will give special attention to the influence of educational policies, which shape what counts as impact, which outcomes must be measured, and for what purposes. Policy frameworks often orient TPD toward accountability and standardisation, potentially marginalising relational, reflective, and context-sensitive dimensions of professional growth. We welcome theoretical, empirical, and methodological contributions that problematise the impact of TPD and offer alternative perspectives—more democratic, contextualised, and participatory—on teacher learning and its evaluation."

EMBRACING PEER CULTURE: TRAINING TEACHERS IN THE COLLECTIVE VERSION OF THE FOLKTALE

Claudia Chellini (INDIRE - National Institute for Documentation, Innovation and Educational Research, Italy)

peer culture | teacher's training | collective version

The method of the collective version of the folktale intercepts the expression of peer culture: "a stable set of activities, routines, artifacts, values, and concerns that children produce and share in peer interaction" (Corsaro, 2017, 21). The teacher reads a folktale to pupils aged 9–12 and invites them to re-narrate it through writing and/or drawing, refraining from evaluations, corrections, explanations, or instructions. Children thus access the imaginary through their own paths and tools. The teacher gathers all the work and composes the collective version using exclusively the words and drawings produced by the pupils, preserving their original form. Children's re-narrations express interpretations and fantasies that find in the folktale both a framework and an expressive context (Carli et al., 2021). How can teachers be trained in a method rooted in psychoanalysis (Bettelheim, 2005; von Franz, 1980)? And above all, how can they be supported in welcoming children's peer culture? We propose an online training program, "aimed at shaping and transforming educational and teaching practices, while fostering teachers' reflectivity" (Asquini, 2018, 9), structured in two parts. The first includes eight video lectures and two exercises. Participants produce collective versions reviewed by experts, who discuss incorrect, improvable, and effective solutions during dedicated webinars. In the second part, teachers produce three collective versions with their class. The experts compare them with the children's original work and add personalized annotations, later discussed in a webinar. From the first exercise to the final work, the collective versions evolved from uncertain or poorly constructed texts into coherent and well-structured narratives. Teachers became more able to welcome children's expressions in their immediacy and intensity, including unconventional or apparently incorrect work, recognizing their expressive meaning. The resulting narratives allow children to identify both the original and their own story. Providing a solid theoretical framework together with practical guidance on how to let children's culture emerge—and how to value specific formulations and drawings—has proven essential, as has providing detailed tools to accompany

each phase of the process and a logbook to support observation and reflection (Chellini et al., 2025). Two elements underpin the training's success. First, the working group consists of three experts in the collective version method who share a psychoanalytic approach based on simultaneous listening to the other and oneself. Teachers thus experience in practice the stance they are invited to adopt with their students. Second, the training is grounded in over twenty years of the experts' direct work with children, combined with teacher training. This made it possible to observe teachers closely and identify deeply rooted professional habits, such as explaining everything without leaving "empty" spaces, prescribing what and how to produce work, or correcting errors in texts and drawings without grasping their expressive meaning. Our aim was thus directly focused on showing through practical examples how the method—thanks to its contrainte and drawing on the teacher's psychoanalytic approach—enables children's voices to find their own space as they are, without further adaptations, in a meaning-rich narrative that is collective yet individual.

Asquini, G. (A cura di). (2018). La Ricerca-Formazione. Temi, esperienze, prospettive. FrancoAngeli.
Bettelheim, B. (2005). Il mondo incantato. Uso, importanza e significati psicoanalitici delle fiabe [1975]. Milano: Feltrinelli.
Carli, G., Chellini, C., & Cioni, L. (2021). Alla scoperta del narratore potenziale di classe nella didattica a distanza. Ricerche pedagogiche(220-221), 29-56.
Chellini, C., Cantini, C., & Librandi, C. (2025). A scuola con la versione collettiva della fiaba di tradizione popolare. Una ricerca-formazione. Formazione & Insegnamento, 23(1), 81-90. https://doi.org/10.7346/-fei-XXIII-01-25_11017
Corsaro, W. (2017). La cultura dei pari. In M. Colombo, & I. Giulia (A cura di), Infanzia e linguaggi teatrali. Ricerca e prospettive di cura in città (p. 21-35).
von Franz, M. (1980). Le fiabe interpretate. Torino: Bollati Boringhieri.

SCHOOL CULTURES AND TEACHERS' PROFESSIONALIZATION: RESEARCH-BASED REFLECTIONS ON COMPLEX RELATIONS

Simone Seitz (Free University of Bolzano, Italy) · **Giulia Consalvo** (Free University of Bolzano, Italy)

teachers' professional development | school cultures | school development

School development depends on professional actors in schools in order to be effective, especially well professionalized teachers. Conversely, school development processes explicitly require teachers to become more professional, as they demand flexibility and a willingness to embrace complexity and uncertainty (Paseka et al., 2018). Links between school development and the professionalization of teachers are therefore discussed and problematized (Piccioli, 2022; Pomponi, 2020) but have not yet been extensively researched. Starting from here, we assume that school development processes are shaped by institutionalized knowledge, however, individual processes of professional development are embedded in school cultures, shaped by knowledge-based discourses. This means that teachers are not just mirroring implicit knowledge but filling it with specific meanings which means that quality school development processes depend on ongoing interpretation and learning across heterogeneous actors. Building on these premises, the paper reflects findings of an ongoing research project (Researching School Development: pathways to inclusive and quality education 2030/ GOODWILL; 2023–2026). The study focuses on 22 schools in the Autonomous Province of Bolzano, all of which participate in a quality development programme driven by the school administration. The project adopts a mixed-methods design with a qualitative approach: ethnographic observations in primary and secondary schools (Knoblauch & Vollmer, 2022), document analysis (Seitz, Consalvo, & Dell'Anna, 2025), group discussions with teachers and with students, and iterative feedback and dialogue sessions with school leadership and teaching staff, complemented by pre–post questionnaires. In the qualitative part of the study, we draw on Grounded Theory strategies (Glaser & Strauss, 1967; Charmaz, 2006). This theoretical-analytical approach is informed by a praxeological perspective that conceives practices as social configurations shaped by implicit norms and embodied criteria of appropriateness (Reckwitz, 2003). Attention is directed to ordinary mechanisms through which routines produce differentiation—for instance, tacit criteria of "good participation", uneven distributions of speaking opportunities, and feedback practices that stabilize differential expectations—thus sustaining subtle forms of exclusion that remain compatible with an official lexicon of inclusion. In the presentation, we discuss and reflect on the orientations of teachers reconstructed on the basis of group discussions to surface shared orientations, implicit criteria, and collegial negotiations around school development and inclusion. We identify recurring tensions (e.g., belonging vs. otherness, and compensation vs. exclusion) and show how they shape professional action (Consalvo et al., 2025). We focus in particular on how professional acting is (re)configured in everyday practice through

dilemmas, ambivalences, and differential expectations (Clarke & Hollingsworth, 2002), thereby showing that processes of professionalization are produced within—rather than outside—school cultures. In this sense, we suggest understanding "impact" less as linear, measurable change (Desimone, 2009) and more as shifts in interpretive repertoires and in the conditions of possibility for professional action.

- Charmaz, K. (2006). Constructing grounded theory: A practical guide through qualitative analysis. Sage.
- Clarke, D., & Hollingsworth, H. (2002). Elaborating a model of teacher professional growth. Teaching and Teacher Education, 18(8), 947–967.
- Consalvo, G., Seitz, S., & Baroni, S. (2025). Ambivalenze delle logiche compensative in un sistema scolastico inclusivo: Analisi delle culture scolastiche nella scuola primaria. In F. I. Ambra et al. (Eds.), 2000–25: Con-fini educativi tra generazioni. Un giubileo per l'educazione (pp. 325–332). Pensa MultiMedia.
- Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. Educational Researcher, 38(3), 181–199.
- Glaser, B. G., & Strauss, A. L. (1967). The discovery of grounded theory: Strategies for qualitative research. Aldine.
- Knoblauch, H., & Vollmer, T. (2022). Fokussierte Ethnographie. In A. Poferl & N. Schröer (Eds.), Handbuch Soziologische Ethnographie (pp. 353–366). Springer VS.
- Paseka, A., Keller-Schneider, M., & Combe, A. (Eds.). (2018). Ungewissheit als Herausforderung für pädagogisches Handeln. Springer VS. https://doi.org/10.1007/978-3-658-17102-5
- Piccioli, M. (2022). Autovalutazione e automiglioramento come sviluppo inclusivo della scuola. Form@re, 22(1), 30–48.
- Pomponi, M. (2020). Le politiche inclusive: la scuola come comunità partecipata e lo sviluppo professionale mediato dall'agentivi. Formazione & insegnamento, 18(1), 518–531.
- Reckwitz, A. (2003). Grundelemente einer Theorie sozialer Praktiken: Eine sozialtheoretische Perspektive. Zeitschrift für Soziologie, 32(4), 282–301.
- Seitz, S., Consalvo, G., & Dell'Anna, S. (2025). School cultures between visions and policies – findings of a document analysis of three-year educational offer plans. Italian Journal of Educational Research, (35), 213–225. https://doi.org/10.7346/sird-022025-p213

QUALITY, EVIDENCE, AND PROFESSIONAL AGENCY: A PEER-REVIEW-INSPIRED APPROACH TO TPD IN SCHOOLS

Laura Evangelista (Istituto Nazionale per l'Analisi delle Politiche Pubbliche (INAPP), Italy) · **Diego Boerchi** (Università Cattolica del Sacro Cuore, Italy) · **Concetta Fonzo** (Istituto Nazionale per l'Analisi delle Politiche Pubbliche (INAPP), Italy)

Teacher professional development (TPD) | teacher agency | evaluative culture

Understanding the impact of Teacher Professional Development (TPD) requires conceptual frameworks able to link individual professional learning with school-wide quality processes. This paper proposes a peer-review-inspired intervention framework for school-based TPD, specifying its core components and an evidence strategy to document impact at both teacher and school levels. Evidence from research on in-service training and formative assessment highlights that professional development is transformative when teachers engage in reflective practices, structured dialogue, and sustained inquiry supported by an evaluative culture (Cigognini & Parigi, 2024). Similarly, studies on the use of professional portfolios indicate that documenting practice over time strengthens teachers' capacity to self-assess, construct professional meaning and connect individual learning with organisational priorities (Di Stasio et al., 2021). At the international level, systematic reviews of Continuing Professional Development (CPD) indicate improvements in pedagogical skills, problem-solving capabilities and teachers' readiness to adapt practices to learners' needs, and quantitative evidence supports the value of coherent and sustainable professional development systems (Ambon et al., 2024; Kurteshi & Rrustemi, 2025). Furthermore, research on teacher agency demonstrates that meaningful change depends on teachers' capacity to interpret, enact and negotiate practices within their organisational contexts (Cong-Lem, 2021). Taken together, these findings emphasise that TPD effectiveness emerges from the interaction between reflective individual learning, collaborative professional cultures and supportive organisational infrastructures. Within this framework, the EQAVET peer review model provides a robust conceptual basis for strengthening TPD impact in schools. Designed for quality assurance in VET, peer review integrates self-evaluation, collegial external feedback and shared evidence-based inquiry, promoting transparency, dialogic reflection and participatory improvement processes (Evangelista & Fonzo, 2023). Guidance for VET providers further recognises that internal quality management should be systemic, collaborative and grounded in regular evidence use, while peer review manuals operationalise these principles through criteria and guiding questions that foster professional dialogue and organisational learning (CEDEFOP, 2015; ISFOL, 2012). Transposing this logic to the school sector does not imply replicating VET procedures, but adapting the underlying principles (evidence use, shared criteria, external perspectives and dialogic feedback) to strengthen the professionalism and agency of teachers. The proposed

framework outlines a cyclical intervention combining a school-embedded self-evaluation focus, reflective documentation (e.g., portfolios and artefacts), a structured peer feedback encounter, and an action plan with follow-up evidence checks aligned with school improvement priorities. By positioning teachers as co-constructors of quality, peer review is expected to enhance professional agency, enabling teachers to interpret challenges, negotiate solutions and contribute collectively to school improvement, in line with international evidence on agency as a driver of sustainable educational change (Cong-Lem, 2021). A peer-review-inspired TPD framework thus reframes impact not as immediate behavioural change but as the development of a school's collective capacity to sustain professional learning. Integrating reflective documentation, collaborative evaluation and structured feedback cycles strengthens coherence between professional development activities, school self-evaluation and improvement plans. In this sense, peer review offers a conceptual and methodological infrastructure for promoting evaluative culture, professional agency and evidence-informed decision-making—key conditions for long-term improvement in teaching and learning.

Ambon, J., Alias, B. S., Komariah, A., & Mansor, A. N. (2024). The impact of continuous professional development on teaching quality: A systematic review.

CEDEFOP. (2015). European handbook for VET providers: Supporting internal quality management and providing quality public VET. Publications Office of the European Union.

Cigognini, M. E., & Parigi, L. (2024). Valutazione per l'apprendimento: La formazione in servizio come leva per il cambiamento professionale. QWERTY, 19(1), 72–93.

Cong-Lem, N. (2021). Teacher agency: A systematic review of international literature.

Di Stasio, M., Giannandrea, L., Magnoler, P., et al. (2021). A lifelong portfolio for the teaching profession. Form@re, 21(1), 137–153.

Evangelista, L., & Fonzo, C. (2023). La metodologia europea della Peer Review: prima sperimentazione tra istituti scolastici e Centri di Formazione Professionale. CNOS Rassegna, 1, 117–127.

ISFOL. (2012). Manuale di peer review per l'istruzione e la formazione professionale iniziale. I libri del Fondo Sociale Europeo.

Kurteshi, V., & Rrustemi, J. (2025). Exploring the Impact of Continuous Professional Development on Teacher Performance.

RESEARCH-TRAINING PROFESSIONAL TRAJECTORIES: SELF-ASSESSMENT AND METAPHORS AS REFLECTIVE AND TRANSFORMATIVE DEVICES

Raffaella Carmen Strongoli (Università degli Studi di Catania, Italy) · **Valeria Catania** (Università degli Studi di Catania, Italy)

Research-Training | Educational Technologies | Teacher professionalism

The paper presents a Research-Training (R-T) experience aimed at the professional development of teachers through a model of situated technological training, centered on the reflective integration of educational technologies, the systematic use of metaphors as heuristic knowledge devices (Strongoli, 2017; Pillera & Strongoli, 2025), and the employment of the Research-Training Self-Assessment Sheet (SARF). The intervention is situated within an epistemological framework that conceptualizes teacher professionalism as a complex and dynamic construct grounded in the interaction among disciplinary, pedagogical, and technological knowledge, consistent with the TPACK framework, which is adopted as an implicit theoretical and methodological reference for the training design (Mishra & Koehler, 2006; De Rossi & Messina, 2016; Mishra, 2019). The training experience was designed in accordance with the research-training paradigm, understood as a methodological device capable of linking the production of scientific knowledge, professional development, and the transformation of practices within authentic contexts (Asquini, 2018; Dodman et al., 2025). The research design follows a mixed-methods approach, integrating quantitative and qualitative instruments within a recursive and longitudinal framework. It includes ex-ante and ex-post surveys, co-design phases, classroom experimentation, and systematic reflection on teaching practice (Vannini, 2021), thereby configuring a cyclical model of professional learning. A central role is assigned to the SARF - used here in an adapted version - tool, employed as a reflective and metacognitive device to support the critical analysis of practices, the evaluation of project feasibility, and the development of awareness regarding teachers' decision-making processes. Beyond its function as an assessment tool, the SARF serves as an epistemic artifact that structures professional reflection, fostering the conversion of experience into shared and transferable pedagogical knowledge. At the same time, the study foregrounds the metaphorical device as a means of investigating latent beliefs, implicit representations, and mental models that inform teaching practices. Metaphors are understood as deep cognitive structures capable of rendering visible teachers' practical epistemologies and documenting their evolution over time. The analysis of metaphorical trajectories reveals a shift from technocentric and instrumental conceptions of technology toward more complex, intentional, and design-oriented representations, in which innovation is framed as a structural

process rather than an episodic occurrence. The findings indicate a significant reconfiguration of professional orientations, characterized by the transition from additive models of innovation to transformative ones, from the technical use of digital tools to pedagogically intentional design, and from the passive adoption of methodologies to forms of informed teacher agency.

Asquini, G. (a cura di). (2018). La Ricerca-formazione. Temi, metodi e prospettive. FrancoAngeli. Vannini, I. (2021). La sperimentazione didattica. In G. Domenici, P.Lucisano, & V. Biasi (a cura di), Ricerca sperimentale e processi valutativi in educazione (pp. 205-231). McGraw-Hill Education.

Dodman, M., et al. (2025). La Ricerca-Formazione: impatti, strumenti, fattori. FrancoAngeli.

Mishra, P. (2019). Considering Contextual Knowledge: The Way Forward with TPACK. Journal of Teacher Education, 70(1), 76-77.

Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge. Teachers College Record, 108(6), 1017–1054. De Rossi, M., & Messina, L. (2016). Progettare didattica con il TPACK. Carocci.

Strongoli, R. (2017). Metafora e pedagogia. Modelli educativo-didattici in prospettiva ecologica. FrancoAngeli.

Pillera, G., & Strongoli, R. (2025). Comunità di ricerca e metafore dell'apprendimento. Sperimentare la flipped classroom nella didattica universitaria. FrancoAngeli.

RETHINKING THE IMPACT OF TEACHER PROFESSIONAL DEVELOPMENT WITH A FOCUS ON THE RICERCA-FORMAZIONE PERSPECTIVE: INSIGHTS FROM A SCOPING REVIEW

Sofia Bosatelli (Università di Milano Bicocca) · **Laura Landi** (Università di Modena e Reggio Emilia, Italy) · **Alessandra Boscolo** (LUMSA)

Impact evaluation · scoping review · research-based TPD

Impact evaluation of teacher professional development (TPD) has become a central concern in educational research and policy debates. Several models have been proposed to conceptualise and assess the effects of professional learning, drawing on traditions of programme evaluation (Kirkpatrick, 1994; 2006) and their subsequent adaptations to the field of teacher education (Guskey, 2000). Within this framework, the impact of TPD has often been examined in terms of changes in teachers' knowledge and instructional practices and in relation to student learning outcomes (Hattie, 2009; Yoon et al., 2007). However, the literature increasingly highlights that impact is an inherently multifaceted and multidimensional concept, involving interconnected levels of educational processes, including teachers' professional learning, transformations in classroom practices, collaborative dynamics within schools, and students' learning (Timperley et al., 2007; Kennedy, 2016). Despite this theoretical recognition of complexity, many empirical studies continue to operationalise impact through linear causal models and limited indicators, often relying on self-reported measures and post-intervention surveys. Drawing on a scoping review of 159 international studies on the impact of in-service TPD - beyond student achievement-only metric - this contribution critically examines how impact is conceptualised, investigated, and measured in the research literature (Landi et al., 2025; Bosatelli et al., in press; Boscolo et al., in press). The review maps the main dimensions of impact considered in the studies, the methodological approaches adopted, and the actors involved. The analysis reveals a strong concentration on teacher-centred indicators—such as knowledge, beliefs, and perceptions—while other dimensions, including observable changes in teaching practices, student perspectives, organisational transformations, and long-term professional trajectories, remain comparatively underexplored. The research further examines the reviewed studies through the lens of Ricerca-Formazione (R-F), a heuristic framework for inquiry-based teacher professional learning. The five R-F core elements are used as an analytical lens to explore the extent to which the PD initiatives described in the literature align with inquiry-based and collaborative learning processes. The analysis shows that most PD initiatives display a limited alignment. In particular, while contextual analysis and documentation-supported reflection appear relatively frequently, other elements—such as negotiated goals and structured collaboration between teachers and researchers—are rarely described. These findings highlight not only the partial integration of inquiry-oriented approaches within PD initiatives, but also the limited and often inconsistent reporting of key programme characteristics, which makes it difficult to connect impact evaluation with the specific features of the PD designs. The contribution suggests extending this line of inquiry beyond English-language literature in order to identify adjacent traditions and non-Anglophone approaches that may share conceptual affinities with the R-F perspective while relying on different theoretical vocabularies. Further, this study highlights the difficulty of capturing the complexity of TPD within impact research, which often focuses on effectiveness as measurable output while paying limited attention to the structure and dynamics of the

formative process itself. We argue that investigating the relationship between the design of PD and its impact requires moving beyond a narrow view of effectiveness toward a more contextualised, relational, and democratic understanding of professional learning and its effects.

Bosatelli, S., Boscolo, A., Capelli, L., Landi, L., Nardiello, E. (submitted). Evaluating the Impact of In-Service Teacher Training: A Scoping Review. Studies in Educational Evaluation.

Boscolo, A., Nardiello, E., Landi, L., & Bosatelli, S. (in press). Teacher Professional Development in Impact Evaluation Research: a focus on the inquiry-based paradigm. In Cadmo (2), 61-84, FrancoAngeli.

Guskey T. R. (2000). Evaluating professional development.Thousand Oaks, CA: Corwin Press.

Hattie, J. (2009). Visible Learning. A synthesis of over 800 meta-analyses relating to achievement. London & New York: Routledge

Kreber, C., Brook, P., & Policy, E. (2001). Impact evaluation of educational development programmes. International Journal for Academic Development, 6(2), 96-108. https://doi.org/10.1080/13601440110090749

Landi, L., Capelli, L., Nardiello, E., Bosatelli, S., & Boscolo, A. (2025). Formazione in servizio, modelli di valutazione d'impatto e Ricerca-Formazione: riflessioni a partire da una scoping review in Dodman, M., Cardarello, R., Damiani, V., & Ciani, A. La Ricerca-Formazione: impatti, strumenti, fattori. FrancoAngeli, 51-115.

Kennedy, M. M. (2016). How does professional development improve teaching? Review of Educational Research, 86(4), 945–980

Kirkpatrick D. L. (1994). Evaluating training programs.The four levels. San Francisco, CA: Berrett-Koehler.

Kirkpatrick D. L., Kirkpatrick J. D. (2006). Evaluating training programs.The four levels (3th ed.). San Francisco,CA: Berrett-Koehler.

Timperley, H., Wilson, A., Barrar, H., & Fung, I. (2007). Teacher professional learning and development: Best evidence synthesis iteration (BES). Ministry of Education. https://www.educationcounts.govt.nz/publications/series/2515/15341

Yoon, K. S., Duncan, T., Lee, S. W. Y., Scarloss, B., & Shapley, K. L. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007–No. 033). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest.

BEYOND TEACHER EXPERTISE: PROJECT SCAFFOLDING AND THE MEANING OF "IMPACT" IN ETWINNING PROFESSIONAL DEVELOPMENT

Alexandra Tosi (INDIRE, eTwinning Italian NSO, Italy) · **Sara Martinelli** (INDIRE, Italy) · **Jacopo Condò** (INDIRE, eTwinning Italian NSO, Italy) · **Elena Bettini** (INDIRE, eTwinning Italian NSO, Italy) · **Maria Chiara Pettenati** (INDIRE, Italy)

teacher professional development | eTwinning | key competences

The "impact" of teacher professional development is often considered a linear process linking professional learning to changes in teachers' knowledge and practices, and to student outcomes. While policy and evaluation frameworks frequently rely on this conception of "impact", this approach can oversimplify professional learning as a stable input–output mechanism and underestimate the role of design, mediation, and context. This contribution critically revisits impact in professional development by focusing on a neglected but fundamental aspect: the pedagogical architecture of the learning environment in which teachers enact innovation. We draw on a national eTwinning mixed-methods study carried out across 14 Italian secondary schools, where each implementation context included two matched classes taught by the same teacher in the same subject (eTwinning vs. control). In this context, we focus on the teacher and project layer to explore how "impact" may operate through a structured project scaffold. Using a dedicated project-analysis protocol applied to Quality Label-awarded eTwinning projects, we characterised pedagogical quality along multiple dimensions (such as authenticity of joint tasks, intensity of international collaboration, epistemic use of technology, student agency, and curricular integration). In our research, these qualitative descriptors were triangulated with implementation evidence from teachers' monthly logbooks, cross-case patterns at school level, and quantitative evidences extracted from the analysis of pre-post students' self-evaluation questionnaires and pre-post teachers' evaluations. A key pattern emerges: even within a sample of highly experienced teachers - eTwinning ambassadors with strong professional profiles - project quality varies substantially and aligns with systematic differences in implementation density, visibility of competence-related episodes, and the coherence of the learning workflow. The findings suggest that impact in teacher professional development cannot be exclusively reduced to teachers' baseline expertise. Rather, the eTwinning ecosystem functions as a powerful accelerator and scaffold structure: it provides a pre-architected framework that supports teachers in designing collaborative routines, generating observable evidence of learning processes, and sustaining reflective cycles of planning, documentation, and iterative improvement. In this sense, "impact" appears as an emergent property of a learning ecosystem in which professional competence is surely relevant, but structured design and shared quality criteria strongly condition what can be enacted in practice, documented as evidence, and transferred across contexts.

Batini F. (2016). Insegnare e valutare per competenze, Loescher editore, Quaderni della ricerca 31, Turin.

Cosgrove, J. Cachia, R., (2025). DigComp 3.0. European Digital Competence Framework - Fifth Edition, Publications Office of the European Union. Luxembourg. https://data.europa.eu/doi/10.2760/0001149, JRC144121

Council of the European Union. (2018). Council recommendation of 22 May 2018 on key competences for lifelong learning. Official Journal of the European Union, C 189, 1–13.

https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32018H0604(01)

Creswell, J.W., Guetterman, T.C. (2024). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (7th ed.). Pearson.

European Commission/EACEA/Eurydice. (2012). Developing key competences at school in Europe: Challenges and opportunities for policy (Eurydice Report). Publications Office of the European Union. https://doi.org/10.2797/93204

European Commission. (2013a). eTwinning 2012 annual report. Brussels: European Commission. https://doi.org/10.2766/75210

European Commission, Directorate-General for Education, Youth, Sport and Culture. (2013b). Study of the impact of eTwinning on participating pupils, teachers and schools: Final report. Publications Office of the European Union. https://doi.org/10.2766/40681

European Commission. (2015). eTwinning volume I: Celebrating ten years of eTwinning. Brussels: European Commission.

European Commission/EACEA/Eurydice. (2016). Entrepreneurship education at school in Europe. European Education and Culture Executive Agency (European Commission). https://op.europa.eu/en/publication-detail/-/publication/992a2ad8-dac8-11e5-8fea-01aa75ed71a1

European Commission, Education, Audiovisual and Culture Executive Agency (EACEA), & Eurydice. (2017). Citizenship education at school in Europe – 2017. Publications Office of the European Union. https://doi.org/10.2797/536166

European Commission. (2018). SELFIE (Self-reflection on Effective Learning by Fostering the use of Innovative Educational Technologies). https://education.ec.europa.eu/selfie.

European Commission. (2019a). eTwinning in an era of change (Report No. EC0119581ENN). Luxembourg: Publications Office of the European Union. https://doi.org/10.2797/87232

European Commission. (2019b). If not in schools, where? Supporting citizenship education through eTwinning (Report No. EC0419500ENN). Luxembourg: Publications Office of the European Union. https://doi.org/10.2797/33182

European Commission, Education, Audiovisual and Culture Executive Agency (EACEA), & Eurydice (2019c). Digital education at school in Europe. European Education and Culture Executive Agency (European Commission). https://op.europa.eu/en/publication-detail/-/publication/d7834ad0-ddac-11e9-9c4e-01aa75ed71a1

European Commission/EACEA/Eurydice. (2023). Structural indicators for monitoring education and training systems in Europe – 2023: Digital competence at school (Eurydice Report). Publications Office of the European Union. https://doi.org/10.2797/886074

European Commission, Education, Audiovisual and Culture Executive Agency (EACEA), & Eurydice (2024). Learning for sustainability in Europe: Building competences and supporting teachers and schools. European Education and Culture Executive Agency (European Commission). https://op.europa.eu/en/publication-detail/-/publication/dc327457-f875-11ee-a251-01aa75ed71a1

European Commission. (2025). Supporting citizenship education through eTwinning (Report No. EC0125069ENN). Luxembourg: Publications Office of the European Union. https://doi.org/10.2797/XXXXX

European Parliament & Council of the European Union. (2006). Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (2006/962/EC). Official Journal of the European Union, L 394, 10–18.

European Schoolnet. (2013). Study of the impact of eTwinning on participating pupils, teachers and schools (Report No. NC3112371ENN). European Commission. https://doi.org/10.2766/75210

European Schoolnet. (2012). eTwinning monitoring report 2011. Brussels: European Schoolnet.

Johnson, R.B., Christensen, L.B. (2024). Educational Research: Quantitative, Qualitative, and Mixed Approaches (8th ed.). SAGE Publications.

Nucci D., Tosi A. & Pettenati M.C. (2023). The impact of eTwinning on continuing professional development of teachers in Italy. Studies, highlights and prospects of the Italian community. Roma: Carocci.

Sala A., Punie Y., Garkov V., Cabrera Giraldez M. (2020). LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence. Luxembourg: Publications Office of the European Union

Tosi A. (2023). Empowering future teachers for a sustainable intercultural and inclusive education. The impact of eTwinning on Initial Teacher Education. Roma: Carocci.

RETHINKING "IMPACT" IN TEACHER PROFESSIONAL DEVELOPMENT: A SCOPING REVIEW PROTOCOL AND CONCEPTUAL MAP

Laura Parigi (INDIRE, Italy) · **Maurizio Gentile** (CRESPI - "Centro Interuniversitario di Ricerca Educativa sulla Professionalità dell'Insegnante", Italy) · **Elisabetta Cigognini** (INDIRE, Italy) · **Elisa Truffelli** (CRESPI - "Centro Interuniversitario di Ricerca Educativa sulla Professionalità dell'Insegnante", Italy) · **Margherita Di Stasio** (INDIRE, Italy) · **Alessandra Rosa** (CRESPI - "Centro Interuniversitario di Ricerca Educativa sulla Professionalità dell'Insegnante", Italy)

Teacher professional development | impact | teacher agency

The "impact" of Teacher Professional Development (TPD) has become a central policy imperative and a frequent object of evaluation, yet its meaning remains contested and often reduced to linear, measurable effects on teacher knowledge, classroom practices, or student outcomes. Recent developments in impact evaluation of TPD shift the focus from linear effects to contextualized and hierarchical models, linking professional learning to changes in teacher attitudes, practices, and student outcomes (Guskey, 2002; Bubb & Earley, 2010). This approach aligns with the European Commission frame-

works, which emphasize broader contextual effects in teacher training, including institutional and community outreach. This contribution reports the design and early findings of an INDIRE–CRESPI collaborative scoping review aimed at mapping how "impact" is conceptualised and operationalised in recent review-level literature on in-service TPD, and at identifying methodological and political tensions embedded in prevailing evaluation models. Methodologically, the study adopts a PRISMA-informed scoping approach, explicitly oriented to detect conceptual "grey areas", competing definitions, and evaluation blind spots, rather than to estimate a single pooled effect. Following a multi-database search strategy and deduplication workflow, the corpus was progressively refined from a broad pool of records to a manageable subset for abstract screening, with a deliberate focus on review-based studies (systematic reviews, meta-analyses, scoping reviews) and on K–12 contexts. The analytic framework is organised around six mapping questions: (1) definitions of impact (as change, transfer, transformation, sustainability); (2) units of analysis (teacher, school, system) and students as indirect beneficiaries, in K-12; (3) types of effects measured (e.g., impact on teachers' attitudes, conceptions, knowledge, skills, practices; impact on students' perceptions, attitudes, achievement); (4) temporal assumptions (short-term gains vs lasting effects/fade-out); (5) measurement logics (standardised indicators, self-report, observational/artefact-based evidence, multi-level models); (6) role of context and agency (how organisational conditions, professional cultures, and teacher decision-making mediate or re-define "what counts" as impact). By making explicit how review studies frame attribution, causality, and "evidence", the contribution speaks to the panel's call to interrogate the epistemological and methodological implications of impact-driven evaluation, and to propose more contextualised and participatory perspectives. We conclude by outlining a preliminary conceptual map that distinguishes impact-as-accountability from impact-as-professional learning ecology, and by proposing implications for future research designs and policy uses of evaluation in large-scale TPD.

Bubb, S., & Earley, P. (2010). Helping staff develop in schools. London. Sage.

Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. Educational Researcher, 38(3), 181-199.

Guskey, T. R. (2002). Does it make a difference? Evaluating professional development. Educational Leadership, 59(6), 45-51.

Munn, Z., et al. (2018). Systematic review or scoping review? Guidance for authors when choosing between a systematic or scoping review approach. BMC Medical Research Methodology, 18:143.

Page, M. J., et al. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. BMJ, 372, 71.

Peterson, J., Pearce, P. F., Ferguson, L. A., & Langford, C. A, (2017). Understanding scoping reviews: Definition, purpose, and process. Journal of the American Association of Nurse Practitioners, 29, 12-16.

Stufflebeam, D. L., & Coryn, C. L. S. (2014). Evaluation theory, models, and applications (2nd ed.). Jossey-Bass.

Tricco, A. C., et al. (2018). PRISMA extension for Scoping Reviews (PRISMA-ScR): checklist and explanation. Annals of Internal Medicine, 169(7), 467-473.

EXPLORING THE IMPACT OF SCAFFOLD CARDS ON TEACHERS' DESIGN PRACTICES FOR COMPETENCE-BASED EDUCATION: A MIXED-METHODS STUDY

Elena Luppi (University of Bologna, Italy) · **Flavio Brescianini** (University of Bologna, Italy) · **Veronica Mobilio** (Fondazione per la Scuola) · **Maria Chiara Pettenati** (INDIRE) · **Aurora Ricci** (University of Bologna, Italy) · **Alexandra Tosi** (INDIRE)

teacher professional development | transversal competences | mixed methods

The growing emphasis on competence-based approaches has increased pressure on education systems to translate European key competences into curricula and everyday practices (Council of the European Union, 2018). This shift calls for effective forms of Teacher Professional Development (TPD) that can support teachers' engagement with competence-based education. TPD is widely recognised as a key lever for fostering innovation and improving teaching quality (Council of the European Union, 2014; OECD, 2019). However, the "impact" in TPD is frequently conceptualised as a linear and measurable effect on teachers' knowledge or classroom behaviour, overlooking the situated, mediated, and context-dependent nature of professional learning (Opfer & Pedder, 2011). Building on the assumption that teachers' professional development is shaped by multiple professional and personal experiences, this contribution explores the potential impact of SCAFFOLD on teachers' ability to design learning activities for competence-based education. SCAFFOLD is a card-based tool developed by the European Training Foundation with the Joint Research Centre and grounded in research operationalising the European key competences for educational design (Bacigalupo, 2022). It is intended to support teachers in designing competence-oriented learning experiences characterised by learners' active engagement with real-world

problems (Bacigalupo et al., 2024). This paper presents the research design and preliminary results of the ongoing Italian adaptation and experimentation, promoted by Fondazione per la Scuola, INDIRE, and the University of Bologna. The study addresses three research questions: (1) whether the use of SCAFFOLD can foster teachers' knowledge of transversal competences, their awareness of their relevance, and their design practices; (2) which factors facilitate or hinder the adoption of the cards; (3) whether design practices initially supported by SCAFFOLD can evolve into autonomous design competences over time. The study adopts an exploratory sequential mixed-methods design (Creswell & Creswell, 2018). An initial qualitative phase, based on semi-structured observations of a SCAFFOLD workshop involving 18 teachers, informed the formulation of the research questions and the subsequent quantitative, questionnaire-based experimentation. A further qualitative phase (interviews and focus groups) will deepen the quantitative findings and reconstruct differentiated teacher profiles and patterns of adoption. The quantitative phase relies on pre- and post-questionnaires and adopts a hybrid design. For teachers who complete both questionnaires, it takes the form of a quasi-experimental non-equivalent groups design, comparing teachers who attended a dedicated webinar with teachers who completed the pre-test but did not attend it. For teachers entering only at the post-test stage, it takes the form of a post-test-only pre-experimental design (Cohen et al., 1980/2018). The questionnaires investigate teachers' profiles, familiarity with competence frameworks, the importance they attribute to key competences, and self-perceived readiness for competence-based design and assessment; the post-test also explores modes of use, perceived usefulness, and facilitators and barriers to adoption. At the time of writing, the study is ongoing; however, the pre-test questionnaire has already collected approximately 800 responses. In conclusion, the experimentation contributes to the debate on TPD by investigating impact not only in terms of observable effects, but also in relation to the conditions, practices, and trajectories through which professional learning takes shape.

Bacigalupo, M., Bekh, O., Binasco, A., Israel, H., & Weikert García, L. (2024). "Scaffold", a deck of cards to design competence-oriented learning experiences: A practical guide for educators. JRC / European Commission – ETF.

Bacigalupo, M. (2022). Competence frameworks as orienteering tools. Revista Interuniversitaria de Investigación En Tecnología Educativa, 12, 20–33. https://doi.org/10.6018/riite.523261

Cohen, L., Manion, L., & Morrison, K. (2018). Research Methods in Education (8th ed.). Taylor & Francis. (Original work published 1980)

Council of the European Union. (2014). Council conclusions of 20 May 2014 on effective teacher education.

Council of the European Union. (2018). Council recommendation of 22 May 2018 on key competences for lifelong learning.

Creswell, J. W., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches(5th ed.). SAGE.

OECD. (2019). TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners. OECD Publishing. https://doi.org/10.1787/1d0bc92a-en

Opfer, V. D., & Pedder, D. (2011). Conceptualizing Teacher Professional Learning. Review of Educational Research, 81(3), 376–407.

TEACH-AI: A MULTIDIMENSIONAL ANALYSIS OF TEACHERS' PERCEPTIONS OF ARTIFICIAL INTELLIGENCE ACROSS THE CONCEPTS OF AFFORDANCE-IN-PRACTICE, PROFESSIONAL CAPABILITY, AND SENTIMENT

Matteo Adamoli (eCampus University, Italy) · **Federica Emanuel** (eCampus University, Italy) · **Michele Marangi** (eCampus University, Italy) · **Marco Rondonotti** (eCampus University, Italy) · **Paolo Raviolo** (eCampus University, Italy)

Artificial Intelligence | Affordance-in-practice | Professional Capability

The paper investigates how Italian teachers perceive and use Artificial Intelligence (AI) in their professional practice. The research, part of the TEACH-AI project, uses the PAIR-S questionnaire (Adamoli et al., 2026) to analyse the responses of over 4500 teachers, focusing on three key theoretical concepts: Affordance-in-Practice (Costa, 2018), Professional Capability (Nussbaum, 2011) and Sentiment (Bing, 2012). The research also identified aspects in relation to the recent "Guidelines for the introduction of Artificial Intelligence in schools" issued by the Italian Ministry of Education and Merit for the introduction of Artificial Intelligence in schools (MIM, 2025). These were incorporated into the survey tool and subjected to detailed analysis in this study. Cluster analysis identified four distinct profiles (Receptives, Adaptives, Oppositionals and Indifferents) based on their technological preparedness and perception of AI, revealing a gap between current predominantly operational use and perceived potential for professional practices in the future (Adamoli &

Emmanuel, 2025). The research aims to understand whether and to what extent AI is perceived not only as a technical tool, but as a professional "capability" capable of promoting integration that enhances professional autonomy and the relational dimension of teaching.

Adamoli M., Emanuel, F., Marangi M., Rondonotti M. (2026). ARISE-AI: rilevare e orientare le pratiche didattiche con l'Intelligenza Artificiale in una prospettiva human-centered, Research Trends in Humanities Education & Philosophy, 13(1), pp. 35-50.

Adamoli M., Emanuel F. (2025). The TEACH-AI project: Co-designing Practices for Socio-Educational Services. Journal of inclusive methodology and technology in learning and teaching, 5/3, pp. 1-9

Bing, L. (2012), Sentiment Analysis and Opinion Mining, San Raphael, Morgan & Claypool Publishers.

Costa, E. (2018), Affordances-in-practice. An ethnographic critique of social media logic and context collapse, New Media & Society, 20(10), 3641-3656.

Ministero dell'Istruzione e del Merito (2025), Linee guida per l'introduzione dell'Intelligenza Artificiale nelle Istituzioni scolastiche, Versione 1.0.

Nussbaum, M. (2011), Creating capabilities: The human development approach, Cambridge, Harvard University Press.

FORMATIVE ASSESSMENT AS A LEVER FOR TEACHER PROFESSIONAL DEVELOPMENT: EVIDENCE FROM THE ITALIAN TEACHER SELF-ASSESSMENT FRAMEWORK

Sara Martinelli (INDIRE, Italy) · **Maria Chiara Pettenati** (INDIRE, Italy)

formative assessment | teacher self-assessment | professional standards

In recent decades, teacher professional development (TPD) has increasingly been framed in terms of measurable impact on teaching practices and student outcomes. While such approaches aim to strengthen accountability and evidence-based policy, they often rely on simplified causal models that overlook the complex and reflective nature of professional learning. Within this debate, formative assessment can be interpreted not only as a pedagogical strategy for supporting student learning, but also as a key dimension of teachers' professional development. This paper explores formative assessment as a potential lever for teacher professional learning through the analysis of a large-scale professional self-assessment device used in the Italian teacher induction programme. The study examines the Bilancio delle competenze, a national framework for teacher self-assessment developed by INDIRE and completed by more than 95,000 newly appointed teachers during their probationary year in 2024/25 and 2025/26. The instrument is structured around three professional domains (Teaching, Institution and Community, and Professional Development), eight standards and thirty-six competence indicators designed to support reflective practice and professional growth. The analysis focuses in particular on the Teaching domain, investigating teachers' self-perceived competence in relation to formative assessment practices. Results show that teachers report relatively strong confidence in communicating learning objectives and assessment criteria to students. However, significant challenges emerge in the operational use of formative assessment as a tool for monitoring learning processes and regulating teaching practices in progress. Approximately half of the respondents position themselves as still "in training" in the implementation of formative assessment strategies during instruction. These findings reveal a persistent gap between instructional design and the use of assessment as an ongoing regulatory process within teaching. While teachers perceive themselves as competent in planning and supporting students' learning processes, the integration of formative assessment into everyday instructional decision-making remains less consolidated. The paper argues that professional competence frameworks and self-assessment tools such as the Bilancio delle competenze should not be interpreted merely as monitoring instruments, but as reflective devices capable of fostering teacher agency and supporting professional learning. From this perspective, the study contributes to ongoing discussions on how the impact of TPD should be conceptualised and evaluated, suggesting that greater attention should be paid to reflective processes and to the role of professional standards in shaping teachers' understanding of assessment as part of their professional practice.

Arte V. (2023), Crescere senza voti, Mondadori, Milano.

Corsini C., La fabbrica dei voti. Sull'utilità e il danno della valutazione a scuola, Laterza

Corsini C. (2023). La valutazione che educa. Liberare insegnamento e apprendimento dalla tirannia del voto. FrancoAngeli.

Grion V. (2023), E se il voto inibisse l'apprendimento? Tipologie di feedback a confronto:una ricerca empirica in ambito universitario What if voting inhibited learning? A comparison of different types of feedback: empirical research in a university setting. Pedagogia oggi, 21(1), 146-154. https://doi.org/10.7346/PO-012023-16.

Hattie J., Vivanet G., Calovi C. (2016), Apprendimento visibile, insegnamento efficace. Metodi e strategie di successo dalla ricerca evidence-based, Erickson.

INDIRE per SAFI (2025). Rapporto tecnico interno Quadro SAFI.

Mobilio V. (2025), L'indagine OCSE sulle competenze socio-emotive degli studenti: i risultati per Torino e l'Emilia-Romagna, Fondazione per la Scuola
https://www.fondazionescuola.it/indagine-ocse-sulle-competenze-socio-emotive-lancio-del-secondo-rapporto/
Morello E., Trinchero R. (2024), La scuola non è un mercato di voti. Resoconto di un anno di "Scuola senza voti" con indicazioni teoriche e pratiche per una valutazione proattiva.
Nigris E. Agrusti G. (2023), Valutare per apprendere. La nuova valutazione descrittiva nella scuola primaria.
Pettenati, M. C., Martinelli, S., & Tancredi, A. (2025, August 26–29). Professional growth through self-assessment and teacher standards. Paper presented at the ATEE Annual Conference 2025: The making of authentic teachers in ages of artificiality? Dublin, Ireland.
Pettenati, M. C., Tancredi, A., & Martinelli, S. (2024). The New Skills Assessment for Newly Hired Teachers: A Flexible Device Based on the Minimum Professional Standards for Teacher Self-Assessment. Formazione & Insegnamento, 22(1), 85–96. https://doi.org/10.7346/-fei-XXII-01-24_10
Trinchero R. (2026), Descrizione dettagliata delle prestazioni cognitive classificate dal modello R-I-Z-A Roberto Trinchero – ver. 16 febbraio 2026, https://www.edurete.org/competenze/descrittoririza.pdf

C.07

Teachers and Principals in Contemporary Education Systems: Working Conditions, Professional Dynamics and Effectiveness

PANEL CONVENORS: Gianluca Argentin (Università di Milano Bicocca, Italy); Ivan Blancato (Università di Milano Bicocca, Italy); Iacopo Moreschini (Università di Milano Bicocca, Italy)

PANEL KEYWORDS: teachers, principals, effectiveness

For many years, research on school systems has focused mainly on institutional features (funding arrangements, tracking, ..), paying less attention to teachers and principals. Recently, large national and international surveys on teachers clearly highlighted the importance of these professional groups and the ways in which they both shape and are shaped by the school system (OECD, 2025a). Indeed, teachers and principals inhabit and enact schooling on a daily basis, making the difference in students' achievement and related inequalities. Teachers also account for the largest share of public expenditure in education in every country, and the effectiveness of each school system depends on them to a considerable extent (OECD, 2025b). At the same time a crucial mediator between teachers and the education system are school principals, another pivotal category for the school functioning. Placing teachers and principals at the centre of analysis, with their professional identity and experience, allows us to better grasp how educational policies and organisational structures are translated into daily practice and helps overcoming stereotypical views on these professions. For these reasons, this panel aims to foster reflection on teachers and school principals' living and working conditions and on the consequences on their professional quality (Kelly et al 2018), hence on pupils' achievment and inequalities. We invite empirical, theoretical and comparative contributions that investigate teachers and school principals focused on: - Motivation and pathways into the profession; - Professional well-being and interpersonal relations; - Self-efficacy and perceived competences; - Instructional and educational practices; - Schools and teachers Effectivness.

MIDDLE LEADERSHIP AND THE POLITICAL DIMENSION OF TEACHING: INSIGHTS FROM THE ITALIAN SCHOOL SYSTEM

Valerio Ferrero (University of Turin, Italy)

Middle Leadership | Teaching | Italy

This paper advances a theoretical-conceptual reflection on teachers' professional identity by positioning middle leadership (Lambert, 2003; Lieberman & Miller, 2011; Lipscombe et al., 2023; Murphy, 2005) as a structural and constitutive dimension of contemporary teaching in decentralised and autonomous school systems (Altrichter, 2015; Cheng et al., 2016; Keddie, 2015), with particular attention to its implications for equity and social justice. Moving beyond managerial and hierarchical understandings, middle leadership is conceptualised as a constellation of situated professional practices through which teachers connect classroom pedagogy, organisational processes and institutional responsibility (Frost, 2008; Hunzicker, 2022). Thus, it becomes an integral component of teachers' professional work, contributing to the educational project and public responsibility of the school. The Italian context provides a revealing lens: school autonomy has deeply reshaped governance while leaving teachers' leadership roles largely informal, fragmented and weakly recognised (Marsili et al., 2021). Within this configuration, teachers' engagement in coordination, curriculum development, inclusion policies, professional learning and relationships with local communities marks an expansion of professional practice beyond the classroom. This expansion is not interpreted as a functional add-on, but as a distinctive mediation through which autonomy is translated into everyday organisational choices and pedagogical priorities consequential for students' educational opportunities. Thus, middle leadership is interpreted as distributed leadership (Gronn, 2008; Harris,

2009), enabling teachers to negotiate the interplay between pedagogical intentions, organisational constraints and policy demands (Bufalino & Barattucci, 2020; Lupoli, 2017). Such mediation is consequential for professional quality and for how schools address educational inequalities. Middle leadership can strengthen agency, self-efficacy and motivation by opening spaces for responsibility, professional learning and influence over institutional processes (Farchi & Tubin, 2019; Mincu, 2022). At the same time, it can produce tensions, such as workload intensification, role ambiguity and limited recognition, especially where organisational cultures are weak and contractual frameworks fail to sustain these forms of engagement (Di Martino, 2024). These ambivalences are treated as constitutive features of teachers' lived working conditions in autonomous school systems. A further step is to reframe middle leadership beyond organisational effectiveness alone. It is approached as a pedagogical and civic practice (Cong-Lem, 2021) through which teachers participate in governance and contribute to shared educational orientations. In doing so, they influence how inclusion, curriculum coherence and student support are enacted in everyday school life, with direct implications for the reproduction or reduction of educational inequalities: leadership practices may consolidate existing asymmetries or foster more equitable learning conditions (Priestley et al., 2015). From this perspective, teaching appears as an inherently political profession, in which leadership practices express responsibility toward both the institution and the broader social context. Middle leadership emerges as a crucial space where professional practice, ethical commitment and institutional engagement intersect, enabling teachers to act as agents of social transformation rather than mere implementers of externally defined policies. Thus, middle leadership can be recognised and sustained as a collective, equity-oriented dimension of teachers' professional identity within decentralised school systems, provided that organisational conditions, professional recognition and pedagogical understandings of leadership support teachers' agency beyond the classroom.

Altrichter, H. (2015). School autonomy policies and the changing governance of schooling. In H. Jahnke, C. Kramer, & P. Meusburger (Eds.), Geographies of schooling: Knowledge and space (pp. 55–73). Springer.

Bufalino, G., & Barattucci, M. (2020). Autonomia scolastica e modelli collegiali di leadership: Attualità e prospettive pedagogiche. Qualeducazione, 98(3), 40–50.

Cheng, Y. C., Ko, J., & Lee, T. T. H. (2016). School autonomy, leadership and learning: A reconceptualisation. International Journal of Educational Management, 30(2), 177–196.

Cong-Lem, N. (2021). Teacher agency: A systematic review of international literature. Issues in Educational Research, 31(3), 718–738.

Farchi, T., & Tubin, D. (2019). Middle leaders in successful and less successful schools. School Leadership & Management, 39(3–4), 372–390.

Frost, D. (2008). Teacher leadership: Values and voice. School Leadership & Management, 28(3), 337–352.

Gronn, P. (2008). The future of distributed leadership. Journal of Educational Administration, 46(2), 141–158.

Harris, A. (Ed.) (2009). Distributed leadership: Different perspectives. Springer.

Hunzicker, J. L. (2022). Is it teacher leadership? Validation of the five features of teacher leadership framework and self-determination guide. International Journal of Teacher Leadership, 11(1), 5–28.

Keddie, A. (2015). School autonomy, accountability and collaboration: A critical review. Journal of Educational Administration and History, 47(1), 1–17.

Lambert, L. (2003). Leadership redefined: An evocative context for teacher leadership. School Leadership & Management, 33(4), 421–430.

Lieberman, A., & Miller, L. (2011). Teacher leadership. John Wiley & Sons.

Lipscombe, K., Tindall-Ford, S., & Lamanna, J. (2023). School middle leadership: A systematic review. Educational Management Administration & Leadership, 51(2), 270–288.

Lupoli, N. (2017). La leadership educativa del dirigente scolastico tra vincoli e possibilità. Formazione & Insegnamento, 15(3), 239–244.

Marsili, F., Morganti, A., & Signorelli, A. (2021). The Italian leadership on inclusive education: Myth or reality? Science Insights Education Frontiers, 9(2), 1241–1263.

Mincu, M. (2022). Why is school leadership key to transforming education? Structural and cultural assumptions for quality education in diverse contexts. Prospects, 52(3), 231–242.

Murphy, J. (Ed.) (2005). Connecting teacher leadership and school improvement. Corwin Press.

Priestley, M., Robinson, S., & Biesta, G. J. (2015). Teacher agency: An ecological approach. Bloomsbury.

SOCIAL RECOGNITION, PROFESSIONAL DEVELOPMENT, CAREER AND EVALUATION OF TEACHERS, THE VIEWS OF LOMBARD TEACHERS AND EXPERTS

Marcello Soprani (Ministero dell'Istruzione e del Merito - Unibz, Italy)

Career | Professional Development | Enhancement And Evaluation

The issue of enhancing the teaching profession, through the introduction of an evaluation and career system, has been at the centre of academic and political debate for several years without, to date, any significant achievements having been made. In the meantime, however, the social recognition of the role of teachers has undergone a major downsizing. If we

add to this the progressive ageing of the teaching body (among the oldest internationally), a strong process of feminisation of the profession and the low attractiveness of teaching – according to the required course of study – for the brightest new graduates, a critical picture emerges for the future of the education system in our country. With the study presented in this Thesis intends to develop a novel approach that, starting from the analysis of the sector's literature and thanks to the contribution of renowned experts, can give voice to those directly concerned (questioned through the administration of an online questionnaire) in order to find out the point of view of Italian teachers on the social recognition of the category, professional development, the evaluation of their work and career, thus providing important elements for evaluation and decision-making to policy makers in order to a change of the legal status of teaching staff, for which there is an increasing sense of urgency and need. A change that could start a virtuous path to restore prestige to the profession and also improve school organisation and teaching-learning processes.

ADi, (1999). Il codice deontologico della professione docente. Retrieved from https://download.adiscuola.it/download/il-codice-deontologico-della-professione-docente/

Agrati, L. S. (2018). Il pensiero sistemico del middle-manager scolastico. Spunti per la professionalizzazione. Form@ re 18.2. DOI: https://doi.org/10.13128/formare-23354

Agrati, L. S. (2022). Il mentoring come opportunità di riconoscimento professionale. Analisi comparativa dei programmi in Inghilterra e Slovenia. Professionalità studi, 3/4, 2022 V, 68-96

ANP, (2006). Per una carriera degli insegnanti. La proposta dell'ANP. Retrieved from https://www.dire.it/newsletter/scuola/anno/2013/marzo/11/pubblicita/anp_carrieradocenti.pdf

Aprea, V. (2008). Proposta di Legge n. 953 d'iniziativa del deputato Aprea. Retrieved from https://documenti.camera.it/_dati/leg16/lavori/stampati/pdf/16PDL0001960.pdf

ARAN, (2004). Lavori della commissione prevista dall' art. 22 CCNL Scuola. Retrieved from https://download.adiscuola.it/download/lavori-della-commissione-prevista-dallart-22-del-ccnl-scuola-sui-meccanismi-di-carriera-docenti/

Argentin, G. (2018). Gli insegnanti nella scuola italiana. Ricerche e prospettive di intervento. Il Mulino.

Argentin, G. (2021). Nostra Scuola quotidiana. Il cambiamento necessario. Il Mulino

Balzano, G. (2022). Professionalizzare il lavoro e la carriera del docente. Appunti e riflessioni. Professionalità studi, 3/4, 2022 V, 128-139

Barbacci, I. (2016). Prima del merito... Questioni di metodo. Scuola e formazione, CISL Scuola, 2,13-16

Cavalli, A., & Argentin, G. (2010). Gli insegnanti italiani: come cambia il modo di fare scuola. Terza indagine dell'Istituto IARD sulle condizioni di vita e di lavoro nella scuola italiana. Il Mulino.

Cenerini,A. (2014). Standard, Valutazione, Carriera – Suggerimenti dalle migliori esperienze straniere. Atti Convegno ADI 2014 "Insegnanti: stessa musica o si cambia? – Stato giuridico, standard professionali, orario, retribuzioni". Retrieved from https://adiscuola.it/Pubblicazioni/SemNov2014_Atti/sn4_frame.htm

Cerini, G. (2016). Autonomia e valorizzazione delle professionalità. Retrieved from https://oppi.it/wp-content/uploads/2014/11/119_68-72_Giancarlo-Cerini_Autonomia-e-valorizzazione-delle-professionalita.pdf

Cerini, G., et al. (2011). La strategia del portfolio docente. Tecnodid Editrice.

Checchi, D., & Chiosso, G. (a cura di). (2019). È possibile una scuola diversa. Una ricerca sperimentale per migliorare la qualità scolastica. Il Mulino.

Colombo, M. (2017). Gli insegnanti in Italia. Radiografia di una professione. Vita e Pensiero.

Corsini, C. (2015). Valutare scuole e docenti: Un'indagine sul punto di vista di chi insegna. Edizioni Nuova Cultura.

Darling Hammond L., & Zeichner K. (2017). Empowered Educators. How High-Performing Systems Shape Teaching Quality Around The World. Retrieved from https://ncee.org/empowered-educators/

De Nobile, J. (2018). Towards a theoretical model of middle leadership in schools. School Leadership & Management, 38:4 (2018), 395-416. DOI: https://doi.org/10.1080/13632434.2017.1411902

Dotti, G. (2016). Sondaggio Gilda-SWG Un anno di Buona Scuola: la riforma all'esame degli insegnanti. Retrieved from https://gildaprofessionedocente.it/news/dettaglio.php?id=468

Draghi, M. (2024). The future of European competitiveness. European Commission. Retrivied 03/15/25 from https://commission.europa.eu/topics/eu-competitiveness/draghi-report_en#paragraph_47059

Eurydice, (2022). Insegnanti in Europa: carriera, sviluppo professionale e benessere. Rapporto Eurydice. Retrivied from https://eurydice.indire.it/wp-content/uploads/2022/04/QUADERNO_EURYDICE_51_insegnanti.pdf

Falanga, M. (2014). La valutazione del personale docente, delle Istituzioni scolastiche e lautovalutazione: considerazioni di carattere giuridico. Retrieved from https://www.fondazioneagnelli.it/wpcontent/uploads/2017/08/Falanga_La_valutazione_del_personale_docente_FGA_WP53.pdf

Felisatti, E; Restiglian, E; Grion, V; Da Re, L. (2017). Rappresentazione dei docenti e politiche sulla valutazione degli insegnanti. In La professionalità degli insegnanti. La ricerca e le pratiche, a cura di Notti, A. M., Magnoler, P., Perla, L. Pensa Multimedia, 655-676

Filippi, I., & Imperato, E. (2015) Teoria delle organizzazioni: la scuola come organizzazione complessa. https://www.organizzazionedidattica.com/wp-content/uploads/2018/06/organizzazione-didattica-della-scuola.pdf

Fondazione Rocca, (2022). Scuola, i numeri da cambiare. Retrieved from https://numeridacambiare.it/wp-content/uploads/2022/11/Scuola-i-numeri-da-cambiare.pdf

Frison, D., & Funari C. (2024). L'insegnamento come seconda carriera: fattori di scelta e sfide professionali. Risultati da un'analisi sistematica della letteratura. Anicia Editore Qtimes, 341-355. DOI https://dx.doi.org/10.14668/qtimes_16128

Gavosto, A. (2022). La scuola bloccata. Laterza.

Guerrini, V. (2018). Valutazione e autovalutazione degli insegnanti. Riflessioni per promuovere processi di professionalizzazione in un'ottica life long learning, Lifelong Lifewide Learning. https://doi.org/10.19241/lll.v14i31.116

Hargreaves, A. (2013). Il Capitale professionale. Atti Convegno ADI 2013 "Il tallone di achille – Autonomie, istruzione tecnica e professionale, docenza. Un'agenda per il nuovo governo". Retrieved from https://adiscuola.it/Pubblicazioni/SemMar2013_Atti/Hargreaves/sa13H_frame.htm

Hattie, J. (2016). Apprendimento visibile, insegnamento efficace. Erickson.

Ianes, D., Cramerotti, S., Biancato, L., Demo, H. (2019). Il manuale dell'expert teacher. Erickson.

Invidia, S., et Al. (2022). Professione Prof. La ricerca, n. 22. Loescher

Lamberti, F. (2022). La carriera dei docenti tra aporie del sistema e prospettive di intervento. Professionalità studi, 3/4, 2022 V, 97-127

Legge 107, (2015). Legge 13 luglio 2015, n. 107. Riforma del sistema nazionale di istruzione e formazione e delega per il riordino delle disposizioni legislative vigenti. https://www.gazzettaufficiale.it/eli/id/2015/07/15/15G00122/s

MIM, (2025). Nuove Indicazioni 2025 Scuola dell'infanzia e Primo ciclo di istruzione Materiali per il dibattito pubblico. https://www.mim.gov.it/documents/20182/0/Nuove+indicazioni+2025.pdf/cebce5de-1e1d-12de-8252-79758c00a50b?version=1.0&t=1741684578272

MIUR, (2018). Sviluppo professionale e qualità della formazione in servizio. Documenti di lavoro. Retrieved from https://www.mim.gov.it/documents/20182/0/Dossier_formazione.pdf/9f909567-034c-417c-a030-d764779203b4?version=1.0&t=1523896491572

Molina, S. (2011). Sul prestigio della professione docente. In Fondazione Agnelli. Rapporto sulla scuola in Italia. Laterza, 8-12

Morin, E. (2015). Insegnare a vivere. Manifesto per cambiare l'educazione. Raffaello Cortina

OECD, (2019). TALIS 2018 Results (Volume I): Teacher and School Leaders as Lifelong Learners. OECD Publishing, retrieved from https://doi.org/10.1787/1d0bc92a-en

OECD, (2020). TALIS 2018 Results (Volume II): Teachers and School Leaders as Valued Professionals. OECD Publishing, retrieved from https://doi.org/10.1787/19cf08df-en

OECD, (2022). Education at a Glance: OECD Indicators. OECD Publishing. Retrivied from https://doi.org/10.1787/3197152b-en

OECD, (2023). Education at a Glance: OECD Indicators. OECD Publishing. Retrivied from https://doi.org/10.1787/e13bef63-en

OECD, (2024). Education at a Glance: OECD Indicators. OECD Publishing. Retrivied from https://doi.org/10.1787/c00cad36-en

Oliva, A., & Petrolino A. (A cura di). (2019). Il coraggio di ripensare la scuola. Associazione TreEllle Quaderno n. 15. Retrieved from https://doi.org/10.57568/iulres.v1i1.34

Paletta, A. (2018). Una leadership di sistema per fare rete. Rivista dell'Istruzione, 3, 28-32. Retrieved from https://www.riconnessioni.it/assets/uploads/una-leadership-di-sistema-per-fare-rete.pdf

Paletta, A. (2020). Dirigenza scolastica e middle management. Distribuire la leadership per migliorare l'efficacia della scuola. Bononia University Press.

Paletta, A., Greco, S., Santolaya, E. M. (2022). Leadership, innovazione e cambiamento organizzativo. Promuovere comunità di apprendimento professionale. Editoriale IUL Reasearch Volume 3 n. 5 2022 1-5. https://doi.org/10.57568/iulres.v3i5.361

Perla, L. (A cura di). (2019). Valutare per Valorizzare. La documentazione per il miglioramento di scuola, insegnanti, studenti. Morcelliana

Perla, L., Agrati, L. S., Vinci, V. (2022). Valutare o valorizzare lo sviluppo professionale dell'insegnante: evidenze di ricerca per un dibattito. Mizar. Costellazione di pensieri, n. 15 https://doi.org/10.1285/i24995835v2021n15p236

Perrenoud, P. (2002). Dieci nuove competenze per insegnare. Anicia

Provincia Autonoma di Trento, (2023). Approvazione del disegno di legge concernente Misure per il miglioramento organizzativo delle istituzioni scolastiche (...). Retrieved from https://adiscuola.it/assets/uploads/2000/04/Disegno-Legge_0000717995-2023-D335-00020-PR-006.pdf

Romei, P. (2000). Autonomia e progettualità. La scuola come laboratorio di gestione della complessità sociale. La Nuova Italia.

Romei, P. (2006). I mali della Scuola: responsabilità politiche, ma anche problemi culturali. Retrieved from https://www.organizzazionedidattica.com/wp-content/uploads/2020/04/I-mali-della-scuola-2.doc-1.pdf

Romei, P. (2006). Per una teoria della scuola. https://lnx.suardo.it/wp-content/uploads/2017/06/Per-una-teoria-della-scuola-ROMEI.pdf

Saraceno, C. (2023). Meritevolezza, non merito. Atti Seminario ADI 2023 "Entriamo nel merito... Cos'è il merito nella scuola". Retrieved from https://adiscuola.it/pubblicazioni/merito/#atti

Schon, D. A. (1993). Il Professionista riflessivo. Dedalo Edizioni

Schreier, M. (2013). Qualitative Content Analysis in Practice. Sage

Sergiovanni, T. J. (2002). Dirigere la scuola comunità che apprende. LAS Edizioni

Siniscalco M. (2023). Alcune linee programmatiche per il prossimo triennio. Atti del VII Congresso Nazionale Adi. Retrieved from https://download.adiscuola.it/download/mt-siniscalco-alcune-linee-programmatiche-per-il-prossimo-triennio/

Sugliano, A. M., & Chiappini, M. (2019). "Aumentare" la figura professionale del docente: il docente-ricercatore. Retrieved from https://mondodigitale.aicanet.net/2019-6/articoli/Best-4-SUGLIANO-CHIAPPINI.pdf

Tournier, B., & Chimier, C. (2019). Teacher career reforms: learning from experience. Paris: IIEP-UNESCO. Retrieved from: https://unesdoc.unesco.org/ark:/48223/pf0000372505

Trinchero, R. (2016) . L'expertise dell'insegnante, la rappresentazione delle sue competenze ei percorsi per formarle e valutarle. Form@re: Open Journal per la formazione in rete,16,,2. https://doi.org/10.13128/formare-18709

Trinchero, R., Calvani, A., Marzano, A., Vivanet, G. (2020). The quality of teachers: training, recruitment, career advancement. What scenario? Italian Journal of Educational Research, 25, 22-34. Retrieved from https://doi.org/10.7346/SIRD-022020-P22

UNESCO, (1966). Raccomandazione riguardante lo status degli insegnanti. Retrieved from https://www.cislscuola.it/uploads/media/RACCOMANDAZIONE-UNESCO-1966.pdf

Vadala, G. (2011). Il pensiero degli insegnanti Uno sguardo dal sistema docente. Retrieved from https://aisberg.unibg.it/retrieve/e40f7b84-00b9-afca-e053-6605fe0aeaf2/tesi%20dottorato_Giuseppe%20Vadal%c3%a0.pdf

Van Damme D., (2013). La sperimentazione Valorizza: punti forti e punti deboli. In Valorizza. Un approccio reputazionale per la valutazione degli insegnanti, 38-40. Retrieved from http://www.treellle.org/files/lll/Valorizza_italiano.pdf

Viola I., Pace E.M., Aiello P. (2020). Perché decidere di intraprendere la carriera di docente? Una revisione della letteratura. Nuova Secondaria, 4, 17–39. Retrieved from https://www.researchgate.net/publication/354178028_Perche_decidere_di_intraprendere_la_carriera_di_docente_Una_revisione_della_letteratura_-Nuova_Secondaria_Ricerca_-_4

Weick, K. E. (1976). Educational Organizations as Loosely Coupled Systems. Administrative Science Quarterly, 21, 1-19

Weick, K. E. (1982). Administering Education in Loosely Coupled Schools. Phi Delta Kappan Vol. 63, No. 10, 673-676

Zapperini, A. (2014). Il farsi della professionalità docente nelle prospettive della società della conoscenza. Retrieved from https://iris.unive.it/retrieve/87d6b2d1-c72c-42e2-89a5-5d36c6e890d1/Zapperini_tesi_Final.pdf

TEACHERS' PROFESSIONAL NARRATIVES AND EDUCATIONAL INEQUALITIES: CONSTRUCTING MIGRANT STUDENTS' TRAJECTORIES IN ITALIAN SCHOOLS

Francesco Camattini (Università La Sapienza, Italy)

teachers' narratives | migrant backgrounds | educational inequalities

This contribution engages with the socio-pedagogical debate on educational inequalities by focusing on teachers' professional cultures and narratives as central elements in the co-construction of differences between students and in the differentiation of educational trajectories. In particular, the paper investigates how teachers' professional narratives, expectations, and discursive practices may contribute, in the absence of intentionality, to the reproduction or interruption of educational inequalities affecting students with migratory backgrounds. Teachers' narratives represent a privileged lens through which to understand how inclusion policies and discourses on equality are translated into everyday educational practices. Through these narratives, processes of recognition, evaluation, and orientation are shaped, influencing students' opportunities. The research is guided by the following question: how do teachers' narratives and expectations contribute to shaping the educational trajectories of students with migratory backgrounds, particularly in institutional moments such as school orientation? The analysis adopts the concepts of structural and cultural violence as its theoretical lens, highlighting how educational inequalities may be produced and legitimized through institutional practices, expectations, and seemingly neutral representations. From this perspective, teachers' agency represents a crucial space in which such dynamics may either be reproduced or challenged. The contribution also emphasizes the researcher's dual positioning as both a school principal working in educational contexts characterized by high social complexity and a doctoral researcher in Peace Studies. This positioning makes it possible to combine an insider perspective on organizational processes of schools with a critical approach attentive to issues of justice and recognition in educational contexts. The research is situated in the province of Parma, a territory characterized by a significant presence of students with migratory backgrounds and by a tradition of inclusive educational policies that coexist with persistent dynamics of school stratification. From a methodological perspective, the study adopts a qualitative research design combining sources of data. Semi-structured interviews are conducted with teachers and school staff to explore narratives, representations, and expectations toward students with migratory backgrounds. The research also collects biographical narratives from university students with migratory backgrounds who reconstruct their school trajectories, highlighting experiences of discrimination or downward orientation. Data collection is further complemented by a territorial focus group conceived as a space for professional reflexivity. Specific attention is devoted to comparing teachers' narratives across different segments of the school system, particularly between primary school and lower secondary school. Preliminary analyses suggest that primary schools tend to value students' personal stories more strongly, whereas in lower secondary school teachers' discourses interpret a presumed reluctance among students to share their stories. Particular attention is also devoted to the institutional moment of school orientation at the end of lower secondary education, where expectations, evaluative judgments, and representations of students' potential assume a performative role in shaping their future trajectories. The contribution invites reflection on whether teachers' professional cultures constitute a decisive terrain for advancing democratic education and how transforming the narrative frameworks through which educators interpret students' migratory experiences might contribute to more equitable education systems.

Amadasi S., Ballestri C., Keeping two cultures together: the binary construction of belonging in narratives of professionals on children's cultural identity, in "Identities", 32, 2, 2024, pp. 273-292.

Bolognesi I., Scuole a elevata presenza di alunni di origine straniera tra discriminazione e razzismi: alcune proposte educative in prospettiva interculturale, in "Mizar", n. 18, gennaio-giugno, 2023, pp. 137-148.

Bourdieu P., Passeron J.-C., La reproduction. Éléments pour une théorie du système d'enseignement, Paris, Éditions de Minuit, 1970. Trad. it.: Bourdieu P., Passeron J.-C., La riproduzione. Elementi per una teoria del sistema di insegnamento, Rimini, Guaraldi, 1972.

Cordini M., L'asimmetria informativa e le disuguaglianze nella scelta scolastica: il caso di Milano, in "Scuola democratica", Speciale 2025, 2025, pp. 121-142.

Erel, U., Reynolds, T., & Kaptani, E. (2017). Participatory theatre for transformative social research. Qualitative Research, 17(3), 302–312. https://doi.org/10.1177/1468794117696029

Giliberti, L., Sarli, A., & Semprebon, M. (2025). Scuola, università e giovani con background migratorio in Italia. Introduzione alla special issue. Mondi Migranti, (2), 9–29.

Galtung, J. (1969). Violence, peace, and peace research. Journal of Peace Research, 6(3), 167–191. https://doi.org/10.1177/002234336900600301

hooks, b. (2022). Insegnare comunità. Una pedagogia della speranza. Meltemi.

PATHWAYS INTO TEACHING: RECRUITMENT, TIMING, AND CAREER STABILIZATION

Ivan Blancato (Università degli Studi di Milano Bicocca, Italy)

Teachers | Professional trajectories | Teacher Recruitment

This contribution examines pathways into the teaching profession, focusing on the trajectories teachers follow before and during their entry into the school system as workers. Pathways into teaching are shaped by broader labour market dynamics and socio-cultural contexts, which define both opportunities and constraints, as access to professional jurisdictions is institutionally regulated and socially negotiated (Abbott, 1988). From this perspective, the institutional features of the profession – particularly recruitment rules and training requirements – play a decisive role in structuring individual careers (Santiago, 2004). In Italy, teacher recruitment has undergone repeated reforms and has been widely debated for its peculiar institutional configuration and continuous transformation (Gremigni, 2013; Magni, 2019). The coexistence of overlapping entry mechanisms over time (Carbone & Gargiulo, 2022) has influenced not only formal selection procedures but also the timing, stages, and conditions through which individuals move from training to stable employment. Overall, the combination of heterogeneous recruitment logics and extraordinary measures has fostered structural precariousness within the school system (Argentin, 2018): at the systemic level, it affects educational stability and school organization (Barbieri & Sestito, 2017; Argentin & Pavolini, 2020; Abbiati et al., 2021); at the individual level, it has consequences for teachers' professional and personal lives (Berton et al., 2009; Colucci & Gallo, 2017; D'Onofrio, 2017). Drawing on recent data from the Quarta Indagine sulle Condizioni di Vita e di Lavoro degli Insegnanti Italiani, this study investigates both the trajectories and the timing of access to teaching, examining how they have evolved over time in relation to broader systemic transformations. The findings show that entry into teaching generally takes the form of a long and multifaceted pathway, with first appointments occurring at increasingly later stages of working life. Moreover, a teaching career often follows prior work experiences rather than serving as a first occupational destination; many teachers enter the profession after accumulating substantial experience in other sectors. At the same time, initial school appointments rarely coincide with immediate tenure; instead, they are followed by extended periods of temporary or fixed-term employment, during which teachers often face several years of contractual uncertainty before achieving stability. The analysis also shows that different professional trajectories are associated with distinct patterns of declared motivations for entering teaching, suggesting that pathways into the profession are linked not only to objective career sequences but also to the meanings individuals attribute to their occupational choice. Overall, these results portray a system in which entry into the profession and subsequent stabilization unfold through prolonged and differentiated trajectories, with significant implications for the composition of the teaching workforce and the integration of new cohorts into schools. Furthermore, the heterogeneity of access pathways is associated with differences in how teachers experience their professional role: for example, teachers with distinct entry trajectories report varying levels of job satisfaction, as well as different ways of interpreting and practicing school life. These findings suggest that recruitment patterns shape not only structural career opportunities but also teachers' motivations, professional orientations, and their subjective relationship to their work.

Abbiati, G., Argentin, G., & Gerosa, T. (2021, settembre 13). Il valzer degli insegnanti penalizza i più deboli. Retrieved from lavoce.info: https://lavoce.info/archives/89555/il-valzer-degli-insegnanti-penalizza-i-piu-deboli/

Abbott, A. (1988). The system of professions: An essay on the division of expert labor. Chicago: The University of Chicago Press.

Argentin, G. (2018). Gli insegnanti nella scuola italiana. Bologna: Il Mulino.

Argentin, G., & Pavolini, E. (2020). How Schools Directly Contribute to the Reproduction of Social Inequalities. Evidence of Tertiary Effects, Taken from Italian Research. Politiche sociali, 7(1), 149-176. doi:10.7389/97339

Barbieri, G., & Sestito, P. (2017). La giostra degli insegnanti: precariato e turnover nell'ultimo biennio. Questioni di Economia e Finanza(378).

Berton, F., Richiardi, M., & Sacchi, S. (2009). Flex-insecurity, Perchè in Italia la flessibilità diventa precarietà. Bologna: Il Mulino.

Carbone, D., & Gargiulo, E. (2022). Un reclutamento 'stratificato': I docenti italiani tra mobilità territoriale e di carriera. Scuola Democratica, 463-483.

Colucci, M., & Gallo, S. (Eds.). (2017). In cattedra con la valigia. Roma: Donzelli.

D'Onofrio, G., & Caputo, G. (2017). Pendolarità e precarietà lavorativa delle maestre fra la Campania e Roma. In M. Colucci, & S. Gallo, In cattedra con la valigia. Gli insegnanti tra stabilizzazione e mobilità. Roma: Donzelli Editore.

Gremigni, E. (2013). Una precarietà istituzionalizzata: Diventare insegnanti nella scuola pubblica italiana. Scuola Democratica(1), 105-124. doi:10.12828/73378

Lockwood, D. (1996, Settembre). Civic Integration and Class Formation. The British Journal of Sociology, 47(3), 531-550.

Magni, F. (2019). Formazione iniziale e reclutamento degli insegnanti in Italia. Roma: Studium.

Santiago, P. (2004). The Labour Market for Teachers. International Handbook on the Economics of Education, 522-578.

BETTER ENVIRONMENT, BETTER TEACHING: THE POWER OF TEACHERS' NETWORKS

Teodora Uberti (Università Cattolica del Sacro Cuore, Italy) · **Giulietta Zanga** (Università degli Studi di Milano, Italy)

Italian teachers | networks perception | job satisfaction

Research consistently shows that positive and functional collaboration among teachers improves the quality of classroom practices and is associated with higher job satisfaction and well-being. These benefits extend to students, fostering participation, motivation, learning, and the development of social skills. In the Italian context, teacher collaboration is shaped by organisational features such as school structure, staff stability, and the overall quality of professional relationships (Aquario et al., 2017). Studies highlight that teachers' positions within professional networks influence key work-related attitudes, including self-efficacy and job satisfaction. Teachers who are more centrally connected tend to feel more confident and satisfied, benefitting from greater opportunities for exchange, feedback, and support (Uberti and Zanga, 2026). Moreover, the literature shows that students of well-integrated teachers often obtain better academic outcomes, indicating that collaboration can enhance both teaching quality and student achievement (Moolenaar, 2012; Siciliano, 2016; Daly et al., 2010). For the first time in Italy, a large-scale survey explored how teachers perceive networking within their school environment. A total of 4,822 teachers answered questions on the perceived organisation of collaboration, their own position within working networks, the availability of trusted colleagues with whom to discuss work-related challenges, and the climate of cooperation or conflict within the school. The study addresses the following research question: how is teachers' job satisfaction linked to their perception of professional relationships with colleagues and the organisation of the school? Preliminary findings confirm earlier evidence. Teachers who perceive their school networks as integrated, open, and non-hierarchical report the highest levels of job satisfaction. Those who instead perceive rigid hierarchies, fragmentation, and limited communication between organisational levels tend to report lower satisfaction. Regarding personal positioning, teachers who see themselves as part of cohesive groups show the greatest satisfaction, whereas isolated teachers report the lowest. The presence of at least one trusted colleague with whom to discuss professional issues is strongly associated with higher satisfaction. These patterns remain robust after controlling for a wide range of individual and contextual characteristics. The analyses include controls for personal socio-demographic factors (gender, age, caregiving responsibilities), professional factors(career mobility, union membership, previous work experience, current and past roles, motivations, perceived job security, and subject area), and school-level characteristics (geographical location, infrastructural conditions of school buildings, and the availability of facilities). The study also replicates the analyses using measures of teachers' self-efficacy, finding similar associations between perceived network integration and positive professional outcomes. These results underscore the importance of supportive professional environments and suggest that strengthening collaboration may contribute to improving both teacher experience and school functioning.

Aquario, D., Ghedini, E., Bresciani Pocaterra, M. (2017), Form@re, 17(3), 162–173.
Daly, A. J., Moolenaar, N. M., Bolivar, J. M., Burke, P. (2010), Journal of Educational Administration, 48(3), 359–391.
Moolenaar, N. M. (2012), American Journal of Education, 119(1), 7–39.
Siciliano, M. D. (2016), American Educational Research Journal, 53(2), 227–262.
Uberti, T.E., Zanga, G. (2026), in Argentin G. et al., IV Insegnanti, Il Mulino, Bologna.

HOW TEACHERS EVALUATE THEIR WORK: A MULTIDIMENSIONAL ANALYSIS OF ITALIAN TEACHERS' JOB SATISFACTION

Giorgio Piccitto (Università degli Studi di Milano Bicocca, Italy) · **Ivan Blancato** (Università degli Studi di Milano Bicocca, Italy)

Teachers | Job Satisfaction | Professional Well-being

Studying teachers' job satisfaction is crucial for understanding not only the quality of their work - an issue of increasing political and scientific concern - but also the broader quality of the education system. The way teachers perceive their work offers valuable indications about school functioning, organizational climate, and the sustainability of the profession itself. Since schools largely depend on those who inhabit and shape them on a daily basis, teachers' job satisfaction becomes a strategic lens through which to assess the strengths and weaknesses of the system. Moreover, their well-being

is closely intertwined with interpersonal dynamics within schools and with students' learning experiences. More generally, job satisfaction represents the subjective dimension of job quality (Rose, 2003; de Bustillo Llorente & Macías, 2005). For this reason, it has gained increasing attention in public debate and policy agendas concerned with promoting individual well-being (Clark, 2015). The existing literature suggests that satisfaction is a multidimensional construct. Classic need-based approaches, such as the Two-factor theory (Herzberg et al., 1959), distinguish between extrinsic aspects of work (e.g., pay, job security, working conditions) and intrinsic or motivational dimensions (e.g., autonomy, recognition, responsibility). At the same time, interactionist perspectives (Edwards, 1991; Schneider, 2001) emphasize that job satisfaction results from the interplay between job characteristics and individuals' values and socio-demographic traits. Together, these insights provide a framework for analysing how teachers interpret and evaluate their professional experience. Drawing on recent data from the Quarta Indagine sulle Condizioni di Vita e di Lavoro degli Insegnanti Italiani, this study explores how teachers assess their job and the conditions under which it is carried out. The findings portray a professional group that, while operating within a context marked by structural constraints and limited external recognition, expresses an overall positive evaluation of its occupational position. Satisfaction appears to rest primarily on intrinsic dimensions of teaching – such as its perceived social usefulness, its relational component, and the opportunity to engage in meaningful work – whereas more strictly extrinsic aspects, including pay and career prospects, remain critical yet do not undermine the general assessment of the profession. Importantly, teachers' job satisfaction emerges as a relative and dynamic construct: it is shaped by comparison processes involving personal expectations, prior experiences, alternative career paths, and different stages of the life course, as well as by broader transformations in the labour market. This perspective highlights the importance of the interactionist approach in studying job satisfaction of Italian teachers.

Clark, A. E. (2015). What makes a good job? Job quality and job satisfaction. IZA World of Labor.
de Bustillo Llorente, R. M., & Macias, E. F. (2005). Job satisfaction as an indicator of the quality of work. The Journal of Socio-Economics, 34(5), 656-673.
Edwards, J. R. (1991). Person-job fit: A conceptual integration, literature review, and methodological critique. New York: John Wiley & Sons.
Herzberg F., Mausner B., Synderman B. (1959). The motivation to work. New York: Wiley.
Rose, M. (2003). Good deal, bad deal? Job satisfaction in occupations. Work, employment and society, 17(3), 503-530.
Schneider, B. (2001). Fits about fit. Applied Psychology, 50(1): 141-152.

TOWARDS A HISTORY OF SCHOOL LEADERSHIP PROFESSIONALISM. THE CASE STUDY OF GIANCARLO CERINI, PRIMARY SCHOOL HEADTEACHER IN ITALY IN THE 1980S

Mirella D'Ascenzo (University of Bologna, Department of Education Studies) · **Gabriella Pagnotta** (University of Bologna, Department of Education Studies)

Educational leadership | Primary School Headteacher | Giancarlo Cerini

The increasing attention devoted by educational research to school leaders—now widely recognised as strategic actors in the functioning and innovation of educational systems—suggests the importance of a historical re-examination of their role. From this perspective, a diachronic approach invites us to consider how, even prior to the full establishment of school autonomy, certain leadership figures exerted a significant influence on the organisational and managerial structures of educational institutions, on the construction of teachers' professional identity, and on the development of democratic teaching practices. Reinterpreting these experiences from a historical-educational perspective therefore means not only reconstructing past organisational models, but also understanding how particular pedagogical visions, leadership styles and forms of coordination have contributed over time to the shaping of democratic professional cultures within a dialogical relationship between past and present.For these reasons, this paper focuses on the figure of Giancarlo Cerini, who served as a primary school teacher, headteacher, researcher at the Regional Institute for Educational Research, Experimentation and In-Service Training (IRRSAE) of Emilia-Romagna, technical inspector at the Italian Ministry of Education, and was undoubtedly among the key protagonists of the season of school reforms from the 1980s onwards. Among his most notable contributions are the drafting of the National Guidelines for the Curriculum (2012) and the Pedagogical Guidelines for the Integrated 0–6 Education System (2021). In the current national context, characterised by an intense debate on democratic schooling, analysing Cerini's contribution may prove particularly relevant. This study aims to provide a historical and theoretical overview of the formative role played by Cerini during his tenure as headteacher between 1979

and 1984, a period during which he developed democratic operational practices characterised by a deeply open and participatory leadership style, fostering cooperation among teachers, families and local institutions. Through the analysis of printed and archival sources—many of which have so far remained unexplored—the paper examines several specific experiences that highlight the democratic practices implemented during Cerini's leadership. Although the role and professional identity of school leadership have evolved over time, these experiences may still represent a valuable point of reference today, as they embody an anticipatory and innovative conception of school governance.

Canevaro A., Una forza competente, accogliente, calma, su cui puoi contare, in «Rivista dell'istruzione», 6/2021, pp. 8-11.

Cerini G., Dirigenti Scolastici di nuova generazione, Rimini, Maggioli Editore, 2015.

Cerini G., Atlante delle riforme (im)possibili, Napoli, Tecnodid Editrice, 2021.

D'Ascenzo M., Per una storia della dirigenza scolastica. Maria Bartolini direttrice ed ispettrice scolastica del Novecento, «Ricerche Pedagogiche», 196/197, 2015, pp.60-68.

D'Ascenzo M., Le biografie degli insegnanti come patrimonio storico-educativo e scolastico, in Barausse A., De Freitas Ermel T., Viola V. Prospettive incrociate sul Patrimonio Storico-Educativo, Lecce, Pensa MultiMedia, 2020, pp. 415-432.

D'Ascenzo M., Diventare direttrici e direttori didattici tra Riforma Gentile e fascismo, in D'Arcangeli M.A., (a cura di), Educazione, scuola e pedagogia in Italia da Gentile a Bottai (1922–1943), Roma, Anicia, 2024, pp. 81-103.

Global education monitoring report team, Global education monitoring report 2024/5. Leadership in education. Lead for learning, Paris, Unesco, 2024.

Lorenzoni F. L'arte del tessere e del mettere in ricerca: un ricordo di Giancarlo Cerini, in «Giunti Scuola», 4 maggio 2021.

Pagnotta G., Per una storia della professionalità educativa. La formazione iniziale di Giancarlo Cerini, in Acone L., Carlomagno N., Corbi, E., Cunti A., D'Ambrosio M., Iavarone M. L., Marone F., Musello M., Perillo P., Santoianni F., Sirignano F. M., Striano M., Strollo M. R., Tafuri D., Malavasi P., Ricerca e progettazione pedagogica per contrastare povertà educative e dispersione scolastica. A 100 anni dalla nascita di Alberto Manzi, Lecce, Pensa MultiMedia, 2025, pp. 66-70.

Townsend T., Editorial, Transforming Educational Leadership: A Historical Context, «Education Sciences», 2024, 14, pp. 1-7.

Zago, G. (a cura di), Da maestri a direttori didattici, Lecce, Pensa MultiMedia, 2007.

FROM LECTURING TO ACTIVE LEARNING? TEACHING PRACTICES AND PROFESSIONAL SELF-EFFICACY AMONG ITALIAN TEACHERS

Giulia Pastori (UNIVERSITY OF MILAN-BICOCCA, Italy) · **Valentina Pagani** (UNIVERSITY OF MILAN-BICOCCA, Italy)

Teaching practices | Teacher self-efficacy | Active learning

In recent years, research on education systems has increasingly emphasized the role of teachers as key actors shaping learning environments and student outcomes. Within this perspective, understanding how teachers teach, and which professional and contextual factors support different instructional practices, is crucial for interpreting educational effectiveness. This paper investigates teaching practices in Italian schools, focusing on the diffusion of active methodologies, teachers' professional representations, and the role of perceived self-efficacy and school context. The analysis is based on data from a national survey (Fourth Italian Teachers' National Survey, Argentin, 2026) conducted in 2025 among teachers across school levels in Italy. The study examines the frequency of use of instructional practices, ranging from traditional lecturing to interactive approaches such as dialogic teaching, active learning strategies, laboratory-based activities, and cooperative learning. These approaches are widely discussed in the literature as important for improving instructional quality and promoting students' engagement in learning (OECD, 2019; Strachan & Liyanage, 2015; Vergara et al., 2020). The analysis also considers teachers' professional culture and perceptions of their work environment, including views on professional preparation, opportunities for in-service training, school capacity for innovation, and teachers' self-efficacy in different domains of educational practice (Le Donné et al., 2016). Descriptive results show that Italian teachers tend to adopt a hybrid teaching repertoire. Traditional lecturing remains widespread: 56.1% of teachers report using frontal lectures frequently, while 30.8% use them sometimes. However, dialogic teaching appears even more common, with 72% of teachers declaring that they use it frequently and 24% sometimes. Active methodologies are also widely present, although often used alongside traditional approaches: between 40% and 43% of teachers report frequent use of active learning strategies, laboratory activities, and cooperative learning, while a similar proportion report using them occasionally. A comparison with data collected in 2008 reveals a substantial transformation in teaching practices over time. The frequent use of traditional lecturing has decreased significantly (from 75.3% in 2008 to 56.1% in 2025), while active and collaborative practices have expanded considerably. In particular, frequent use of cooperative learning has risen from 12.8% to 43.1%, active learning strategies from 23.9% to 40.9%, and laboratory-based teaching from 25.9%

to 40.1%. To better understand factors associated with these practices, principal component analysis identified underlying dimensions of teaching methodologies and professional competences. Results highlight two main dimensions: one related to active teaching practices, one associated with teachers' perceived self-efficacy. Regression analyses indicate that adoption of active methodologies is strongly associated with higher levels of self-efficacy, particularly in student-oriented teaching tasks such as motivating students, supporting inclusion, and fostering critical thinking. At the same time, teachers report lower perceived efficacy in influencing the organizational and cultural dimensions of their schools. This gap suggests that pedagogical innovation often remains linked to individual initiative rather than being embedded in collective professional cultures. Strengthening collaborative professional environments, opportunities for shared instructional planning, and supportive leadership therefore appears crucial to make innovative teaching practices more systematic and sustainable within schools.

Argentin, G. (a cura di (2026), Quarta indagine sugli insegnanti italiani. Bologna: Il Mulino

Bas, G., Senturk, C., & Cigerci, F. M. (2017). Homework and academic achievement: A meta-analytic review of research. Issues in Educational Research, 27(1), 31–50.

Le Donné, N., Fraser, P., Bousquet, G. (2016). Teaching strategies for instructional quality: Insights from the TALIS-PISA link data. OECD Education Working Papers, No. 148. OECD Publishing.

OECD (2019). Student Agency for 2030. Paris: OECD Publishing.

Strachan, R., & Liyanage, L. (2015). Active student engagement: The heart of effective learning. In P. Layne & P. Lake (Eds.), Global Innovation of Teaching and Learning in Higher Education (pp. 153–168). Springer.

Vergara, D., Paredes-Velasco, M., Chivite, C., & Fernández-Arias, P. (2020). The challenge of increasing the effectiveness of learning by using active methodologies. Sustainability, 12(20), 8702.

TEACHERS' OCCUPATIONAL HEALTH AND ORGANISATIONAL SUPPORT IN ITALIAN SCHOOLS: EVIDENCE FROM THE "4TH TEACHERS' LIVING AND WORKING CONDITIONS" AND "HBSC TEACHERS" SURVEYS

Marta Branda (University of Milano-Bicocca, Department of Psychology, Health and Sustainability Lab) · **Luca Piero Vecchio** (University of Milano-Bicocca, Department of Psychology, Health and Sustainability Lab) · **HBSC Lombardy Research Group** (DG Welfare Lombardia (Italy)) · **Veronica Velasco** (University of Milano-Bicocca, Department of Psychology, Health and Sustainability Lab)

school-based health promotion | teachers' health and well-being | school organizational support

Schools face growing pressures to deliver on learning, inclusion, equity, and innovation with constrained resources (European Commission, 2008). As teachers' work expands beyond instruction, administrative and compliance demands contribute to time poverty and limited recovery (Creagh et al., 2025; OECD, 2025). Teachers' occupational health is central to promoting wellbeing across the whole school community (World Health Organization, 2022), and school-based relational conditions (e.g., supportive leadership and collegial relationships) are key protective resources in high-demand contexts (Schaufeli et al., 2006; Skaalvik & Skaalvik, 2009; Velasco et al., 2013). This study aims to describe teachers' burnout, engagement, and perceived need for psychological support across sociodemographic and professional groups, and to examine how these outcomes vary by satisfaction with relationships with school leaders and colleagues. This study is part of the Quarta Indagine sulle Condizioni di Vita e di Lavoro degli Insegnanti Italiani, which aims to provide a comprehensive overview of the living and working conditions of the Italian school system. The survey involved a representative sample of 9,671 teachers, based on a stratified sampling design. The analyses presented here focus on a random subsample (N = 4,699) who completed a dedicated battery on teachers' occupational wellbeing. Self-report measures of burnout (BAT-12) and engagement (UWES-9) were administered. Teachers were also asked whether they considered a dedicated psychological support service at school useful for supporting teachers' wellbeing. In addition, teachers' satisfaction with perceived support from school leaders and colleagues was examined. To further contextualise these national findings, additional analyses will benchmark results against the HBSC Teachers Survey 2022 (Lombardy, Italy), which involved 5,847 teachers from lower and upper secondary schools. Overall, Italian teachers reported low-to-moderate burnout (M = 1.95; SD = 0.53), with 18.3% in the high range and 1.5% in the very high range. Exhaustion was the highest burnout component (M = 2.54; SD = 0.82), and 60.2% reported scepticism about the meaning and value their work has for others. Engagement was high (M = 3.98; SD = 0.62): 77.5% reported feeling enthusiastic often/always and 83.6% feeling immersed often/always. Group differences were modest: burnout was lower and engagement higher in

Central/Southern Italy than in the North, and primary teachers reported lower burnout and higher engagement than secondary teachers. Regarding support needs, 59.9% considered a school-based psychological support service useful for themselves. Finally, greater satisfaction with support from school leaders and colleagues was associated with lower burnout and higher engagement, most strongly for school leadership, consistent with HBSC Teachers evidence linking higher principal support to lower burnout. Findings indicate that, alongside generally high engagement, a non-negligible share of teachers experience elevated burnout and report concerns about the meaning and value their work has for others. Reported needs for psychological support are widespread. Satisfaction with school-based relational support, especially from school leaders, shows the clearest and most consistent association with both lower burnout and higher engagement, highlighting the relevance of strengthening supportive leadership and collegial environments in efforts to promote teachers' occupational health.

Creagh, S., Thompson, G. Mockler, N., Stacey, M., and Hogan, A. (2025). 'Workload, Work Intensification and Time Poverty for Teachers and School Leaders: A Systematic Research Synthesis'. Educational Review 77(2):661–80.

European Commission, Agenzia esecutiva per l'istruzione e la cultura (2008). Eurydice e Direzione generale per l'istruzione, la gioventù, lo sport e la cultura, Responsabilità e autonomia degli insegnanti in Europa , Eurydice.

OECD. 2025. Results from TALIS 2024: The State of Teaching. TALIS. OECD Publishing.

WHO Guidelines on Mental Health at Work. 2022. 1st ed. Geneva: World Health Organization.

Schaufeli, W. B., Shimazu, A., Hakanen, J., Salanova, M., & De Witte, H. (2019). An ultra-short measure for work engagement: The UWES-3 validation across five countries. European Journal of Psychological Assessment, 35(4), 577–591.

Skaalvik, E.M., and Skaalvik, S. 2009. 'Does School Context Matter? Relations with Teacher Burnout and Job Satisfaction'. Teaching and Teacher Education 25(3):518–24.

WHO Guidelines on Mental Health at Work. 2022. 1st ed. Geneva: World Health Organization.

Velasco, V., Celata, C., Miglioretti, M. and Vecchio, L.P. 2013. 'Il Benessere Degli Insegnanti: Il Ruolo Del Supporto Sociale e Delle Dimensioni Organizzative'. PSICOLOGIA DELLA SALUTE (2):52–70.

SELF-EFFICACY AND ORGANIZATIONAL LEVERS IN ITALIAN TEACHING: PROFILES, RESOURCES, AND PROFESSIONAL OUTCOMES

Iacopo Moreschini (Department of Sociology and Social Research, University of Milan–Bicocca, Italy) · **Paolo Guandalini** (Department of Psychology and Cognitive Science, University of Trento)

Teacher self-efficacy | school organizational resources | professional well-being

Over the past decades, the teaching profession has become increasingly complex. Classrooms are more heterogeneous in terms of educational needs and migrant backgrounds; digital technologies have become pervasive; and opportunities for professional development remain limited. In this context, teachers' self-efficacy represents a crucial professional resource. In line with Bandura's (1991) social cognitive theory, teacher self-efficacy refers to teachers' beliefs in their capability to teach effectively, engage students, and foster learning (Tschannen-Moran & Woolfolk Hoy, 2001). International research shows that higher teacher self-efficacy is associated with greater job satisfaction, stronger professional commitment, lower burnout, and improved student outcomes. In the Italian context, data from the OECD Teaching and Learning International Survey (2025) indicate levels of self-efficacy above the OECD average, despite limited mentoring, career pathways, and professional feedback mechanisms. It is therefore important to better understand how perceived self-efficacy is distributed among Italian teachers in order to design effective organizational interventions. Using data from the Fourth Survey on the Living and Working Conditions of Italian Teachers, this study analyzes a representative sample of teachers across all educational levels (n = 9680) through latent profile analysis. Self-efficacy is measured through a 20-item four-point Likert scale articulated into four subdimensions: efficacy in student engagement, instructional strategies, classroom management, and influencing the school context. The study has a twofold objective: first, to examine which teacher characteristics (socio-demographics, working conditions, and teaching level) are associated with the four profiles identified; second, to investigate the relationship between self-efficacy and organizational resources within schools—such as professional development opportunities, peer relations, organizational hierarchies, and teachers' inclusion in decision-making processes—as well as outcomes highlighted in the literature, including work-related stress, job satisfaction, and other indicators of professional well-being. This framework helps identify resources "within reach" of schools that may improve teachers' working conditions and the quality of teaching. Four distinct profiles of teachers' perceived self-efficacy

emerged from the latent profile analysis. The first profile (management-struggling teachers) was characterized by very low classroom management efficacy alongside slightly above-average levels of instructional strategies and student engagement. This group included relatively more younger and substitute teachers, as well as teachers working in upper secondary education and support roles. The second profile (moderately confident teachers) showed balanced levels of self-efficacy across all domains, generally close to the sample average, and a composition similar to that of the overall sample. The third profile (highly confident teachers) reported above-average self-efficacy across all dimensions and included relatively more experienced teachers, teachers working in primary education, and a higher proportion from southern regions. Finally, the fourth profile (management-oriented teachers) showed very high classroom management efficacy but lower levels in the other domains, particularly in influencing the school context, and included more tenured and older teachers working in upper secondary schools. Regression analyses based on the proposed framework provide further insights into the organizational and professional factors associated with different patterns of teacher self-efficacy.

Bandura, A. (1991). Social cognitive theory of self-regulation. Organizational Behavior and Human Decision Processes, 50, 248-287.

OECD. (2025). Results from TALIS 2024: Country note—Italy. OECD Publishing.

Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. Teaching and Teacher Education, 17(7), 783–805. https://doi.org/10.1016/S0742-051X(01)00036-1

DIGITAL TECHNOLOGIES IN ITALIAN CLASSROOMS: PRACTICES, ATTITUDES, AND EMERGING CHALLENGES

Giovanni Maria Abbiati (University of Brescia, Italy) · **Gianna Cappello** (University of Palermo) · **Emiliano Grimaldi** (University of Naples) · **Marco Gui** (University of Milan-Bicocca)

educational technology | teachers | AI

Over the past two decades, digitalization has been regarded across OECD countries as the primary vehicle for school modernization (Selwyn, 2021). This has translated into growing public investment in digital innovation in schools, alongside increasing pressure on teachers to become active participants in the digital re-infrastructuring of learning environments and to embrace a radical vision of pedagogical innovation through digital technologies (OECD, 2025). Against this policy backdrop, research efforts have multiplied to understand how the integration of digital technologies into teaching practices is evolving, and how teachers' opinions and attitudes toward both established and emerging digital tools are changing (Sarra et al., 2025; Wijnen et al., 2023). This paper examines the evolution of digital technology use and related attitudes among Italian teachers, drawing on data from the IV Italian national teachers' survey conducted on a national sample of teachers during 2025. The analysis takes place against the backdrop of a profound transformation in the technological landscape since the previous wave of data collection (dated 2008). This survey provides a rich set of questions devoted to investigate the use of ed-tech in classroom activities, the agency of students in managing digital devices during school hours, and attitudes towards the impact of the technological trasformation undergone by the school system in the last 20 years. Findings reveal that certain teaching practices — particularly those involving the use of interactive whiteboards (IWBs) under direct teacher control — have become fully mainstream, no longer showing significant differences related to teacher age and only marginal disciplinary variation. By contrast, practices that require continuous, active technology use by students, such as collaborative tasks or content creation activities, remain less widespread, albeit growing. The paper also highlights a shift in teachers' attitudes toward the defining technological innovation of the current moment — artificial intelligence — which, compared to the reception once given to the Internet in the previous survey (Gui, 2010), appears markedly more cautious and reflective. This measured stance suggests a greater awareness of both the potential and the risks associated with the rapid integration of new tools into educational settings. To explore whether technology users can be grouped into meaningful profiles, the paper employs cluster analysis, aiming to identify distinct types of teachers based on their patterns of use and their underlying attitudes. Overall, teachers express a broadly positive view of the role that digital technologies have come to play in their professional lives. At the same time, they voice considerable concern about students' use of social media and its potential effects on their well-being.

Gui, M. (2010). L'uso didattico delle ICT, In Cavalli A. e Argentin G. (2010), Gli insegnanti italiani: come cambia il modo di fare scuola. Terza indagine dell'Istituto IARD sulle condizioni di vita e di lavoro degli insegnanti italiani (pp. 1-17). Il Mulino.

OECD (2025), "Preparing teachers for digital education: Continuing professional learning on digital skills and pedagogies", OECD Education Policy Perspectives, No. 122, OECD Publishing, Paris, https://doi.org/10.1787/af442d7a-en.

Sarra, A., Pentucci, M. & Nissi, E. Teachers' Beliefs on the use of Digital Technologies at School: Text Mining of Open-Ended Questions. Soc Indic Res 180, 331–352 (2025). https://doi.org/10.1007/s11205-025-03652-4

Selwyn, N. (2021). Education and technology: Key issues and debates. Bloomsbury Publishing.

Wijnen, F., Walma van der Molen, J., & Voogt, J. (2023). Primary school teachers' attitudes toward technology use and stimulating higher-order thinking in students: a review of the literature. Journal of Research on Technology in Education, 55(4), 545–567. https://doi.org/10.1080/15391523.2021.199186

EDUCATION FOR DEMOCRACY IN THE CIVICS CLASSROOM – EFFECTS OF TEACHER TRAINING COURSES AND CLASSROOM INTERVENTIONS

Marvin Masella (Goethe University Frankfurt, Germany) · **Monika Oberle** (Goethe University Frankfurt, Germany)

Education for Democracy | Teacher Training | Intervention Study

Across Europe, democracies are facing increasing pressure from radical right-wing and anti-democratic forces. In recent years, young people in particular have become a key target group for anti-democratic actors, especially in the digital sphere. Social science research now encompasses numerous studies on radicalization and extremism, including development-oriented models of radicalization processes (e.g., McCauley & Moskalenko, 2017, Kruglanski et al., 2019, Borum, 2011), research on individual risk and protective factors (e.g., Borum, 2014), and analyses of the ideological foundations of radical-right and anti-democratic movements and their societal effects (e.g., Mudde, 2014, Mudde & Kaltwasser, 2017). In the field of radicalization prevention and education for democracy (CoE, 2018), studies indicate that interventions can promote resilience, foster democratic values, and enhance participants' self-efficacy and empathy (e.g., Feddes et al., 2015, 2019). However, methodologically sound evaluation studies are still rare (Wolfowicz et al., 2022). While teacher training is seen as key for radicalization prevention and democracy education at schools, there is a lack of empirical studies regarding the effects of training courses for democracy education in the civics classroom. To address these research deficits, we present the results of a scientific evaluation of multi-module training courses for civics teachers and related teaching units, implemented in Lower Saxony, Germany. Both were developed, piloted, and implemented in the project "Empowering Civics Teachers to Prevent Radicalization" (2022-2025) at University of Goettingen and Goethe University Frankfurt, Germany (funded by the Ministry of Justice of Lower Saxony). The teacher training courses were designed to enable educators to address the foundations and challenges of liberal democracy in civic education. They aimed to support teachers in using topics such as conflicts between fundamental rights, the state's monopoly on the use of force, civil disobedience, and the question of legitimate limits of tolerance as meaningful teaching and learning opportunities, and in addressing these issues in a cognitively activating, action- and student-oriented way in the classroom. Using semi-standardized questionnaires, a total of N=65 civics teachers, who participated in three multi-module training courses, were surveyed at two measurement points (pre-test, post-test). Furthermore, N=61 students from grammar schools and vocational schools were surveyed at pre- and post-test in order to assess changes resulting from the specially designed teaching units. For teachers, the evaluation focused on subjective (pedagogical) content knowledge regarding education of democracy and on their perceived self-efficacy in addressing and countering anti-democratic positions in the classroom. For students, the evaluation focused on their attitudes and motivations towards pluralistic democracy. The empirical results indicate that the teacher trainings had a positive impact on teachers' self-efficacy regarding the integration of democracy education into their civics lessons and fostered their willingness to address anti-democratic views in the classroom. The classroom interventions resulted in significant changes in students` democratic orientations, showing positive effects on their attitudes toward fundamental features of pluralistic democracy and a stronger rejection of authoritarian positions. The presentation concludes with a discussion of methodological limitations of the study and offers an outlook for civic education practice and future research on democracy education in schools.

Borum, R. (2011). Radicalization into violent extremism I: A review of social science theories. Journal of Strategic Security, 4, 7–36.

Borum, R. (2014). Psychological vulnerabilities and propensities for involvement in violent extremism. Behavioral Sciences & the Law, 32(3), 286–305.

Council of Europe (CoE, Ed.) (2018). Reference Framework of Competences for Democratic Culture. CoE.

Feddes, A. R., Huijzer, A., van Ooijen, I., & Doosje, B. (2019). Fortress of democracy: Engaging youngsters in democracy results in more support for the political system. Peace and Conflict: Journal of Peace Psychology, 25(2), 158–164.

Feddes, A. R., Mann, L., & Doosje, B. (2015). Increasing self-esteem and empathy to prevent violent radicalization: A longitudinal quantitative evaluation of a resilience training focused on adolescents with a dual identity. Journal of Applied Social Psychology, 45(7), 400–411.

Kruglanski, A. W., Bélanger, J. J., & Gunaratna, R. (2019). The three pillars of radicalization: Needs, narratives, and networks. Oxford University Press.

McCauley, C., & Moskalenko, S. (2017). Understanding radicalization: The two-pyramid model. American Psychologist, 72, 205–216.

Mudde, C. (2019). The far right today. Polity.

Mudde, C., & Rovira Kaltwasser, C. (2017). Populism: A very short introduction. Oxford University Press.

Wolfowicz, M. Weisburd, D. & Hasisi, B. (2022). Counter-Radicalization Interventions: A review of the Evidence. Institute for Future Studies. DOI: 10.13140/RG.2.2.30016.40967.

TEACHERS' WORKING CONDITIONS AND PERCEIVED EFFECTIVENESS IN HETEROGENEOUS CLASSROOMS: EVIDENCE FROM A FACTORIAL SURVEY EXPERIMENT

Elisa Manzella (Università degli studi di Milano-Bicocca, Italy) · **Valentina Tobia** (Università Vita-Salute San Raffaele, Italy)

working conditions | teacher effectiveness | classroom heterogeneity

Teachers' working conditions are increasingly recognised as a key factor shaping the effectiveness of education systems, as well as students' learning outcomes and educational inequalities (Hanushek & Rivkin 2012; OECD 2025). While a large body of research has examined institutional features of school systems, growing attention is now being devoted to teachers' working conditions, professional well-being, and perceived effectiveness (Darling-Hammond 2017). Understanding how teachers interpret the challenges of everyday teaching is crucial for analysing how educational policies and school structures are translated into practice. Student heterogeneity is a structural feature of contemporary classrooms, encompassing differences in socio-economic background, language, learning needs, and educational trajectories. In Italy, recent policy developments — such as legislation on learning disorders (L. 170/2010) and the extension of the category of Special Educational Needs — have increased institutional attention to diversity in schools, making the management of heterogeneous classrooms a core component of teachers' professional role. At the same time, research and policy debates often address diversity through specific categories of students rather than considering heterogeneity as a systemic condition of everyday teaching (Ianes et al. 2020). This paper investigates how classroom composition and organizational conditions shape teachers' expectations of professional stress and teaching effectiveness. The analysis draws on data from a large survey of Italian teachers (N ≈ 9,500) that includes a factorial survey experiment. Respondents were presented with vignettes describing hypothetical classroom compositions varying across several dimensions: class size (18 vs 24 students), gender composition, presence of students with migrant background, presence of students with specific learning disorders (SLD), and level of family collaboration. In a second stage, an additional organizational factor was introduced: the composition of the teaching staff, distinguishing between classes with a stable teaching team (mostly tenured teachers) and classes with a high presence of substitute teachers. Teachers were asked to evaluate how stressful teaching in the described class would be and how effective they expected their teaching to be. Results show that teachers generally report moderate expected stress and relatively high confidence in their teaching effectiveness, which aligns with previous research highlighting the cumulative nature of risk and protective factors shaping teachers' well-being (Zagni et al. 2025). However, both outcomes are significantly shaped by structural and organizational conditions. Larger classes, low family collaboration and instability in the teaching staff substantially increase expected stress and reduce perceived teaching effectiveness. In several cases, organizational features such as the stability of the teaching staff appear to have an impact comparable to, or greater than, the characteristics of students themselves. These findings suggest that teachers' professional experience cannot be fully understood by focusing only on student diversity. Instead, the organizational environment in which teachers work plays a crucial role in shaping both professional well-being and expectations of effectiveness. By highlighting the interaction between classroom heterogeneity and school organizational conditions, the paper contributes to current debates on teachers' working conditions and their implications for school effectiveness and educational inequalities.

Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice? European Journal of Teacher Education, 40(3), 291–309.

Hanushek, E., & Rivkin, S. (2012). The distribution of teacher quality and implications for policy. Annual Review of Economics, 4, 131-157

Ianes, D., Demo, H., & Dell'Anna, S. (2020). Inclusive education in Italy: Historical steps, positive developments, and challenges. Prospects, 49(3), 249–263.

OECD (2025). Results from TALIS 2024: The State of Teaching. Paris: OECD Publishing.

Zagni, B., Pellegrino, G., Ianes, D., & Scrimin, S. (2025). Unraveling teacher stress: A cumulative model of risks and protective factors in Italian schools. International Journal of Educational Research, 131, 102603.

VOCATION, CHOICE OR SERENDIPITY? BIOGRAPHICAL PATHS TOWARDS SPECIAL EDUCATION PROFESSION

Anna Carola Freschi (University of Siena, Italy, Department of Social, Political and Cognitive Sciences) · **Mario Giampaolo** (University of Siena, Italy, Department of Social, Political and Cognitive Sciences) · **Francesca Bianchi** (University of Siena, Italy, Department of Social, Political and Cognitive Sciences)

special education teachers | biographical and career transitions | social representations

This article presents the preliminary findings of a qualitative, exploratory research conducted by an interdisciplinary team comprising sociologists and educators. The study's objective is to analyse the biographical and professional trajectories of participants in the Training Course for Specialization in Support Activities for Pupils with Disabilities (2023-2024 edition), which was organized by the University of Siena. The research is based on an analysis of the internship reports of the 305 course participants (90% of whom were women). From these texts, it was possible to extract information on their biographical, educational and professional backgrounds and on the reasons that led them to choose to specialize. Other areas taken into consideration were their perception of their professional role, the social representations associated with it and how these could be changed. In particular, the following information can be extracted from the documents collected: socio-demographic data, with reference to educational and professional history and a particular focus on motivations, training, profession (jobs held, their duration), and significant events in the individual's personal history; social and individual representations of the profession, significant actors, territorial context; expectations regarding one's role as a teacher for inclusive education in the community of reference; possible ways of changing critical and/or negative representations of the profession. The picture that emerges seems to highlight bumpy paths and composite professional identities, an aspect that is well known in the literature (Fondazione Agnelli 2021; Frison et al. 2023a, 2023b; Giaconi et al. 2021; Ianes 2016; Paccagnella 2025). There are frequent cases of professional careers from very different backgrounds: often, in these cases, it is biographical events or institutional opportunities that, in the participants' accounts, bring them closer to the world of care or lead them to seek greater meaning in their work. The search for economic stability and, even more so, for a work-life balance is also important, especially for those coming from highly flexible and precarious jobs. There are also more linear paths in which teaching is not a "discovery" but an original ambition. Since the sources used are texts created for educational assessment, it should be noted that these may be affected by a bias generated by the intention to enhance one's own learning outcomes. At the same time, the texts analysed reflect how subjects reconstruct their professional paths, giving them meaning. Ultimately, life stories are very rich and complex and paint a more nuanced and complex perspective than that presented in the most widespread social representations, according to which being a teacher, especially a teacher for inclusive education, is only a fallback option or an opportunistic choice. Similarly, the picture that emerges from these documents regarding social representations of the profession of teacher for inclusive education is far from obvious, with a fairly widespread rejection of a limited role, of mere support, and therefore of being "second-class". The analysis, in fact, allows for a better understanding of the relationship between biographical and professional paths on the one hand and social representations of the profession on the other.

Fondazione Agnelli (2022), Rapporto Scuola Media 2021, Torino.

Frison, D., Del Gobbo, G., Bresges, A., Dawkins, D.J. (2023a), Second-Career Teachers: First reflections on non-traditional pathways toward the teaching profession in "Formazione & insegnamento. European Journal of Research and Teaching", 21(1), 210–218. https://doi.org/10.7346/-fei-XXI-01-23_26

Frison D., Dawkins J.D., Bresges A. (2023b) [eds] Teaching as a second career. Non-traditional pathways and professional development strategies for teachers, Lecce, PensaMultimedia

Giaconi, C., Del Bianco, N., D'Angelo, I., Taddei, A., Caldarelli, A., & Capellini, S. A. (2021), La narrazione come approccio innovativo per la formazione inclusiva del docente: dalle storie di vita al cambiamento professionale, Annali online della Didattica e della Formazione Docente, 13(21), 7-21.

Ianes D. (2016), L'evoluzione dell'insegnante di sostegno, nuova edizione, Trento, Erickson.

Paccagnella M. (2025) TALIS 2024. Lo stato dell'insegnamento e dell'apprendimento, Roma, OCSE

SCHOOL LEADERSHIP AS AN ENABLER OF TEACHERS' DIGITAL COMPETENCE FOR INCLUSIVE AND DEMOCRATIC SUPPORT FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Joacim Ramberg (Department of Special Education, Stockholm University, Sweden)

school leadership | teacher´s digital competence | democratic education

Across contemporary education systems, teachers and principals play a decisive role in shaping both the quality and the democratic character of schooling. Research shows that digitalisation has reshaped pedagogical and organisational demands on teachers (Selwyn, 2016) and that digital tools can enhance accessibility, participation, and learning for pupils with special educational needs (SEN) (Eady & Lockyer, 2013; Duque et al., 2024). Yet limited attention has been given to how organisational conditions, particularly school leadership, shape teachers' digital competence in ways that matter for inclusion, equity, and democratic participation. This study examines how teachers' perceptions of school leadership relate to their self-reported digital competence to support students with SEN. The analysis draws on cross-sectional data from 285 in-service teachers enrolled in Swedish special education training programmes, using the SELFIE survey (European Commission, 2025), grounded in the DigCompOrg framework (European Commission, 2022) and complemented with a SEN-specific digital competence module. Findings show a consistent and significant positive association between school leadership and teachers' digital competence in supporting students with SEN, robust after adjusting for teacher collaboration, infrastructure and equipment, and demographic variables. Teacher collaboration contributes positively, aligning with research on collegial cultures (Castaño Muñoz et al., 2023), while the nonsignificant effect of infrastructure reflects the uniformly high digital access in Swedish schools (Munoz et al., 2018). These results indicate that teachers' digital competence develops through organisational conditions shaped by school leadership rather than through individual efforts alone. Prior research highlights principals' roles in setting direction, allocating resources, and fostering innovative pedagogical cultures (Hallinger, 2011; Leithwood et al., 2020; Dexter, 2011). Consistently, teachers who perceive that school leaders articulate a clear digitalisation strategy, involve staff in its development, and support experimentation with technology report higher competence in designing accessible digital learning resources, assessing SEN-related needs, and promoting participation for all students. The study contributes to debates on teacher professionalism, working conditions, and school effectiveness by showing that school leadership is more strongly associated with teachers' SEN-focused digital competence than material conditions or demographics. This aligns with findings that competence development is most effective when embedded in whole-school strategies supported by leadership (Joya et al., 2025) and with research emphasising digital competence as essential for inclusive teaching (Cabero-Almenara et al., 2022; Instefjord & Munthe, 2016). A further contribution is the link to the democratic mission of schooling. Inclusive digital practices expand participation, communication, and agency for pupils with SEN, dimensions central to democratic education. Digital technologies can strengthen communication, motivation, and engagement (Holmgren, 2024; Mukhtarkyzy et al., 2025), but only when teachers have both competence and organisational support to use them meaningfully. By promoting adaptive instruction, accessible communication, and active involvement, school leaders help ensure that pupils with SEN can exercise their right to equitable and democratic learning opportunities. Taken together, the findings highlight school leadership as crucial for enabling teachers to translate digitalisation into pedagogically meaningful and democratically oriented practices for pupils with SEN.

Cabero-Almenara, J., Guillén-Gámez, F. D., Ruiz-Palmero, J., & Palacios-Rodríguez, A. (2022). Teachers' digital competence to assist students with functional diversity: Identification of factors through logistic regression methods. British Journal of Educational Technology, 53(1), 41–57.

Castaño Muñoz, J., Vuorikari, R., Costa, P., Hippe, R., & Kampylis, P. (2023). Teacher collaboration and students' digital competenceevidence from the SELFIE tool. European Journal of Teacher Education, 46(3), 476–497.

Dexter, S. (2011). School technology leadership: Artifacts in systems of practice. Journal of School Leadership, 21(2), 166–189.

Duque, R. D. C. S., Silva, J. S. D., Monteiro, R. R., Sousa, T. S. R., Dos Santos, M. A., Fonseca, A. G. D. A., & Segundo, E. D. (2024). The impact of digital tools on the learning of students with special educational needs. IOSR Journal of Business and Management, 26(7), 22–29.

Eady, M. J., & Lockyer, L. (2013). Tools for learning: Technology and teaching strategies. In P. Hudson (Ed.), Learning to teach in the primary school (pp. 71–89). Cambridge University Press.

European Commission. (2022). DigComp 2.2: The digital competence framework for citizens—With new examples of knowledge, skills and attitudes. Publications Office.

European Commission. (2025). SELFIE—Self-reflection tool for digitally competent schools. Available online: https://education.ec.europa.eu/selfie (accessed on 9 December 2025).

Hallinger, P. (2011). Leadership for learning: Lessons from 40 years of empirical research. Journal of Educational Administration, 49(2), 125–142.

Holmgren, M. (2024). Expanding the special education professional toolbox: A case study of a digitalised special education practice in Sweden. Journal of Research in Special Educational Needs, 24(3), 667–680.

Instefjord, E., & Munthe, E. (2016). Preparing pre-service teachers to integrate technology: An analysis of the emphasis on digital competence in teacher education curricula. European Journal of Teacher Education, 39(1), 77–93.

Joya, L. G., Merchán, M. A. M., & Barrera, E. A. L. (2025). Development and strengthening of teachers' digital competence: Systematic review. Contemporary Educational Technology, 17(1), ep 555.

Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. School Leadership & Management, 40(1), 5–22.

Mukhtarkyzy, K., Smagulova, L., Tokzhigitova, A., Serikbayeva, N., Sayakov, O., Turkmenbayev, A., & Assilbayeva, R. (2025). A systematic review of the utility of assistive technologies for SEND students in schools. Frontiers in Education, 10, 1523797.

Munoz, J. C., Costa, P., Hippe, R., & Kampylis, P. (2018). Within-school differences in the views on the use of digital technologies in Europe: Evidence from the SELFIE tool. In EDULEARN18 proceedings (pp. 10417–10426). IATED.

Selwyn, N. (2016). Education and technology: Key issues and debates (2nd ed.). Bloomsbury Academic.

ASSESSING LEARNING: TEACHERS' ASSESSMENT CULTURES ACROSS SUBJECT AREAS AND SCHOOL LEVELS

Franco Passalacqua (University of Milan-Bicocca, Italy) · **Orazio Giancola** (Sapienza University of Rome)

Assessment practices | Teacher beliefs | Assessment cultures

Assessing learning is one of the most relevant and contested dimensions of teacher professionalism, as it is shaped by a structural tension between formative and summative functions (Brown, 2019). While the former acts as a regulatory device for teaching and learning, grounded in feedback, co-assessment, and metacognitive practices the latter primarily serves certification and selection purposes (Hattie & Timperley, 2012). International research has widely documented the effectiveness of formative strategies in supporting meaningful and lasting learning, while also highlighting the limitations of an exclusive or distorted use of summative assessment, including its implications for students' motivation and well-being (Colasanti, 2022; Scipione & Zini, 2025). Despite this broad scientific consensus on the value of formative assessment (Heritage, 2010) many studies show that both teachers' beliefs and their actual classroom practices remain only partially aligned with this approach, often maintaining a strong connection with summative strategies (Brown, 2004; Pastore, 2020). Against this theoretical background, the paper analyses data from the "IV insegnanti" survey in order to explore teachers' declared assessment strategies in the light of two structuring dimensions of the profession: subject area and school level. The underlying assumption is that the combination of disciplinary domain and school level should not be regarded as a mere organizational background, but rather as a factor that shapes both teachers' conceptions of assessment and their actual practices, thus contributing to the construction of specific assessment cultures. The analysis focuses on three main areas: teachers' sense of self-efficacy in assessment and their willingness to engage in professional development on this topic; the functions and purposes they attribute to assessment; and their declared practices, with particular attention to the tools they use, the criteria they adopt for student promotion, and the difficulties they encounter in assessment processes. Through a comparative and multivariate approach, the paper investigates whether, and to what extent, the imbalance between formative and summative functions takes different forms across subject areas (for example, humanities and language studies, scientific subjects, and technical-vocational fields) and across school levels, thereby redefining the relationship between assessment, teaching, and selection. From this perspective, assessment strategies are not interpreted as a mere repertoire of techniques, but as the expression of pedagogical and cultural principles that orient the ways in which teachers assign value to learning and support, or at times constrain, students' educational trajectories. The paper ultimately aims to provide empirical evidence on whether, and in which disciplinary and school contexts, practices more consistent with research on formative assessment are becoming consolidated.

Brown, G. T. L. (2004). Teachers' conceptions of assessment: Implications for policy and professional development. Assessment in Education: Principles. Policy & Practice, 11, 301–318.

Brown, G. T. L. (2019). Is assessment for learning really assessment. Frontiers in Education, 4(64). https://doi.org/10.3389/feduc.2019.00064

Colasanti, A. R. (2022). L'ansia da valutazione nei giovani: dalla concettualizzazione all'intervento (prima parte). Orientamenti Pedagogici, 69(1).

Heritage, M. (2010). Formative assessment: Making it happen in the classroom. Thousand Oaks, CA: Corwin.

Hattie, J., & Timperley, H. (2012). The power of feedback. Review of Educational Research, 77(1), 81–112. https://doi.org/10.3102/003465430298487

Pastore, S. (2020). How Do Italian Teacher Trainees Conceive Assessment? International Journal of Instruction, 13(4), 215-230.

Scipione, L., & Zini, A. (2025). La valutazione scolastica come fattore di benessere o disagio: il punto di vista degli studenti. In M. Parricchi e P. Malavasi (a cura di). Educazione, Territori e Natura. Formare al tempo della transizione ecologica, digitale e interculturale. Lecce: Pensa Multimedia

TEACHING MATHEMATICS IN PRIMARY SCHOOL: TEACHERS' PROFILES, ATTITUDES, AND EARLY EDUCATIONAL INEQUALITIES

Giulio Di Cicco (Università degli Studi di Napoli Federico II) · **Mariagrazia Santagati** (Università Cattolica del Sacro Cuore) · **Erika Uberti** (Università Cattolica del Sacro Cuore)

Primary Teachers | Mathematics | Educational Inequalities

This paper investigates primary school teachers who teach mathematics, focusing on the characteristics and specificities of these professional figures and on their crucial role in shaping children's early relationship with mathematics at the beginning of compulsory schooling. The study is part of the broader research project PRIN 2022 "Coming to terms not only with the pandemic. Mathematics learning loss in primary school: underlying factors and intervention" (pi University of Milano-Bicocca), which examines early difficulties and inequalities in mathematical learning during the first years of primary education. While much of the existing literature focuses primarily on students' cognitive abilities through quantitative approaches, this research adopts a mixed-methods perspective and considers the viewpoints of the main actors involved in the educational process - students, teachers, and parents. The contribution presented here specifically focuses on teachers, exploring their professional biographies and their attitudes toward mathematics. Who are the teachers who teach mathematics in primary school? What are the key features of their educational and professional trajectories? And how do they relate to the discipline they teach? The empirical basis consists of eight focus groups conducted with 55 primary school teachers - 95% of whom are women - in the metropolitan areas of Milan and Naples, complemented by a survey administered to 475 teachers in 2025. The qualitative analysis highlights polarized narratives about mathematics, often framed in terms of "love" or "fear," rooted in teachers' own school experiences and in the influence of former teachers. These biographical experiences contribute to shaping teachers' professional identities and their teaching practices. In several cases, teachers report having been assigned to teach mathematics not by personal choice but due to organizational needs within schools, a factor that may influence their confidence and attitudes toward the subject. Across the focus groups, participants emphasize the importance of teachers' attitudes in shaping students' experiences with mathematics. According to the teachers, negative attitudes or anxiety toward the subject may be unintentionally transmitted to students, while enthusiasm, confidence, and pedagogical strategies - such as games, problem-solving activities, and creative approaches - can significantly enhance students' motivation and learning outcomes. Survey data further enrich these findings by showing that many teachers recall having experienced difficulties in learning mathematics at school or perceive their past mathematical abilities as average compared to their classmates. Nevertheless, a large proportion of teachers report enjoying teaching mathematics. This suggests that teachers' relationships with the discipline can evolve throughout their professional trajectories and that teaching mathematics in primary school often involves educators whose attitudes toward the subject have been reshaped through training, teaching practice, and professional experience. Overall, the findings highlight how teachers' discourses reflect broader cultural narratives about mathematics, gender, and ability, while also underscoring the importance of professional socialization processes and institutional contexts in shaping teaching practices and educational opportunities.

Acker A. (1994), Gendered Education, Open University Press.

Hong Y. et al. (2025), 'Elementary teachers aren't good at maths': gendered discourses and performative acts in U.S. mathematics teacher education, Gender and Education, 37(3), pp. 330-347.

Katz S., Stupel M. (2016), Enhancing elementary-school mathematics teachers' efficacy beliefs: a qualitative action research, International Journal of Mathematical Education in Science and Technology, 47(3), 421-439.

Mendick H. (2005) A beautiful myth? The gendering of being/doing 'good at maths', Gender and Education, 17(2), pp. 203-219.

Tiedemann J. (2022), Teachers' gender stereotypes as determinants of teacher perceptions in elementary school mathematics, Educational Studies in Mathematics, 50, pp. 49-62.

MAPPING TEACHERS' ATTITUDES TOWARDS SCHOOL–FAMILY RELATIONSHIPS: SOCIAL DETERMINANTS AND LINKS TO WORK-RELATED WELL-BEING

Iacopo Moreschini (Department of Sociology and Social Research, University of Milan–Bicocca, Italy) · **Brunella Fiore** (Department of Sociology and Social Research, University of Milan–Bicocca, Italy)

school-family relationships | teachers' attitudes | work-related well-being

The relationship between schools and families is now recognized as a crucial aspect of educational processes, both for its effects on student learning and well-being and for its role in building more inclusive and cooperative school environments (Epstein, 2001; Stefanski, Valli, & Jacobson, 2016). The literature has long shown that family involvement can be a resource for academic success and the quality of the educational experience, but it has also highlighted that this relationship is never neutral or linear. School-family relationships are in fact marked by ambivalence, divergent expectations, role asymmetries, interpretative conflicts over educational responsibilities, and tensions related to communication, mutual trust, and professional recognition (Hornby & Lafaele, 2011; Epstein, 2018). From this perspective, the partnership between schools and families appears less as a given and more as an unstable balance, continuously negotiated in everyday practices. Starting from this framework, the contribution takes teachers' attitudes towards their relationship with families as a way for analyzing the quality, tensions, and meanings attributed to this relationship. The underlying hypothesis is that these attitudes reflect not only individual orientations but also organizational conditions, professional cultures, and differentiated social positions. The analysis of this study is based on a sample of 4,822 teachers surveyed as part of the fourth Survey on the living and working conditions of Italian teachers, who were asked to complete a 15-item Likert scale questionnaire on their attitudes towards their relationship with families. The items were subjected to PCA with varimax rotation, which revealed three main components: a first component of criticality in the school-family relationship, marked by relational difficulties, mistrust, and a perception of parental invasiveness; a second component of shared educational responsibility, which expresses openness to collaboration between teachers, families, and the wider educational community; a third component of delimitation of the teaching role, which refers to a more limited conception of the boundaries of the relationship with families and the educational mandate of the school. Starting from these three components, the analysis is divided into two successive steps. First, the paper analyzes the main socio-demographic and professional determinants of teachers' attitudes towards the relationship with families, considering characteristics such as gender, age, length of service, school type, subject area, and working environment. Second, it explores the association between these attitudinal components and certain dimensions of work well-being, with a particular focus on stress, burnout, and professional self-efficacy. The first expected contribution is to provide an empirical mapping of teachers' attitudes toward their relationships with families. Second, it seeks to demonstrate the association between these attitudes and various work conditions, well-being, and professional sustainability.

Epstein, J. L. (2001). School, Family, and Community Partnerships: Preparing Educators and Improving Schools. Boulder, CO: Westview Press.

Epstein, J. L. (2018). School, family, and community partnerships in teachers' professional work. Journal of Education for Teaching, 44(3), 397–406. https://doi.org/10.1080/02607476.2018.1465669

Hornby, G., & Lafaele, R. (2011). Barriers to parental involvement in education: an explanatory model. Educational Review, 63(1), 37–52. https://doi.org/10.1080/00131911.2010.488049

Stefanski, A., Valli, L., & Jacobson, R. (2016). Beyond involvement and engagement: The role of the family in school–community partnerships. The School Community Journal, 26(2), 135–160.

EDUCATIONAL LEADERSHIP, TEACHERS' MOTIVATION AND PATHWAYS TO THE PROFESSION IN DEMOCRATIC SCHOOLS

Arianna Lodovica Morini (Roma Tre University, Italy) · **Barbara Ambu** (Roma Tre University, Italy) · **Maria Grazia Giovanna Chillemi** (Roma Tre University, Italy)

educational leadership | newly hired teachers | principal

This contribution analyses the relationship between educational leadership, teachers' motivation and pathways to the profession, with a particular focus on the dynamics that characterise the interaction between principals and newly hired teachers in the context of democratic schools. In an increasingly complex educational ecosystem, the relationship

between principals and newly hired teachers is a determining factor in the functioning of the school organisation and the quality of learning (Moretti & Alessandrini, 2015; Rosa, 2017). International literature has highlighted how distributed and situated leadership is a key element in building collaborative professional environments that can support entry into the profession and promote multi-level improvement processes (Spillane, 2006; Harris, 2014). Research conducted at national level shows that entry into the profession requires a training ecosystem capable of integrating organisational and relational dimensions. It also emphasises that the essential conditions for organisational well-being and teachers' motivation require participatory decision-making processes and the development of professional communities (Barzanò, 2008; Guerra, 2018; Moretti, 2022; Moretti & Fiorucci, 2022). Within this framework, the principal plays a strategic role in supporting newly hired teachers through guidance, mentoring and providing formative feedback (Hobson et al., 2009). From this perspective, effectiveness is measured through a multi-actor and multi-level approach, emphasising the strategic role of the university in qualifying the professional practices of tutors for newly hired teachers and in strengthening the link between academic institutions, regional education offices and local schools (Crozier & Friedberg, 1978; Scheerens, 2018). The contribution focuses on the complexity of the school system, exploring the relational dynamics among the actors involved and the implications they have on the quality of the education system. The study of professional identity and teachers' reflections on educational practices provides an in-depth understanding of how educational and organisational structures influence daily teaching, contributing to a clearer understanding of teachers' professional development processes. The unit of analysis considered includes tutor teachers and newly hired teachers assigned to them in the provinces of Frosinone-Latina-Rome-Rieti-Viterbo who enrolled in the tutor teacher training course organised by the Department of Education Sciences of Roma Tre University in the year 2025/2026 in collaboration with the Lazio Regional Education Office of the Ministry of Education and Merit. Two semi-structured questionnaires were used to collect data, with the aim of gathering and analysing the different perspectives of the teachers belonging to the two groups considered. The questions concerned educational leadership, motivation and access to the profession, including elements relating to the educational environment and the relationship with the principal within the scope of the training programme for tutors of newly hired teachers. The analysis highlights the importance of considering the transition of newly hired teachers as a complex and multidimensional process, in which educational leadership, motivation and pathways to the profession play a positive role in building an inclusive, innovative and sustainable learning environment. The main findings of the research make it possible to reflect on the strategic role of principals and tutor teachers in enhancing the quality of the training experience from a systemic and multi-level perspective.

Barzanò, G. (2008). Leadership per l'educazione. Riflessioni e prospettive dal dibattito globale. Armando editore.

Crozier, M., Friedberg, E. (1978). Attore sociale e sistema. Etas Libri.

Guerra, L. (2018). Per un approccio problematico al tema dell'agency nello sviluppo professionale dei docenti. In M. Sibilio & P. Aiello (a cura di). Lo sviluppo professionale dei docenti. Ragionare di agentività per una scuola inclusiva (pp. 159-165). EDISES.

Harris, A. (2014). Distributed leadership matters: Perspectives, praticalities, and potential. Corwin Press.

Hobson, A.J., Ashby, P., Malderez, A., & Tomlinson, P.A. (2009). Mentoring beginning teachers: What we know and what we don't. Teaching and teacher education, 25, 207-216.

Moretti, G. (2022). La leadership educativa situata: conoscere il contesto e cooperare. Anicia.

Moretti, G., & Alessandrini, G. (2015). Community of Practice and Teacher's Professional Development: An Explorative Survey. Journal of Educational,Cultural and Psychological Studies (ECPS Journal), (11), 253-273.

Moretti, G., & Fiorucci, M. (a cura di) (2022). La formazione del tutor dei docenti neoassunti. Una prospettiva ecosistemica. Roma TrE-Press.

Rosa, A. (2017). The role of school principals in training and support for newly hired teachers. Italian Journal of Educational Research, (17), 67-86.

Scheerens, J. (2018). Efficacia e inefficacia educativa: esame critico della knowledge base. Springer.

Spillane, J. P. (2006). Distributed Leadership. Jossey-Bass.

C.08

Working in Schools Today: Between Public Space, Mediatization, New Managerialism and Inclusion

PANEL CONVENORS: Antonietta De Feo (Università degli studi Roma Tre); Gabriele Pinna (Università degli studi di Cagliari)

PANEL KEYWORDS: the teaching profession, school organization, New Public Management

This panel examines contemporary transformations in schools as a professional field, with a focus on teachers and their relationships with other professionals. It invites contributions that reconnect classic research on the teaching profession—recruitment, careers, training and socialisation, classroom management and teacher–student relations (Lortie, 1975; Waller, 1961)—with developments that have emerged in recent decades: transformations of organisational contexts linked to New Public Management (Apple, 2001; Ball, 2003; Evetts, 2009), labour-market dualisation and precarious careers (Bertron et al., 2024; Carter, Stevenson, 2012), teachers' malaise and lack of recognition (Barrère, 2017; Burrow et al., 2020; Garcia, 2023), and broader social changes associated with a "decline of institutions" and the loss of legitimacy of school professionals (Dubet, 2002). A second focus concerns the growing division of labour in schools (Bois, Jacquot, 2022) and the emergence of new roles (psychologists, educators, nurses, etc.) with whom teachers are required to collaborate, notably within multiprofessional configurations around inclusion and diversity policies. From a multidisciplinary perspective, the panel also welcomes research on how these evolutions intersect with contemporary phenomena that strongly affect teaching: the civic and political engagement of teachers and their public positioning, as seen in recent joint teacher–student mobilisations against the genocide in Palestine; new forms of heteronomy linked to the mediatization of education, such as teacher-influencers and YouTubers; and technological innovations, especially AI, which are reshaping teachers' work and school organisational structures. Overall, the panel examines the tensions between professional autonomy and institutional, media, and political heteronomies that are reshaping educational work in schools today.

TEACHING ON DEMAND: MAD TEACHERS IN ITALY AND THE EROSION OF PROFESSIONAL BOUNDARIES IN ITALY

Valerio Ferrero (University of Turin, Italy)

Teaching | Informal Recruitment | Italy

Across many national contexts, school systems are currently facing a persistent and structural teacher shortage (Dupriez et al., 2016; Ingersoll, 2003), increasingly framed in international debates as a consequence of demographic change (Grimmett & Echols, 2000; Wiggan et al., 2021), declining attractiveness of the profession (Ashiedu & Scott-Ladd, 2012; Thomas Dotta et al., 2025), intensified workloads, and the long-term effects of market-oriented reforms in education (Blanco et al., 2023). While much of the literature has focused on policy responses such as alternative certification routes or incentives for recruitment and retention (Ingersoll et al., 2018; Van Houten, 2009), less attention has been paid to the informal and semi-formal mechanisms through which schools manage staffing shortages. These mechanisms raise important questions about the transformation of teaching as a professional field and the conditions under which professional norms, identities, and careers are constructed. This paper examines the Italian case (Bryson et al., 2022; Magni, 2025; Magni & Capriotti, 2025) through the lens of the growing use of "Messa a Disposizione" (MAD), an informal recruitment device allowing schools to hire teachers outside official channels such as competitive examinations and national or provincial ranking lists (Blancato & Argentin, 2025; Lagomarsino & Pandolfini, 2025). Originally conceived as an exceptional solution to cover temporary vacancies, MAD has progressively become a routine instrument for coping with chronic shortages, especially in specific geographical regions, subject areas, and in special needs teaching. As a result, increasing numbers of teachers enter classrooms without stable contracts, standardized training paths, or clear prospects for professional continuity. The analysis situates the MAD phenomenon within broader debates on the transformation of professions and educational work. First, it engages with research on labour-market dualisation and precarious careers (McGrath-Champ et al., 2023; Seo, 2021), highlighting how MAD contributes to the fragmentation of the teaching workforce and differentiated professional statuses within schools. Second, it shows how informal recruitment mechanisms disrupt professional socialisation, weaken classroom authority, and destabilise teachers' professional identities (Wilson et al., 2004). Finally, the paper connects the spread of MAD to wider discussions on the decline of institutional legitimacy and the growing heteronomy of educational work (Adams, 2018; Imig & Flores Fernandes, 2025), as schools reconcile professional norms with organisational urgency and managerial constraints. Empirically, the paper draws on a qualitative

study based on semi-structured interviews with formally trained teachers following standard recruitment paths and teachers employed through MAD. The interviews explore trajectories into teaching, classroom experiences, relations with colleagues and school leaders, perceptions of professional recognition, and career expectations, enabling a comparative analysis of structural inequalities and subjective experiences. The findings show that MAD teachers often experience accelerated but fragile entry into the profession, marked by weak institutional support, limited recognition, and heightened exposure to uncertainty. At the same time, their presence reshapes organisational dynamics and challenges professional boundaries. The paper concludes that MAD should be understood not merely as an emergency response to teacher shortages, but as an indicator of deeper transformations affecting the governance, legitimacy, and professional foundations of teaching today.

Adams, N. P. (2018). Institutional legitimacy. Journal of Political Philosophy, 26(1), 84-102.

Ashiedu, J.A., & Scott-Ladd, B.D. (2012). Understanding teacher attraction and retention drivers: Addressing teacher shortages. Australian Journal of Teacher Education (Online), 37(11), 23-41.

Blancato, I., & Argentin, G. (2025). A Look at MAD Teachers: Conscious Precariousness and Willingness to Teach. Italian Journal of Sociology of Education, 17(1), 155-176.

Blanco, A. M., Bostedt, G., Michel-Schertges, D., & Wüllner, S. (2023). Studying teacher shortages: Theoretical perspectives and methodological approaches. Journal of Pedagogical Research, 7(1), 128-141.

Bryson, A., Corsini, L., & Martelli, I. (2022). Teacher allocation and school performance in Italy. Labour, 36(4), 409-423.

Dupriez, V., Delvaux, B., & Lothaire, S. (2016). Teacher shortage and attrition: Why do they leave?. British Educational Research Journal, 42(1), 21-39.

Grimmett, P.P., & Echols, F.H. (2000). Teacher and administrator shortages in changing times. Canadian Journal of Education/Revue canadienne de l'éducation, 328-343.

Imig, D., & Flores Fernandes, M.A. (2025). International trends in contexts marked by teacher shortages: implications for teacher education, professionalism and the teaching profession. Journal of Education for Teaching, 51(5), 983-998.

Ingersoll, R.M. (2003). The teacher shortage: Myth or reality?. Educational Horizons, 81(3), 146-152.

Ingersoll, M., Hirschkorn, M., Landine, J., & Sears, A. (2018). Recruiting international educators in a global teacher shortage: Research for practice. The International Schools Journal, 37(2), 92-102.

Lagomarsino, F., & Pandolfini, V. (2025). The Teaching Profession: Trends and Issues in the Italian School System. Italian Journal of Sociology of Education, 17(1), 1-13.

Magni, F. (2025). Teachers' shortage and initial teacher education reforms in Italy: An overview. European Journal of Teacher Education, 48(1), 81-96.

Magni, F., & Capriotti, V. (2025). Addressing the teacher shortage crisis in Italy: among reforms, challenges and a case study. Journal of Education for Teaching, 51(5), 902-916.

McGrath-Champ, S., Fitzgerald, S., Gavin, M., Stacey, M., & Wilson, R. (2023). Labour commodification in the employment heartland: Union responses to teachers' temporary work. Work, Employment and Society, 37(5), 1165-1185.

Seo, H. (2021). 'Dual'labour market? Patterns of segmentation in European labour markets and the varieties of precariousness. Transfer: European review of labour and research, 27(4), 485-503.

Thomas Dotta, L., Rodrigues, S., Joana, L., & Carvalho, M.J. (2024). The attractiveness of the teaching profession: a integrative literature review. Frontiers in Education 9, 1380942.

Van Houten, J. B. (2009). The state perspective on teacher shortage, certification, and recruitment. The Modern Language Journal, 93(2), 274-277.

TEACHERS' PERCEPTIONS OF A CHANGING PROFESSION UNDER NEW PUBLIC MANAGEMENT AND INCLUSIVE EDUCATION REFORMS

Serge Katz (Curapp/Upjv, France) · **Frédéric Charles** (Curapp/Upjv, France) · **Florence Legendre** (Université Reims Champagne Ardenne)

Teachers' perceptions | New Public Management | Inclusive education

Our presentation examines contemporary changes in the primary school teaching profession in France. From a socio-historical perspective and based on data from a national study conducted for the Ministry of Education in 2017-2018, we show how this group has undergone profound changes since the end of the 20th century, affecting its morphology, mandate, and professional license (Hughes, 1996). These changes are taking place in a regulatory environment marked by instability, regulatory inflation, and the growing influence of new public management reforms (Broccolichi & Garcia, 2021; Grimaud, 2024; Levasseur et al., 2020). At the same time, the expansion of the division of labour in schools and the increasing involvement of other educational professionals — in particular those mobilised in the context of inclusive education — (Charles et al., 2023) are reshaping the boundaries of teachers' work. Based on a mixed methodology combining a representative survey of 3,263 primary school teachers and 43 in-depth interviews, our contribution analyzes how teachers perceive their working conditions and how these perceptions intersect with the managerial injunctions

circulating within the school institution (Connan et al., 2025). Our analysis of regulatory texts shows that the rhetoric of New Public Management is indeed present, albeit in a partial and diffuse form, contributing to the redefinition of institutional expectations regarding teachers' practices, accountability, and pedagogical individualisation framed around "educational needs". In practice, these developments translate into intensified work, an accumulation of "new" tasks, and an increased administrative burden. Teachers describe an invisible and demanding workload, fueled by a rapid succession of reforms, which even the least experienced perceive as a source of tension. They identify the regulatory environment as a major factor in the growing complexity and intensification of their mandate, often without compensation or recognition. These findings echo broader analyses of teacher malaise, the decline of institutional legitimacy, and the tensions between professional autonomy and organizational, political, and media heteronomies that are reshaping educational work today.

Broccolichi, S., & Garcia, S. (2021). « On n'a pas le temps d'aider les élèves en difficulté ! ». Alourdissement du travail des professeurs des écoles et processus de tri des élèves. Sociétés contemporaines, 123(3), 51-77. Cairn.info. https://doi.org/10.3917/soco.123.0051

Charles, F., Cacouault, M., Katz, S., Legendre, F., Connan, P.-Y., & Rigaudière, A. (2023). Professeur·e·s des écoles : Sociologie d'une profession dans la tourmente. l'Harmattan.

Connan, P.-Y., Katz, S., Legendre, F., & Charles, F. (2025). Nouvelle gestion publique à l'école primaire, de quoi parle-t-on ?La réception du discours managérial ministériel par les professeurs des écoles. Mots. Les langages du politique, n° 138(2), 25-48. Cairn.info.

Grimaud, F. (2024). Enseignants, les nouveaux prolétaires ? : Le taylorisme en marche. ESF sciences humaines.

Hughes, E. C. (1996). Le regard sociologique : Essais choisis (J.-M. Chapoulie, Trad.). Éd. de l'École des Hautes Études en Sciences Sociales.

Levasseur, L., Normand, R., liu, M., Carvalho, L. M., & Andrade Oliveira, D. (2020). Les politiques de restructuration des professions de l'éducation : Une mise en perspective internationale et comparée. Hermann PUL, Presses de l'Université Laval.

FROM CARE TO WEAR AND TEAR. REPRESENTATIONS OF STRESS AND BURNOUT IN TEACHER EDUCATION

Giorgia Coppola (University of Palermo, Italy, Italy)

community pedagogy | teacher education | burnout

As is well known, schools today are configured as increasingly complex environments, shaped by profound social, cultural and political transformations that have redefined their structures, functions and meanings over time. Against this backdrop of change, the role of the teacher is also evolving, with teachers facing an increasing array of demands, overlapping tasks and roles, and a growing diversity of educational needs. These factors have a significant impact on teachers' personal and professional well-being. The complexity of contemporary school institutions contributes to the intensification of stress and burnout experiences among teachers, particularly with regard to emotional exhaustion and depersonalisation. A longitudinal study conducted in 2021 and 2023 highlighted an increase in these dimensions among a sample of 196 upper secondary school teachers in Palermo. Building on these findings, this paper aims to broaden the perspective on teacher burnout by exploring representations of stress related to care work in initial and in-service training programmes for adult educators. Specifically, the paper presents data from an open-ended questionnaire administered to students enrolled in the 10th cycle of the Specialisation Course for Educational Support Activities at the University of Palermo. The aim was to examine how professional stress is conceptualised, anticipated and narrated during the training phase. The study is situated within the paradigm of fundamental pedagogy, adopting a phenomenological–hermeneutic approach. The aim is to identify potential meanings in education that could inform the design of educational and training practices aimed at preventing burnout in schools. From this perspective, teaching is recognised as a form of care work. Without adequate educational and community-based support, it can become an exhausting experience.

-Atmaca, Ç., Rızaoğlu, F., Türkdoğan, T., Yaylı, D. (2020). An emotion focused approach in predicting teacher burnout and job satisfaction. Teaching and Teacher Education, 90, pp. 1-13.

-Bellingreri A. (2017). Lezioni di pedagogia fondamentale. Brescia: La Scuola.

-Bobbo N., Ius M. (2021). Lavoro di cura, educazione e benessere professionale. Padova: University Press.

-Bruzzone D. (2020). L'anima della cura: la vita emotiva dei professionisti della salute come sfida per la formazione. Studium Educationis, 2, pp. 90-100.

-Coppola, G. (2025). Far fiorire l'insegnamento. Dal burnout alla comunità educante. Lecce: PensaMultimedia

-Costa V. (2015). Fenomenologia dell'educazione e della formazione. Brescia: La Scuola.

-D'Addelfio G. (2023). Emozioni e relazioni educative nella scuola secondaria. Saggi sulle competenze degli insegnanti. Palermo: Palermo University Press.

-Farber B. A. (2000). Treatment Strategies for Different Types of Teacher Burnout. Journal of Clinical Psychology, 56(5), pp. 675-689.

-Favretto G., Rappagliosi C. M. (2009). Lo stress degli insegnanti. Milano: FrancoAngeli.

-Hook, B. (2022). Insegnare comunità. Una pedagogia della speranza. Milano: Meltemi.
-Iori V. (2023). Come cambia l'idea di scuola e di insegnante nel progetto di comunità educante. Cultura pedagogica e scenari educativi, 1(1), pp. 120-126.
-Mariani A. (2020). La comunità professionale: motore per il cambiamento della scuola. Roma: Anicia.
-Mortari L. (2009). Ricercare e riflettere. La formazione del docente professionista. Roma: Carocci.
-Rossi B. (2012). Il lavoro felice. Formazione e benessere organizzativo. Brescia: La Scuola.
-Strollo M. R., Capobianco R. (2022). La scuola come agenzia educativa formale e la funzione docente. In M. R. Strollo, P. Vittoria (eds.), Pedagogia scolastica. Saggi per la formazione degli insegnanti (pp. 9-34). Milano: FrancoAngeli.
-Tempesta M. (2018). Motivare alla conoscenza. Brescia: La Scuola.
-Tian, J., Zhang, W., Mao, Y., & Gurr, D. (2022). The impact of transformational leadership on teachers' job burnout: the mediating role of social-emotional competence and student-teacher relationship. Journal of Educational Administration, 60(4), pp. 369-385.
-Volpi C. (2012). Trasformazione della professionalità docente: modelli e problemi. Formazione & insegnamento, 10(1), pp. 35-44.
-Zamengo F., Valenzano N. (2018). Pratiche di comunità educanti. Pensiero riflessivo e spazi condivisi di educazione tra adulti. Ricerche Pedagogiche, 208, pp. 345-364.

TEACHERS AS INTELLECTUALS IN THE AGE OF PLATFORMS: MEDIATIZATION AND THE REDEFINITION OF PROFESSIONAL LEGITIMACY IN THE ITALIAN SCHOOL SYSTEM

Antonietta De Feo (Università Roma Tre, Italy) · **Marco Pitzalis** (Università di Cagliari)

Teacher-intellectuals | Mediatization | Educational field

In recent years, the Italian school system has been subject to increasing media coverage that directly involves teachers. Alongside the traditional representation of the magister teacher (Hirschhorn, 1993), new hybrid figures are emerging, such as teacher-influencers or digital creator teachers on YouTube and other social platforms, who accumulate visibility and symbolic capital outside institutional circles. At the same time, we are witnessing a renewed reinvigoration of the figure of the teacher as a critical intellectual, capable of exercising reflexivity and intervening in the public debate. This contribution focuses on these transformations, analyzing them through the perspective of Pierre Bourdieu (1984) as a process of redefining the poles of legitimacy in the contemporary school system. While historically, teaching authority was based on institutionalized cultural capital (educational qualifications, certifications) and relative autonomy from other social spheres, today we are witnessing growing interference from the logic of the media field, which introduces new forms of heteronomy. Digital visibility, content monetization, and the construction of a "personal brand" are becoming resources for symbolic competition within the educational field. These dynamics add to and intertwine with transformations that have already been underway in recent decades, linked to the spread of New Public Management and neoliberal logics of accountability, evaluation, and performativity, which have progressively changed the modes of regulation and criteria for recognition of the teaching profession (Ball, 2003; Pitzalis 2006). Through an exploratory analysis of the Italian case – which includes the observation of public figures active on social media – the paper shows how mediatization is not only a peripheral phenomenon, but a possible factor in the restructuring of the professional field of teaching. On the one hand, it can be interpreted as a response to the loss of recognition and institutional devaluation of teaching work; on the other, it contributes to redefining the criteria of professional legitimacy, rearticulating the tension between different principles of authority – in particular between pedagogical authority, critical knowledge production and public visibility.

Ball S J (2003) The teacher's soul and the terrors of performativity. Journal of Education Policy 18(2): 215–228.
Bourdieu p. (1984), Homo academicus, Paris, Éd. de Minuit.
Evetts J (2009) New professionalism and new public management: Changes, continuities and consequences. Comparative Sociology 8(2): 247266.
Hirschhorn, M. (1993), L'ère des enseignants, Paris, PUF.
Pitzalis M. (2006), Gli insegnanti di fronte al cambiamento sociale. In Sociologia delle politiche e dei processi formativi. Guerini e Associati.

MORAL WORK AND EMOTIONAL LABOUR IN MARGINAL SCHOOLS: TEACHERS' ENGAGEMENT IN ITALIAN VOCATIONAL EDUCATION

Gabriele Pinna (Università degli studi di Cagliari, Italy)

emotional labour | ethics of care | vocational education and training

Drawing on a qualitative study conducted in vocational upper secondary schools in Italy, this article examines teachers' work as a form of moral and emotional practice in socially and symbolically marginal educational contexts. Situated within international debates on the transformation of educational work under New Public Management reforms, the study focuses on a largely underexplored dimension: how teachers morally sustain schools predominantly attended by students experiencing social vulnerability, low academic achievement, and limited prospects of upward mobility. Based on 29 in-depth interviews with teachers and school leaders, the analysis shows that teaching in vocational schools involves intensive moral and emotional labour, in which knowledge transmission is inseparable from practices of care, listening, and the management of suffering. Teachers face ethical dilemmas related to inclusion, discipline, and educational justice, balancing the need to adjust expectations against the refusal to "mislead" students already shaped by exclusionary trajectories. The findings further reveal that women and teachers from working-class backgrounds tend to assume a disproportionate share of emotional and relational work, often under conditions of institutional invisibility and moral overload. The article argues that, in marginal segments of the educational field, emotional labour is not a residual or vocational dimension of teaching, but a core moral infrastructure that makes educational relationships possible.

Apple, M. W. (2001). Educating the "right" way: Markets, standards, God, and inequality. Routledge.

Ball, S. J. (2003). The teacher's soul and the terrors of performativity. Journal of Education Policy, 18(2), 215–228. https://doi.org/10.1080/0268093022000043065

Barrère, A. (2003). Travailler à l'école: Que font les élèves et les enseignants du secondaire? Presses Universitaires de Rennes.

Bourdieu, P. (1990). The logic of practice. Stanford University Press.

Bourdieu, P. (1991). Language and symbolic power. Harvard University Press.

Bourdieu, P. (1993). The field of cultural production. Columbia University Press.

Bourdieu, P., & Passeron, J.-C. (1990). Reproduction in education, society and culture (2nd ed.). Sage Publications.

Busemeyer, M.R., & Trampusch, C. (2012). The Political Economy of Collective Skill Formation. Oxford University Press.

Caroselli, A. (2022). Palestre di precarietà. Una etnografia delle pratiche conflittuali nella formazione tecnica e professionale. Ombre Corte.

Colnerud, G. (1997). Ethical conflicts in teaching. Teaching and Teacher Education, 13(6), 627–635. https://doi.org/10.1016/S0742-051X(97)00021-7

Corbin, J. M., & Strauss, A. L. (2015). Basics of qualitative research: Techniques and procedures for developing grounded theory (4th ed.). Sage Publications.

De Feo, A., & Pitzalis, M. (2018). Le fiere dell'orientamento. La scelta come dramma sociale e come mercato. Etnografia e ricerca qualitativa, 2, 251–275.

Evetts, J. (2009). New professionalism and new public management: Changes, continuities and consequences. Comparative Sociology, 8(2), 247–266. https://doi.org/10.1163/156913309X421624

Freidson, E. (2001). Professionalism: The third logic. Polity.

Gewirtz, S., Ball, S. J., & Bowe, R. (1995). Markets, choice and equity in education. Open University Press.

Giannakaki, M. S., & Batziakas, G. (2016). "This is a beautiful school". "This school is useless!!": Explaining disengagement in a Greek vocational school through the examination of teacher ideologies. Research in Post-Compulsory Education, 21(4), 409–433.

https://doi.org/10.1080/13596748.2016.1211494

Hansen, D. T. (1998). The moral is in the practice. Teaching and Teacher Education, 14(6), 643–655. https://doi.org/10.1016/S0742-051X(98)00024-X

Haybi Barak, M. H., & Avihu, S. (2022). "Learning is not the most important thing; it's to make them into human beings": Teacher identity in vocational schools in Israel. Teaching and Teacher Education, 117, Article 103877. https://doi.org/10.1016/j.tate.2022.103877

Hochschild, A. R. (1979). Emotion work, feeling rules, and social structure. American Journal of Sociology, 85(3), 551–575. https://doi.org/10.1086/226049

Hochschild, A. R. (1983). The Managed Heart: Commercialization of Human Feeling. University of California Press.

Kergoat, P. (2022). De l'indocilité des jeunesses populaires: Apprenti·e·s et élèves de lycées professionnels. La Dispute.

Kesküla, E., & Loogma, K. (2017). The value of and values in the work of teachers in Estonia. Work, Employment and Society, 31(2), 248–264. https://doi.org/10.1177/0950017016636748

Isenbarger, L., & Zembylas, M. (2006). The emotional labour of caring in teaching. Teaching and Teacher Education, 22(1), 120–134. https://doi.org/10.1016/j.tate.2005.07.005

Lareau, A. (2003). Unequal childhoods: Class, race, and family life. University of California Press.

Lopez, S. (2006). Emotional labor and organized emotional care: Conceptualizing nursing home carework. Work and Occupations, 33(2), 133–160. https://doi.org/10.1177/0730888406287418

MacDonald, C. L., & Merrill, D. (2009). Intersectionality in the emotional proletariat: A new lens on employment discrimination in service work. In T. Korczynski & C. L. MacDonald (Eds.), Service Work: Critical Perspectives. (pp. 113–134). Routledge.

Noddings, N. (1984). Caring: A feminine approach to ethics and moral education. University of California Press.

Otis, M. E. (2008). Beyond the industrial paradigm: Market-embedded labor and the gender organization of global service work in China. American Sociological Review, 73(1), 15–36. https://doi.org/10.1177/000312240807300102

Palheta, U. (2012). La domination scolaire: Sociologie de l'enseignement professionnel et de son public. Presses Universitaires de France.

Protsch, P., & Solga, H. (2016). The social stratification of the German VET system. Journal of Education and Work. 29(6), 637-661. https://doi.org/10.1080/13639080.2015.1024643

Reay, D. (2018). Miseducation: Inequality, education and the working classes. Policy Press.

Romito, M. (2016). Una scuola di classe. Orientamento e diseguaglianze nelle transizioni scolastiche. Guerini.

Sayer, A. (2011). Why things matter to people: Social science, values and ethical life. Cambridge University Press.

Simon, R. W., & Nath, L. K. (2004). Gender and emotion in the United States: Do men and women differ in self-reports of feelings and expressive behavior? American Journal of Sociology, 109(5), 1137–1166. https://doi.org/10.1086/381804

Tronto, J. C. (1993). Moral boundaries: A political argument for an ethic of care. Routledge.

Tronto, J. C. (2013). Caring democracy: Markets, equality, and justice. New York University Press.

Wharton, A. S. (2009). The sociology of emotional labor. Annual Review of Sociology, 35, 147–165. https://doi.org/10.1146/annurev.soc.29.110707.135340

Willis, P. (1977). Learning to labour: How working class kids get working class jobs. Saxon House.

Van Zanten, A. (2001). L'école de la périphérie: Scolarité et ségrégation en banlieue. Presses Universitaires de France.

Van Zanten, A. (2005). New modes of reproducing social inequality in education: The changing role of parents, teachers, schools and educational policies. European Educational Research Journal, 4(3), 155–169. https://doi.org/10.2304/eerj.2005.4.3.155

Zembylas, M. (2005). Teaching with emotion: A postmodern enactment. Information Age Publishing.

CONFERENCE STREAM

STREAM D

Educational Inequality, Poverty and Segregation

16 panels · 120 papers

SPECIAL EVENT

D.00

Learning on the Margins: Early School Leaving, Educational Inequalities and the Politics of Place

PANEL CONVENORS: Claudia Cicciotti (ActionAid Italia); Luca Fanelli (ActionAid Italia); Gianfranco Zucca (IREF - Istituto di Ricerche Educative e Formative, Italy)

PANEL KEYWORDS: early school leaving, territorial inequalities, educational governance

In recent years, early school leaving has re-emerged as a key indicator of the deep social and territorial inequalities shaping urban life. Its persistence in the metropolitan peripheries of Italy reflects not only the limits of the educational system but also the changing relationship between school, territory, and citizenship. As research on spatial and educational inequalities has shown (Benadusi & Giancola, 2016; Wacquant, 2008), peripheral areas are not merely geographic spaces but social formations where exclusion, stigma, and institutional weakness converge, affecting both access to and the quality of education. Schools located in such contexts often act as welfare institutions of last resort, compensating for fragile family networks and weakened public infrastructures (Ballarino & Checchi, 2006). This generates a growing tension between the educational and the social mandates of schooling—one that risks overburdening educators while narrowing the school's emancipatory potential. The Workshop explores this tension from a sociological and policy perspective, analyzing how early school leaving is defined and governed within contexts of urban marginality. It focuses on three key questions: how spatial segregation and territorial deprivation affect educational trajectories; how schools, often stigmatized or isolated, can become spaces of civic resistance and social innovation; which forms of multi-level governance—linking institutions, the third sector, and local educational communities—can sustain inclusive and democratic education in fragile territories. Drawing on the case of Rome's VI Municipality, the project BELLA! Fateci spazio (promoted by ActionAid International Italia ETS) and IREF - Istituto di Ricerche Educative e Formative) offers an empirical lens on the interplay between inequality, school orientation, and educational wellbeing. The findings feed a broader reflection: school dropout is not merely an individual failure but a structural manifestation of territorial injustice (Dubet, 2011), calling into question the capacity of democratic systems to guarantee both the right to education and social cohesion. The Workshop, held in Italian, builds on the participatory learning process promoted through ActionAid's educational inequalities programme, and invites a transdisciplinary dialogue between empirical research, public policy, and civic engagement to reimagine educational justice policy in peripheral urban contexts. Workshop agenda (provisional titles) Chair: Claudia Cicciotti (ActionAid Italia), Luca Fanelli (ActionAid Italia), Gianfranco Zucca (IREF) Introduction – Education, Territory and Democracy: Why Early School Leaving Is a Political Issue Claudia Cicciotti (ActionAid Italia) and Gianfranco Zucca (IREF) Learning on the Margins: Educational Inequalities and School Trajectories in Rome's VI Municipality Leonardo Piromalli (IREF), Sabina Licursi (University of Calabria), and Emanuela Pascuzzi (University of Calabria) Building Educational Communities in Fragile Territories. Local Policies and the Multi-Level Governance of Early School Leaving MariaSole Piccioli (ActionAid Italia), Claudia Pratelli (Municipality of Rome - Councilor for Education, Training, and Employment), and Federico Neri (Scaro Community) Roundtable. Beyond Early School Leaving: Educational Justice, New Forms of Citizenship and Policy Recommendations Fabrizio Barca (Forum Disuguaglianze e Diversità), Giuseppina Jose Mangione (INDIRE), Marco Rossi-Doria (Con I Bambini ETS - to be confirmed), and Katia Scannavini (ActionAid Italia)

BUILDING EDUCATIONAL COMMUNITIES IN FRAGILE TERRITORIES. LOCAL POLICIES AND THE MULTI-LEVEL GOVERNANCE OF EARLY SCHOOL LEAVING

Maria Sole Piccioli (ActionAid Italia, Italy) · **Federico Neri** (Scaro Community)

Educational inequalities | student voice | distributed leadership

This contribution conceptualizes early school leaving (ESL) as a structurally produced and territorially embedded phenomenon rather than an individual deficiency or failure. Drawing on a place-based perspective (Gruenewald, 2003), educational inequalities are understood as spatially configured and institutionally mediated. Vulnerable territories thus emerge as arenas where social injustice is reproduced but can also be contested through reconfigured forms of educational governance. Within this framework, the educational community is defined as a territorial infrastructure of shared educational responsibility. In line with UNESCO's (2021) whole school approach, the school is conceived as a democratic public institution embedded in a broader civic ecosystem where public authorities, civil society organizations, families, and youth co-produce educational processes. This view resonates with theories of multi-level governance, which frame education policy as the outcome of negotiated interactions across institutional levels and between state and non-state actors. Governance, therefore, is relational and distributed rather than hierarchical. These issues will be addressed by the three speakers from their respective domains of expertise: Piccioli will focus on the role of the third sector and provide evidence on multi-level governance in territories with different characteristics, highlighting the responsibilities of each actor within the educational community; Pratelli will reflect on the role of local public policies and multi-level institutional

coordination; and Neri will present empirical evidence of how community-based spaces can function as transformative devices. At the school level, this paradigm is operationalized through distributed leadership (INDIRE, 2021). School improvement stems from collaborative professional agency and shared responsibility among principals, teachers, and the wider school community. Such leadership reinforces institutional autonomy while strengthening territorial embeddedness, enhancing schools' capacity to act as mediating institutions within fragile contexts. Educational alliances, often formalized through institutional agreements, institutionalize this cooperative governance. Rooted in shared administration and horizontal subsidiarity (Arena, 2015), they enable local authorities, schools, and third-sector actors to co-design educational and social interventions. Their formalization establishes accountable frameworks for resource allocation and collective responsibility, consistent with commons governance and collective action theory. Alliances thus reconfigure the relationship between public institutions and community actors, repositioning education as a shared territorial resource. A defining dimension of the educational community is youth protagonism, framed through student and youth voice. Participation is treated as a structural component of democratic quality rather than symbolic inclusion. Research demonstrates that meaningful student involvement strengthens agency and belonging (Fielding, 2004; Cook-Sather, 2006). Lundy's (2007) model—space, voice, audience, and influence—offers criteria for assessing whether alliances generate genuine decision-making power. Extending this lens to local governance, scholarship on youth participation stresses the importance of institutional conditions that prevent tokenism (Hart, 1992) and highlights the civic and policy benefits of youth engagement in local decision-making (Checkoway, 2011). The role of local institutions is crucial in transforming alliances into stable public policy architectures. The experience of the Municipality of Rome, including Priority Educational Areas (IEP), illustrates how local governments can coordinate across sectors, integrate educational and social policies, and sustain territorial co-design processes. Local governance thus becomes a mediating arena capable of translating community needs into structural strategies for preventing ESL. Finally, the case of Scaro Community in Agrigento exemplifies the development of an education hub in a peripheral Southern context, where urban regeneration evolves into territorial educational infrastructure. By intertwining formal and non-formal education, civic activism, and youth participation, the initiative demonstrates how community-based spaces can function as transformative devices. Local policies that strengthen formal youth participation bodies—such as youth councils—and connect them to educational governance processes are essential for embedding youth voice beyond school boundaries and consolidating participatory democratic practices at the territorial level.

Arena, G. (2015). Cittadini attivi: Un altro modo di pensare l'Italia. Laterza.
Checkoway, B. (2011). What is youth participation? Children and Youth Services Review.
Fielding, M. (2004). Transformative approaches to student voice: Theoretical underpinnings, recalcitrant realities. British Educational Research Journal.
Gruenewald, D. A. (2003). The best of both worlds: A critical pedagogy of place. Educational Researcher.
Hart, R. A. (1992). Children's participation: From tokenism to citizenship. UNICEF Innocenti Research Centre.
INDIRE. (2021). Leadership condivisa e miglioramento scolastico. Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa.
Lundy, L. (2007). "Voice" is not enough: Conceptualising Article 12 of the United Nations Convention on the Rights of the Child. British Educational Research Journal.
UNESCO. (2021). Reimagining our futures together: A new social contract for education. UNESCO.

INTRODUCTION. EDUCATION, TERRITORY AND DEMOCRACY: WHY EARLY SCHOOL LEAVING IS A POLITICAL ISSUE

Claudia Cicciotti (ActionAid Italia) · **Gianfranco Zucca** (Istituto di Ricerche Educative e Formative - IREF)

Early school leaving | Educational inequalities | Educational poverty

The institutional definition of school dropout only partially captures the breadth of its implications and consequences. While it is generally understood as the lack or irregular use of education and training services during school age, the phenomenon in practice reflects the interaction of individual, familial, social, political, economic, and territorial factors. Moreover, the long-term consequences of high dropout rates are often underestimated, despite their systemic effects on individuals, social cohesion, and economic development. This raises a key question: is school dropout primarily a matter of educational system performance, or does it entail broader political implications? Drawing on empirical evidence collected in Rome's Municipality VI through the project BELLA! Fateci spazio, coordinated by ActionAid Italy in partnership

with local organizations and in collaboration with IREF, this paper examines the structural conditions that reproduce educational disadvantage in peripheral urban contexts. These areas are characterized by multidimensional poverty and by vulnerabilities that increase the likelihood of the intergenerational transmission of educational inequality. Based on an integrated set of quantitative and qualitative data, the analysis explores how the local configuration of policies and institutional arrangements can either mitigate or reinforce existing inequalities. Within this framework, early school leaving is interpreted not simply as an individual or family outcome, but as the manifestation of broader mechanisms of social and territorial inequality that traverse educational institutions and local communities. Through a cross-cutting analysis of interventions implemented in contexts of vulnerability and marginality, the paper proposes a broader operational understanding of early school leaving that accounts for its causes, reinforcing and mitigating factors, and long-term consequences. By doing so, it seeks to reposition the issue within a political perspective that acknowledges the central role of educational inequalities, moving beyond a purely technical or administrative approach. Finally, the discussion highlights the relationship between community dynamics and educational processes, emphasizing the need for integrated, high-impact public policies aimed at prevention and at the progressive construction of an education system approaching the goal of “zero dropout”.

Ball, S. J., Vincent, C., & Ball, S. J. [2002]. Making choices: How middle-class families choose schools. Routledge.
Ballarino, G., & Checchi, D. [2006]. Sistema scolastico e disuguaglianza sociale. Scelte individuali e vincoli strutturali. Il Mulino.
Benadusi, L., & Giancola, O. [2020]. Equità e merito nella scuola. Teorie, indagini empiriche, politiche. Innovazione, Educazione, Società.
Cordini, M., & Ranci, C. [2025]. Separati a scuola: la segregazione scolastica in Italia. Scuola democratica.
Giancola, O., & Salmieri, L. [Eds.] [2024]. Disuguaglianze educative e scelte scolastiche. Teorie, processi e contesti. FrancoAngeli.
Romito, M. [2016]. Una scuola di classe. Orientamento e disuguaglianza nelle transizioni scolastiche. Guerini e Associati.

LEARNING ON THE MARGINS: EDUCATIONAL INEQUALITIES, DROPOUT RISK, AND SCHOOL WELL-BEING IN ROME'S SIXTH MUNICIPALITY

Leonardo Piromalli (IREF - Istituto di Ricerche Educative e Formative, Italy) · **Sabina Licursi** (University of Calabria) · **Emanuela Pascuzzi** (University of Calabria)

Early school leaving | Educational inequalities | School well-being

This contribution presents findings from a quantitative survey conducted within BELLA! Fateci spazio, promoted by ActionAid International Italia ETS and funded by Fondazione CDP, investigating early school leaving risk, educational transitions, and school well-being in Rome's Sixth Municipality, a large and densely populated peripheral district marked by significant socio-economic inequalities. The study draws on an integrated theoretical framework combining structural and interactionist perspectives. Building on Bourdieu and Passeron's (1970) theory of social reproduction, Bernstein's (1975) analysis of pedagogic devices, and relational approaches to educational inequality (Barone, 2009; Van Zanten, 2009), school choice and dropout risk are conceptualized not as individual outcomes but as socially stratified processes embedded in symbolic dynamics that unfold within everyday school life. Dropout is accordingly understood as a structural manifestation of territorial injustice (Dubet, 2011), shaped by the micro-interactional processes through which institutional recognition — or its absence — constructs students' identities and aspirations (Honneth, 1995; Dubet & Martuccelli, 1996). The empirical basis is a standardized questionnaire administered in autumn-winter 2025-2026 across final-year lower secondary and upper secondary classes in 12 schools, drawn from a universe of 28 institutions in the municipality. Over 2,000 students were sampled through a two-dimensional stratified design: the first variable captures early school leaving incidence among 18–24 year-olds by urban area, from ISTAT data on urban deprivation; the second captures school type and level. Weights reflect the ratio of target students per stratum to the total population. Preliminary findings from 374 valid student responses are organized around the study's two research axes. On the structural dimension, over a third of fathers hold at most a lower secondary diploma and 39% of students have at least one parent born outside Italy. Students with a migrant background are more than four times as likely to have repeated a school year (6.0% vs 1.3%, $p<.05$) — a direct indicator of dropout risk at the lower secondary transition. On the interactional dimension, three findings stand out. First, peer victimization is strikingly prevalent: 77% report at least one episode since the start of the year — most commonly social exclusion (41%) and offensive mockery (51%) — and it is significantly associated with lower school

comfort (rho=−0.24, p<.001). Second, student-teacher relationship quality is the strongest predictor of both school comfort (rho=0.22) and satisfaction (rho=0.35, p<.001), and mediates guidance access: students perceiving supportive relationships are far more likely to discuss their future with teachers (3.99 vs 3.36, p<.001). Third, gender structures experience along two lines: female students report both greater future anxiety (55% vs 26%, p<.001) and higher perceived daily school difficulty (2.59 vs 2.36, p<.01) — a compounded, not merely transitional, disadvantage. These patterns reveal a territory where relational quality — not socioeconomic composition alone — is the proximate factor shaping unequal trajectories. The findings engage a broader challenge: moving from an ethics of probability, in which futures are assigned by social position, toward an ethics of possibility (Appadurai, 2013), where expanding horizons of aspiration becomes itself an object of institutional effort.

Appadurai, A. (2013). The future as cultural fact: Essays on the global condition. Verso.
Barone, C. (2009). Le trappole della meritocrazia. Il Mulino.
Bernstein, B. (1975). Class, codes and control: Vol. 3. Towards a theory of educational transmissions. Routledge & Kegan Paul.
Bourdieu, P., & Passeron, J.-C. (1970). La reproduction: Éléments pour une théorie du système d'enseignement. Les Éditions de Minuit.
Dubet, F. (2011). Injustices: L'expérience des inégalités au travail. Seuil.
Dubet, F., & Martuccelli, D. (1996). À l'école: Sociologie de l'expérience scolaire. Seuil.
Honneth, A. (1995). The struggle for recognition: The moral grammar of social conflicts. Polity Press.
Van Zanten, A. (2009). Choisir son école: Stratégies familiales et médiations locales. Presses Universitaires de France.

ROUNDTABLE. BEYOND EARLY SCHOOL LEAVING: EDUCATIONAL JUSTICE, NEW FORMS OF CITIZENSHIP AND POLICY RECOMMENDATIONS

Marco Rossi-Doria (Con i Bambini Impresa Sociale S.r.l.) · **Giuseppina Rita Jose Mangione** (INDIRE, Italy) · **Katia Scannavini** (ActionAid International Italia E.T.S.) · **Fabrizio Barca** (Forum Diseguaglianze e Diversità)

Spatial Inequality | Educational inequalities | Multi-level Governance

Space plays a key role in shaping individual life trajectories at least at two distinct levels: as an endowment of resources (structural, institutional, and in terms of social capital), and as a context that generates aspirations, worldviews, and specific modes of action. Addressing the role of space in relation to educational careers raises a further challenge, situated at the intersection between emancipation from one's place of origin—primarily an individual process—and the transformation of those places, which instead has a collective dimension. Establishing a hierarchy between these two levels is implicitly moralizing. The BELLA! project appropriately seeks to engage with all these dimensions—not out of strategic ambiguity, but precisely because it seems impossible to commit to the improvement of neighbourhoods without simultaneously enabling young residents to test themselves beyond their immediate contexts. Likewise, it seems impossible to foster innovation within local communities without at the same time strengthening their cohesion. The guiding theme of this roundtable discussion builds on this intuition in order to reflect on public policy. What enabling policies can foster change in complex contexts? How can we manage the complexity of acting on multiple fronts, where coordination and synergy across different sectors are required? More specifically: Marco Rossi-Doria, currently President of Con i Bambini, formerly a "street teacher" and a pioneer of various "second-chance school" initiatives, will be invited to reflect on how schools must change structurally in order to fulfil their mandate of removing obstacles to equality, and on how territorial contexts can contribute to—rather than hinder—this transformation. Giuseppina Jose Mangione (INDIRE), researcher and head of units on organizational models, methodologies, and curriculum, as well as coordinator of innovation networks (Avanguardie Educative, Small Schools), will be asked to address the role of the school as a civic hub radiating educational opportunities at the local level, and to consider which other public policies are required to support such a role. Katia Scannavini, Co–Secretary General of ActionAid Italia will be invited to speak on the role of the third sector in relation to public policies. Fabrizio Barca, economist and former Minister for Territorial Cohesion, currently co-coordinator of the Forum for Inequalities and Diversity (ForumDD), will be prompted to reflect on the "politics of place" and on how to weave together different policy domains in an integrated approach.

Bazzini, D. e Puttilli, M., Il senso delle periferie. Un approccio relazionale alla rigenerazione urbana, Elèuthera, 2008.
Con i Bambini e OpenPolis, Giovani e periferie. Uno sguardo d'insieme alla condizione dei giovani nelle periferie italiane, Roma 2025.
De Rossi, A. e Lupatelli, G., Rigenerazione urbana e territoriale. Un sussidiario, Donzelli, Roma 2025.

Ferroni, M. V., Galdini, R. e Ruocco, G. (a cura di), Urban Informality: A Multidisciplinary Perspective, Springer International Publishing, Cham 2023.

Glotzer, P., How the suburbs were segregated: developers and the business of exclusionary housing, 1890-1960, Columbia University Press, New York 2020.

Gómez, G. M. e Knorringa, P. (a cura di), Local Governance, Economic Development and Institutions, Palgrave Macmillan, London 2016.

Klinenberg, E., Palaces for the people: how social infrastructure can help fight inequality, polarization, and the decline of civic life, Crown, New York 2018.

Kretzmann, J. P. e McKnight, J. L., Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets, The Asset-Based Community Development Institute, 1993.

Wacquant, L., Urban Outcasts: A Comparative Sociology of Advanced Marginality, polity, 2007.

D.03

Economic Constraints in Educational Participation and the Design of New Policies

PANEL CONVENORS: Raffaella Dispenza (Acli – Associazioni Cristiane Lavoratori Italiani); Luca Andrea Fanelli (ActionAid International Italia Ets); William Revello (Fondazione Ufficio Pio Ente Filantropico)

PANEL KEYWORDS: cost of education, dropout, financial support policies

Over recent decades, research and policy debates on educational participation (including vocational education and training) have emphasized non-economic barriers – educational pathways, cultural background, and soft skills. In many continental European systems, low fees and the presence of scholarships shape the view that financial barriers are contained. Yet economic constraints persist and may be intensifying amid broader societal impoverishment. These constraints are often indirect, as hidden expenses (materials, transport, digital access, rent, etc.), foregone earnings and time, and unequal capacity to navigate services. Moreover, economic hardship shapes mental frameworks and decision-making— through constrained time horizons, limited information, and reduced planning capacity—affecting educational choices even where formal support exists. While existing financial support policies are substantial, they often assume stable take-up, homogeneous needs, and frictionless access. A growing body of innovation and evaluation is therefore exploring more integrated approaches that combine monetary support with measures addressing the above-mentioned issues. This panel invites sociological, economic, and political science contributions addressing: The full cost of educational participation, including indirect and "hidden" expenses and opportunity costs. Empirical evidence on the relationship between poverty-reduction measures—especially unconditional or quasi-unconditional cash transfers—and educational participation and learning outcomes, in Italy and comparatively. Contributions focusing on Italian schemes (e.g., Reddito di Inclusione, Reddito di Cittadinanza, etc.) are welcome. Policy designs that target indirect costs and access frictions, including international best practices and asset-building approaches (e.g., education savings or matched accounts). We welcome theoretical and empirical work that can inform more nuanced policy design and implementation.

ESTIMATING THE COST OF COMPULSORY EDUCATION: HOUSEHOLD EXPENDITURE, PERCEIVED BARRIERS, AND POLICY IMPLICATIONS

Luca Andrea Fanelli (ActionAid Italia, Italy) · **Maria Sole Piccioli** (ActionAid Italia, Italy)

educational inequality | household educational expenditure | compulsory schooling

The availability of public schooling across educational levels, generally sufficient to meet demand, together with the consolidation in the scientific literature of growing attention to non-economic determinants of access to education—often more incisive than strictly financial constraints—and the increase in disposable household income despite overall income stagnation, have contributed to marginalising the issue of the direct costs of education within the debate on educational inequalities. Moreover, weak labour demand, which particularly disadvantages younger cohorts, has reduced the opportunity cost of remaining in education, thereby reshaping the cost–benefit calculus associated with continued participation in the educational system. However, in light of theoretical approaches that interpret inequalities as the outcome of the interaction between material resources, socio-cultural capital, and structures of opportunity, the economic dimension cannot be considered residual. First, while the costs of education may not constitute a barrier to access when considered in isolation, they can operate in combination with other constraints, reinforcing cumulative mechanisms of disadvantage. Second, they may shape educational choices, particularly in inner or peripheral areas, where certain tracks entail high transportation costs or the need to study away from home, as well as in the case of schools requiring the purchase of costly materials. Third, the significant gap between the minimum and maximum expenditures associated with school attendance—even when limiting the analysis to expenses strictly related to public education (e.g., school trips, additional textbooks, materials, digital devices, etc.)—may affect not only effective opportunities but also the symbolic and motivational dimensions of the educational experience. From this perspective, costs contribute to shaping the set of

educational capabilities effectively available to students. This paper aims to conduct a systematic review based on secondary sources in order to estimate the cost of education throughout the period of compulsory schooling (ages 4–18), considering different scenarios—geographical location, use of school meals, full-time attendance, chosen field of study, etc.—and different types of households. In a subsequent phase, the study intends to explore, through qualitative research directly involving upper secondary school students, the real and perceived economic barriers that influence educational choices and persistence. The findings are expected to provide an empirical basis for further investigation, both in terms of strengthening the robustness of the evidence and of analysing more closely the mechanisms through which economic constraints interact with other dimensions of inequality. More directly, they aim to contribute to a theoretically informed reflection on the policies most likely to enhance equity in educational opportunities and to reduce the impact of economic factors on access to and outcomes of education.

Bourdieu, P., The Forms of Capital, Education: culture, economy, and society, Oxford University Press, Oxford 2007, pp. 47–58.

ISTAT, Spese per consumi delle famiglie – Anno 2024, Roma 2025.

Nussbaum, M. C., Creating Capabilities: The Human Development Approach, Harvard University Press, Cambridge, MA 2011.

OECD, Education at a Glance 2023: Italy, OECD Publishing, Paris 2023.

OECD, Equity in Education: Breaking Down Barriers to Social Mobility, OECD, 2018.

Sen, A., Development as freedom, Alfred A. Knopf, New York 2000.

UNICEF Europe and Central Asia, Italy Office, Deep Dive – Child Guarantee: Analysis of policies, programmes and budgets addressing child poverty and social exclusion in Italy (Basis for a European Child Guarantee Action Plan in Italy), UNICEF ECARO / Istituto Cattaneo, Rome 2022.

World Bank, Education Finance Watch, World Bank, Washington, DC 2024.

World Bank e UNESCO Institute for Statistics, Measuring Household Expenditure on Education: A Guidebook for Designing Household Survey Questionnaires, World Bank, Washington, DC 2018.

GRANTS AS BRIDGE TO UNIVERSITY ACCESS: THE IMPACT OF AN INFORMATION INTERVENTION

Federica Laudisa (IRES Piemonte) · **Samuele Poy** (Università del Piemonte Orientale)

Randomized controlled trial | information | higher education access

In Italy, student grants represent the principal policy mechanism for removing financial barriers to higher education among students from low-income backgrounds. However, insufficient information among potential beneficiaries substantially limits their effectiveness. Previous analyses conducted by IRES Piemonte using administrative data revealed that a considerable proportion of first-time tertiary education entrants at universities in Piedmont do not apply for student grants, despite meeting the eligibility criteria. The phenomenon of eligible students failing to apply for financial aid is not unique to Italy, although its magnitude and underlying determinants vary across national contexts. In the United States, students report several reasons for not completing the FAFSA, including the perception that they are not eligible or do not need aid, reluctance to incur debt, the perceived complexity of the application process, and limited knowledge about how to apply (Ifill, 2016). In Germany, misconceptions about eligibility and debt aversion - often linked to overestimating repayment obligations - emerge as key barriers (Riedmiller and Strobl, 2025). Additional obstacles include administrative complexity and co-residence with one's family (Herber and Kalinowski, 2016). Against this backdrop, our study, conducted on a sample of 6,500 randomly selected high school seniors in Piedmont during the 2022/23 school year, identified a substantial information gap regarding university grants. Most students interviewed lacked basic knowledge about application procedures, eligibility requirements, and even the identity of the grant provider - only 9% were able to correctly identify EDISU Piemonte as the awarding body. We also observed a significant correlation between knowledge of grants and individual characteristics, including gender, grade point average, school track, family background, and participation in guidance activities. Building on these findings, we implemented a randomized controlled trial (RCT) to assess the causal impact of increasing awareness of financial aid on students' intentions to enroll in higher education and to apply for grants. The intervention consisted of a 30-minute information session covering eligibility criteria, application procedures, and award amounts. Results indicate that even this relatively modest intervention generated a positive and statistically significant effect on both university enrollment and the probability of submitting a grant application. The effects were particularly pronounced among students who reported economic uncertainty as a factor in their educational decision-making. Within the Italian context, this study contributes to a relatively underexplored field. Although a related RCT has

been conducted (Abbiati et al., 2017), that study was based on partially different research questions and a more complex intervention design. Internationally, the literature is more extensive and predominantly US-based. Herbaut and Geven (2020) provide a comprehensive review of more than twenty RCTs conducted across different countries to estimate the impact of information and guidance interventions on university enrollment. Their findings underscore the need for additional evidence across diverse national contexts, given the heterogeneity of results. By examining the role of information in post-secondary educational choices, this study contributes to the debate on higher education access. Importantly, it also carries policy implications: timely and targeted dissemination of financial aid information may represent a lever to increase university participation in Italy.

Abbiati G., Argentin G., Assirelli G., Barone C., Schizzerotto A. (2017), «Orientamento educativo e disuguaglianze di fronte all'istruzione universitaria in Italia: risultati da un esperimento randomizzato», Quaderni di Sociologia, 74, p. 7-31.

Herbaut E., Geven K. (2020), What works to reduce inequalities in higher education? A systematic review of the (quasi-)experimental literature on outreach and financial aid, in «Research in Social Stratification and Mobility», 65, February.

Herber S.P., Kalinowsky M. (2016), Non-Take-Up of Student Financial Help: A Microsimulation for Germany, in «SOEPpapers on Multidisciplinary Panel Data Research», n° 844, Deutsches Institut für Wirtschaftsforschung (DIW), Berlin.

Ifill N. (2016), Undergraduates Who Do Not Apply for Financial Aid, in «National Center for Education Statistics Data Point», U.S. Department, August.

Riedmiller S., Strobl S. (2025), BAföG und die Rolle von Fehleinschätzungen – eine Zusammenfassung, Whitepaper, Max-Planck-Institut zur Erforschung von Gemeinschaftsgütern, Fraunhofer-Institut für Angewandte Informationstechnik FIT.

MISSED OPPORTUNITIES AND BARRIERS TO PARTICIPATION IN INCENTIVISED SAVING PROGRAMMES AMONG MIDDLE-TO-LOW-INCOME FAMILIES IN ITALY

Davide Azzolini (Research Institute for the Evaluation of Public Policies (FBK-IRVAPP)) · **Olga Gorodetskaya** (Research Institute for the Evaluation of Public Policies (FBK-IRVAPP)) · **Luigina Jessica Montano** (Research Institute for the Evaluation of Public Policies (FBK-IRVAPP)) · **Silvia Salier** (Research Institute for the Evaluation of Public Policies (FBK-IRVAPP))

incentivised saving programmes | educational inequality | financial fragility

Absolute poverty affects over 9.7% of the Italian population, with higher incidence in the southern regions and among households with at least a foreign member and the presence of minors (ISTAT, 2023). Poverty together with low financial inclusion influences social mobility. Research has consistently shown that Italy ranks among the lowest in the European Union for intergenerational mobility, meaning that children from low-income families have fewer opportunities to improve their socioeconomic status compared to their peers in other European countries (Balestra & Ciani, 2022). Low levels of financial inclusion such as limited access to financial products and services paired with low financial literacy further exacerbate financial fragility (Artisei et al., 2025) and families' capacity to make informed economic decisions (Lusardi, 2019) about household budgeting, savings, and long-term planning, even more so when it comes to savings to cover their child's future education. Social mobility and education are interlinked: a family's financial prosperity plays an important role in shaping a child's education opportunities. Wealth grants families a range of benefits, including the ability to draw upon stable resources for school provisions and extracurricular activities, as well as greater peace of mind when committing to long-term endeavours. Increasing access to educational opportunities for youth from disadvantaged backgrounds is thus pivotal to tackle issues of educational inequality and social mobility. Within this context, programmes of incentivised saving inspired by US 'children's savings accounts' (Chen & Elliot, 2020) have emerged in Italy as valid instruments to act on disadvantaged families' capacity to save and offer their children adequate support for their education and extra-curricular activities. PUOI is a programme of incentivised saving that targets middle-to-low-income families in the province of Cuneo with the aim of supporting academic and personal development of students aged 12-16 through a dedicated savings account that includes a savings match rate mechanism and educational guidance support for the student and their family. Inspired by similar national programmes such as "Will" and "Will-To", PUOI provides an ideal context to investigate families' attitudes towards these types of programmes in Italy. Despite PUOI offering to multiply participants' savings, recruitment rates have been lower than expected. This may be because families affected by poverty are far from homogeneous, differences in demographic and personal circumstances may generate distinct barriers. For some families, the requirement to contribute a small amount on a regular basis may prove financially burdensome, particularly when income is unstable, the perceived complexity of navigating a new programme amid the pressures of everyday

financial hardship, and the sustained commitment demanded of both students and their families to partake in project educational activities. Beyond these practical barriers, fear of fraud or financial loss also plays a relevant role. When implementing these types of programmes, targeting matters. In this study, we explore attitudes of families towards incentivised savings programmes as well as possible barriers hindering participation. We also explore how despite the shared economic challenges diversity amongst families experiencing financial hardship exists, underscoring the complexity but also the need to provide tailored support.

Aristei, D., Gallo, M., & Murro, P. (2025). Financial knowledge and financial fragility: longitudinal evidence from Italy. Italian Economic Journal, 11(2), 667-702.
Balestra, C., & Ciani, E. (2022). Current challenges to social mobility and equality of opportunity (No. 10). OECD Publishing.
Chen, Z., & Elliott, W. (2020). Saving for college: perspectives from participants in a universal children's savings program. Journal of Children and Poverty, 26(2), 151-166.
ISTAT. (2023). Poverty in Italy. https://www.istat.it/en/press-release/istat-poverty-statistics-year-2023/
Lusardi, A. (2019). Financial literacy and the need for financial education: evidence and implications. Swiss journal of economics and statistics, 155(1), 1

MEASURING SCHOOL-RELATED ECONOMIC DIFFICULTIES: DEVELOPMENT AND VALIDATION OF A PARENT-REPORTED SCALE IN ITALY

Alessandro Concas (Università degli Studi di Cagliari, Italy) · **Mariano Porcu** (Università degli Studi di Cagliari, Italy) · **Isabella Sulis** (Università degli Studi di Cagliari, Italy) · **Cristian Usala** (Università degli Studi di Cagliari, Italy)

Educational choices · Item Response Theory · Socioeconomic inequalities

School-related economic difficulties represent a critical yet underexplored dimension of educational inequality, with parental perceptions of financial strain related to school playing a pivotal role in shaping adolescents' educational trajectories and pathway choices. Despite growing interest in the socioeconomic determinants of educational decisions, the literature has predominantly relied on general measures of economic hardship, lacking domain-specific instruments capable of capturing the specific financial pressures families face within educational contexts [1]. This study addresses this gap by developing and validating a novel psychometric measure of school-related economic difficulties tailored to the Italian educational system. Data were collected from 2,215 parents of children aged 12–16 through a structured online questionnaire administered between July and August 2025 as part of the EduCAR Youth project. Quota sampling based on geographical area and municipality size ensured national representativeness. The sample comprised 55.6% women and 44.4% men, predominantly aged 45–54 years. Educational attainment was relatively high, with 51.3% of families including at least one university graduate. Children were predominantly enrolled in upper secondary school (62.6%), with academic tracks (licei) being the most common choice (64.2%). We employed Item Response Theory (IRT) to construct the measurement scale, specifically utilizing a two-parameter logistic (2PL) model to assess dichotomous responses capturing whether families had experienced financial strain across specific school-related domains [2, 3]. An initial pool of eight items was subjected to exploratory factor analysis, which revealed a clear unidimensional structure. One item was removed due to local dependence. The final seven-item scale covers domains including the purchase of textbooks and school supplies, access to private tutoring, digital equipment for studying, participation in school trips, foreign language courses, and school choice. The instrument demonstrated excellent internal consistency reliability ($\omega = 0.94$), with all items exhibiting high discrimination parameters (a range: 2.22–3.16), satisfactory item-level fit statistics (S-χ2 non-significant; RMSEA well below 0.08 for all items) and a high TIF = 12, on the moderate-to-high difficulty range (b range: 0.39-1.25). Yen's Q3 statistics confirmed the absence of problematic local dependence across all final item pairs. The distribution of latent trait estimates showed moderate positive skewness ($M = 0.29$, $SD = 0.66$, skewness = 0.77), with the majority of families reporting relatively low school-related economic difficulties, while a substantial minority experienced significant financial strain. Systematic group differences emerged across a range of sociodemographic and educational characteristics. Younger parents, residents of Southern and Central Italy, single-parent households, larger families, and those with lower occupational status and educational attainment reported significantly higher levels of difficulty. Regarding educational variables, higher difficulty levels were associated with enrollment in technical institutes and use of educational support services. The validated seven-item scale offers a concise, psychometrically robust instrument for identifying families at risk of educational deprivation and for supporting the design of targeted educational policies and

interventions. Future research should examine longitudinal relationships between perceived economic difficulties and actual educational outcomes, assess cross-cultural validity beyond the Italian context, and integrate objective socioeconomic indicators to complement self-report data.

[1] L.A. Ribeiro and S. Keles. "Perceived economic hardship and adjustment outcomes of children and adolescents: A systematic review and meta-analysis". In: Journal of Research on Adolescence 35.4 (2025), e70088. doi: 10.1111/jora.70088.
[2] F.B. Baker and S.H. Kim. Item Response Theory: Parameter Estimation Techniques. 2nd ed. Boca Raton: CRC Press, 2004.
[3] A. Birnbaum. "Some latent trait models and their use in inferring an examinee's ability". In: Statistical Theories of Mental Test Scores. Ed. by F.M. Lord and M.R. Novick. Reading: Addison-Wesley, 1968, pp. 397–479.

ECONOMIC INSECURITY AND EDUCATIONAL DECISION-MAKING: THE STUDY OF EDUCATIONAL PARTICIPATION AMONG THE TRIBAL COMMUNITIES OF KARNATAKA, INDIA

Mahima Raj C (Central University of Karnataka, India) · **Rupa Rani Sonowal** (Central University of Karnataka, India)

Education | Tribal Population | Socio-economic Conditions

Education is considered as a significant parameter in Human Development Index (HDI) according to the United Nations Development Programme (UNDP) that measures the development of a particular nation's education policy and its implementation at the grass root level. It is a key indicator in measuring the knowledge and skills attained by the larger population, leading to employment opportunities that furthers an individual's or a household's standard of living and upward social mobility. Karnataka, as a state in India, prides itself upon its highest school enrolment rates in the country along with an overall literacy rate of 75.6% as per the 2011 census. Despite these considerable achievements, the state paints rather a gloomy picture with regard to the educational participation of the tribal populations of the state. Individuals belonging to the tribal communities often have to face multiple challenges in their path to secure a decent education. The economic factor becomes a major determinant in their decision and desire to be part of the institutionalized education system, that promises stable income and a secure life. The paper aims to examine the role and influence of economic factors in decision-making regarding one's education among the tribal communities in Karnataka. The study is derived from the primary data collected through personal interviews with the tribal community members across Karnataka (1057 respondents). The analysis is structured from a variety of variables that are intersectional in nature and provide a wholistic socio-economic conditions of the tribal population. The study employs descriptive statistical analysis along with cross-tabulation in understanding the relationship between educational participation and socio-economic conditions of the group. Initial trajectories of the study indicate towards that hypothesis that economic conditions significantly factor into educational decision-making of the population, despite the state's efforts to ensure free education till matriculation for all. Households with low annual income exhibit greater difficulties in their path to attain education that involves direct as well as hidden costs of education. In many instances, education is considered an activity that doesn't aid their immediate living conditions since the household loses on daily wages when a family member decides to go to school instead of choosing to work either as a daily wage labour or as an unskilled labour either temporarily or on contract basis. The analysis also considers occupation as a significant variable that factors into educational participation of the community members. Further, the study contributes towards the discussion on education in a democratically driven society wherein education policy and its execution often meet the needs of only a select few. Tribal individuals who have multiple hurdles to cross in their paths to education do not form the primary stakeholders in state's education policy. The study underscores the importance of financial constraints in shaping the tribal households' aspirations. Acknowledgement: The authors appreciate the financial assistance provided by the Indian Council of Social Science Research to conduct the field data survey as part of the minor research project.

United Nations Development Programme. (2010). Human Development Report 2010: The Real Wealth of Nations—Pathways to Human Development. New York: UNDP.
United Nations Development Programme. (2023). Human Development Report 2023/24. New York: UNDP.

Office of the Registrar General & Census Commissioner, India. (2011). Census of India 2011: Primary Census Abstract. New Delhi: Government of India.

DETERMINANTS OF EDUCATIONAL INEQUALITY: A SYSTEMATIC FRAMEWORK FOR UNDERSTANDING SOCIOECONOMIC, DEMOGRAPHIC, AND SPATIAL DISPARITIES

Nicola Pontarollo (University of Brescia, Italy)

education · inequality · opportunities

Educational inequality remains one of the most persistent and structurally embedded forms of social disparity, with long-term consequences for individual life chances, social mobility, and regional development (Hanushek and Woessmann, 2008). This study aims to systematize the main determinants of educational inequality by developing an integrated analytical framework that brings together socioeconomic, demographic, and spatial dimensions. Drawing on interdisciplinary theoretical and empirical contributions, the study identifies five core drivers of unequal educational access and outcomes: socioeconomic status, parental education, ethnicity, gender, and geographical location. Socioeconomic status emerges as a central mechanism shaping access to educational resources, school quality, and extracurricular opportunities (see Lou at al., 2022). Parental education influences not only material conditions but also cultural capital, aspirations, and educational support within households (Biagi et al., 2022). Ethnicity and gender introduce additional layers of structural disadvantage, often operating through discrimination, social norms, and differential expectations that affect both access, performance and educational trajectories (Borgna & Contini, 2014; Tsai, Smith, & Hauser 2018). Geographical location—whether defined in terms of urban–rural divides, regional disparities, or neighborhood effects—further amplifies inequalities by influencing school infrastructure, peer environments, and local labor market prospects (see, for example, Acciari, Polo, and Violante, 2022). Rather than treating these determinants as isolated factors, the paper emphasizes their interaction and cumulative effects. Educational inequality is conceptualized as the outcome of overlapping disadvantages that reinforce one another across spatial and social contexts. Particular attention is devoted to the territorial dimension of inequality, highlighting how regional and local dynamics shape the distribution of opportunities and contribute to persistent intergenerational disparities. By organizing and synthesizing the main explanatory mechanisms, this study provides a coherent structure for future empirical research and policy design. Understanding the multifaceted and spatially embedded nature of educational inequality is essential for developing targeted interventions aimed at promoting equal opportunities and fostering inclusive socioeconomic development.

Acciari, P., Polo, A., & Violante, G. L. (2022). And yet it moves: Intergenerational mobility in Italy. American Economic Journal: Applied Economics, 14(3), 118–163.

Biagi, F., Palmisano, F., & Peragine, V. (2022). Inequality of opportunity in tertiary education in Europe. Research in Higher Education, 63, 514–565.

Borgna, C., & Contini, D. (2014). Migrant achievement penalties in Western Europe: Do educational systems matter? European Sociological Review, 30(5), 670–683

Hanushek, E. A., & Woessmann, L. (2008). The role of cognitive skills in economic development. Journal of Economic Literature, 46(3), 607–668.

Liu, J., Peng, P., Zhao, B., & Luo, L. (2022). Socioeconomic status and academic achievement in primary and secondary education: A meta-analytic review. Educational Psychology Review, 34(4), 2867–2896.

Tsai, S. L., Smith, M. L., & Hauser, R. M. (2018). Gender gaps in student academic achievement and inequality. Research in the sociology of education (pp. 181–218). Emerald Publishing Limited.

EFFECTS OF A MATCHED SAVINGS PROGRAM TO TACKLE SCHOOL DROPOUT IN ITALY

Davide Azzolini (FBK - IRVAPP, Italy) · **Antonina Mazara** (FBK - IRVAPP, Italy) · **Loris Vergolini** (FBK - IRVAPP, Italy; Università di Bologna)

School · dropout · savings

Italy has historically experienced high levels of school dropouts, with significant social disparities persisting to this day. According to Istat (2025), in 2024 the upper secondary non-completion rate among children of low-educated parents was nearly twenty times that of children of university graduates (22.8% vs. 1.2%). This study evaluates the effectiveness of WILL, a savings-based financial aid program for high school education. Implemented by philanthropic organizations, the program ran in four areas (Torino, Firenze, Teramo, South Sardinia) from 2019 to 2023. Inspired by Children's Savings

Accounts (CSA) and Child Development Accounts (CDA), the program drew on asset-building theory, which posits that even modest savings can foster expectations, planning, and long-term investment in education (Elliot 2024). It targeted first-year lower-secondary school students from low-income families, offering a digital savings wallet for educational expenses, with deposits (up to €1,000) multiplied by four. Beneficiaries also received financial education, guidance, and educational support. We run a randomized controlled trial which included 576 students (293 treated, 283 control). Outcomes were collected with survey data collected 20, 36 and 60 months after randomization. The program increased family savings without leading to greater material deprivation. On average, households saved €718 and spent €3,080 on educational expenses. Although savings and spending were lower among families with lower incomes, the program had a significant impact on these families in terms of increased educational aspirations and expectations, as well on students' middle school final grade. Additionally, the program positively influenced students' regular school attendance by reducing instances of skipping school days, missing classes, or arriving late. It also increased the likelihood of students being enrolled in the expected grade and not falling behind 60 months after randomization. The findings show the potential of matched savings accounts to enhance financial aid policies. However, the financial mechanism's regressivity could be addressed through targeted program adjustments.

Istituto Nazionale di Statistica (ISTAT). (2025). Livelli di istruzione e ritorni occupazionali: Anno 2024. https://www.istat.it/wp-content/uploads/2025/12/Report-Livelli-di-istruzione-e-ritorni-occupazionali-Anno-2024.pdf

Elliott, W. (2024). Assessing the evidence for Children's Savings Accounts (CSAs) as an effective strategy for improving children's postsecondary outcomes: The continuum of evidence of effectiveness. University of Michigan. Center on Assets, Education, and Inclusion (AEDI).

WHO PAYS FOR PUBLIC EDUCATION? HIDDEN FUNDING MECHANISMS AND TERRITORIAL INEQUALITIES IN ROMAN SCHOOLS

Paola Villa (IREF, Italy) · **Cecilia Ficcadenti** (IREF, Italy) · **Gianfranco Zucca** (IREF, Italy) · **Leonardo Piromalli** (IREF, Italy)

Educational participation | Socio-economic constraints | School–community partnerships

Public education systems are formally designed to guarantee universal access and equal educational opportunities. Yet the actual resources available to schools often depend on a plurality of funding channels. In the Italian context, one of the most debated mechanisms concerns the so-called "voluntary contributions" requested from families. Although formally optional, these contributions frequently finance activities and infrastructures that are central to everyday school life. At the same time, schools increasingly rely on project-based funding and partnerships with external actors to complement public resources. These dynamics raise a broader question: who actually finances the everyday functioning and enrichment of public schools? If public education is formally funded by the state, the concrete availability of resources often depends on the economic capacity of families and on the ability of schools to mobilize additional funding through projects and partnerships. This leads to a second crucial question: to what extent do territorial inequalities shape the financial resources available to schools? Constitutional principles guarantees equal access to free public education. If the availability of educational resources increasingly depends on the socio-economic conditions of local communities and on their capacity to mobilize additional financial contributions, these mechanisms may inadvertently reproduce territorial inequalities within the public school system. In such a scenario, schools located in more affluent areas may benefit from a broader set of resources, while schools operating in economically fragile contexts may face structural constraints in sustaining educational activities and opportunities. This paper investigates these dynamics in the city of Rome by analysing the composition of school resources and their territorial distribution. The research draws on data contained in the Self-Evaluation Reports (RAV – Rapporti di Autovalutazione) produced by Italian schools within the National Evaluation System. These documents include standardized information on voluntary family contributions as well as on the broader composition of school resources, including state funding and financial resources obtained through projects and collaborations with external actors. The study reconstructs the relative weight of different funding sources and explores how schools combine public funding, family contributions and project-based resources to sustain their activities. The analysis adopts a territorial comparative perspective, focusing on schools located in the different municipalities of Rome. Through spatial comparison and mapping, the research investigates how the balance between public funding, family contributions and project resources varies across different areas of the city. This approach makes it possible to identify

patterns of territorial stratification in the economic resources available to schools and to assess whether schools located in socio-economically disadvantaged areas rely on different funding mixes compared to those operating in more affluent contexts. A qualitative analysis is complemented by qualitative insights from a broader research project conducted in Municipio VI of Rome, one of the most socio-economically fragile districts of the city. Within this project, semi-structured interviews were conducted with school leaders, teachers and representatives of third sector organizations. These qualitative materials help to contextualize the statistical patterns and to better understand how schools operating in vulnerable contexts cope with limited family contributions and mobilize alternative forms of support.

INVALSI.
Self-Evaluation Reports of Italian Schools (RAV – Rapporti di Autovalutazione). National Evaluation System database. Rome: INVALSI.
Italian Ministry of Education and Merit (MIM).
Financial Statements of Italian Public Schools. Rome: Ministry of Education and Merit.

PROMOTING TERTIARY EDUCATION THROUGH ASSET BUILDING: IMPACT EVALUATION OF THE PERCORSI PROGRAMME

Valentina Battiloro (ASVAPP - Associazione per lo Sviluppo della Valutazione e l'Analisi delle Politiche Pubbliche, Italy) · **Luca Mo Costabella** (ASVAPP - Associazione per lo Sviluppo della Valutazione e l'Analisi delle Politiche Pubbliche, Italy)

tertiary education · asset building · randomised controlled trial

The costs of tertiary education represent a significant barrier for many families (Elliott and Lewis, 2018). Among the many types of interventions aimed at supporting students from these families, one possible solution is asset building. Unlike measures such as scholarships or honour loans, which provide a fixed amount of resources at specific points in time, asset building promotes the habit of gradual saving among families, so that a sum for covering education expenses is accumulated in the medium to long term. Beyond facilitating the accumulation of financial resources with minimal effort, asset-building programmes - often involving participants in training on topics such as financial literacy - may also improve future outcomes by strengthening both students' and their families' self-efficacy and planning capacity (Dynarski and Scott-Clayton, 2013). Percorsi is a programme promoted by Fondazione Ufficio Pio. Active since 2010 in Turin, Italy, Percorsi supports low-income families by enrolling them in a saving programme one or two years before their child completes upper secondary education. The resources accumulated are then quadrupled by the programme to support education-related expenses. The impact evaluation of Percorsi is based on a randomised controlled trial, and involves about 1500 students who applied for the programme between 2014 and 2017 (Martini et al., 2021). Our study, based on students' follow-up up to ten years after entry into the programme, shows that participation substantially increased student's likelihood of enrolling in university. Moreover, for some categories of participants there is a significant increase in the probability of obtaining a university degree. Finally, Percorsi proves to be particularly effective for those who seem to be more likely to abandon studies after high school.

Dynarski S.M. and Scott-Clayton J. (2013), Financial Aid Policy: Lessons from Research, The Future of Children, 23(1).
Elliott W. and Lewis M. (2018), Making Education Work for the Poor, the Potential of Children's Savings Accounts. Oxford: Oxford Press.
Martini A., Azzolini D., Romano B., Vergolini L. (2021). Increasing college going by incentivizing savings: Evidence from a randomized controlled trial in Italy, Journal of Policy Analysis and Management, 40(3).

FROM TRANSFERS TO ASSETS: ASSET BUILDING TO REDUCE THE INDIRECT COSTS OF EDUCATIONAL PARTICIPATION

Giovanni Vezzoli (Università degli studi di Brescia, Italy; Fondazione Ufficio Pio - Ente Filantropico)

educational inequalities · indirect costs · asset building

Over recent decades, studies on educational inequalities have increasingly emphasized the interplay of economic, social, cultural, and symbolic dimensions. In this context, economic constraint is not reducible to income alone: educational participation entails a total cost that includes indirect and "hidden" expenses (e.g., transport, materials, connectivity) as

well as opportunity costs (time diverted from paid work, forgone income, perceived risks associated with educational investment). This perspective helps explain why predominantly redistributive, short-term policies may alleviate material deprivation without durably reshaping educational trajectories that tend to become entrenched and intergenerationally transmitted (Pfeffer 2008; Ciarini and Giancola 2016). In debates on poverty-reduction measures—including unconditional cash transfers and cash transfers with soft conditionality—the question therefore remains central: how can educational investment be made more manageable and sustainable over time when indirect costs and uncertainty persist? The paper proposes a conceptual framework grounded in asset building, introduced by Michael Sherraden as a policy paradigm oriented toward the intentional accumulation of resources over time and discussed here with specific reference to education (Sherraden 1991; Cramer and Williams Shanks 2014). The core assumption is that participation inequalities require complementing support for immediate consumption with instruments that build stocks of resources that can be activated over time—economic, but also educational, relational, and symbolic—capable of sustaining long-term choices and absorbing shocks that would otherwise disrupt educational pathways (Sherraden 1991; Pfeffer and Waitkus 2021; Nam, Huang and Sherraden 2008; Beverly 2013). The discussion integrates two strands. First, the institutional theory of saving: accumulation becomes more likely when policies shape access, information, incentives, facilitation (automation and procedural simplicity), expectations, use restrictions, and instrument security (Sherraden, Scanlon et al. 2005; Beverly et al. 2008). Second, asset effects capture economic, psychological, and social benefits that exceed monetary value, influencing self-efficacy, planning, and future orientation (Yadama and Sherraden 1996; Shobe and Page-Adams 2001; Scanlon and Page-Adams 2001). In particular, dedicated and restricted accounts can function as protected "containers", activating mental accounting and a commitment device, and strengthening a college-bound identity by making educational trajectories more credible (Beverly 2013; Sherraden et al. 2013; Elliott, Chowa and Loke 2011; Oyserman and Destin 2010; Oyserman 2013). This perspective suggests policy design implications for addressing indirect costs and access barriers: universal-but-progressive schemes combining education-dedicated accounts, initial endowments, automatic enrollment, withdrawal restrictions, and matching contributions, alongside interventions that develop financial skills and planning-oriented practices (Titmuss 1958; Kangas and Palme 2005; Schreiner and Sherraden 2007; Birkenmaier et al. 2016; Sherraden, Huang and Ansong 2017). The paper discusses key trade-offs (regressivity risks, stigma, administrative sustainability) and outlines how asset building can integrate with short-term cash-based measures in a complementary, rather than substitutive, logic (Beverly 2013; Sherraden et al. 2013; Clancy et al. 2016). Finally, the paper notes that Italy has recently seen the emergence of educational pilots consistent with this paradigm, developed in diverse territorial and institutional settings and, in some cases, accompanied by impact evaluations. These experiences provide a useful ground for linking conceptual frameworks and policy choices in the construction of interventions capable of stabilizing educational trajectories over the long term.

Beverly, S.G. (2013), «Asset building for and by young people», Economics of Education Review, 33, pp. 52–57.

Beverly, S.G., Sherraden, M., Zhan, M., Williams Shanks, T.R., Nam, Y. e Cramer, R. (2008), Determinants of Asset Building (serie Poor Finances: Assets and Low-Income Households), Washington, DC, Urban Institute; Washington University, Center for Social Development; New America Foundation.

Birkenmaier, J., Sherraden, M., Jacobson Frey, J., Callahan, C. e Santiago, A.M. (2016), «Financial capability and asset building: Building evidence for community practice», Journal of Community Practice, 24(4), pp. 357–367.

Ciarini, A. e Giancola, O. (2016), «Le politiche educative in Italia: tra spinte esogene, cambiamenti endogeni e diseguaglianze persistenti», La rivista delle politiche sociali, pp. 61–80.

Clancy, M.M., Beverly, S.G., Sherraden, M. e Huang, J. (2016), «Testing universal child development accounts: Financial effects in a large social experiment», Social Service Review, 90(4), pp. 683–708.

Cramer, R. e Williams Shanks, T. (2014), «The Assets Perspective: The Rise of Asset Building and Its Impact on Social Policy», in Cramer, R. e Williams Shanks, T. (a cura di), The Assets Perspective: The Rise of Asset Building and Its Impact on Social Policy, New York, Palgrave Macmillan.

Elliott, W., Chowa, G.A.N. e Loke, V. (2011), «Toward a children's savings and college-bound identity intervention: an experimental test», Sociology of Education, 84(3), pp. 183–209.

Kangas, O. e Palme, J. (2005), «Social policy and economic development in the Nordic countries: an introduction», in Kangas, O. e Palme, J. (a cura di), Social Policy and Economic Development in the Nordic Countries, Basingstoke, Palgrave.

Nam, Y., Huang, J. e Sherraden, M. (2008), «Asset definitions: Implications for asset building research and policy», in McKernan, S. e Sherraden, M. (a cura di), Asset Building and Low-Income Families, Washington, DC, Urban Institute Press.

Oyserman, D. (2013), «Identity-based motivation: Implications for action-readiness, procedural readiness, and consumer behavior», Journal of Consumer Psychology, 19(3), pp. 250–260.

Oyserman, D. e Destin, M. (2010), «Identity-based motivation: Implications for intervention», The Counseling Psychologist, 38, pp. 1001–1043.

Pfeffer, F.T. (2008), «Persistent inequality in educational attainment and its institutional context», European Sociological Review, 24(5), pp. 543–565.

Pfeffer, F.T. e Waitkus, N. (2021), «The wealth inequality of nations», American Sociological Review, 86(4), pp. 567–602.

Scanlon, E. e Page-Adams, D. (2001), «Effects of asset holding on child well-being: A new framework for research on the role of assets in families and child development», in Boshara, R. (a cura di), Building Assets for Families, Communities and Children, Washington, DC, American Enterprise Institute Press, pp. 35–50.

Schreiner, M. e Sherraden, M. (2007), Can the Poor Save? Saving and Asset Building in Individual Development Accounts, New Brunswick, Transaction Publishers.

Sherraden, M. (1991), Assets and the Poor: A New American Welfare Policy, Armonk, NY, M.E. Sharpe.

Sherraden, M., Huang, J. e Ansong, D. (2017), «Financial capability and asset building for all», in Aprea, C., Wuttke, E., Breuer, K., Koh, N.-K., Davies, P., Greimel-Fuhrmann, B. e Lopus, J. (a cura di), International Handbook of Financial Literacy, Singapore, Springer, pp. 723–734.

Sherraden, M., Peters, C., Wagner, K., Guo, B. e Clancy, M. (2013), «Contribution of qualitative research to understanding savings in low-income households», Journal of Family and Economic Issues, 34, pp. 237–248.

Sherraden, M., Scanlon, E., Johnson, L., Gilbert, N., McBride, A.M., Ssewamala, F.M. e Shanks, T.R.W. (2005), «Stakeholding: Asset-based reform of welfare policy», in Nattrass, N. e Seekings, J. (a cura di), Welfare Policy in South Africa: The Place of Social Grants, Cape Town, University of Cape Town Press.

Shobe, M.A. e Page-Adams, D. (2001), «Assets, future orientation, and well-being: Exploring and extending Sherraden's framework», Journal of Sociology and Social Welfare, 28(3), pp. 109–127.

Titmuss, R.M. (1958), Essays on "The Welfare State", London, George Allen and Unwin.

Yadama, G.N. e Sherraden, M. (1996), «Effects of assets on attitudes and behaviors: Advance test of a social policy proposal», Social Work Research, 20(1), pp. 3–11.

D.04

Educational Poverty, Symbolic Violence and Democratic Fragility

PANEL CONVENORS: Elena Gremigni (University of Pisa, Italy); Emanuela Susca (Iulm University)

PANEL KEYWORDS: Educational poverty, active citizenship, symbolic violence

Educational poverty is a widespread phenomenon closely intertwined with social inequality, undermining the exercise of active citizenship and the very foundations of democracy. Evidence from OECD assessments of the competences of fifteen-year-olds (OECD-PISA) and adults aged 16 to 65 (OECD-PIAAC) reveals a strong correlation between educational disadvantage and low socioeconomic backgrounds. Individuals who lack the conceptual tools needed to critically engage with information circulating across traditional and social media, as well as with content embedded in AI models, are at risk of being subjected to the mechanisms of symbolic violence enacted by economic and political elites. In this sense, education systems that set modest learning goals may help reduce early school leaving but ultimately deprive low-SES students of the deeper forms of knowledge and competencies that even higher education institutions often fail to guarantee. This panel invites contributors to explore strategies capable of countering the growing tendency within education to simplify forms of knowledge by offering impoverished and standardized content that constrains the development of critical reflexivity, particularly among those from socially disadvantaged contexts who lack alternative cultural resources. Submissions are especially encouraged on the following topics: • Consequences of educational poverty on participation in political life • Educational poverty and difficulties in escaping symbolic violence • Narrowing of school and university curricula and risks for democracy • Impact of cultural deprivation on the use of AI • Role of teachers, professors, and public intellectuals in fostering the critical thinking of low-SES students Both theoretical contributions and empirical research on these topics are welcome.

HABIT, HABITUS AND CONSEQUENCES ON PARTICIPATION IN POLITICAL LIFE: A COMPARISON BETWEEN BOURDIEU AND DEWEY

Andrea Girometti (Università di Firenze, Italy)

habit | habitus | political participation

If educational poverty is a widespread phenomenon closely linked to social inequality, it is clear that one of its main repercussions has political implications in a broader or narrower sense. On the one hand, this can be investigated in terms of politics as a circumscribed field, whose boundaries, according to Bourdieu (1996, 2000), are subject to possible and continuous reconfigurations. On the other hand, there is a broader meaning of politics that informs active citizenship, expressing itself and manifesting itself in different areas and which, with Dewey (2020), we could define as a democratic lifestyle based both on a democratic faith (Dewey 1966) and on the constant experimental monitoring that it requires and presupposes for further innovation (Dewey 1971, 2018, 2023). With regard to the first aspect, if we focus our attention, for example, on the Italian case, the de-democratising nature in terms of the over-representation of the upper-middle classes in elected office alone was already evident in the early 1990s (Mastropaolo 1993), not coincidentally corresponding to the decline of mass parties, which in turn nevertheless had an impact on the political alienation of the subordinate classes (Bourdieu 2001; Girometti 2020). On the other hand, if we take as a relevant criterion of political participation its expression in terms of active citizenship, it cuts across different areas and calls into play a series of constantly redefined

knowledge, skills and competences, whose (at least) tendency towards universalisation is the stakes of an effective democratic politics in progress. In this sense, from a more strictly theoretical point of view, it becomes crucial to try to shed light on the different modes of action and reaction that social actors are able to activate in their confrontation with the (not only) social environment. Precisely for this reason, a comparison between Dewey's and Bourdieu's proposals, focusing mainly on the similarities, not ignored by Bourdieu (Bourdieu and Waquant 1992), between the concepts of habit and habitus (Dewey 2025; Bourdieu 1979; Colapietro 2004; Bogusz 2012; Crossely 2013; Piroddi 2018) could be useful for understanding the processes of differentiation and the related forms of social domination that are established between social groups. By retracing the common and divergent features of the two perspectives, primarily in terms of socialisation and interested life (Santarelli 2019), we will attempt to restore the richness of the two paths and suggest a possible integration. This could prove fruitful both as an analytical tool and as a means for political intervention in the sense of a democratisation of democracy.

Bogusz T.
2012 Experiencing Practical Knowledge, in European Journal of Pragmatism and American Philosophy, 4 (1), https://doi.org/10.4000/ejpap.765
Colapietro V.
2004 Doing — and Undoing — the Done Thing: Dewey and Bourdieu on Habituation, Agency, and Transformation, in Contemporary Pragmatism, vol. 1, n. 2.
Crossely N.
2013 Habit and Habitus, in Body & Society, n. 19 (2/3).
Bourdieu P.
1979 La Distinction. Critique sociale du jugement, Paris, Editions de Minuit.
1996 Champ politique, champ des sciences sociales, champ journalistique, in Chaiers de Recherche du GRS, n. 15.
2000 Propos sur le champ politique, Lyon, Presses universitaire de Lyon.
2001 Langage et pouvoir symbolique, Paris, Éditions du Seuil.
Bourdieu P., et Wacquant L.
1992 Réponses. Pour une anthropologie réflexive, Paris, Éditions du Seuil.
Dewey J.
1966 Libertà e cultura, Firenze, La Nuova Italia (ed. or. 1939, Freedom and Culture, New York, G. P. Putnam's Sons).
1971, Comunità e potere, La Nuova Italia, Firenze (ed. or. 1927, The public and Its Problems, New York, Henry Holt And Company).
2018, Democrazia creativa, Castelvecchi, Roma (ed. or. 1939, Creative Democracy: The Task Before Us in John Dewey and the Promise of America, Progressive Education Booklet, n. 14, American Education Press).
2020, Democrazia e educazione. Un'introduzione alla filosofia dell'educazione, Edizioni Anicia, Roma (ed. or. Democracy and Education: An Introduction to the Philosophy of Education, New York, The MacMillan Company,).
2023 Liberalismo e azione sociale, Milano, Società Aperta, (ed. or. 1935, Liberalism and Social Action, New York, G.P. Putnam).
2025 Natura umana e condotta. Introduzione alla psicologia sociale, Milano, Raffaello Cortina, (ed. or. 1922, Human Nature And Conduct An Introduction to Social Psychology, New York, Henry Holt And Company).
Girometti A.
2020 Il reale è relazionale. Studio sull'antropologia economica e la sociologia politica di Pierre Bourdieu, Napoli-Salerno, Orthotes.
Mastropaolo A.
1993 Il ceto politico. Teoria e pratica, Firenze, NIS.
Piroddi C.
2018 Conflitto, riconoscimento e dominio Tra John Dewey e Pierre Bourdieu, in La Società degli Individui, n. 68.
Santarelli M.
2019 La vita interessata. Una proposta teorica a partire da John Dewey, Macerata, Quodlibet

EDUCATIONAL POVERTY, SYMBOLIC VIOLENCE, AND DEMOCRATIC FRAGILITY: A GRAMSCI–BOURDIEU PERSPECTIVE

Emanuela Susca (IULM University, Milan, Italy)

educational poverty | symbolic violence | hegemony

Educational poverty cannot be reduced to insufficient schooling or low achievement scores. It designates a structural condition that limits access to the forms of knowledge required for critical participation in democratic life and democratic deliberation. Rather than representing merely an educational deficit, it can be interpreted as a mechanism of cultural domination operating through institutional arrangements, curricular choices, and embodied dispositions shaped by unequal access to cultural capital (Bourdieu & Passeron, 1977). From a Gramscian perspective, education plays a decisive role in the production of consent and in the consolidation of hegemonic projects (Gramsci, 1971; Thomas, 2009). When

curricula are progressively simplified and intellectual ambition is lowered in the name of efficiency or performativity, the issue is not merely pedagogical adjustment but the potential erosion of the cultural capacities necessary for active citizenship. Educational poverty thus becomes a terrain where struggles over cultural leadership, knowledge hierarchies, and the role of intellectuals unfold. Teachers and professors can be understood as potential organic intellectuals whose practices contribute either to the reproduction of dominant cultural hierarchies or to the development of critical reflexivity capable of challenging symbolic domination (Baldacci, 2017). Bourdieu's theory of symbolic violence deepens this analysis by illuminating how inequalities are reproduced through the internalization of objective structures and through processes of misrecognition that transform structural limits into perceived personal inadequacies (Bourdieu, 1977; Bourdieu, 1991). The unequal distribution of cultural capital and the normalization of modest educational expectations may reinforce democratic fragility by constraining individuals' capacity to critically interpret information circulating across traditional media, digital environments, and AI-mediated systems. Bringing Gramsci's theory of hegemony into dialogue with Bourdieu's relational sociology enables a multi-level understanding of educational poverty that connects macro-level power relations with micro-level dispositions and practices. Such a synthesis highlights the political responsibility of educators and public intellectuals in resisting the narrowing of knowledge and in fostering reflexive capacities among socially disadvantaged students, thereby counteracting processes of symbolic domination and contributing to the renewal of democratic participation (Burawoy, 2012; Wacquant, 2004).

Baldacci, M. (2017). Oltre la subalternità. Praxis e educazione in Gramsci. Roma: Carocci.
Bourdieu, P. (1977). Outline of a Theory of Practice. Cambridge: Cambridge University Press.
Bourdieu, P. (1991). Language and Symbolic Power. Cambridge: Polity Press.
Bourdieu, P., & Passeron, J.-C. (1977). Reproduction in Education, Society and Culture. London: Sage.
Burawoy, M. (2012). The roots of domination: Beyond Bourdieu and Gramsci. Sociology, 46(2), 187–206.
Gramsci, A. (1971). Selections from the Prison Notebooks. London: Lawrence & Wishart.
Thomas, P. D. (2009). The Gramscian Moment: Philosophy, Hegemony and Marxism. Leiden & Boston: Brill.
Wacquant, L. (2004). Critical thought as solvent of doxa. Constellations, 11(1), 97–101.

THE "TEATE SOLIDALE" PROJECT: AN INCLUSIVE SCHOOL MODEL AGAINST EDUCATIONAL POVERTY IN CHIETI – A CASE STUDY

Luca Santonetti (Università degli Studi "G. d'Annunzio" Chieti-Pescara, Italy)

Educational poverty | School dropout | Teate Solidale

This paper analyzes the phenomenon of educational inequalities in the province of Chieti, located in Central-Southern Italy. The focus is on the active role that schools and educational staff can play in implementing strategies aimed at reducing educational poverty and school dropout. Drawing on Bourdieu's concept of symbolic violence (Bourdieu & Passeron, 1977) and Freire's critical pedagogy (1970), the research examines how schools and educational staff can positively influence the reduction of educational inequalities. The research posits that this can be achieved through a reinterpretation of their role according to new criteria of authoritativeness (Freire, 1970) and methodological awareness. It is argued that educational communities can function as agents of democratic emancipation, rather than merely as transmitters of dominant cultural codes (Haberman, 1991; Bernstein, 2000; Bourdieu & Passeron, 1977). This assertion is supported by the implementation of inclusive policies aimed at mitigating the socioeconomic gap that affects students' academic success and at fostering the critical capacities necessary for informed democratic citizenship. This approach is in line with recent evidence highlighting the urgent need for multidimensional interventions to reduce social exclusion (ISTAT, 2025). The research adopts a mixed-methods case study approach, drawing on the experience of the "Teate Solidale" project promoted by the Convitto Nazionale "G. B. Vico" in Chieti in collaboration with partner organizations. The project stems from an analysis of the needs, learning difficulties and socioeconomically disadvantaged family backgrounds found in the local catchment area, reflecting the most recent critical issues regarding school dropout in peripheral Italian areas (9.8% in 2024; Openpolis & Con i Bambini, 2025). The intervention was structured around the provision of targeted study support activities for students at risk of dropping out and the development of training programs aimed both at career guidance for students and the enhancement of the pedagogical skills of educational staff. The findings draw on quantitative data regarding student outcomes, families supported and staff involved, as well as qualitative interviews with

staff. Analysis of these data illustrates how the application of such community-based educational models and new pedagogical approaches, when adopted in contexts of democratic deficit, not only improves academic outcomes but also leads to significant benefits in terms of perceived relational well-being. It further enables students to develop collective competencies and critical consciousness (Sen, 1999; Biesta, 2007; Nussbaum, 2010). These findings confirm the effectiveness of 'community education' models, as highlighted by research on extracurricular interventions (Durlak et al., 2010; Save the Children, 2025). In conclusion, the "Teate Solidale" experience offers a potentially replicable model for other peripheral contexts characterized by limited institutional resources and high socioeconomic inequality, demonstrating that elements such as collaboration between schools and local partner institutions, training educators in critical pedagogy and developing family involvement protocols can be adapted to different socio-territorial conditions. This experience highlights the importance of a systemic approach to ensure the right to education and to counteract social exclusion in vulnerable local contexts, in line with the European goal of reducing early school leaving to below 9% by 2030 (Openpolis, 2025).

Bernstein, B. (2000). Pedagogy, symbolic control and identity: Theory, research, critique (Rev. ed.). Rowman & Littlefield.

Biesta, G. (2007). Education and the democratic person: Towards a political conception of democratic education. Teachers College Record, 109(3), 740-769.

Bourdieu, P., & Passeron, J.-C. (1977). Reproduction in education, society and culture. Sage.

Casco Open Magazine (2025), “Senza filtri”: noi e gli adolescenti nell’Atlante dell’infanzia 2025 di Save the Children (URL= https://cascolearning.it/magazine/2025/11/17/senza-filtri-noi-e-gli-adolescenti-nellatlante-dellinfanzia-2025-di-save-the-children/).

Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. American Journal of Community Psychology, 45(3-4), 294-309.

Freire, P. (1970). Pedagogy of the oppressed. Continuum.

Haberman, M. (1991). The pedagogy of poverty versus good teaching. Phi Delta Kappan, 73(4), 290-294.

ISTAT (2025). Indagine conoscitiva su povertà educativa, abbandono e dispersione scolastica (URL= https://www.istat.it/wp-content/uploads/2025/10/Istat-Audizione-poverta-educativa-7-ottobre-2025.pdf).

Nussbaum, M. C. (2010). Not for profit: Why democracy needs the humanities. Princeton University Press.

Openpolis (2025). L’abbandono scolastico è un problema in crescita per alcuni paesi Ue (URL= https://www.openpolis.it/labbandono-scolastico-un-problema-in-crescita-per-alcuni-paesi-ue/).

Openpolis & Con i Bambini (2025). Giovani e periferie. Uno sguardo d’insieme alla condizione dei giovani nelle periferie italiane (URL= https://www.openpolis.it/esercizi/uno-sguardo-dinsieme-alla-condizione-dei-giovani-nelle-periferie-italiane/).

Save the Children (2025). XVI Atlante dell'Infanzia (a rischio) - Senza Filtri (URL= https://www.savethechildren.it/cosa-facciamo/pubblicazioni/xvi-atlante-dell-infanzia-a-rischio-senza-filtri).

Sen, A. (1999). Development as freedom. Oxford University Press.

EDUCATIONAL POVERTY AND THE DIGITAL PUBLIC SPHERE: COGNITIVE INEQUALITIES AND DEMOCRATIC PARTICIPATION

Stefania Fragapane (Università Mercatorum, Italy)

Educational Poverty | Civic Participation | Democratic Citizenship

In recent years, the concept of educational poverty, understood as the condition in which individuals and social groups lack the cognitive and cultural resources to critically interpret social reality, has entered sociological and pedagogical debate as a key to interpreting contemporary inequalities. From this perspective, educational poverty does not only concern school education, but also affects participation in community life and the exercise of citizenship. The issue takes particular relevance in the current context, characterized by the growing centrality of digital platforms, social media, and algorithmic systems in the production and circulation of information. Participation in the public sphere requires increasingly complex interpretative skills: navigating heterogeneous sources, assessing the reliability of information, recognizing persuasive discursive strategies, and understanding the logic of digital platforms are fundamental dimensions of civic competence. In this context, the lack of adequate cognitive tools can translate into difficulty understanding complex political content, greater exposure to disinformation and, more generally, reduced opportunities for participation in public debate. This is the context for the reflection proposed in this contribution. The paper starts from the hypothesis that digital educational poverty can be interpreted as a specific form of civic inequality in contemporary societies and aims to discuss how the unequal distribution of the skills needed to understand and interpret digital information ecosystems affects opportunities for participation in the public sphere and political debate. The aim is therefore to relate three closely connected dimensions: educational inequalities, the transformation of digital information environments, and the cognitive

conditions of democratic participation. The available empirical evidence shows that these skills are distributed in a highly unequal manner. Surveys conducted by the OECD emphasize that socioeconomic background is one of the main factors associated with levels of proficiency in reading, numeracy, and problem solving. The results of the PISA and PIAAC surveys show that students and adults from disadvantaged socioeconomic backgrounds are more frequently placed at the lower levels of the competency scales (OECD, 2019; OECD, 2023). The unequal distribution of cognitive skills affects academic achievement and the ability to access interpretative resources necessary to understand how contemporary information environments work. These findings can be interpreted in light of a well-established tradition of sociological studies that have analyzed the role of cultural capital in the reproduction of educational inequalities. Studies by Bourdieu and Passeron (1970) have shown how the unequal distribution of cultural resources contributes to structuring opportunities for learning and social participation. In contexts characterized by the growing centrality of digital technologies, these dynamics intertwine with new forms of inequality linked to the skills needed to inhabit the digital environment. As Van Dijk (2020) observes, the contemporary digital divide concerns less material access to technologies and increasingly differences in skills and ways of using digital resources. Starting from these theoretical considerations, the paper discusses how digital educational poverty can contribute to producing socially stratified forms of political participation. The literature on democratic citizenship has shown how education level and cognitive skills significantly influence civic engagement and the ability to navigate complex political positions.

Bernstein, B. (1975). Class, codes and control: Vol. 3. Towards a theory of educational transmissions. London, UK: Routledge & Kegan Paul.

Bourdieu, P. (1991). Language and symbolic power. Cambridge, UK: Polity Press.

Bourdieu, P., & Passeron, J.-C. (1970). La reproduction: Éléments pour une théorie du système d'enseignement. Paris, France: Les Éditions de Minuit.

Fragapane S., La povertà educativa alla luce della sostenibilità, in Comunicazionepuntodoc, n. 27 agosto-dicembre 2023, pp.99-114.

Galston, W. A. (2001). Political knowledge, political engagement, and civic education. Annual Review of Political Science, 4(1), 217–234. https://doi.org/10.1146/annurev.polisci.4.1.217

Hargittai, E. (2010). Digital na(t)ives? Variation in Internet skills and uses among members of the "Net Generation." Sociological Inquiry, 80(1), 92–113. https://doi.org/10.1111/j.1475-682X.2009.00317.x

Norris, P. (2001). Digital divide: Civic engagement, information poverty, and the Internet worldwide. Cambridge, UK: Cambridge University Press.

Organisation for Economic Co-operation and Development. (2019). PISA 2018 results (Volume I): What students know and can do. Paris, France: OECD Publishing. https://doi.org/10.1787/5f07c754-en

Organisation for Economic Co-operation and Development. (2021). 21st-century readers: Developing literacy skills in a digital world. Paris, France: OECD Publishing. https://doi.org/10.1787/a83d84cb-en

Organisation for Economic Co-operation and Development. (2023). OECD skills outlook 2023: Skills for a resilient green and digital transition. Paris, France: OECD Publishing.

van Dijk, J. A. G. M. (2020). The digital divide (2nd ed.). Cambridge, UK: Polity Press.

Young, M. (2013). Overcoming the crisis in curriculum theory: A knowledge-based approach. Journal of Curriculum Studies, 45(2), 101–118. https://doi.org/10.1080/00220272.2013.764505

CULTURAL CAPITAL AND SYMBOLIC VIOLENCE IN ENGLISH EARLY YEARS EDUCATION REGULATION

Juliette Wilson-Thomas (Manchester Metropolitan University, United Kingdom) · **Ruby Juanita Brooks** (Manchester Metropolitan University, United Kingdom)

cultural capital | symbolic violence | early years

In this presentation we discuss our critical documentary analysis of the training documents, and inspection reports of Ofsted regarding cultural capital in early years education and care provision in England. In 2019 Ofsted, the organisation who inspect and regulate educational provision in England, introduced cultural capital as a new and key aspect of judgements on early years provision. Ofsted (2019) define cultural capital as 'the essential knowledge needed to be educated citizens', and provide vague references to examples. Cultural capital in the Bourdieusian (1984) sense could be utilised to identify and destabilize cultural and societal hierarchies through education however, Ofsted have included and defined cultural capital from a deficit perspective. In previous papers we have argued, and demonstrated that the inclusion of cultural capital represents symbolic violence particularly towards the early years workforce as the way Ofsted defines it diminishes non-elite forms of knowledge and culture (Wilson-Thomas & Brooks, 2024). Using a Freedom of Information Request we have accessed the training materials used by Ofsted to train inspectors on cultural capital, and we have examined the publicly available Ofsted inspection reports and any references to cultural capital. One of the main

problems of the way this sociological concept has been used is that it is poorly and vaguely defined so as to become almost meaningless. However, the implication that there is an essential knowledge that determines future success/ education status/ valued citizen status remains a symbolically violent undercurrent to its usage. We therefore argue that the current deployment of cultural capital within Ofsted's framework requires urgent reconsideration, as its deficit-oriented framing risks undermining inclusive pedagogical practice and obscuring the diverse cultural assets children and practitioners already bring to early years settings. The imprecise yet elitist deployment of cultural capital represents a narrowing of educational provision, and follows a contemporary trend within educational institutions and regulation to simplify forms of knowledge thus offering impoverished and standardized content. Our findings show that cultural capital is inconsistently applied and conceptually hollow, yet its evaluative force narrows curricula toward standardised, impoverished content. Ofsted risks deepening educational poverty by denying children access to diverse cultural resources and the conceptual tools needed for critical engagement with the world, which is essential for active citizenship. There are wider implications for this trend, and our research can be used to critically explore other countries where implicit and explicit references to cultural capital are embedded in educational policy and practice.

Bourdieu, P. 1984. Distinction: A Social Critique of the Judgement of Taste. London: Routledge.
Ofsted. 2019a. "Education Inspection Framework." Accessed March 30, 2022. https://www.gov.uk/government/publications/education-inspection-framework
Wilson-Thomas, J. & Brooks, R. J. (2024) Investigating Ofsted's Inclusion of Cultural Capital in Early Years Inspections. British Journal of the Sociology of Education. Doi: 10.1080/01425692.2024.2325542

MULTIPLE IGNORANCES AND LOW PERFORMERS: THE ELEPHANT IN THE CLASSROOM AND THE EROSION OF DEMOCRATIC COMPETENCE

Laura Occhini (università di Siena, Italy)

Democratic competence | Ignorance | Low-performer students

Due to inappropriate use, the term ignorance has progressively acquired a semantic aura so broad that it has become difficult to define its conceptual limits and attribute a single characterisation to it. In colloquial language, as well as in some media and educational simplifications, the term is often conflated with notions that do not belong to it either linguistically or scientifically. It is no accident that, since the early 2000s (Proctor, 2004; Proctor & Schiebinger, 2025), agnotology has become established in the humanities sciences, as a field of study dedicated to analysing the historical, cultural, political and educational conditions that determine not only "the things" we do not know, but also "why" we do not know them, "what" – or even "who" – impedes access to knowledge, and "how" ignorance tends to consolidate and reproduce itself over time (Occhini, 2026, in press). This contribution fits into this theoretical framework and analyses the issue of ignorance on the basis of the most recent data on the level of preparation of Italian students provided by ISTAT (2025), OPENPOLIS (2025), OECD (2025) and INVALSI (2024), relating them to the objectives of the 2030 Agenda for Sustainable Development (United Nations, 2015). Comparative analysis shows that the Italian education system is marked by persistent and interconnected phenomena such as implicit early school leaving, educational segregation, a high percentage of ELET, familily's educational carelessness, implicit tracking, and the progressive simplification and narrowing of school and university curricula (Occhini, 2022; Occhini and Giampaolo, 2021). These phenomena are interpreted not only as critical outcomes of the structural system, but also as both the cause and effect of a progressive increase in levels of ignorance among the general population. Here, the attention to the relationship between these processes and the increase in acquired illiteracy, functional and relapse into illiteracy, which transforms ignorance into a cognitive and behavioural dimension that permeates large sections of the population, influencing individuals' interpretative, critical and decision-making skills. However, it is in the field of democracy that the effects of ignorance and illiteracy take on a particularly alarming significance. A population in which epistemic vices and forms of cognitive obstructionism extend from the individual and psychological to the collective and institutional levels is a fragile population, less able to distinguish between slogans and political programmes, impulsive choices and political consensus, and simply didactic knowledge and the effective internalisation of knowledge. From this perspective, ignorance is not only an educational question, but also a factor of democratic vulnerability, which can compromise the quality of participation, judgement and civic responsibility.

INVALSIopen (2025). Povertà educativa e disparità sociali, https://invalsiopen.it/poverta-educativa-disparita-sociali/

ISTAT. (2025). Indagine conoscitiva su povertà educativa, abbandono e dispersione scolastica. 7ª Commissione permanente (Cultura e patrimonio culturale, istruzione pubblica, ricerca scientifi-ca, spettacolo e sport) del Senato della Repubblica.

Occhini, L. (2022). Trascuratezza educativa, abbandono scolastico e disagio adolescenziale. Rivi-sta Sperimentale Di Freniatria, 146(3): 9–29. Doi: 10.3280/RS¬F2022003002.

Occhini, L. (2026 in press). Ignoranze multiple. Questioni psicologiche dell'indolenza cognitiva Milano: FrancoAngeli.

Occhini, L., Giampaolo, M. (2021). Chi sono gli Zreaders? I comportamenti di lettura di una "ge-nerazione" fra cartaceo e digitale. NUOVA SECONDARIA, 4: 265–281.

OCSE/OECD. (2025). Education at a Glance 2025 OECD Indicators. OECD Publishing, Paris, https://doi.org/10.1787/1c0d9c79-en.

OPENPOLIS. (2025). Povertà educativa. https://www.openpolis.it/poverta-educativa/

Proctor, R.N. (2004). Agnotology: A Missing Term to Describe the Cultural Production of Igno-rance (and Its Study). In R.N. Proctor & L. Schiebinger, eds., Agnotology: The Making and Unmaking of Ignorance, 1–33, Stanford University Press.

Proctor, R.N., & Schiebinger, L., eds. (2025). Ignorance Unmasked: Essays in the New Science of Agnotology. Stanford University Press, Stanford.

United Nations. (2015). Transforming our world: The 2030 Agenda for Sustainable Development. United Nations (https://unric.org/it/agenda-2030/).

FROM SCHOOL TO CITIZENSHIP: THE ROLE OF EDUCATION AND SOCIAL ORIGIN IN SHAPING CIVIC ENGAGEMENT

Federica Rizzi (Università "La Sapienza", Italy) · **Adamo Lo Cicero** (Università "La Sapienza", Italy)

educational poverty · social origin · non-market returns

Education research has extensively documented the economic returns of schooling, particularly regarding employment, income, and labour market opportunities (Checchi, 2006; Ballarino et al., 2016; Pensiero et al., 2019). By contrast, less attention has been paid to its non-market returns, especially its contribution to promoting civic and political participation, associational involvement, and democratic orientations (Campbell, 2006; Assirelli, 2014; Sciolla, 2019). In line with the debate on educational poverty, this study interprets educational deprivation not merely as low educational attainment or a deficit in economically valuable skills (Giancola and Salmieri, 2023), but as a constraint on the resources required for active and informed citizenship. Within this perspective, three main theoretical frameworks are highlighted. The first conceptualises education as a mechanism of intergenerational reproduction of social and cultural inequalities (Bourdieu, 1972), whereby social origin continues to exert a strong influence on access to, persistence in, and success within educational trajectories, contributing to the transmission of both resources and disadvantages across generations. The second concerns the effects of low educational attainment, which extend beyond disadvantaged labour market outcomes (Giancola & Salmieri, 2022) to include the civic and political domains: lower levels of education are associated with weaker participatory skills, lower levels of institutional trust, and less tolerant attitudes toward others. Finally, the third refers to the capability approach (Sen, 1985), which frames education as a resource. The effectiveness of this resource depends on the extent to which educational credentials can be converted into real opportunities for agency. This study aims to analyse the joint role of social origin and educational attainment in shaping multiple dimensions of civicness, considering social origin both as a factor influencing educational trajectories and as a resource exerting a direct and indirect education-mediated effect on civic participation and orientations. Empirically, the study relies on data from the last four waves (2012, 2016, 2018, and 2020) of the European Social Survey (ESS) and examines the impact of education on selected dimensions of civicness identified by Campbell (2006) and further developed by Assirelli (2014): political engagement, interpersonal and institutional trust, and tolerance towards minorities. The methodological strategy combines two complementary analytical strategies. First, a compositional descriptive approach explores the interactions between social origin, education, and civicness through Multiple Correspondence Analysis (MCA) and Cluster Analysis (CA), providing a structured representation of the distribution of civic resources. Second, an exploratory-confirmatory approach based on multivariate linear models estimates the direct and indirect effects of the variables considered, controlling for key sociodemographic characteristics. The findings highlight the pivotal role of education in shaping civic inequalities. While educational attainment strongly shapes patterns of active citizenship, social origin still exerts an independent influence, operating both through educational pathways and directly. These findings underscore the persistence of inequality reproduction mechanisms within the civic sphere.

Assirelli, G. (2014). Studiare di più rende cittadini migliori? Analisi della relazione tra istruzione e civicness in Italia. Scuola democratica, (1),, 29-52.

Ballarino, G., Barone, C., & Panichella., N. (2016). Origini sociali e occupazione in Italia. Rassegna italiana di sociologia 57.1 , 103-134.

Bourdieu, P., & Passeron,. C. (1972). La riproduzione. Per una teoria dei sistemi di insegnamento. Rimini/Firenze: Guaraldi.

Campbell, D. E. (2006). What is education's impact on civic and social engagement." Measuring the effects of education on health and civic engagement: Proceedings of the Copenhagen symposium".

Checchi, D. (2006). The economics of education: Human capital, Family Background and Inequality. Cambridge MA:: Cambridhe University Press.

Giancola, O., & Salmieri, L. (2022). Chain Effects in Diachronic Perspective. Social Inequalities and School-Tracks-Choices Affecting Educational Outcomes in Italy. . Scuola democratica, 13(2), 385-409.

Giancola, O., & Salmieri, L. (2023). La povertà educativa in Italia. Dati, analisi, politiche. Carocci.

Pensiero, N., Giancola, O., & Barone, C. (s.d.). 2019). Socioeconomic Inequality and Student Outcomes in Italy. In L. Volante, S. V. Schnepf, J. Jerrim, & D. A. Klinger, Socioeconomic Inequality and Student Outcomes - Cross-National Trends, Policies, and Practic.

Sciolla, L. (2019). Education and Citizenship in Times of Crisis of Democracy. Scuola democratica 10.4 , 65-72.

Sen, A. (1992). Inequality reexamined. Oxford University Press.

HISTORICAL KNOWLEDGE AND CITIZENSHIP COMPETENCES IN ITALIAN SECONDARY SCHOOLS: AN EXPLORATORY ANALYSIS OF EDUCATIONAL OPPORTUNITY INEQUALITIES IN HISTORY EDUCATION

Elena Gremigni (University of Pisa, Italy)

Educational inequalities | Upper secondary schools | History

Educational poverty is not only a matter of access to schooling but also of the quality of knowledge and competences that students acquire (Argentin et al. 2017; Ardeni, 2018; Pensiero, Gancola and Barone, 2019; Giancola and Salmieri, 2023). Historical competency, in particular, encompasses the critical ability to interrogate and evaluate sources, a skill increasingly vital in digital environments saturated with misinformation and low-quality content. Developing students' capacity to navigate such complex information landscapes is essential for fostering informed citizenship and civic responsibility (Armitage and Guldi, 2016; Pisanty, 2019; Prosperi, 2021). Despite this, history teaching in many Italian schools rarely covers contemporary topics, often neglecting structured engagement with primary sources and historiographical materials (Talarico, 2023). This pedagogical gap risks perpetuating cultural deprivation and reinforcing patterns of social reproduction (Bourdieu and Passeron, 1970). Addressing it requires not only increasing the instructional time devoted to history, particularly in technical and vocational tracks, but also providing teachers with professional development in source-centered approaches often lacking in their university training (De Bernardi, 2023). This presentation examines these issues through exploratory research based on a qualitative analysis of final reports from class councils in a sample of Italian upper secondary schools. The data offer insights into how micro-level teaching practices both reflect and contribute to broader social inequalities, and how a stronger emphasis on critical source use could simultaneously enhance historical understanding, civic competencies, and the ability to discern reliable information from misinformation in both offline and online contexts.

Ardeni, P. G. (2018), «Analfabetismo funzionale e condizioni socio-economiche in Italia», in Fondazione Giangiacomo Feltrinelli (a cura di), Le conseguenze del futuro. Conoscenza. Il bisogno di sapere. Sguardi, dati e testimonianze per interpretare il cambiamento, Milano, Feltrinelli, 12-37.

Argentin, G., Barbieri, G., Falzetti, P., Pavolini, E., Ricci, R. (2017), «I divari territoriali nelle competenze degli studenti italiani: tra fattori di contesto e ruolo delle istituzioni scolastiche», Politiche sociali/Social Policies, 4 (1), 7-28.

Armitage, D., Guldi, J. (2016), Manifesto per la storia. Il ruolo del passato nel mondo d'oggi, Roma, Donzelli.

Bourdieu, P., Passeron, J.-C. (1970), La reproduction. Éléments pour une théorie du système d'enseignement, Paris, Les Éditions de Minuit.

De Bernardi, A. (2023), «Rilevanze storiografiche del Novecento», in S. Castro, G. Gola, R. Talarico (a cura di), L'insegnamento della storia oggi. Didattica e storiografia per le scuole superiori, Roma, Carocci, 153-172.

Giancola, O., Salmieri, L. (2023), La povertà educativa in Italia. Dati, analisi, politiche, Roma, Carocci.

Pensiero, N., Giancola, O., Barone, C. (2019), «Socioeconomic Inequality and Student Outcomes in Italy», in L. Volante, S. Schnepf, J. Jerrim, D. Klinger (a cura di), Socioeconomic Inequality and Student Outcomes: Cross-National Trends, Policies, and Practices, Singapore, Springer, 81-94.

Pisanty, V. (2019), I guardiani della Memoria e il ritorno delle destre xenofobe, Milano, Bompiani.

Prosperi, A. (2021), Un tempo senza storia. La distruzione del passato, Torino, Einaudi.

Talarico, R. (2023), «La quadratura del cerchio. L'insegnamento della storia tra "che cosa", "perché" e "come"», in S. Castro, G. Gola, R. Talarico (a cura di), L'insegnamento della storia oggi. Didattica e storiografia per le scuole superiori, Roma, Carocci, 153-172.

VIOLENCE, TRAUMA AND BLACK AFRICAN WOMEN'S NAVIGATION OF HIGHER EDUCATION

Kim Heyes (Manchester Metropolitan University, United Kingdom) · **Nicola Ingram** (University College Cork, Ireland) · **Benedicte Brahic** (Manchester Metropolitan University, United Kingdom) · **Aradhana Mansingh** (MANCOSA, South Africa) · **Shoba Arun** (University of Essex, UK) · **Mariam Seedat-Khan** (University of Kwa-Zulu Natal, South Africa)

habitus clivé | ruptured habitus | trauma

The post-apartheid South African Higher Education landscape remains marked by profound inequalities that perpetuate historical patterns of exclusion despite formal democratisation and policy reforms aimed at transformation in pursuit of social justice (Agumba et al., 2023). While access to universities has expanded since 1994, educational attainment continues to reflect deep structural disparities, with Black African students, particularly women from rural and working-class backgrounds, experiencing multiple intersecting layers of marginalisation (Heleta, 2016). Black women navigate a complex matrix of oppression where patriarchal structures intersect with enduring racial hierarchies, creating unique barriers to both entry and success in higher education (Hlatshwayo, 2020). This marginalisation is reinforced by the symbolic violence operating within the education field —the subtle, normalised forms of domination embedded in institutional cultures, curricula, and pedagogical practices that systematically devalue their knowledge systems, languages, and lived experiences while privileging Western-centric, masculinist epistemologies. Conceptually building upon this, in this paper, we show how sustained experiences of forms of violence - physical, sexual and symbolic - across the home and education field are internalised by the women in our study, and how this positions their conception of the world and their ways of being in it. Our analysis extends Bourdieusian conceptualisations of habitus clivé (Ingram, 2011; 2018; Friedman, 2016) by foregrounding trauma as an embodied, affective experience that leaves a lasting imprint on the habitus. Sustained and multi-generational exposure to physical, sexual, and symbolic violence across home and educational fields is internalised to form lasting perceptions and conceptions of the world. These deeply traumatic experiences can cause habitus rupture and a calling into question of taken-for-granted ways of being. This rupture is particularly pronounced in cases where the multiple fields in which a person lives their life, become misaligned with habitus (Brahic et al., 2025). The extreme nature of the violence and abuse suffered by the women in our study is recognised in the present, and not dismissed as something that happened in the past when read through the lens of ruptured habitus. It offers a way of acknowledging the violence not as something they have overcome, but as something they have internalised as history, and now embody in their orientation towards their future. Our results discuss the need for targeted support within the South African education context to tackle gender-based violence for children in schools and communities. The results also highlight the need for the Higher Education system to recognise trauma experiences for women from the poorest financial backgrounds, and we suggest that expert support services are needed to promote equity in accessing higher education.

Agumba, J., Chiramba, O., & Ndofirepi, A. (2023). Rural students' experiences in South African higher education: Barriers and opportunities. Journal of Education Studies, 52(3), 245–263. https://doi.org/10.xxxx/jes.2023.52.3.245

Brahic, B., Ingram, N., Ramnund-Mansingh, A., Heyes, K., Seedat-Khan, M., & Arun, S. (2025). Beyond access: Intersectional challenges for Higher Education success in South Africa. International Sociology, 40(3), 454-480. https://doi.org/10.1177/02685809251334933

Friedman, S. (2016). Habitus clivé and the emotional imprint of social mobility. The Sociological Review, 64(1), 129–147.

Heleta, S. (2016). Decolonisation of higher education: Dismantling epistemic violence and eurocentrism in South Africa. Transformation in Higher Education, 1(1), 1–8. https://doi.org/10.4102/the.v1i1.9

Hlatshwayo, M. N. (2020). Being black in South African higher education: An intersectional insight. Acta Academica, 52(2), 163–180. https://doi.org/10.18820/24150479/aa52i2/9

Ingram, N. (2011). Within school and beyond the gate: The complexities of educational success. Sociology, 45(2), 287–302.

Ingram, N. (2018). Working-class boys and educational success: Teenage identities, masculinity and urban schooling. Palgrave Macmillan.

SOCIO-EDUCATIONAL INTERVENTIONS IN AT-RISK NEIGHBORHOODS OF CATANIA: A DETECTION STRATEGY

Agnese Miccichè (Università degli Studi di Catania) · **Simona Manuela Antonietta Gozzo** (Università degli Studi di Catania) · **Marta Basile** (Università degli Studi di Catania) · **Elvira Celardi** (Università degli Studi di Catania) · **Deborah De Felice** (Università degli Studi di Catania) · **Simone Antonino La Mela** (Università degli Studi di Catania) · **Kristal Martina Crupi** (Università degli Studi di Catania)

educational poverty | educational networks | civic engagement

This study seeks to describe the educational situation in at-risk areas of Catania. The main goal is to analyse the presence and role of public institutions and third-sector organizations in preventing school dropout. This work also aims to assess the degree of homogeneity and specificity observed across the monitored areas with regard to active initiatives, existing challenges, and forms of collaboration. Educational poverty limits children's right to education and reduces their opportunities to develop the skills necessary to grow and integrate into society. This phenomenon arises from a lack of resources and opportunities within social and territorial contexts and negatively affects minors' cognitive development. Its consequences include difficulties in learning, comprehension, writing, numeracy, and the ability to cope with everyday problems and practical tasks. The metropolitan city of Catania shows very high levels of educational poverty: the school dropout rate has reached 26% (Openpolis, 2025). This situation particularly affects minors living in families with low levels of education and in difficult socioeconomic conditions. Many young people interrupt their studies to contribute economically to their families, sometimes becoming involved in informal or illegal activities. Schools play a central role in combating early school leaving, both through their own educational tools and through collaboration with institutions and voluntary organizations operating in the local area. Projects promoted by these actors aim to reduce the risk of dropout and to offer new learning opportunities, thereby fostering pathways out of intergenerational poverty and supporting social mobility. The research is structured in two phases: I) the selection and mapping of local areas that are experiencing the highest levels of social deprivation, identified through ISTAT data; II) the reconstruction of intervention strategies through interviews and questionnaires administered to schools and voluntary organizations. Methodologically, the research adopts a mixed-methods approach. It combines analysis of secondary data with qualitative methods, including semi-structured interviews and questionnaires administered to schools and voluntary organizations, to reconstruct local intervention strategies. The findings highlight a complex and differentiated phenomenon. Economic, social, and, in some cases, infra-structural difficulties – such as those observed in the district of Librino and San Cristoforo – make efforts to counter educational poverty particularly challenging. Nevertheless, multidisciplinary approaches and shared, project-based work involving multiple stakeholders have proven effective in developing educational pathways that address the specific needs of minors.

-Allmendinger, J., Ebner, C., Nikolai, R. (2010), Education in Europe and the Lisbon Benchmarks, in A. Jens, G. Neil (a cura di), United in diversity? United in diversity? Comparing social models in Europe and America, Oxford University Press, Oxford, pp. 308-327.

-Benvenuto, G. (2019), La scuola diseguale, Anicia, Roma.

-Biagioli R., Baldini M., Proli G. (2022), La dispersione scolastica come fenomeno endemico: Ricerca sullo stato dell'arte della letteratura in Italia e in Europa, in "Formazione & Insegnamento", vol. 20, (3), pp. 91-102.

-Bombardelli, O., Codato, M. (2017), Country Report: civic and citizenship education in Italy: thousands of fragmented activities looking for a systematization, in "Journal of Social Science Education", vol. 16, (2), pp. 73-85.

-Coppola, G. (2022), La dad che aumenta le diseguaglianze, in "Etica e economia" (https://eticaeconomia.it/la-dad-la-didattica-che-aumenta-le-diseguaglianze/).

-Chabbott, C. (2003), Constructing education for development: International organizations and education for all, Routledge/Falmer, New York.

-Dubet, F. (2014), Quali forme di democratizzazione dell'istruzione superiore?, in "Scuola democratica, Learning for Democracy" 2, pp. 257-274.

-Licursi S., Pascuzzi E. (2023), La povertà educativa nelle aree interne. Analisi del fenomeno e attori del welfare locale, in L. Salmieri (a cura di), Povertà educativa, servizi sociali e Terzo settore, Osservatorio Interdipartimentale Permanente sui Servizi Sociali e le Povertà, RapidJet, Roma, pp. 71-88.

-Ministero dell'istruzione (2018), Cabina di regia per la lotta alla dispersione scolastica e alla povertà educativa, Una politica nazionale di contrasto del fallimento formativo e della povertà educativa (https://www.bollettinoadapt.it/wp-content/uploads/2018/01/Rapporto-sul-contrasto-del-fallimento-formativo.pdf Ultima consultazione 08/08/2025)

-Ministero dell'Istruzione (2021), La dispersione scolastica aa.ss. 2017/2018 – 2018/2019 – 2019/2020, Gestione Patrimonio informativo e statistica, (https://www.mim.gov.it/documents/20182/0/La+dispersione+scolastica+aa.ss.2018-2019+e+aa.ss.2019-2020.pdf/99ea3b7c-5bef-dbd1-c20f-05fed434406f?version=1.0&t=1622822637421 Ultima consultazione 08/08/2025).

-Ministero dell'Istruzione (2023) La dispersione scolastica aa.ss. 2019/2020 - 2020/2021 aa.ss. 2020/2021 - 2021/2022, Gestione Patrimonio informativo e statistica, (https://www.mim.gov.it/documents/20182/7715421/Focus_Dispersione+scolastica+aa.ss.1920_2021+-+2021_2122.pdf/7574e014-b372-d32c-a62c-ddabbd5d7c7c?version=1.0&t=1703760495410 Ultima consultazione 08/08/2025).

-OpenPolis (2024), Quali sono le cause della povertà educativa (https://www.openpolis.it/parole/quali-sono-le-cause-della-poverta-educativa/ Ultima consultazione 09/08/2025).

-Openpolis (2024), Non sono emergenza, (https://www.openpolis.it/wp-content/uploads/2024/11/Report_nonsonoemergenza_desktop.pdf Ultima consultazione 09/08/2025)
-Salmieri, L. (2023), Povertà educativa, servizi sociali e Terzo settore: un'analisi delle prospettive di intervento, in L. Salmieri (a cura di) Povertà educativa, servizi sociali e Terzo settore, Osservatorio Interdipartimentale Permanente sui Servizi Sociali e le Povertà, RapidJet, Roma.
-Save the Children (2014), La Lampada di Aladino - L'Indice di Save the Children per misurare le povertà educative e illuminare il futuro dei bambini in Italia, Roma.
-Save the Children (2022), Impossibile costruire il futuro di bambine, bambini e adolescenti, Roma.
-Sen, A. (1999), Development as freedom. Alfred A. Knopf, New York.
-Tuzzi, A., Cemin, M. (2010), L'analisi statistica dei dati testuali come strumento di ricerca in contesti di sofferenza, in I. Testoni, D. Di Lucia Sposito, F. Martini (a cura di), Il morire tra ragione e fede: Universi che orientano le pratiche di aiuto, vol. 1, Padova University Press, Padova.

OUTDOOR EDUCATION AND SERVICE LEARNING AS RESPONSES TO EDUCATIONAL POVERTY IN SOCIO-ECONOMICALLY DISADVANTAGED SCHOOL CONTEXTS

Simone Consegnati (INDIRE, Italy) · **Chiara Giunti** (INDIRE, Italy) · **Silvia Panzavolta** (INDIRE, Italy)

Outdoor Education | Service Learning | Educational Poverty

This proposal explores how Outdoor Education and Service Learning can represent two effective pedagogical responses to educational poverty in school contexts marked by cultural and economic deprivation. Starting from the assumption that educational poverty does not simply coincide with low academic achievement, but also concerns limited access to meaningful learning opportunities, critical thinking, participation, and cultural resources, the paper presents two case studies of schools that have developed practices aimed at promoting the educational success of every student. The cases analyzed show how the combination of Outdoor Education and Service Learning can foster more inclusive and participatory learning pathways, highlighting the potential of the school as a democratic space capable of broadening students' horizons, strengthening their agency, and promoting more equitable access to rich and transformative learning experiences. The first case study concerns the Benci-Borsi Comprehensive Institute in Livorno, which, through the integration of different methodologies and pedagogical approaches (including Outdoor Education, Service Learning, Slow Education, and Philosophy for Children), has overcome the fragmentation of isolated interventions, fostering instead a process of structural transformation of the school toward a caring, community-oriented identity, with a whole-school approach to well-being. In this perspective, the school can be understood as a genuine educational ecosystem, based on three main elements: an extended interprofessional collaboration, with the school constantly engaged in co-design processes with local community partners; the enhancement of cultural diversity within both the school community and the wider local context; intergenerational practices aimed at creating spaces for encounter, exchange, and dialogue among different generations. The second case study reports the experience of the Piazzale della Gioventù Comprehensive Institute in Santa Marinella, which has introduced a biophilic curriculum within its school. The biophilic curriculum is a vertical, competency-based framework (structured through activities, practices, and progressive objectives) that prioritizes the development of transversal skills, behaviors, and attitudes (such as managed risk, relationships, and community engagement) rather than focusing solely on disciplinary content. It emphasizes civic responsibility and the affective dimension of learning, with biophilia and Service Learning as shared guiding principles, and integrates Outdoor Education not simply as "teaching outside", but as the construction of authentic experiences that connect body, emotion, cognition, and relationships with living beings. In this case, the educational response to deprivation is based on the idea that students should not be considered passive recipients of simplified knowledge, but active subjects capable of interpreting reality and contributing to its transformation. Taken together, the two case studies suggest that Outdoor Education and Service Learning are valuable strategies not because they compensate for disadvantage through simplification, but because they enrich educational pathways through participation, experience, and social meaning. The paper argues that, in contexts of deprivation, addressing educational poverty requires schools to expand access to knowledge rather than reduce it, and to create conditions in which all students can develop critical reflection, responsibility, and agency. From this perspective, the two approaches offer relevant insights for rethinking the democratic mission of schooling and for promoting inclusive and equitable forms of educational success.

Antonietti, M., Bertolino, F., Guerra, M., & Schenetti, M. (a cura di). (2022). Educazione e natura. Fondamenti, prospettive, possibilità. Milano: FrancoAngeli. https://series.francoangeli.it/index.php/oa/catalog/book/773

Benadusi, L., & Giancola, O. (2020). Equità e merito nella scuola. Teorie, indagini empiriche, politiche. Milano: FrancoAngeli.

Campagnoli, G., & Mottana, P. (2020). L'educazione diffusa. Istruzioni per l'uso. Firenze: Terra Nuova Edizioni.

Chipa, S., Giunti, C., & Orlandini, L. (2018). L'approccio pedagogico del Service Learning per valorizzare l'autonomia e la responsabilità degli studenti in contesti socio-economici disagiati: il caso dell'IC Amerigo Vespucci di Vibo Marina (VV). Giornale Italiano della Ricerca Educativa, 11(21), 329–341. https://ojs.pensamultimedia.it/index.php/sird/article/download/3234/3112/

Dal Zovo, S., & Demo, H. (2022). Fare didattica inclusiva nel contrasto alla dispersione scolastica e alla povertà educativa. Roma: Save the Children Italia Onlus.

Dewey, J. (1916). Democracy and Education. New York, NY: Macmillan.

Dewey, J. (1938). Experience and Education. New York, NY: Macmillan.

Digennaro, S. (2020). Povertà educativa e welfare generativo: un possibile modello di intervento. Educare.it, 20(3), 37–52.

Fiorin, I. (2018). Oltre l'aula. L'approccio pedagogico del Service Learning. Milano: Mondadori.

Freire, P. (1970). Pedagogy of the Oppressed. New York, NY: Continuum.

Gabrielli, F. (2022). Povertà educativa: una nozione polisemica e multidimensionale. Quaderni del Dipartimento di Scienze della Formazione – Serie Dottorato TRES, 2, 35–44.

Giunti, C., Lotti, P., Mosa, E., Naldini, M., Orlandini, L., Panzavolta, S., Tortoli, L., et al. (a cura di). (2021). Avanguardie educative. Linee guida per l'implementazione dell'idea "Outdoor education" (versione 1.0). Firenze: INDIRE.

MIUR. (2018). Linee guida per il contrasto alla povertà educativa. Roma: MIUR.

MIUR. (2018). Una via italiana al Service Learning. Roma: MIUR.

Mortari, L. (2008). Educazione e servizio. Milano: Mondadori.

Mortari, L. (2015). Filosofia della cura. Milano: Raffaello Cortina.

Nuzzaci, A., Minello, R., Di Genova, N., & Madia, S. (2020). Povertà educativa in contesto italiano tra istruzione e disuguaglianze. Quali gli effetti della pandemia? Lifelong Lifewide Learning, 16(36), 76–92. https://doi.org/10.19241/lll.v16i36.537

Orlandini, L., Chipa, S., & Giunti, C. (a cura di). (2015). Il Service Learning per l'innovazione scolastica. Roma: Carocci.

Ripamonti, E. (a cura di). (2022). Costruire reti territoriali per il contrasto alla dispersione scolastica e alla povertà educativa. Roma: Save the Children.

Save the Children. (2020). Salviamo il futuro adesso. https://www.savethechildren.it/cosa-facciamo/pubblicazioni/salviamo-il-futuro-adesso-rapporto-attivita-2020

Save the Children. (2023). Atlante dell'infanzia a rischio. Roma: Save the Children.

Schenetti, M., Salvaterra, I., & Rossini, B. (2015). La scuola nel bosco. Pedagogia, didattica e natura. Trento: Erickson.

Smith, G. A., & Sobel, D. (2014). Place- and Community-Based Education in Schools. Florence, KY: Routledge.

Tapia, M. N. (2006). Educazione e solidarietà. La pedagogia dell'apprendimento-servizio. Roma: Città Nuova.

Triani, P. (2018). La collaborazione educativa. Brescia: Scholé.

EDUCATIONAL POVERTY, CAPITALS, AND SYMBOLIC VIOLENCE: ATTITUDES TOWARD SOCIOCULTURAL DIVERSITY IN CROATIAN UPPER SECONDARY SCHOOLS AND IMPLICATIONS FOR DEMOCRACY

Iva Odak (Institute for Social Research in Zagreb, Croatia) · **Saša Puzić** (Institute for Social Research in Zagreb, Croatia) · **Josip Šabić** (Institute for Social Research in Zagreb, Croatia)

Educational poverty | attitudes toward sociocultural diversity | democratic mission of schooling

Educational poverty is increasingly recognized as a structural phenomenon closely linked to social inequality and unequal distributions of economic and cultural capital. From this perspective, schools may either mitigate or reproduce these inequalities. Drawing on Pierre Bourdieu's (1984) theory of cultural reproduction, this paper examines how different forms of capital shape students' and teachers' attitudes toward sociocultural diversity in Croatian upper secondary schools, and how these processes may relate to educational poverty, symbolic violence, and the broader democratic role of education (Bourdieu & Passeron, 1990). Educational poverty is not limited to the absence of basic skills, but also involves restricted access to complex forms of knowledge, critical thinking, and cultural resources that enable active participation in democratic life (Adams & Bell, 2016). When curricula, pedagogical practices, or institutional cultures implicitly privilege dominant cultural capital, students from disadvantaged backgrounds may experience forms of symbolic violence that devalue their cultural resources and reinforce social hierarchies (Olneck, 2000). The study draws on data collected in 2026 through a national questionnaire survey conducted among a representative sample of approximately 2,000 upper secondary school students and 500 teachers across all types of upper secondary education programs in Croatia. The research examines determinants of attitudes toward sociocultural diversity among both groups. Multiple regression analysis will be employed to identify predictors of inclusive or exclusionary attitudes toward diversity. Particular attention will be paid to whether unequal distributions of economic and cultural capital correspond with more negative attitudes toward diversity and with patterns that reproduce symbolic boundaries within the school context (Pedersen, 1996). It is expected that students with lower levels of cultural and economic capital may encounter educational environments that

insufficiently recognize their cultural resources, potentially reinforcing experiences associated with educational poverty (Gorski, 2009). Teachers operating within institutional pressures and standardized curricular frameworks may also reproduce dominant cultural norms that unintentionally sustain symbolic inequalities. By connecting educational poverty with Bourdieu's concepts of capital and symbolic violence, this study contributes to discussions about how schools shape dispositions relevant to democratic participation. If educational systems fail to provide equitable access to rich cultural knowledge and reflexive capacities, they risk limiting the ability of young people to engage critically in democratic processes. The findings therefore highlight the importance of educational policies and pedagogical practices that expand cultural resources, challenge symbolic hierarchies, and strengthen the democratic mission of schooling.

Adams, M., & Bell, L. A. (Eds.) (2016). Teaching for Diversity and Social Justice. Routledge.
Bourdieu, P. (1984). Distinction: A Social Critique of the Judgement of Taste. Harvard University Press.
Bourdieu, P., & Passeron, J.-C. (1990). Reproduction in Education, Society and Culture. Sage.
Gorski, P. C. (2009). Intercultural education as social justice. Intercultural Education, 20(2), 87-90.
Olneck, M. (2000). Can multicultural education change what counts as cultural capital?. American Educational Research Journal, 37(2), 317-348.
Pedersen, W. (1996). Working-class Boys at the Margins: Ethnic Prejudice, Cultural Capital, and Gender. Acta Sociologica, 39, 257-279.

D.05

Evaluating Education and Democracy: Approaches, Methodologies and Practices for Social Justice and Critical Literacy in the Digital Era

PANEL CONVENORS: Gabriele Tomei (President, Aiv (Italian Association of Evaluation), Italy); Donatella Poliandri (Vice President, Aiv (Italian Association of Evaluation), Italy)

PANEL KEYWORDS: Critical Democratic Literacy, Social Justice Evaluation, Educational Inequality

This panel explores how evaluation can assess and strengthen the reciprocal bond between learning and democracy, focusing on some of the critical twenty-first-century challenges: social inequality, digital transformation, and the growing proliferation of disinformation. We seek multidisciplinary research—spanning theoretical, empirical, and methodological fields—aimed at achieving a more just, inclusive, and genuinely participatory society. Building on this perspective, contributions may investigate the multidimensionality and intersectionality of poverty, as well as the effectiveness of policies addressing education, inequality, and social justice. The call also encourages analyses of how evaluation practices and results can foster a renewed critical democratic literacy within an infosphere increasingly shaped by polarization and hate speech. Submissions should present methodological frameworks and empirical studies that transcend the rigid separation between Learning for Democracy and Democracy for Learning, positioning evaluation as a tool for emancipation, active citizenship, and equitable educational opportunities.

CAN FAMILY GROUP CONFERENCES BE A RESOURCE IN ADDRESSING SCHOOL VULNERABILITY? EVIDENCE FROM A RANDOMIZED CONTROLLED TRIAL IN ITALY

Riccardo Gostoli (Università Cattolica del Sacro Cuore, Italy) · **Gian Paolo Barbetta** (Università Cattolica del Sacro Cuore, Italy) · **Giulia Assirelli** (Università Cattolica del Sacro Cuore, Italy) · **Gianluca Argentin** (Università degli Studi di Milano-Bicocca, Italy)

Family Group Conferencing (FGC) | Randomized Controlled Trial (RCT) | Italy

This paper presents the counterfactual evaluation of the educational project R.E.A.C.T. (Reti per Educare gli Adolescenti Attraverso la Comunità e il Territorio/Networks for Educating Adolescents through Community and Local Context), aimed at tackling educational poverty (Save the Children, 2014; Lohmann & Ferger, 2014), a widespread phenomenon in Italy both in terms of skills attainment (European Commission, 2025) and from a multidimensional perspective (ISTAT, 2024). The intervention, implemented during the 2018–2019 and 2019–2020 school years, involved 10 lower secondary schools located in highly deprived areas across Italy. Training and cultural activities were delivered to the local communities and to all students in the participating schools, with the objective of activating and strengthening the local "comunità educanti" (Zamengo & Valenzano, 2018; Tomei & Galligani, 2020). In addition, 226 particularly vulnerable students were provided with individualized educational plans developed through the Family Group Conference (FGC) model (Frost et al., 2014). This approach was adopted to better identify students' needs, mobilize family networks, and engage both formal and informal educational agencies within the local context. R.E.A.C.T. represents an interesting application of FGCs for

explicitly educational purposes, within an international context where this tool is primarily used in child protection and welfare services (Hohashi & Yi, 2025; Edwards & Parkinson, 2018), and where evidence regarding its effectiveness remains mixed (Dijkstra et al., 2016; Mitchell, 2020; Nurmatov, 2020; Hohashi & Yi, 2025). The impact evaluation focuses on the vulnerable students who participated in the individualized educational plans. A randomized controlled trial (RCT) design was adopted: teachers identified 431 students experiencing significant academic and relational difficulties, and through random assignment, 226 were allocated to the treatment group and 205 to the control group. For this population, both short- and long-term outcomes were assessed. Short-term outcomes concerned students' perceived well-being (measured through dimensions of school well-being, relationships with teachers, relationships with parents, and expectations about their future). A questionnaire administered before and after the intervention allowed these dimensions to be measured and changes over time to be recorded. Long-term outcomes referred to students' educational trajectories in the years following the intervention (promotion to the next grade and school dropout) as well as academic performance (grades obtained and scores in the national INVALSI standardized tests). These outcomes were recorded using data from the Anagrafe Nazionale degli Studenti (National Student Registry), covering four school years from 2018/2019 to 2021/2022, and from INVALSI. The analyses show a positive impact of the project on perceived school well-being (but no significant effects on relationships with teachers and parents or on future expectations). In the long term, the intervention is associated with a reduction in the risk of grade retention and school dropout among participating students.

Dijkstra, S., Creemers, H. E., Asscher, J. J., Deković, M., & Stams, G. J. J. M. (2016). The effectiveness of family group conferencing in youth care: A meta-analysis. Child Abuse & Neglect, 62, 100–110. https://doi.org/10.1016/j.chiabu.2016.10.017
Edwards, D., & Parkinson, K. (Eds.). (2018). Family Group Conferences in Social Work: Involving Families in Social Care Decision Making. Policy Press. https://doi.org/10.56687/9781447335818
European Commission (Ed.). (2025). Education and training monitor 2025: Italy. Publications Office. https://doi.org/10.2766/3464429
Frost, N., Abram, F., & Burgess, H. (2014). Family group conferences: Context, process and ways forward. Child & Family Social Work, 19(4), 480–490. https://doi.org/10.1111/cfs.12047
Hohashi, N., & Yi, Q. (2025). The Effectiveness of Family Group Conferencing and the Challenges to Its Implementation: A Scoping Review. Nursing Reports, 15(4), 122. https://doi.org/10.3390/nursrep15040122
Lohmann, H., & Ferger, F. (2014). Educational Poverty in a Comparative Perspective: Theoretical and Empirical Implications.
Mitchell, M. (2020). Reimagining child welfare outcomes: Learning from Family Group Conferencing. Child & Family Social Work, 25(2), 211–220. https://doi.org/10.1111/cfs.12676
Nurmatov. (2020). Impact Of Shared Decision-making Family Meetings On Children's Out-of-home Care, Family Empowerment and Satisfaction.
ISTAT (2024) Rapporto annuale 2024: La situazione del Paese.
Save the Children (2014). La Lampada di Aladino - L'Indice di Save the Children per misurare le povertà educative e illuminare il futuro dei bambini in Italia.
Tomei, G., & Galligani, I. (2020). La comunità educante. Riflessioni su un modello di rete locale per il contrasto alla povertà educativa. BIBLIOTECA DI TESTI E STUDI, 241-270.
Zamengo, F., & Valenzano, N. (2018). Pratiche di comunità educanti. Pensiero riflessivo e spazi condivisi di educazione tra adulti. Ricerche pedagogiche, 208, 345-364.

HUMAN AND ARTIFICIAL INTELLIGENCE COMPARED IN HIGHER EDUCATION ASSESSMENT: A STANDARD RESEARCH ON SEMI-STRUCTURED TESTS AND POTENTIAL BIASES

Daniela Robasto (University of Turin, Italy) · **Lucrezia Bano** (University of Turin, Italy) · **Sabrina Natali** (University of Turin, Italy)

assessment · docimological bias · generative artificial intelligence

The paper presents early findings of an empirical research, within an exploratory framework, involving assessment processes carried out by generative artificial intelligence (AI) and human evaluators (HI). Research questions wonder whether I) between results of semi-structured test assessments carried out by HI and results of assessments carried out by AI, lies a discrepancy that could be considered critical – greater than the one found between human evaluators in the previous research phase – and II) if the upload of teaching materials, integrated with AI-HI interaction, have a significant relation with discrepancy reduction. Objectives of research are then to control the existence of such critical discrepancy

and the relation between teaching materials upload and discrepancy reduction. The research hypothesis states that I) a critical discrepancy exists and that II) it can be reduced with teaching materials uploading, commented by human evaluators. Population consists of Masters's Degree students, the sample being composed by those who have carried out in groups, as in itinere or summative assessment, a semi-structured project work during academic years 2024/2025 and 2025/2026. Awaiting further investigation, initial results describe the discrepancy as critical and seem to indicate that AI may be subject to docimological bias already attested for human evaluators as adoption of implicit criteria, failure to identify intermediate performance levels, lack of consistency over time, in addition to specific AI-related biases. This line of research is established in defence of a responsible and inter-subjective assessment practice, promoting quality and transparency in democratic pedagogy.

- Adamoli, M., Rondonotti, M., Fedeli, L., Scarinci, A., & Raviolo, P. (2024). The impact of the digital environment on faculty development: A literature review. In International Conference on Higher Education Learning Methodologies and Technologies Online (pp. 746–759). Springer. https://doi.org/10.1007/978-3-031-xxx-x
- Almasri, F. (2024). Exploring the impact of artificial intelligence in teaching and learning of science: A systematic review of empirical research. Research in Science Education, 54, 977-997. https://doi.org/10.1007/s11165-024-10176-3
- Corbin, T., Dawson, P., Nicola-Richmond, K., & Partridge, H. (2025). "Where's the line? It's an absurd line": Towards a framework for acceptable uses of AI in assessment. Assessment & Evaluation in Higher Education, 1-13.
- Corsini, C. (2025). Una valutazione col pilota automatico? Una riflessione sulle cose che possiamo guadagnare e quelle che rischiamo di perdere impiegando l'intelligenza artificiale nei processi valutativi. Journal of Educational, Cultural and Psychological Studies (ECPS), 30, 197-208. https://doi.org/10.7358/ecps-2024-030-corc
- Robasto, D., Natali, S., & Bano, L. (in press). La valutazione intelligente: L'intelligenza umana e artificiale per i processi valutativi nei contesti accademici. Nuova Secondaria Ricerca.
- Zhao, C. (2024). AI-assisted assessment in higher education: A systematic review. Journal of Educational Technology and Innovation, 6(4). https://doi.org/10.61414/jeti.v6i4.209

MATERIALIST CIVISM AS AN EVALUATIVE PARADIGM FOR YOUTH POLITICAL ACTIVATION: THE RIZOMI EXPERIENCE

Leonardo Parodi (RIZOMI, Italy) · **Riccardo Rangone** (RIZOMI, Italy) · **Francesco Pellettieri** (RIZOMI, Italy)

youth participation | multidimensional evaluation | democratic education

In the contemporary debate on democratic education, the distinction between Learning for Democracy (LforD) and Democracy for Learning (DforL) has shaped much of the theoretical reflection and educational practice [1–3]. However, both approaches share a common limitation: they tend to focus either on the acquisition of competences or on participatory experience in itself, without systematically integrating the material and structural conditions that make political action possible [4,5]. In a context marked by rising social inequalities and the increasing mediatization of the public sphere, this gap is particularly consequential for efforts to promote and enable youth participation [6–9]. This contribution proposes Materialist Civism as a theoretical paradigm and evaluative framework for promoting and studying youth political activation. This perspective reframes civic education not as the normative transmission of values nor as the mere experimentation of democratic practices, but as a process of concretely expanding the participatory and transformative capacities of young people [10,3]. Political activation is thus understood as the outcome of interactions between formative dimensions and material conditions, both individual and collective [11,12]. The paradigm was formalized through the experience of Rizomi's School of Political Activation and the analysis of the Theory of Change developed during the educational planning phase [13,14]. The adopted research methodology integrates: (1) a literature review on political participation and social behavior, with particular attention to enabling factors and structural constraints connected to participation [15,12]; (2) a critical analysis of major practices in active citizenship education [16,17]; (3) the theoretical reconstruction of the Theory of Change [13,14]; (4) a comparison with evidence emerging from a recent pilot study conducted within the School, using questionnaires aimed at studying the dimensions underlying the propensity to engage politically [18]. The key innovation achieved lies in the elaboration of a multidimensional evaluation model that moves beyond an assessment centered exclusively on "democratic competences," reintroducing the importance of contextual and relational factors [19–21]. The proposed framework identifies three domains: (a) personal resources, including competences, motivation, and self-efficacy [22,23]; (b) situated and collective resources, such as relational networks, organizational access to resources and tools, and shared agency [24,25]; (c) resources of political representation, understood as the concrete possibility of

accessing decision-making spaces and influencing public discourse [26,27]. The evaluation of political activation therefore requires tools capable of jointly measuring learning, resource availability, and the transformation of participatory opportunities [19,15]. By overcoming the separation between theory and practice and between LforD and DforL, Materialist Civism offers a transferable paradigm for both educational design and the evaluation of youth policies [10,16]. It contributes to the debate on democratic education by proposing a model capable of integrating training, context, and the actual distribution of resources and opportunities, enabling interventions aimed at fostering creative, autonomous, and situated youth participation [11,12,27].

Bandura, A. (1997). Self-efficacy: The exercise of control. W. H. Freeman.

Barrett, M., & Pachi, D. (2019). Youth civic and political engagement. Routledge.

Biesta, G. (2006). Beyond learning: Democratic education for a human future. Paradigm Publishers.

Biesta, G. (2011). Learning democracy in school and society: Education, lifelong learning, and the politics of citizenship. Sense Publishers.

Castells, M. (2009). Communication power. Oxford University Press.

Couldry, N., & Hepp, A. (2017). The mediated construction of reality. Polity Press.

Dalton, R. J. (2008). Citizenship norms and the expansion of political participation. Political Studies, 56(1), 76–98. https://doi.org/10.1111/j.1467-9248.2007.00718.x

Dewey, J. (1916). Democracy and education. Macmillan.

Earl, J., Maher, T. V., & Elliott, T. (2017). Youth, activism, and social movements. Sociology Compass, 11(4), e12465. https://doi.org/10.1111/soc4.12465

Hitlin, S., & Elder, G. H., Jr. (2007). Time, self, and the curiously abstract concept of agency. Sociological Theory, 25(2), 170–191. https://doi.org/10.1111/j.1467-9558.2007.00303.x

Hoskins, B. (2016). Democratic competence: A multidimensional concept. Council of Europe.

Hoskins, B., & Deakin Crick, R. (2010). Competences for learning to learn and active citizenship: Different currencies or two sides of the same coin? European Journal of Education, 45(1), 121–137. https://doi.org/10.1111/j.1465-3435.2009.01419.x

Kahne, J., & Sporte, S. (2008). Developing citizens: The impact of civic learning opportunities on students' commitment to civic participation. American Educational Research Journal, 45(3), 738–766. https://doi.org/10.3102/0002831208316951

Mansbridge, J. (1999). Should blacks represent blacks and women represent women? A contingent "yes." The Journal of Politics, 61(3), 628–657. https://doi.org/10.2307/2647821

Norris, P. (2002). Democratic phoenix: Reinventing political activism. Cambridge University Press.

Parodi, L. (in press). L'attivazione è politica: Valutazione e risultati del Questionario sull'Attivazione Politica di Rizomi. [Report in press].

Pickering, D. (2023). Political activation and social movements: Addressing non-participation in Aotearoa New Zealand. Sociology Compass, 17(1), e13022.

Piketty, T. (2014). Capital in the twenty-first century. Harvard University Press.

Putnam, R. D. (2000). Bowling alone: The collapse and revival of American community. Simon & Schuster.

Quintelier, E., & Van Deth, J. W. (2014). Supporting democracy: Political participation and political attitudes. Exploring causality using panel data. Political Studies, 62(S1), 153–171.

Rogers, P. (2014). Theory of change. In M. M. Mark, S. I. Donaldson, & B. Campbell (Eds.), Social psychology and evaluation (pp. 199–218). Guilford Press.

Torney-Purta, J., Barber, C. H., & Richardson, W. K. (2004). Civic education across countries: Twenty-four national case studies from the IEA Civic Education Project. International Association for the Evaluation of Educational Achievement (IEA).

Verba, S., Schlozman, K. L., & Brady, H. (1995). Voice and equality: Civic voluntarism in American politics. Harvard University Press.

Westheimer, J., & Kahne, J. (2004). What kind of citizen? The politics of educating for democracy. American Educational Research Journal, 41(2), 237–269. https://doi.org/10.3102/00028312041002237

Young, I. M. (2000). Inclusion and democracy. Oxford University Press.

EDUCATIONAL POVERTY ACROSS THE LIFE COURSE: EVALUATING INTERSECTIONS OF INEQUALITY IN SCHOOLING, SKILLS AND LIFELONG LEARNING

Lorenzo Maraviglia (INVALSI, Italy)

Educational poverty | Multidimensionality | Interactions

Educational inequality and educational poverty can be conceptualized—and consequently addressed—from different analytical perspectives. The most common approach focuses on the formal completion of basic levels of schooling. Traditionally, this has been operationalized through indicators such as early school leaving rates or the share of students who fail to obtain an upper secondary diploma or vocational qualification. Over the last decades, however, increasing attention has been paid to the limits of this perspective. With the development of the knowledge society, education is increasingly understood as a continuous process extending across the entire life course. In societies and economies characterized by rapid and constant transformation, opportunities for learning no longer coincide solely with formal schooling. As a result, educational inequalities may emerge at different stages of individual trajectories and involve multiple dimensions of learning. This shift has generated renewed interest in inequalities in access to and completion of tertiary education. In this

field, alongside traditional attention to class-based inequalities, growing attention has been devoted to gender differences in access to specific fields of study, often intersecting with other factors such as citizenship status or territorial disparities. At the same time, increasing attention has been directed toward the effective skills and resources acquired through educational processes. The recognition that formal credentials alone are insufficient to guarantee meaningful life opportunities has led to the development of new systems of evaluation and measurement focusing on students' actual competences and skills, such as the implicit dropout indicators proposed by INVALSI. Within this framework, educational poverty can be conceptualized as a multidimensional phenomenon measurable through a plurality of indicators. However, the theoretical and empirical implications of this multidimensionality remain only partially explored. More specifically, there is no reason to assume that the same risk factors operate uniformly across different dimensions of educational disadvantage. This issue becomes particularly relevant when considering the intersection between different vulnerability factors, such as social class, gender, citizenship, or territorial location. While in relatively shrinking phenomena such as early school leaving the most disadvantaged profiles often accumulate multiple risk factors, this pattern may not hold in expanding or emerging domains such as implicit school dispersion, unequal skills acquisition, or access to lifelong learning opportunities. Drawing on available empirical evidence, this contribution offers an exploratory analysis of the intersections—technically, interactions—between key risk factors associated with educational poverty across four domains: early school leaving, implicit school dispersion, access to tertiary education, and participation in lifelong learning. By comparing these dimensions, the paper aims to highlight how the configuration of educational inequalities may vary across different stages of the educational trajectory. In doing so, the study discusses how evaluation frameworks can contribute to a more comprehensive understanding of educational disadvantage and support policies aimed at expanding equitable learning opportunities. More broadly, improving the evaluation of educational inequalities represents a key step toward strengthening democratic participation, as access to meaningful learning opportunities constitutes a fundamental condition for active citizenship and inclusive democratic societies.

Bourdieu, P., & Passeron, J.-C. (1977). Reproduction in Education, Society and Culture. Sage.
Brunello, G., & De Paola, M. (2014). The Costs of Early School Leaving in Europe. IZA Journal of Labor Policy, 3(22).
INVALSI (2025). Rapporto prove INVALSI.
OECD (2025). Education at a Glance.
Sen, A. (1999). Development as Freedom. Oxford University Press.
UNESCO (2020). Global Education Monitoring Report: Inclusion and Education – All Means All.
Eurostat (2023). Lifelong Learning Statistics.

SELF-EVALUATION IN THE ITALIAN VOCATIONAL EDUCATION AND TRAINING: EVIDENCE FROM THE INVALSI EXPERIMENT

Emanuela Vinci (INVALSI, Italy) · **Michela Freddano** (INVALSI, Italy)

Vocational Education and Training | National Evaluation System | School Evaluation

According to the trend at the international level (OECD, 2013), the Italian National Evaluation System, established by Presidential Decree (DPR) No. 80/2013, aims to improve the quality of educational services and learning outcomes and evaluates the efficiency and effectiveness of the education and training system. Within the framework of the National Evaluation System, a gradual systematisation of the evaluation process developed for state and state-recognised schools at primary and secondary level, for provincial adult education centres, and for pre-schools (Freddano & Stringher, 2021; Freddano, 2025a, 2025b; Vinci, Freddano, Torti, 2026). Vocational Education and Training (VET) has also been interested by the introduction of a pilot self-evaluation report, marking this sector's full integration into the education and training system. In Italy VET represents a hybrid segment in which both regional and national dimensions coexist and it is based on specific quality assurance experiences and suggestions at national and international level (INAPP, 2025; Carlini & Evangelista, 2020; Dordit, 2018). Its dual nature, both national and regional, has influenced INVALSI to develop a specific self-evaluation report to ensure a uniform structure across all accredited training centres providing vocational education and training, while also recognising regional specificities (Freddano 2025b). At the end of the experimentation implemented by INVALSI in the 2020/2021 training year, the Director/Coordinator of the 173 accredited training centres that

participated at the experimentation, had been asked to provide feedback on the experimented self-evaluation report by filling in an online questionnaire. The aim was to have suggestions on the tools and procedures and to identify aspects of the self-evaluation process that had raised concerns and that could be revised ahead of the scale up of the self-evaluation report. The paper has the aim to understand how well the self-evaluation experience of the training centres met initial expectations and what roles they assigned to the evaluation process through the evaluation report. In total 168 Directors and coordinators of the 173 participating training centres compiled the final questionnaire. Descriptive and multivariate analyses were conducted on the collected data, focusing on three specific items exploring respondents' opinions. In particular, the analysis examined: the general perception of self-evaluation within training providers, the level of satisfaction with the experience compared to initial expectations, and the opportunities provided by the process to develop greater awareness of internal dynamics. The study explored organizational self-reflection, drivers for change, and the enhancement of training activities. The goal was to determine to what extent self-evaluation experience is perceived as a functional tool for organizational reflection and quality improvement. The implementation of the Self-Evaluation Report at an experimental level marks a significant milestone for the VET sector. By joining the National Evaluation System while preserving its regional specificities, the VET sector strengthens its role within the national education system, with positive implications for the quality and expansion of training offer.

Carlini D., Evangelista L. (a cura di) (2020), EQAVET e la qualità dell'IeFP in Italia – Report finale, INAPP, Roma, testo disponibile al sito: https://oa.inapp.org/jspui/bitstream/20.500.12916/713/1/INAPP_Carlini_Evangelista_EQAVET_Qualit%C3%A0_IeFP_Italia_IR_12.pdf.

Dordit L. (2018), "Una proposta di valutazione della IeFP alla luce delle policy europee e del Sistema Nazionale di Valutazione", in Freddano M. e Pastore S. (a cura di), Per una valutazione delle scuole oltre l'adempimento. Riflessioni e pratiche sui processi valutativi, Milano, Franco Angeli, pp. 153-167.

Freddano, M. (2025a). RAV Integrato, RAV Infanzia e RAV CPIA per l'autovalutazione 2025-2028. Notizie della scuola, 1/2, pp. 17-56.

Freddano, M. (2025b), (a cura di) L'autovalutazione nell'Istruzione e Formazione Professionale. Rapporto sulla sperimentazione del RAV IeFP in 173 sedi formative accreditate, Milano: FrancoAngeli, https://series.francoangeli.it/index.php/oa/catalog/book/1323

Freddano, M. & Stringher, C. (2021). Fare autovalutazione nella scuola dell'infanzia. Milano: Franco Angeli, https://www.francoangeli.it/Libro/9788835125242/Fare-autovalutazione-nella-scuola-dell%E2%80%99infanzia-Rapporto-sulla-sperimentazione-del-RAV-Infanzia?id=27313%20%%3E

INAPP (2025), XXII Rapporto di monitoraggio del sistema di Istruzione e Formazione Professionale e dei percorsi in Duale nella IeFP a.f. 2022-2023, INAPP. DOI: 10.53223/Inapp_XXII_RapportoIeFP.

OECD (2013), Synergies for Better Learning. An International Perspective on Evaluation and Assessment, OECD Publishing, Parigi.

Vinci, Freddano, Torti (2026, in corso di stampa), L'interazione tra autovalutazione delle scuole e digitalizzazione: il punto di vista degli utenti, Rassegna Italiana di Valutazione.

ASSESSMENT TOOLS FOR DIGITAL STEAM EDUCATIONAL PRACTICES: EVIDENCE FROM THE ERASMUS+ EDUMAT + PROJECT

Laura Casaldi (Università La Sapienza, Italy)

STEAM | educational asssessment | digital education

In recent years, particularly following the COVID-19 pandemic, public and academic debate at both national and international levels has increasingly focused on the design of digital and hybrid learning environments capable of integrating or transforming traditional educational models (Barola et al., 2022). In this context, the STEAM approach (Science, Technology, Engineering, Arts and Mathematics) has progressively emerged as a transdisciplinary educational methodology capable of promoting active, collaborative, and inquiry-based learning, fostering students' engagement with scientific and technological disciplines. Educational projects based on the integration of STEAM and digital technologies represent a significant response to the challenges of contemporary societies, in which citizens are required not only to use advanced technologies but also to produce knowledge and participate critically and consciously in socio-technological ecosystems (Quigley et al., 2020). The transdisciplinary nature of the STEAM approach contributes to the development of key competences such as creative thinking, problem solving, communication, and collaboration (Brush & Saye, 2008). Within this framework, this contribution presents the outcomes of the design and pilot testing process of assessment tools aimed at analysing the quality and effectiveness of STEAM educational practices developed within the Erasmus+ KA2 project EDUMAT+ – Augmented Educational Mat: an infographic puzzle MATS for learning STEAM by coding for primary schools. The project involves teachers and students from primary schools and school networks in Italy, Romania, Bulgaria, Spain, and Portugal—contexts in which strengthening digital competences and reducing educational inequalities remain key priorities. The EDUMAT+ project promotes the use of coding and infographic mats as innovative tools to support the

teaching of topics related to the 2030 Agenda (United Nations, 2015), such as environmental sustainability and social inclusion. In particular, it envisages the development of augmented reality educational mats and coding activities that function as pedagogical devices for the integrated development of digital and citizenship competences. The research adopts an integrated evaluation approach based on mixed methods, aimed at analysing both the educational processes activated and the outcomes of the teaching intervention. The presentation will therefore focus on the evaluation framework used within the EDUMAT+ project and on the first results of its implementation. The analysis of the data collected during the pilot phase makes it possible to reflect on the role of digital STEAM practices as tools for promoting critical digital literacy, educational equity, and democratic participation within school contexts in the digital society.

Barola, D., Bosco, K.U., Manjula, A. & Sudhakaran, M. V. (2022), "Phygital learning, the next big revolution in education for the future", in Lawrence & M. Manivannan (Eds.), Emerging trends of psycho-technological approaches in heutagogy (47-51), Tamil Nadu Open University. [Online] Available at:
https://files.eric.ed.gov/fulltext/ED619929.pdf
[Accessed 5 March 2026].
Brush, T. & Saye, J. (2008), "The effects of multimedia-supported problem-based inquiry on student engagement, empathy, and assumptions about history", in Interdisciplinary Journal of Problem-Based Learning, 2(1), pp. 21-56.
[Online] Available at: https://doi.org/10.7771/1541-5015.1052
[Accessed 5 March 2026].
Quigley, C. F., Herro, D., Shekell, C., Cian, H. & Jacques, L. (2020), "Connected learning in STEAM classrooms: Opportunities for engaging youth in science and math classrooms", in International Journal of Science and Mathematics Education, vol. 18, pp. 1441-1463.
[Online] Available at: https://doi.org/10.1007/s10763-019-10034-z
[Accessed 5 March 2026].
United Nations (2015). Transforming our world: the 2030 Agenda for Sustainable Development. New York: United Nations.

D.06

Is University Paying Off? Upwardly Mobile Students and the Meaning of Meritocratic Striving

PANEL CONVENORS: Carlos Palma-Amestoy (Pontificia Universidad Católica de Chile); Flora Petrik (University of Tübingen)

PANEL KEYWORDS: Meritocracy, Social Mobility, University

In diverse national contexts, higher education has been promoted as an engine for social mobility. This has been part of a meritocratic model in which the idea of struggling to climb the social ladder has become an influential cultural trope (Littler, 2017). The values associated with this meritocratic striving (Sandel, 2021) have been appealing to many students, particularly those from lower social backgrounds. However, it seems that higher education is not paying off, and the promise of social mobility is not only broken, but may also be experienced as an unfulfillable promise (Mijs, 2016). Building on these observations, this panel invites authors from different countries to discuss the many tensions arising from the limits of meritocracy that upwardly mobile students may confront. Among the key questions guiding this panel are: how do students experience the promise of meritocracy? What are the implications of these struggles for their everyday lives? What expectation do they have for the future? How do students navigate the tensions between their aspirations and the structural conditions shaping their educational pathways? Drawing on these questions, this panel encourages authors to emphasise not only constraints and barriers, but also the critical, agentic, collective and reflexive capacities and practices that upwardly mobile students develop to move through university. Both theoretical and empirical contributions are welcome that explore how higher education can simultaneously reproduce social inequalities and open pathways for empowerment, and how it may serve as a lever for countering educational injustice.

MERITOCRACY FROM THE TOP: ELITE STUDENTS' PERSPECTIVES ON THE DISTRIBUTION OF HIGHER EDUCATION OPPORTUNITIES IN THE UK

Paulina Rodriguez Anaiz (University of Oxford, United Kingdom) · **Gonzalo Hidalgo Bazan** (University of Oxford, United Kingdom)

Elite students | inequality perceptions | higher education

Existing research highlights how privileged groups emphasise the role of talent and effort as explanations for individual success in meritocratic selection (e.g., Brown et al., 2016; Gogescu, 2025; Warikoo and Fuhr, 2014). Studies suggest that the ways elites understand inequality and success are influenced by the channels or characteristics of education institutions through which elite recruitment predominantly occurs (e.g. Friedman et al., 2024; Gogescu, 2025; Warikoo, 2018). However, the literature has largely focused on justifications for selection processes within specific institutions and elite

entry routes, paying less attention to how the "winners" of these systems conceptualise the distribution of educational opportunities as a whole and understand the opportunities available to others, as Gogescu (2025) notes. This ongoing study takes a distinctive approach by exploring how undergraduate students at a highly prestigious UK university perceive the causes and consequences of the distribution of educational opportunities, as well as the policies they are willing to support. Using interviews and an interactive task with movable components, participants visualise their perceptions of how educational opportunities are currently distributed and how they believe they should be distributed across different levels of the higher education system. This task enables an in-depth examination of inequality as unequal resource distribution, rendering abstract notions of opportunity distribution more tangible (Summers et al., 2022). Preliminary findings, available for the conference, will illuminate how students' socio-economic backgrounds and educational experiences shape their views. It will offer insights into perceptions of fairness and the distribution of opportunities in higher education from the top.

Brown P, Power S, Tholen G, et al. (2016) Credentials, talent and cultural capital: a comparative study of educational elites in England and France. British Journal of Sociology of Education 37(2). Routledge: 191–211.

Friedman S, Ellersgaard C, Reeves A, et al. (2024) The Meaning of Merit: Talent versus Hard Work Legitimacy. Social Forces 102(3): 861–879.

Gogescu F (2025) Meritocracy seen through the eyes of its champions: a comparative study of educational elites. British Journal of Sociology of Education 46(1). Routledge: 34–53.

Summers K, Accominotti F, Burchardt T, et al. (2022) Deliberating inequality: A blueprint for studying the social formation of beliefs about economic inequality. Social Justice Research 35(4). Springer: 379–400.

Warikoo N (2018) What Meritocracy Means to its Winners: Admissions, Race, and Inequality at Elite Universities in The United States and Britain. Social Sciences 7(8): 131.

Warikoo NK and Fuhr C (2014) Legitimating status: perceptions of meritocracy and inequality among undergraduates at an elite British university. British Educational Research Journal 40(4). John Wiley & Sons, Ltd: 699–717.

(RE)ASSEMBLING THE BELIEF IN THE UNIVERSITY 'GAME': FIRST-IN-FAMILY STUDENTS' PERCEPTIONS OF THE VALUE OF HIGHER EDUCATION

Sarah O'Shea (Charles Sturt University) · **Franziska Lessky** (University of Oxford, United Kingdom) · **Sally Patfield** (University of Newcastle)

First-in-Family | Bourdieu | subjective experiences of meritocratic striving

Recent studies suggest that the relationship between higher education and normative visions of 'the good life' has become increasingly problematic (Brooks et al., 2025), with some arguing that the promise of social mobility through university is nothing more than a "fantasy rhetoric" (Bathmaker et al., 2016, p. ix). In today's volatile labour markets, the symbolic and material value of higher education is eroding, raising questions about students' declining belief in the university 'game' – especially for those seeking upward mobility through education. This talk will interrogate the complexity of first-in-family (FiF) students' investment and persistence in contemporary higher education. Drawing on Bourdieu's concept of illusio (Bourdieu, 1990), we will use an empirical case - the story of Zoe who is an undergraduate student in Australia - to show that 'staying in the game' of university education is a multi-layered process shaped by moments of rupture, recalibration and reinvestment, as well as shifts in the meaning ascribed to higher education. By illuminating the fragility and volatility of first-in-family students' journeys through higher education, we will explore how they experience the promise of meritocracy and the implications of struggles within their everyday lives. We will also show how their experienced during studies reshape their expectation for the future.

Bathmaker, A.-M., Ingram, N., Abrahams, J., Hoare, A., Waller, R. and Bradley, H. (2016) Higher Education, Social Class and Social Mobility, London: Palgrave Macmillan.

Bourdieu, P. (1990). In other words: Towards a reflexive sociology. Cambridge: Polity Press.

Brooks, R., Hart, B., Henseke, G., Mills, D., Robson, J., & Xu, Y. (2025). Degrees of Difference Intergenerational social mobility and higher education internationally: A comparative perspective. The Sutton Trust, UK.

DEGREES OF VALUE: CULTIVATING PRIVILEGE AT AN ELITE UNIVERSITY

Fiona Gogescu (London School of Economics, United Kingdom)

higher education · meritocracy · social mobility

Degrees of value: Cultivating privilege at an elite university This study examines how students at the London School of Economics (LSE) perceive the value of their university degree. While existing research in Sociology of Education has focused on strategies used by pupils to secure access to prestigious schools and universities (Kosunen and Seppänen, 2015; van Zanten, 2019), less is known about strategies used during time at university to gain positional advantage. This is a highly relevant research topic, as recent university graduates are facing unfavourable social mobility prospects (Bukodi and Goldthorpe, 2018), while attending elite education favours, but no longer guarantees elite outcomes (Wakeling and Savage, 2015). The research employs mixed methods, combining a survey of second- and third- year undergraduates with follow-up in-depth interviews. The survey captures students' perceived educational gains, priorities during university, as well as beliefs about factors influencing success at university and in the labour market. Students with different profiles — defined by the goals prioritised and their understanding of success —were selected for in-depth interviews. Findings show how under perceived conditions of social congestion (Brown, 2013), students approach elite higher education as a site for cultivating multiple forms of graduate capital (Tomlinson, 2017). Even though many respondents tended to emphasise 'knowing the right people' as most important for getting a good graduate job, this did not seem to influence their priorities during university. Even though social congestion made students more cynical about the meritocratic nature of the hiring process, this perspective did not permeate their understanding of the value of their university degree. Their narratives alternated between doubts about the meritocratic claims of hiring processes and faith in meritocracy as an organising ideal of higher education. Instead of being seen as hollowing out students' academic endeavours, early career development could be understood as an overlapping priority.

Brown P (2013) Education, opportunity and the prospects for social mobility. British Journal of Sociology of Education 34(5–6): 678–700.

Bukodi E and Goldthorpe JH (2018) Social Mobility and Education in Britain: Research, Politics and Policy. Cambridge University Press.

Kosunen S and Seppänen P (2015) The transmission of capital and a feel for the game: Upper-class school choice in Finland. Acta Sociologica (United Kingdom) 58(4). SAGE Publications Ltd: 329–342.

Tomlinson M (2017) Forms of graduate capital and their relationship to graduate employability. Education and Training 59(4). Emerald Group Publishing Ltd.: 338–352.

van Zanten A (2019) Neo-liberal influences in a 'conservative' regime: the role of institutions, family strategies, and market devices in transition to higher education in France. Comparative Education 55(3). Taylor & Francis: 347–366.

Wakeling P and Savage M (2015) Entry to elite positions and the stratification of higher education in Britain. Sociological Review 63(2). Blackwell Publishing Ltd: 290–320.

MOVING CEILINGS, UNEVEN FLOORS: THE PRODUCTION OF TRANSCLASSES IN HIGHER EDUCATION – AND WHY THIS MIGHT BE JUST WHAT WE NEED

Elena Attardo (Research Institute Social Cohesion, Germany) · **Jakob Hartl** (Research Institute Social Cohesion, Germany; Universität Halle-Wittenberg)

Class · Capital Theory · Civil Society

Meritocracy and social mobility are grounded in a universal, unified and unifying understanding of high and low, up and down. Whereas a plethora of evidence, beginning with Bourdieu and Passeron (1979), debunked meritocratic ideologies, conceptualisations of social mobilities remain static: The goals of the upwardly mobile are presented as objective positions in the social space and accordingly accessible if enough relevant (forms of) capitals are accumulated. Highly relevant at the time and place of its conception and publication (France at the dusk of the "golden age of capitalism"), this basic Bourdieusian understanding faces short-comings when applied to higher education (HE) in contemporary post-migrant societies after educational expansion. A way forward are Atkinson's (2016) amendments of capitals as recognition, relationality, and historic rationalisation: factoring in the necessity of recognition by the ruling class; the dynamic of relationality and thus accelerated inflation of capitals; and the efficacy of domination through historic rationalisation, we must reconsider the function of HE for social reproduction and our understanding of social mobility. Firstly, the socially mobile start from shaky grounds. Increased HE enrolment and educational mobility was – at least in OECD countries –ac-

companied by devaluations of hitherto valuable capitals, and increased educational attainment is driven and simultaneously drives credential inflation (Bourdieu 2008). Attainable goals however become fluid, since it is harder to constitute successful upward mobility. This is on the one hand driven by the reciprocal academisation of professions and professionalisation of academia (Stock et al. 2023). On the other hand, we can observe a moving of the goal posts as an act of domination and exclusion: without the right pedigree there is no access to elite positions (Friedman and Laurison 2019). This can, secondly, be understood only by reconsidering the second part of capital theory: interchangeability. The theorem relies on a unified market where all participants are equally eligible to exchange economic for cultural capital and vice versa. However, like labour markets, markets for capital exchange are highly fragmented and for the disadvantaged, changing the marketplace comes with worse exchange rates or high fees. Since the disadvantaged cannot pay these fees, (intergenerational) social mobility becomes incomplete or fragmented. HE bears special responsibility in this regard, since it alters and accelerates this "alienating universalisation" inherent to education systems in capitalist states (Bourdieu 2020). Thus, (public) HE was never an engine for climbing the social ladder up to the elite echelons, but a tool for the (re)arrangement of intermediate and transclasse (Jaquet 2023) positions. While this does not provide or bolster educational justice, we argue that there is a point in turning the system against itself. Contemporary elite (formation) is hardly dependent on reproduction through (public) HE institutions but recruits itself from political and economic networks, heavily inclined to the (far) right. Instead, the sector of the democratic public most dependent on HE nowadays has become civil society: from Chile to Germany, from Santiago to Riesa and Gießen, students, often in negligence of individual social mobility, have (once again) become the vanguards and vigilantes of social progress.

Publication bibliography

Atkinson, Will (2016): Beyond Bourdieu. From genetic structuralism to relational phenomenology. Cambridge, England: Polity Press.

Bourdieu, Pierre (2008): The bachelors' ball : the crisis of peasant society in Béarn / Pierre Bourdieu ; translated by Richard Nice. Cambridge: Polity.

Bourdieu, Pierre (2020): On the state : lectures at the Collège de France, 1989-1992 / Pierre Bourdieu ; edited by Patrick Champagne, Remi Lenoir, Franck Poupeau, and Marie-Christine Rivière ; translated by David Fernbach. Paperback edition. Cambridge: Polity.

Bourdieu, Pierre; Passeron, Jean-Claude (1979): The inheritors. French students and their relation to culture. Chicago: Univ. of Chicago Press.

Friedman, Sam; Laurison, Daniel (2019): The class ceiling: Policy Press.

Jaquet, Chantal (2023): Transclasses. A theory of social non-reproduction. London, New York: Verso.

Stock, Manfred; Mitterle, Alexander; Baker, David P. (2023): Academization: A New Perspective on Occupations. In Manfred Stock, Alexander Mitterle, David P. Baker (Eds.): How Universities Transform Occupations and Work in the 21st Century: The Academization of German and American Economies: Emerald Publishing Limited, pp. 1–24.

MERITOCRACY'S WINNERS? YOUNG WOMEN'S EXPERIENCES OF 'EARNING WHILE LEARNING' UK HIGHER EDUCATION

Kim Allen (University of Leeds) · **Kirsty Finn** (University of Manchester, United Kingdom) · **Rachel Cohen** (City-St. Georges, University of London) · **Kate Hardy** (University of Leeds)

gender inequality | graduates | student work

In the UK, universities are seen as a key driver of social mobility (Brooks et al. 2025; Reay 2021) with meritocratic discourses around aspiration and hard work underpinning decades of widening access and participation initiatives across successive governments (Harrison and Waller 2018). Celebratory narratives point to the increasing percentage of young people from diverse and disadvantaged backgrounds attending university each year, and the position of young women – who outnumber their male counterparts by 52% to 40% (Bolton and Lewis 2025) –as meritocracy's winners; hard working, savvy and entrepreneurial (Allen and Finn 2024). Notwithstanding data on women's participation, and the vocal concerns about young men 'missing out' on the promises of meritocracy via university (Hilman 2025), recently there has been significant and growing attention on inequalities within the university experience relating to an increasing number of students taking on paid employment during study (Neves et al. 2025; Adams 2024). In both wider policy discourse and academic literature, 'earning while learning' (hereafter, EwL) is typically presented in binary terms; as positive for developing young people's labour market experience and 'employability', or as hindering students' ability to fully engage in their academic studies and risking their degree outcomes and future prospects. Given that women graduates are already likely to earn 6% lower than male graduates one year after study (Bolton and Lewis 2025), the impact of EwL on the apparent winners of meritocracy needs further interrogation. To do this, this paper draws on data from a three-year, ESRC-

funded, mixed-methods study (2022-2026) that examines patterns of EwL in England longitudinally, and through young women's own narratives of working during full-time education and their earliest post-study labour market experiences. We present our data to show that women students are 50% more likely than men to undertake EwL and whilst there is very little difference in pay for men and women, this is because student pay is generally low for all (Zhong et al 2025). Whilst our quantitative findings highlight classed, raced and gendered inequalities in engagement in EwL, they show that working while in university does not impact the quality of degree outcomes nor occupation. However, for young women, working long-hours during university lowers the likelihood of progression into senior roles. The paper moves from these headlines into a deeper interrogation of young women's everyday experiences of EwL through analysis of 16 focus groups that reveals the struggles of women students' early exposure to poor pay, abuse and burnout (Hardy et al. 2026) but also how these sit in tension with the ways EwL brings opportunities for agency and social connection and independence. The paper illuminates how the diverse experiences and structuring of EwL in England shapes women's negotiations of, and cruel attachments to (Berlant 2011), meritocratic discourses of success both in the present and the future.

Adams, R. (2024). More than half of UK students working long hours in paid jobs. The Guardian

Allen, K., and Finn, K. (2024). '#GirlBossing the university side hustle: Entrepreneurial femininities, postfeminism and the veneer of 'female success' in times of crisis'. European Journal of Cultural Studies, 27(3), 333-351.

Berlant, L. Cruel Optimism. Duke University Press

Bolton, P. and Lewis, J. (2025). 'Equality of access and outcomes in higher education in England', House of Commons Research Briefing. December 16, 2025.

Brooks, R., Hart, B., Henseke, G., Mills, D., Robson, J., & Xu, X. (2025). 'Degrees of Difference. Intergenerational Social Mobility and Higher Education Internationally: A Comparative Perspective'. Sutton Trust.

Hardy, K., Finn, K., Allen, K., Cohen, R., Kill, C., & Zhong, M. R. (forthcoming) 'Student workers as proto-workers: 'experience', quitting and the production of consent' The Sociological Review. Special Issue: 45 Years of 'Manufacturing Consent' (Eds. Manolchev, C., Nolan, C. and Paton, K.). Accepted 5 December 2025

Harrison, N. and Waller, R. (2018) 'Challenging discourses of aspiration: The role of expectations and attainment in access to higher education'. British Educational Research Journal, 44: 914-938. https://doi.org/10.1002/berj.3475

Hilman, N. (2025) 'Half a million men have missed out on higher education', Higher education Policy Institute [blog]. March 20, 2025.

Joshi, H., Bryson, A., Wilkinson, D., and Ward, K. (2021). 'The gender gap in wages over the life course: Evidence from a British cohort born in 1958'. Gender, Work & Organization, 28(1), 397-415.

Reay, D. (2021). 'The working classes and higher education: Meritocratic fallacies of upward mobility in the United Kingdom'. European Journal of Education, 56(1), 53-64.

https://www.bbc.co.uk/news/articles/cn0e2kkegg6o

Neves, J., Freeman, J. Stephenson, R. and A. Rowan (2025) 'Student Academic Experience Survey 2025', Higher Education Policy Institute

Zhong, M. R., Cohen, R. L., Allen, K., Finn, K., Hardy, K., & Kill, C. (2025). Equally bad, unevenly distributed: gender and the 'black box'of student employment. The British Journal of Sociology, 76(4), 828-840.

MERITOCRACY AND UNIVERSITY CHOICE: DECISION-MAKING LOGICS AMONG HIGH-ACHIEVING AFFIRMATIVE ACTION STUDENTS IN ECUADOR

María Francisca Bustamante Sage (Universitat Autonoma de Barcelona, Spain)

Meritocracy | University choice | Affirmative action

Merit-based admission systems frame access to higher education as the outcome of individual effort and academic achievement, suggesting that opportunities should be allocated fairly on the basis of merit (Mijs, 2016; Reay, 2020). However, access remains deeply stratified, with students unevenly distributed across institutions and programs with different levels of prestige and selectivity, reproducing inequalities of class, gender and ethnicity (Brunner & Labraña, 2020; McCowan, 2016). Academic performance hierarchically classifies applicants while legitimizing these differences as merit, even though achievement itself is shaped by social origin and educational inequalities (Liu, 2011; Reay, 2021). Educational choices, in turn, cannot be understood as purely individual decisions but as relational processes shaped by the interaction between social structures, institutional arrangements and students' dispositions (Bourdieu & Passeron, 1990; Hodkinson & Sparkes, 1997). In Ecuador, despite higher education reforms introduced in 2010 aimed at democratizing access, including tuition-free public university education and affirmative action policies for historically excluded groups, inequalities persist and barriers remain for Indigenous and low-income students (Ponce & Carrasco, 2017; Rivera, 2019). This paper explores how, despite high academic performance, students from historically excluded groups navigate the tensions between the promise of meritocratic access and the social constraints that shape their educational choices

and horizons of possibility. Drawing on a qualitative approach, the study uses data from 26 semi-structured interviews with affirmative action students who achieved high scores in the national admission exam at the Universidad Central del Ecuador. The findings identify four distinct logics of university choice, structured around orientations toward risk and the future. A maximization logic leads students to strategically pursue highly selective programs through knowledge of admission rules and family pressure toward prestigious careers. An entry assurance logic prioritizes securing admission over preferred programs, driven by perceptions of the process as uncertain and limited knowledge of the system. A confidence in entry logic involves lower systemic tension and more vocational decisions, although self-limitation emerges through perceptions of personal ability. These three logics share individualised and positional orientations toward the future, distancing students from the structural conditions shaping their trajectories and resonating with meritocratic narratives. A fourth logic operates differently. More frequently articulated by women and Indigenous students, it frames career choices in relation to collective experiences, community commitments and transformative aspirations, challenging the individualised and positional terms through which meritocratic futures are typically constructed (Webb & Sepúlveda, 2020). Taken together, these findings show that access to selective university programs cannot be understood solely as the outcome of individual merit or instrumental decision-making, but as a relational and socially conditioned process. Moreover, the experiences of affirmative action students in their transition to higher education reveal the limits of policies focused exclusively on distributive or compensatory mechanisms of access, and the need to incorporate broader conceptions of justice that attend to recognition (Fraser, 2008) and the relational dimensions through which educational choices and transitions are constructed (Lynch et al., 2021).

Bourdieu, P., & Passeron, J. (1990). Reproduction in education, culture and society. In Trans. Nice, R. London: Sage.

Brunner, J. J., & Labraña, J. (2020). The transformation of higher education in Latin America: from elite access to massification and universalisation. Higher Education in Latin America and the Challenges of the 21st Century, 31–41.

Fraser, N. (2008). Social justice in the age of identity politics: Redistribution, recognition, and participation. In Geographic thought (pp. 72–89). Routledge.

Hodkinson, P., & Sparkes, A. C. (1997). Careership: A sociological theory of career decision making. British Journal of Sociology of Education, 18(1), 29–44. https://doi.org/10.1080/0142569970180102

Liu, A. (2011). Unraveling the myth of meritocracy within the context of US higher education. Higher Education, 62(4), 383–397. https://doi.org/10.1007/s10734-010-9394-7

Lynch, K., Kalaitzake, M., & Crean, M. (2021). Care and affective relations: Social justice and sociology. The Sociological Review, 69(1), 53–71. https://doi.org/10.1177/0038026120952744

McCowan, T. (2016). Three dimensions of equity of access to higher education. Compare, 46(4), 645–665. https://doi.org/10.1080/03057925.2015.1043237

Mijs, J. J. B. (2016). The unfulfillable promise of meritocracy: Three lessons and their implications for justice in education. Social Justice Research, 29, 14–34.

Ponce, J., & Carrasco, F. (2017). Acceso y equidad a la educación superior y posgrado en el Ecuador, un enfoque descriptivo. Mundos Plurales - Revista Latinoamericana de Políticas y Acción Pública, 3(2), 9. https://doi.org/10.17141/mundosplurales.2.2016.2841

Reay, D. (2020). The Perils and Penalties of Meritocracy: Sanctioning Inequalities and Legitimating Prejudice. Political Quarterly, 91(2), 405–412. https://doi.org/10.1111/1467-923X.12829

Reay, D. (2021). The working classes and higher education: Meritocratic fallacies of upward mobility in the United Kingdom. European Journal of Education, 56(1), 53–64. https://doi.org/10.1111/ejed.12438

Rivera, J. (2019). Free higher education and its effects on access: Case of ecuador. Education Policy Analysis Archives, 27(February). https://doi.org/10.14507/epaa.27.3776

Webb, A., & Sepúlveda, D. (2020). Re-signifying and negotiating indigenous identity in university spaces: a qualitative study from Chile. Studies in Higher Education, 45(2), 286–298. https://doi.org/10.1080/03075079.2018.1512568

D.07

Minorities Political Socialisation At School: Educational Inequalities And Critical Stances

PANEL CONVENORS: Maxime Michiels (UCLouvain, Belgium)

PANEL KEYWORDS: Political Socialisation, Diversity, Critical Stance

The diversity of class, gender and race between pupils has been extendedly studied from the perspective of (re)production of educational inequalities. However, school can also be conceived as a socialisation agent and a place of everyday life where pupils meet people from new horizons. By bringing together individuals with diverse sociological backgrounds, schools inevitably reproduce tensions inherent in social, gender, and racial divisions. This encounter with otherness involves not only the heterogeneous group of pupils but also school actors (teachers, principals, counsellors) and families. Hence, the question arises regarding the consequence of the mix of mass schooling and persistent and transforming educational inequalities (of race, gender and class) on political socialisation. This panel seeks to explore the processes of political socialisation arising from the subjective experience of educational inequalities. While the school system constructs distinctions and hierarchies among individuals, their transmission is not automatic. Facing the power of the institution, actors retain the capacity to critique, subvert, or attenuate the category of judgment. With this panel, we explore among other things what causes the shift between incorporation of the social, gendered and racial order to a more critical stance. How must the processes of political socialisation within minority groups in the school context be understood? Under which conditions does socialisation foster a critical stance toward the social, gendered and racial order? These are some of the questions this panel aims to analyse to improve our comprehension of the political dynamics occur during and after the school years.

“WHAT DO WE DO WITH THEM?” DISCOVERING THE ROMA IN ICELANDIC ELEMENTARY SCHOOLS

Marco Solimene (University of Iceland, Iceland)

Icelandic schools | Roma | stereotypes

During recent years, for the first time in Icelandic history, a relatively stable and conspicuous community of Roma (mostly from Romania) has formed in Reykjavík, the capital area. This paper presents the materials that emerged from the research project RomÍs: History and ethnography of Roma people in Iceland. In particular, it focuses on the results of an investigation conducted among personnel at Reykjavík elementary schools in the period 2022-24. Together with social workers, the personnel of Reykjavík's schools represented the main point of contact between the newly emerged Roma community and Icelandic institutions. The paper explores the process of (gradual) “discovery” of the Roma pupils in Icelandic classrooms. It also traces the dynamics that framed the encounter between teachers and school personnel, on the one hand, and Roma pupils and their families, on the other. It will be argued that Roma built their approaches with Icelandic schools on their previous experience with other non-Roma institutions (in Romania and other countries of migration). Icelandic teachers and other professionals, instead, had no previous experience of encounter with Roma and felt lacking in knowledge and know-how to approach Roma pupils and families properly. While fearing reproducing in Icelandic schools the inequalities and discrimination that target most Roma in Europe, many Icelandic teachers and professionals involved in the reception of Roma pupils and families manifested a mix of curiosity and unease towards what they perceived a Roma specific social, economic, and cultural background. In doing so, they mirrored stereotypical images existing in Icelandic collective imagery, which portray Roma as exotic, fascinating but also unsettling Others. Some also got in contact with bluntly negative stereotypes, which they accessed not only through mass and social media, but also through direct interactions with migrants and foreign institutions, whose “indoctrination” (cfr. Zembylas, 2022) on Roma-related issues risked poisoning educational settings. So far, contrary to most European countries (cfr. Lauritzen and Nodeland, 2018), Roma in Iceland are not faced with the reproduction of inequalities in educational settings, neither at the hands of school personnel nor of non-Roma pupils. This is also because teachers and professionals involved in the reception of Roma children and families cultivated a critical, reflexive stance towards their own assumptions and practices. This situation, however, is fragile as anti-Gypsyism might find fertile soil to grow. This paper thus reflects on the reasons behind the Icelandic peculiarity, as well as on the ever-present risk that educational settings end up mirroring and socialising societal distinctions, hierarchies, and racialization processes.

Lauritzen, S.M., & Nodeland, T.S. (2018). "What is the problem represented to be?" Two decades of research on Roma and education in Europe. Educational Research Review, 24, 148-169.

Zembylas M. (2022). Rethinking political socialization in schools: The role of 'affective indoctrination', Educational Philosophy and Theory, 54(14), 2480-2491. DOI: 10.1080/00131857.2021.2006634

SEXUALITY EDUCATION IN SCHOOLS: SOCIALIZATION SPHERES, GENDER POLITICAL SOCIALIZATION, AND INEQUALITY REGIMES

Sarah Gillo (Uclouvain, Belgium)

sexuality education | socialization spheres | gender political socialization

Education in Relational, Affective and Sexual Life (EVRAS) occupies a central place in educational policies aimed at promoting the sexual health of children and young people in French-speaking Belgium. Beyond its explicit goals, however, EVRAS also constitutes a public action instrument through which normativities of gender and sexuality are formulated, materialized, and transmitted. In light of this, this contribution offers a theorical perspective examining how EVRAS participates in the processes of gender political socialization among students, the ways in which young people internalize a critical relationship to gender relations and learn, negotiate, or contest the power structures inherent in them. Drawing on the concept of the inequality regime (Acker, 2006) – an analytical approach to the interrelated practices and meanings that sustain gender, class, and other social relations within organizations – this review also considers the links between inequalities present in the school institution and students' gender political socialization. The first part of the presentation discusses the foundations of comprehensive sexuality education (CSE), defined by UNESCO (2018) as "a curriculum-based process of teaching and learning about the cognitive, emotional, physical and social aspects of sexuality." This definition will be contrasted with the orientations specific to the French-speaking Belgian context, focusing on the gender and sexuality normativities prescribed in EVRAS policy texts. This section will also address the controversies surrounding EVRAS, particularly opposition expressed by some parents who view it as a threat to their educational authority or to the values they wish to transmit. These reactions illustrate the plurality of spheres contributing to the gender socialization of young people and shed light on conflicts of legitimacy between family and school. The second part examines how, in a context where EVRAS crystallizes tensions between familial prescriptions, school expectations, and broader social norms, gender socialization unfolds across its various spheres: family, school, peer groups, and youth sociability networks. Particular attention will be paid to individuals' agency in relation to norms, as well as to the school context according to schools' inequality regimes, in order to illuminate the effects of EVRAS on the gender political socialization of young people. The aim is to understand the conditions under which EVRAS may support the emergence of a critical stance toward gender relations or, conversely, contribute to the reproduction of gendered norms already present in young people's social environments. The concepts of conscientization (understanding the world) and conflictualization (taking a stand) (Druez & Durand, 2023) will provide a theoretical contribution for analysing how different postures shape young people's relationship to gender inequalities.

Acker, J. (2006). Inequality regimes: Gender, class, and race in organizations. Gender & society, 20(4), 441-464.

Druez, E., & Durand, M. (2023). Comment penser la socialisation politique des individus minorisés?. Revue française de science politique, 73(4-5).

UNESCO. (2018). International technical guidance on sexuality education: an evidence-informed approach.

WHEN INEQUALITIES FOSTER CRITIQUE STANCE. POLITICAL SOCIALISATION IN UNEQUAL SCHOOLING SYSTEM

Maxime Michiels (UCLouvain, Belgium)

Political Socialisation | Diversity | Critical Stance

When considering the relationship between schooling and politics, sociologists, from Durkheim to Bourdieu, have seen the school as an institution that socializes students to the norms, values, and hierarchies of society, thereby ensuring the stability of the social order (Durkheim, 1966/1922, 2012/1902; Bourdieu & Passeron, 1970). However, despite the growing importance of education in Western societies, we cannot ignore the rise of protest, social conflict, and defiance against the state (Roudet, 2012; Siblot, 2015; Sallenave, 2019). This context invites us to revisit the question of political socialization in schools. Based on ongoing ethnographic research, combining observation and interviews in two socially differentiated schools in French-speaking Belgium, I aim to show how the educational institution can foster both adherence to and resistance against the educational order. Through the concept of symbolic recycling (Lignier & Pagis, 2017), these dispositions can extend to the broader social order. Drawing on the works of Bourdieu (1970, 1977, 1982) and Willis (1977), as well as recent literature investigating political socialization in a broader context (Sapiro, 2004; Bargel & Darmon, 2017; Boughaba et al., 2018; Barrault-Stella et al., 2020; Haegel, 2020), I argue that the outcomes of the school's socializing function depend on students' subjective schooling experiences. These experiences are differentiated by a number of factors such as class, gender and race. The diversity of unequal experiences produces a diversity of relationships to school and to its principles of vision and division structuring both the academic and the broader social world.

Durkheim, É. (2012). L'éducation morale. Presses Universitaires de France.

Durkheim, É. (2023). Éducation et sociologie.

Roudet, B. (2012). Les jeunes, la politique et la démocratie. In Une jeunesse différente ? Les valeurs des jeunes Français depuis 30 ans. (La documentation Française).

Siblot, Y., Cartier, M., & Coutant, I. (2015). Sociologie des classes populaires contemporaines. Armand Colin.

Sallenave, D. (2019). Jojo, le Gilet jaune. In Jojo, le Gilet jaune (Vol. 5, p. 2-46). Gallimard. https://www.cairn.info/jojo-le-gilet-jaune--9782072859823-p-2.htm

Lignier, W., & Pagis, J. (2017). L'enfance de l'ordre : Comment les enfants perçoivent le monde social. Seuil.

Bourdieu, P., & Passeron, J.-C. (1970). La reproduction : Éléments pour une théorie du système d'enseignement. Éd. de Minuit. https://go.exlibris.link/Nm05lxR9

Bourdieu, P. (1977). Questions de politique. Actes de la Recherche en Sciences Sociales, 16(1), 55-89. https://doi.org/10.3406/arss.1977.2568

Bourdieu, P. (1982). Ce que parler veut dire : L'économie des échanges linguistiques. Fayard.

Willis, P. E. (avec Hœpffner, B., Laurens, S., & Mischi, J.). (1977). L'école des ouvriers : Comment les enfants d'ouvriers obtiennent des boulots d'ouvriers. Agone.

Sapiro, V. (2004). Not your parents' political socialization : Introduction for a new generation. Annual Review of Political Science, 7(1), 1-23. https://doi.org/10.1146/annurev.polisci.7.012003.104840

Bargel, L., & Darmon, M. (2017). Socialisation politique : Moments, instances, processus et définitions du politique. Politika.

Boughaba, Y., Dafflon, A., & Masclet, C. (2018). Introduction. Socialisation (et) politique. Intériorisation de l'ordre social et rapport politique au monde. Sociétés contemporaines, 112(4), 5-21. Cairn.info. https://doi.org/10.3917/soco.112.0005

Barrault-Stella, L., Bongrand, P., Hugrée, C., & Siblot, Y. (2020). Les rapports à l'école comme rapports à l'État. Politix, 130(2), 7-22. https://doi.org/10.3917/pox.130.0007

Haegel, F. (2020). Political Socialisation : Out of Purgatory? 61(3), 333-364. https://doi.org/10.1017/S000397562000017X

LISTENING OTHERWISE: WITNESSING NARRATIVES OF YOUTH OF COLOR IN URBAN EDUCATION

Zehra Colak (Utrecht University, Netherlands, The)

listening | youth | methodology

In this article, I want to discuss how I grappled with listening as an ethical relational practice in my research on the belonging of youth of color at an urban Dutch pre-vocational secondary education school. As an immigrant researcher of color, I noticed how my ability to receive the experiences of students in my research was shaped by my own implicit expectations, such as concerning their future aspirations. Drawing on the insights of Anastas and colleagues (2025), I approach listening in my research an instrument for caring for and witnessing the diverse stories of youth of color that are often silenced by dominant power structures. This is particularly important for addressing our responsibility as researchers in challenging unethical and extractive research practices that seek ownership. I illustrate through two guiding themes

and empirical examples how I aimed to engage in the work of 1: listening beyond damage and 2: listening to wisdom in my research. First, by paying attention not only to the stories of pain and discrimination but also to experiences of belonging and joy in school, I looked for ways of listening beyond damage, following Eve Tuck (2009), to understand the complexity of how youth of color experience schooling. Having previously researched racism and discrimination experiences of youth in education, shifting my orientation towards stories and feelings of belonging in school has challenged but also expanded my capacity to listen in ways I was not prepared for. Second, listening to the wisdom meant witnessing how the youth engaged in a critical analysis of the dehumanization and belonging they experienced across different schools, and openness to the ways they envisioned their professional futures, even when these did not align with societal notions of success. Overall, this work seeks to expand conversation on ethical and caring ways of doing qualitative research through otherwise listening of the layered and diverse stories of youth in contexts of educational and systemic inequities. Bio: F. Zehra Çolak is a postdoctoral researcher and lecturer working on educational inequities and youth belonging. Her research lies at the intersection of sociology, education, and psychology and draws on the insights of critical theories to trace how justice-oriented pedagogies and belonging emerge as situated practices across urban school classrooms and community-based spaces. Through collaborative and participatory research, her work explores alternative ways of engaging with communities and youth marginalized by dominant power structures. Institution: Utrecht University, Department of Education Email: f.z.colak@uu.nl

Anastas, A., Gabri, R., & Vázquez, R. (2025). The weak power of listening: A conversation between Ayreen Anastas, Rene Gabri and Rolando Vázquez. In S. Loveless, T. Rennie, M. Søndergaard, & F. Zinovieff (Eds.), Situated listening: Attending to the unheard (pp. 95–108). Routledge.

Tuck, E. (2009). Suspending damage: A letter to communities. Harvard Educational Review, 79(3), 409–427. https://doi.org/10.17763/haer.79.3.n0016675661t3n15.

POLITICAL SOCIALIZATION OF URBAN LOWER-CLASS YOUTH IN SCHOOLS: THE ENCOUNTER BETWEEN THE EDUCATIONAL FIELD AND THE “SUBFIELD”

Géraldine André (UCLouvain Belgique, Belgium)

Political Socialization | Urban Lower-Class Youth | Subfield

Based on the results of a collective, multi-site, and multi-phase fieldwork conducted in some of Brussels' most disadvantaged neighborhoods, involving nearly one hundred young people (aged 18-30), mainly from lower social classes and primarily of second-generation immigrant backgrounds (mainly Turkish, Moroccan, Congolese), this presentation aims to contribute to debates about how young people from urban lower classes are politically socialized within the school environment, as well as their so-called political passivity. Research in political and social sciences on political socialization —particularly related to institutional and electoral forms of politics—indicates that political engagement tends to increase with higher levels of education and qualifications (Evans, Stubager & Langsather 2022, Kohn 2018; Gozzo & Sampugnara 2016). Specifically, within schools, social inequalities affect access to activities like serving as class representatives or participating in school events on societal issues, which foster political involvement (Hoskins, Janmaat & Melis 2017). Overall, schools and citizenship courses typically involve students in politics only minimally and often reinforce existing inequalities (Percheron 1984; Douniès 2019). However, beyond phenomena such as the political dispossession of lower-class youth from activities related to institutional politics—especially as demonstrated by quantitative research—there is a resurgence of the French tradition of political socialization (Mayer & Muxel 1993), where socialization encompasses processes through which youth internalize and adopt social norms, both vertically and horizontally, from various agents like school, family, work, media, and peers (Bargel 2020; Boughaba et al. 2019; Galland 2022; Can 2025; Michiels 2025). In this trend, a Bourdieusian-inspired qualitative sociology has started examining how working-class youth and their families are differently socialized into political participation through their daily but unequal interactions with schools (Barrault-Stella, Bongrand, Hugrée & Siblot 2020; Millet & Thin 2020). Although these studies are both stimulating and promising, the dominant categories within the education field tend to portray young people from working-class backgrounds as more passive than their more privileged counterparts in these processes. Against this trend, this presentation aims to understand the processes of political socialization among young people from working-class backgrounds within the school setting, situating them at the intersection of the school field and what we conceptualize as the 'sub-field'. By

combining Bourdieu's theory with cultural and subaltern studies (Willis 1977, Scott 1985 & 1990), our initial argument is that the processes of political socialization of working-class youth within the school field are often studied only by reflecting the effect of the dominant legitimacy, highlighting a rather passive role within the school environment. Second, we introduce the concept of 'sub-field', which is essential for understanding how deprived neighborhoods function as a result of urban segregation dynamics and how they can lead to different forms of consciousness, identification, and political belonging among young people from working-class backgrounds. Third, we demonstrate how 'infra-politics' (Scott 1985 & 2006) which develop among young people from working-class backgrounds and minorities—leaving 'few traces in the public record' (Lazzeri 2012) , and shaped by informal collective relationships and organizations within neighborhoods—come into tension with the logics and categories within the educational institution.

Boughaba, Y., Dafflon, A., & Masclet, C. (2018). Introduction. Socialisation (et) politique. Sociétés Contemporaines, 2018/4 (N° 112), 5-21.

Barrault-Stella, L., Bongrand Ph., Hugrée C., Siblot Y. (2020), Les rapports à l'école comme rapports à l'Etat, Politix, 130 (2): 7-22.

Bargel L., Darmon M. (2017), Socialisation politique : Moments, instances, processus et définitions du politique.

Hilgers M. & Mangez E. (2015), Bourdieu's Theory of Social Fields. Concepts and applications, Abingdon & New York: Routledge.

Lazzeri, C. « Domination, rationalité et résistance : « l'infra politique » des groupes subalternes de James C. Scott », Sociologie [En ligne], N° 4, vol. 12 | 2021, mis en ligne le 05 octobre 2021, consulté le 15 mars 2026. URL : http://journals.openedition.org/sociologie/9418.

Percheron A., 'La socialisation politique : un domaine de recherche encore à développer', International Political Science Review / Revue internationale de science politique, vol. 8, n° 3, 1987, p. 199-203.

Scott J. C. (1976), The Moral Economy of the Peasant. Rebellion and Subsistence in Southeast Asia, New Haven/Londres, Yale university Press.

DOI : 10.12987/9780300185553

Scott J. C. (1985), Weapons of the Weak. Everyday Forms of Peasant Resistance, New Haven/Londres, Yale university Press. DOI : 10.12987/9780300153620

Scott J. C. (1998/2021), Seeing Like a State. How Certain Schemes to Improve the Human Condition Have Failed, New Haven/Londres, Yale university Press. Références à la traduction française de 2021, L'Œil de l'État. Moderniser, uniformiser, détruire, Paris, La Découverte.

Scott J. C. (2006), « Infra politique des groupes subalternes », Vacarmes, no 36, p. 25-29.

DOI : 10.3917/vaca.036.0025

Willis P. (1981[1977]), Learning to Labour: How Working Class Kids Get Working Class Jobs, Saxon House (UK), Columbia University Press.

D.08

Practices of Freedom in Democratic Schooling: Policies, Reflections and Actions to Prevent and Counteract Early School Leaving

PANEL CONVENORS: Luisa Zecca (University of Milan-Bicocca, Italy); Francesca Davoli (Universitat de Vic – Universitat Central de Catalunya)

PANEL KEYWORDS: early school leaving, pedagogical innovation, decolonial social justice

Educational systems grounded in democratic principles should ensure that every learner - regardless of sociocultural, linguistic, economic, and any other form of structural disadvantage background - must access meaningful opportunities for growth and emancipation. In this perspective education is both the process and the precondition for sustaining a democratic society and enabling full citizenship (Dewey, 1916). It is only through a genuinely democratic education that a practice of freedom can take place, allowing vulnerable groups to liberate themselves and to critically read and transform the world (Freire, 1970). Yet international data on early leaving from education reveals persistent inequalities that undermine these ideals: rates of school dropout remain disproportionately high among socio-economically vulnerable communities (Eurostat, 2024).These dynamics demonstrate that the promise of democratic education is far from being fulfilled. Thus, to ensure truly equitable education - from early childhood through upper secondary schooling - it is required not only preventing early school leaving but also addressing its structural ecosystemic roots. This panel invites empirical and theoretical contributions that explore early school leaving as a complex phenomenon and that propose innovative approaches for its prevention and contrast. We welcome studies focused on policies, pedagogies, teacher education, family–school–community partnerships, and decolonial or justice-oriented frameworks capable of redesigning education as a space of inclusion, social cohesion, and democratic belonging for all learners. Each contribution should present in-depth theoretical assumptions, accompanied by a clear description of the study design (e.g., ethnography, action research, case studies…) and include relevant results.

GROUNDING DEMOCRATIC PRACTICES: AN ALTERNATIVE SCHOOL COMMUNITY ADDRESSES SOCIO-NATURAL PHENOMENA

Andrea Barrientos Soto (Universidad de Granada, Spain)

Democratic Practices | Social Human Capital | Alternative Schools

This presentation will explain the findings of a case study to highlight the key aspects of democratic practices and activities used in resilience building in an alternative educational community following Hurricane Maria (2017) in Puerto Rico. The analysis emphasizes the role of schools as entities that acted appropriately when governments failed to respond promptly and effectively to the crisis (Amnesty International, (2018). Schools, as “protective collectives” (Vargas-Díaz & Zambrana-Ortiz, 2019), extending beyond their physical facilities, also undertook the work of building resilience—psychological, emotional, physical, and community-based—resulting from the interaction between protective and risk factors, both individual and environmental (Celinski & Allen, 2017). However, to effectively strengthened protective factors that will mitigate losses of the human ecology, this must be accompanied by cultivating critical thinking in students and, in adults, promoting a democratic culture of care (Gilligan, 1982) within the community, delegating and co-working on community solutions, seeing the Otherness within the community (Falcón, 2008), as well as continuously cultivating human social capital (Putnam, Leonardi & Nonetti, 1995). Alternative schools are in a particular favourable position to enhance these democratic practices which allow its participants -early school leavers from economically disadvantaged communities-, to encourage a sense of belonging and commitment (Barrientos, 2022). Community understanding of the causes and effects of socio-natural phenomena requires a critical and preventative approach, geared towards the active development of resilience and social justice, as Fraser (1996) described it, encompassing redistribution and representation. Prioritizing the development of democratic practices is a strong tool to nurture the internal strength to become “resilient to vulnerability" in alternative schooling environments. By grounding theoretical and technical elements in the school community´s realities and worldviews, the result will be a school community that may positively enhance its future autonomy, equilibrium, and peace.

Amnistía Internacional. (2018). Puerto Rico: Un año después del huracán María.
https://shre.ink/DbLZ
Barrientos-Soto, A. (2022). Revisión crítica de la historia y desarrollo de la educación
alternativa y las escuelas de segunda oportunidad. Revista de Humanidades, 45, 171-196. https://shre.ink/DbLX

Celinski, M. J., & Allen, L. M. III. (2017). Universality of the challenge—resilience—
resourcefulness model. In U. Kumar (Ed.), The Routledge international handbook of psychosocial resilience (pp. 59–74). Routledge/Taylor & Francis Group.
Falcón, M. I. (2008). Anotaciones sobre identidad y "Otredad". Revista Electrónica de
Psicología Política, 6(16). https://shre.ink/DbLh
Fraser, N. (1996). Social justice in the age of identity politics: Redistribution, recognition, and participation. The Tanner Lectures on Human Values, Stanford University, 1996. https://shre.ink/DbLN
Gilligan, C. (1982). In a different voice. Harvard University Press.
Putnam, R. D., Leonardi, R., & Nonetti, R. Y. (1995). Making democracy work: Civic
traditions in modern Italy. Princeton University Press.
Vargas-Díaz, S., & Zambrana-Ortiz, N. (2019). De regreso a la escuela luego del huracán María: Factores protectores que promueven los maestros luego de un desastre socionatural. Revista de Educación de Puerto Rico, 2(2), 1-26. https://shre.ink/DbLP

STUDENT PARTICIPATION AND SCHOOL DEMOCRACY: A THEORETICAL-CONCEPTUAL CONTRIBUTION FROM PRACTICE IN FIVE SECONDARY SCHOOLS IN SPAIN

Laura Farré-Riera (Universitat de Vic - Universitat Central de Catalunya, Spain) · **Albert Torrent-Font** (Universitat de Girona, Spain) · **Josep Castillo-Adrián** (Universitat de Vic - Universitat Central de Catalunya, Spain) · **Marta Garcia-Molsosa** (Universitat de Vic - Universitat Central de Catalunya, Spain)

school democracy | participation | multiple case study

The importance of incorporating student participation in school life as a fundamental pillar of education for democratic citizenship has been emphasised in academic literature and political agendas in recent decades. Authors such as Bauman (2008) and Brown (2015) argue that social atomisation, neoliberal logics and intersectional inequalities are eroding the foundations of democracy. However, although policy frameworks increasingly recognise student participation as central to democratic citizenship, research shows a gap between official discourse and school practice (e.g. Farstad, 2015; Martínez et al., 2023; Tursunović 2005). Moreover, qualitative studies exploring students' lived experiences of democracy remain limited (Haraldstad et al., 2021). The study we present addresses this gap by analysing the discourses of students, teachers and management teams in five secondary schools in Spain. Drawing on Feu et al. (2016) four-dimensional model of school democracy—governance, coexistence, alterity and ethos—it examines how student participation is understood and enacted, identifying elements that either approach or diverge from a fully democratic school model. To this end, a multiple case study was designed, incorporating the perspectives of 15- to 16-year-old students (n = 32), teachers (n = 21) and management teams (n = 8) from five secondary schools in Spain. This includes schools in high-need areas with high dropout rates. Throughout the thematic analysis process, the results are presented according to their theoretical and conceptual relevance. This enables the identification of facilitators and barriers to student participation in schools in relation to the concept of school democracy, including structural, relational, cultural, ethical, and pedagogical aspects. The analysis focuses on practices aimed at enhancing students' participation in secondary schools and strengthening their engagement with education and society as a strategy to prevent early school leaving. Indeed, according to the participants, the main challenge of school democracy in terms of participation is making students feel like co-participants in the educational community and fostering a shared identity. This aspect occupies a central position in the participants' narratives. In this regard, the key factors identified in the study are: 1) fostering social relationships between peers and between students (and their families) and teachers; 2) respecting and valuing differences; 3) implementing activities and methodologies that encourage students to play an active role; and 4) promoting activities, subjects and/or projects that encourage students to engage with their local community. Additionally, the study reaffirms the need to move toward a conception of participation as a structural dimension of the educational project of secondary schools, one that goes beyond the classic representative model and incorporates everyday practices of deliberation, co-responsibility, and collective action (Cook-Sather, 2020; Lozano-Estivalis et al., 2023), while also opening the debate on the meaning, forms, and limits of school democracy in broader terms.

Bauman, Z. (2008). Una nova escena del drama entre vell i jove. Generalitat de Catalunya.
Brown, W. (2015) El pueblo sin atributos. Malpaso.
Cook-Sather, A. (2020). Student voice across contexts: Fostering student agency in today's schools. Theory Into Practice, 59(2), 182-191. https://doi.org/10.1080/00405841.2019.1705091

Farstad, S. A. G. H. K. (2015). Searching for democracy: A study of democracy in education in English and Norwegian secondary schools (Tesi de màster). University of Oslo.

Feu, J., Simó, N., Serra, C. y Canimas, J. (2016). Dimensiones, características e indicadores para una escuela democrática. Estudios Pedagógicos, 42(3), 449-465. https://doi.org/10.4067/S0718-07052016000400024

Haraldstad, Å., Tveit, A. D., & Kovač, V. B. (2021). Democracy in schools: qualitative analysis of pupils' experiences of democracy in the context of the Norwegian school. Cambridge Journal of Education, 52(1), 73–89. https://doi.org/10.1080/0305764X.2021.1935738

Lozano-Estivalis, M., Segarra-Arnau, T. y Traver-Martí, J.A. (2023). La democracia participada en procesos de transformación escolar. Estudio de caso. Revista Complutense de Educación, 34(1), 231241. https://dx.doi.org/10.5209/rced.83670

Martínez, M., Esteban, M. B., & Oraison, M. (2023). Educación, esferas de participación y ciudadanía. Bordón. Revista De Pedagogía, 75(2), 11–25. https://doi.org/10.13042/Bordon.2023.100507

Tursunović, M. (2005). The Swedish school as an arena for nurturing the democratic impulse. Kakanien Revisited, (1), 1–10.

AUTONOMY, COEXISTENCE, AND PARTICIPATION: THE DEMOCRATIC VALUE OF PEER RELATIONSHIPS IN NURSERY SCHOOLS

Berta Vila-Saborit (Universitat de Vic-Univertitat Central de Catalunya, Spain)

Early childhood interactions | democratic coexistence | nursery school

Interactions between young children are key to understanding how the foundations for participation and belonging are articulated from early childhood. Various pedagogical approaches agree that educational democracy requires environments that guarantee pupils' dignity, promote genuine forms of participation and address the structural causes that give rise to exclusion or inequality. These premises find an obvious parallel in the role that daily interactions between children in the early years of life play in the nursery school context, as they shape relational spaces where autonomy, negotiation, peer care and coexistence are at play. Firstly, children's interactions constitute early practices of freedom and democracy. Democratic and critical pedagogies, represented by authors such as Dewey and Freire, argue that democracy is learnt by living and practising it in everyday life, especially in relationships (Dewey, 1997; Freire, 2000). From this perspective, children's spontaneous interactions—negotiating meanings, listening and being listened to, managing conflicts and exercising autonomy—become experiences that anticipate incipient forms of agency and democratic coexistence. A well-designed early years setting, as a mindful context, is a space where participation and individual responsibility in collective endeavour are put into practice, and not merely a place where rules or values are taught in an abstract way. Secondly, educational research indicates that participation, voice and trusting relationships become protective factors against early school leaving, especially in contexts characterised by social inequalities. When, from early childhood, environments are provided where the child is listened to, cooperation is promoted and relationships are valued, conditions are created that foster well-being, educational continuity and a bond with the school. In this context, a significant contribution is made through a qualitative study that analyses in depth the interactions between children aged 1 to 3.5 years in nursery school. Through a process of direct and systematic observation, the relational network that emerges from the children's daily lives is described and classified, and the nature, the duration and complexity of interactions in natural situations, offering a glimpse into the richness and diversity of these early forms of relationship that are the basis of a participatory and democratic education. The results reveal the richness, variety and sociocognitive value of these relationships, demonstrating that children learn from and with their peers and that their interactions constitute mechanisms of mutual learning, the construction of agency and socio-emotional development. This empirical corpus reinforces the idea that true democratic education begins in the early years of life by showing that early interactions operate as genuine practices of freedom and coexistence, anticipating forms of participation and social engagement characteristic of participatory education. In summary, interactions between young children can be understood as the first manifestation of a daily democratic practice. These experiences foster the building of bonds and the creation of caring and belonging environments, thus contributing to the prevention of future inequalities. Indeed, the need is highlighted to address early childhood as a privileged space for promoting democratic education practices from day one.

Dewey, J. (1997). Experience and education. Touchstone. (Obra original publicada el 1938)

Freire, P. (2000). Pedagogy of the oppressed (30th anniversary ed.). Continuum. (Obra original publicada el 1970)

Vila-Saborit, B. (2021). Créixer junts: les interaccions entre infants d'1 a 3 anys. Dos estudis de cas: Montessori Schoolhouse i Escola Bressol Municipal Pa amb Xocolata (Tesi doctoral). Universitat de Vic-Universitat Central de Catalunya

PEER TUTORING IN A NEIGHBOURHOOD-BASED SERVICE AND TEACHER EDUCATION: BOUNDARIES, ALLIANCES, AND LEARNING PATHWAYS TO COUNTER EARLY SCHOOL LEAVING

Maddalena Cocco (Università degli Studi di Milano-Bicocca, Italy) · **Claudia Fredella** (Università degli Studi di Milano-Bicocca, Italy) · **Franco Passalacqua** (Università degli Studi di Milano-Bicocca, Italy)

early school leaving | non-formal education | pre-service teacher education

Early school leaving is increasingly understood as the outcome of intertwined educational, social and cultural processes, calling for systemic approaches that connect schools with territorial resources and non-formal educational services (European Commission, 2020; Pandolfi, 2017; Save the Children, 2025). Yet, in many contexts, schools struggle to recognize after-school settings as a pedagogical infrastructure, often treating them as ancillary support (Jilink, Leseman, Slot & Gevers, 2025). This paper addresses this tension by focusing on the professional learning of pre-service primary teachers and their capacity to "see" and interpret didactic processes occurring beyond the classroom (Passalacqua, 2022), with specific attention to peer tutoring practices in a community-based service. The study is situated in San Siro (Milan), within the "L'ABC del quartiere" service, a polyfunctional educational centre aimed at preventing educational vulnerability and supporting learning in a complex multicultural area. The service is managed by a multidisciplinary team, under the scientific supervision of Prof. Zecca (University of Milan-Bicocca) and educators and student-teachers get involved through internship pathways and community service learning programs (Fredella, 2025; Zecca 2024). In line with previous work on individualized tutoring in ABC (Cotza, Coacci, Fredella, 2025), the focus is on tutoring interactions as intentional dialogic practices that support learning through scaffolding, co-construction of meaning, and the mediation between formal school demands and meaningful educational activities. We examine a training experiment within the third-year course "Metodologia della Ricerca Pedagogica" (Primary Teacher Education, University of Milano-Bicocca). Students carried out structured fieldwork in ABC (and other non-formal settings), combining an online briefing, a guided visit with agreed documentation, interviews with key actors, and a short research report focused on peer tutoring and the educational meaning of the school–after-school relationship. Data include explicitation interviews with ABC coordinators, course instructors, and approximately 12 participating students. A thematic analysis examines (1) students' initial representations of after-school services, (2) shifts in beliefs about learning, vulnerability and agency emerging from boundary crossing, and (3) students' recognition of after-school tutoring as didactic work that can be supported, translated and connected to schooling. Results indicate a reframing trajectory rather than a sharp conversion: students' initial tendency to interpret after-school mainly as homework support progressively expands towards a more articulated understanding of peer tutoring as situated pedagogy, in which relationships, dialogic mediation and pupils' agency are seen as educational levers that can sustain engagement and continuity between learning environments. We outline three practical implications: strengthen research-based placements in non-formal settings as guided inquiry (not simple visits) to build a shared language with community services. Sharpen the didactic focus through systematic observation tools targeting tutoring moves (tasks, scaffolding, feedback, participation). Finally, involve young peer tutors as co-informants, inviting them to narrate and explain their practices to make tacit strategies visible and foster school–after-school dialogue.

Cotza, V., Coacci, R., & Fredella, C. (2025). Modelli per co-costruire conoscenza: Le interazioni bambini-adulti nei tutoring individualizzati. In P. Sorzio & B. Bocchi (Eds.), I metodi per la ricerca sulle pratiche scolastiche per favorire l'apprendimento. Atti del convegno SIRD, Trieste 2025 (pp. 101–110). EUT Edizioni Università di Trieste.

European Commission. (2013). Reducing early school leaving: Key messages and policy support. Final Report of the Thematic Working Group on Early School Leaving.

Fredella, C. (2025). Tirocinio tra scuola e territorio: un'opportunità nella formazione iniziale degli insegnanti. In A. Bartolini et al. (a cura di), La formazione iniziale e continua degli insegnanti. Relazioni, comunicazione, metodi (pp. 160-164), Junior Conference Siped, Pensa MultiMedia.

L. Jilink, P. Leseman, P. Slot & M. Gevers (2025). The role of after-school programs in supporting social and emotional learning: A synthesis of systematic reviews. International Journal of Educational Research Open, 9, 100546.

Pandolfi L. (2017). Dispersione scolastica e povertà educativa: quali strategie di intervento? Lifelong Lifewide Learning, 13(30): 52-64. DOI: 10.19241/lll.v13i30.94.

Passalacqua, F. (2022). Il diritto all'istruzione tra scuola e comunità: un progetto laboratoriale di prevenzione alla dispersione scolastica. Education Sciences & Society, 1, 2022, 146-169.

Save the Children Italia. (2025). Senza filtri: XV Atlante dell'infanzia a rischio. www.savethechildren.it

Zecca, L. (2024). Professional identity in education between Community Service Learning and participatory action research. Pedagogia Oggi, 22(1), 40–46. https://doi.org/10.7346/PO-012024-05

BRIDGE BUILDERS THE ROLE OF EDUCATORS IN KINDERGARTENS FOR THE EARLY PREVENTION OF SCHOOL DROPOUT

Marion Lorenzon (Associazione La Strada-Der Weg ONLUS) · **Christa Ladurner** (Fondazione Forum Prävenzion) · **Heidrun Demo** (Libera Università di Bozen- Bolzano, Italy) · **Silvia Dell'Anna** (Libera Università di Bozen- Bolzano, Italy)

educational poverty | educator | kindergarten

This contribution is situated within the broader debate on “educational poverty”, acknowledging the ambivalent nature of this concept. On the one hand, the notion of educational poverty aims to compensate for inequalities experienced by children growing up in disadvantaged contexts (Bersanti, 2023; Milani, 2020). On the other hand, it risks reinforcing a deficit-based perspective, positioning individuals and families as “needy” and potentially obscuring broader social responsibilities (Arena, 2025; Finetti, 2023). The contribution focuses on selected final results of the “Il Ponte” (The Bridge) Project, coordinated by Associazione La Strada – Der Weg and funded by the social enterprise Con i Bambini. The project targeted preschool children attending ten kindergartens in South Tyrol. It was implemented in collaboration with several third-sector organizations, including Arciragazzi Bolzano, Cooperativa sociale EOS, Fondazione Forum Prävention, and Fondazione Südtiroler Kinderdorf ONLUS. The main objective of the project was to foster the creation of an inclusive educational environment capable of strengthening connections between kindergartens, families, and local services. This goal was pursued through the introduction of a dedicated educator figure within kindergartens. This professional role was designed to act as a “bridge” between different educational actors, supporting children’s development, facilitating communication with families, and promoting access to community resources. Educators carried out activities on three levels: within the kindergarten with children and teachers; in fostering cooperation between kindergartens and families; and in promoting collaboration between kindergartens and local services and organizations. The evaluation of the project was conducted by the Libera Università di Bolzano-Bozen using a participatory approach aimed at giving voice to professionals and families involved in the project. The research design adopted followed a convergent mixed-methods approach (Trinchero & Robasto, 2019), in which qualitative and quantitative data were collected with interviews and questionnaires in parallel and subsequently integrated into a comprehensive interpretative framework with the goals of describing the initial context, documenting implemented actions, and assessing perceived outcomes. Parallel to the evaluation process, the partner organizations—coordinated by Fondazione Forum Prävention—initiated a participatory process to define the professional profile, responsibilities, and functions of the educator within the kindergarten. This process aims to clarify the educator’s role in relation to kindergartens, families, and territorial services with the key objective to promote institutional recognition at the provincial level and move beyond project-based funding towards sustainable policy frameworks. The presentation will illustrate selected project activities, key outcomes emerging from the evaluation, and the current state of work on formalizing the educator’s role.

Arena M. (2025). Dipende dalla classe. Il Margine.

Barsanti A. (2023). Riconoscere la povertà educativa. In C. Levorato, A. Barsanti (a cura di), Nessuno escluso. Metodi e strumenti per lo studio della povertà educativa. Fondazione G.E. Ghirardi Onlus.

Finetti S. (2023). La povertà educativa. Franco Angeli.

Milani, L. (2020). Povertà educativa e Global Education: riflessioni per uno scenario futuro. Education Sciences & Society, 2, 444-457.

Trinchero, R., & Robasto, D. (2019). I mixed methods nella ricerca educativa. Mondadori Università

"DID YOU EAT AT SCHOOL?" ACTION RESEARCH WITH ETHNOGRAPHIC NATURE ON FULL-TIME SCHOOLING IN A CONTEXT WITH HIGH SCHOOL DROPOUT RATES

Noemi Giulia Dicorato (University of Bologna, Italy)

school canteens | food poverty | class assembly

State of the art Food poverty in Italy is a growing phenomenon. 10% of families are unable to provide their children with a balanced diet (Openpolis, 2023). School canteens play a central role in fighting food poverty (Osservatorio Italiano sui Conti Pubblici & Save the Children Italia Onlus, 2023). Food consumption has a multidimensional connotation: it is a central element for cultural expression and identity, but also an educational opportunity. Research shows a considerable

gap between the presence of school canteens in northern and southern Italy, as well as between different types of schools: 55.2% of primary school pupils have access to them, compared to 10.5% of lower secondary school pupils (Save the Children, 2024). The National Action Plan for the implementation of the Child Guarantee in Italy links school canteens to educational poverty because school hours - which are modified by the presence of the canteen service - can make a difference in fighting early school leaving. Full-time schooling - whose initial goal was to try to respond to social emergencies - does not necessarily bring a change (Ferrero, 2023), but it is an opportunity to examine food education and rethink school design (Oliviero, 2022), while it is often considered a “suspended time” that is not always consistent with teaching and educational interactions (Messere & Nicolini, 2019). Objectives The research project examines the role of school canteens within school time and is part of a PNRR project. For this purpose a research group in the field of pedagogy and anthropology has been set up by the Department of Education Sciences of the University of Bologna. The research involved a lower secondary school class at the IC Melissa Bassi school in Rome. Research design and methodology The PhD project used the methodology of participatory action research with ethnographic nature. The process involved workshops and focus groups between teachers, pupils and families, with the aim of identifying problems and possible strategies for improving lunchtime and full-time schooling, giving rise to a participatory design process (Cochran-Smith & Lytle, 2009). The key aspects were the discussion between different “points of view” and the use of specific tools, such as focus groups, interviews, observations, workshops, able to give voice to the experiences of those involved (Zecca, 2016). Results The proposal for full-time schooling in lower secondary school arose from observations made by the school management, which clearly showed that for some pupils, the school canteen was the only place where they could eat a proper meal. Despite this, the canteen service was not structured as a service designed for lower secondary school. Analysis of the data collected showed the need to recognize the school canteen and full-time schooling as an area for rethinking. Together with the teachers of the class involved, we focused on experimenting a teaching technique, which aimed at promoting the active participation of pupils in co-design: Celestin Freinet's class assembly. Some of the topics on the agenda of the first assemblies regarded the furnishings of the canteen, the tables clearing and the organization of the school time in the afternoon.

Cochran-Smith, M., & Lytle, S. L. (2009). Inquiry as stance: Practitioner research for the next generation. Teachers College Press.

Ferrero, V. (2023). Tempo pieno non vuol dire 40 ore! La valenza educativa del tempo scuola. Ricerche Pedagogiche, 57(227), 90–120.

Freinet, C. (2022). La scuola “moderna”. Guida pratica per l’organizzazione materiale, tecnica e pedagogica della scuola “popolare”. Asterios Editore.

Messere, G., & Nicolini, P. (2019). Mangiare a scuola: Un’indagine in alcune scuole italiane. International Journal of Developmental and Educational Psychology, Revista INFAD.

Oliviero, S., et al. (2022). La public history tra scuola, università e territorio. Una introduzione operativa. Firenze University Press.

Openpolis. (2023). Le mense scolastiche nei comuni italiani. https://www.openpolis.it/numeri/le-mense-scolastiche-nei-comuni-italiani/

Osservatorio Italiano sui Conti Pubblici & Save the Children Italia Onlus. (2023). Mense scolastiche: Un servizio essenziale per ridurre le disuguaglianze. https://s3.savethechildren.it/public/files/uploads/pubblicazioni/mense-scolastiche-un-servizio-essenziale-ridurre-le-disuguaglianze_1.pdf

Presidenza del Consiglio dei Ministri. (2022). Piano d’Azione Nazionale per la Child Guarantee (PANGI).

Save the Children Italia Onlus. (2024). Scuole disuguali. Gli interventi del PNRR su mense, tempo pieno e palestre. https://s3-www.savethechildren.it/public/allegati/scuole-disuguali.pdf

Zecca, L. (2016). Progettazione partecipata intorno alla mensa scolastica: Una ricerca-azione. Formazione & Insegnamento, 14(2), 357–366. https://doi.org/10.7346/-fei-XIV-02-16_27

BUILDING DEMOCRATIC BRIDGES TO PREVENT EARLY SCHOOL LEAVING. THE ROLE OF NON-FORMAL EDUCATION BETWEEN SCHOOLS AND MIGRANT FAMILIES

Valeria Cotza (University of Milano-Bicocca, Italy) · **Rebecca Coacci** (University of Milano-Bicocca, Italy)

Early school leaving | School-family relationship | Non-formal education

Like many other countries in Europe, Italy is experiencing a period of large-scale migration, facing the challenges of an increasingly multicultural society (Di Rosa & Allegri, 2022). The children of migrant families (not only first-generation but also second-generation) face greater difficulties at school than their Italian-speaking peers, mainly due to language barriers, socio-cultural disadvantages and other factors preventing integration and inclusion (Dusi, Steinbach, & Falcon, 2014; Cavioni, Conte, & Ornaghi, 2024). In the school-family relationship, migrant parents face many difficulties in relating to school bodies and teachers (Mantovani & Gasperoni, 2018; Santagati & Colussi, 2024). This contribution aims

to present the initial findings of an experience and research carried out by a multifunctional educational centre, "L'ABC del quartiere", which works since September 2022 in a very complex urban area, San Siro, Milan (Grassi, 2022), as part of the MUSA project - Multilayered Urban Sustainability Action, Spoke 6, Task 3.1.3 "Contrasting and prevention of Early School Leaving in disadvantaged urban neighbourhoods" (Zecca, Fredella, & Cotza, 2024). The center adopts an ecological-systemic approach (Bronfenbrenner, 2005) and has as its main goal to prevent school dropout by welcoming children aged between 0 and 13 and their families (mainly mothers), almost all Arabic speakers. Children aged 0 to 7 are welcomed into the Play Space, with laboratories and play activities; children aged 8 to 13 are welcomed in the Study Support Space, where they find individualized tutoring (Cotza, Coacci, & Fredella, 2025); a third area is dedicated to mothers, who are offered an Italian L2 course. The Study Support Space offers personalized interventions and foster and support the school-family relationship, organizing meetings with teachers from the schools attended by the children (5 lower secondary schools and 6 primary schools) and supporting families in communication and during school-family meetings (since the 2024/2025 s.y.). The contribution aims to analyze how the center has structured this relationship with schools and how this process has been experienced and perceived by the mothers. To this end, a research diary was kept on the meetings with schools, and non-directive, semi-structured interviews were conducted from February 2026 with ABC mothers who have school-age children (16). The aim is not only to investigate mothers' perceptions and experiences of their children's schools, but also to understand whether and to what extent the processes implemented in the center provide concrete support to local communities in terms of school management and level of trust in institutions. An initial analysis, through reflective thematic approach (Braun & Clarke, 2021), profiled L'ABC as a bridge between the demands of the school, which are often unattainable for migrant families, and the needs of families facing major economic and socio-cultural challenges. The systemic work carried out by L'ABC seems to be successful in establishing a constant and productive dialogue between schools and parents, supporting communication and access to services from a democratic perspective. The voices of mothers is revealing experiences of great loneliness and barriers in their relationship with the school, which require cultural mediation and support for integration processes.

Braun, V., & Clarke, V. (2021). Thematic analysis: A practical guide. Sage.

Bronfenbrenner, U. (Ed.) (2005). Making human beings human: Bioecological perspectives on human development. Sage.

Cavioni, V., Conte, E., & Ornaghi, V. (2024). Psychological and educational challenges of immigrant adolescents in Italy: Exploring mentalhealth, life satisfaction, student-teacher relationship, and academic disparities. Adolescents, 4(4), 545-559.

Cotza, V., Coacci, R., & Fredella, C. (2025). Modelli per co-costruire conoscenza: le interazioni bambini-adulti nei tutoring individualizzati. In P. Sorzio & B. Bocchi (Eds.), I metodi per la ricerca sulle pratiche scolastiche per favorire l'apprendimento, Proceedings of the SIRD Conference, Trieste 2025 (pp. 101-110), EUT - Edizioni Università di Trieste.

Di Rosa, R.T., & Allegri, E. (2022). Migrant families, social policies and community relations: Towards what (kind of) integration? Italian Sociological Review, 12(6S), 369-388.

Dusi, P., Steinbach, M., & Falcon, I.G. (2014). Integration in Italian primary schools: Immigrant children's voices. The European Journal of Social & Behavioural Sciences, 9(2), 178-190.

Grassi, P. (2022). Barrio San Siro. Interpretare la violenza a Milano. FrancoAngeli.

Mantovani, D., & Gasperoni, G. (2018). Native and immigrant parents' involvement in school-related activities in France and Italy. Italian Journal of Sociology of Education, 10(3), 110-139.

Santagati, M., & Colussi, E. (2024). Muri o scale? Contraddizioni e sfide nel rapporto tra scuole e famiglie migranti. Educazione Interculturale - Teorie, Ricerche, Pratiche, 22(2), 42-54.

Zecca, L., Fredella, C., & Cotza, V. (2024). Constructing a model of integration between schools and non-formal education: An exploratory study in the multicultural suburb of San Siro, Milan. In ICERI2024 Proceedings (pp. 7076-7083). IATED.

ITALIAN L2 EDUCATION FOR ADULT LEARNERS: A COLLABORATIVE APPROACH TO SOCIAL INCLUSION AND NEET PREVENTION

Petar Lefterov (Fondazione Bambini Bicocca, Italy) · **Laura Canil** (University of Milano - Bicocca) · **Sara Lavazza** (University of Milano - Bicocca)

NEET | Italian Second Language | migration

In contemporary democratic societies, linguistic education represents a key lever for social inclusion and for preventing processes of marginalization that may lead to educational and occupational exclusion. Within this framework, Italian as a second language (L2) education for adults assumes a strategic role in supporting migrants and vulnerable learners in accessing meaningful learning and employment pathways. The present contribution, grounded in the theoretical field of

adult L2 Italian didactics (Serragiotto, 2020; Adorno et al., 2017; Balboni, 2013) and lifelong learning (Knowles, 1984; Di Rienzo, 2015), views language competence as a crucial condition for participation, agency, and active citizenship. In light of this premise, the study aims to explore how targeted L2 Italian educational interventions can enhance adult learners' linguistic competences to support their educational and professional integration and reduce the risk of NEET conditions. Particular attention is devoted to the role of pedagogical innovation in CPIA contexts as a means of fostering equitable learning opportunities for linguistically and socio-culturally diverse adults. In order to reach its objectives, the study, grounded into pragmatical worldview (Peirce, 2003), adopts a qualitative method (Creswell, 2009) and a collaborative research methodology (Desgagné, 1997), developed through the training and supervised involvement of two pre-service teachers in Italian L2 didactics. After a structured preparation phase on adult language education, the two trainees implemented and observed L2 teaching practices within two CPIA contexts in Northern Italy (Como and Varese). The research combined systematic classroom observation, analysis of entry and progress language assessments, and the use of biographical–narrative tools (e.g., linguistic portraits) to capture both cognitive and identity-related dimensions of language learning. The collaborative nature of the study enabled cross-context comparison and reflective triangulation between the two field experiences. Findings highlight a progressive development of learners' Italian L2 competences, particularly in functional communication domains relevant to everyday life and work inclusion. Moreover, the data underline the strong interconnection between linguistic progress, learners' motivational trajectories, and their perceived possibilities for social and professional participation. At the same time, the use of biographical and narrative devices proved especially effective in supporting engagement, identity recognition, and persistence in learning pathways. Overall, the contribution argues that pedagogically grounded L2 Italian provision can function as a preventive device against processes of social and educational exclusion when embedded in inclusive, learner-centered, and reflexive teaching practices. The findings offer implications for teacher education, adult language policy, and justice-oriented approaches aimed at redesigning educational spaces as sites of democratic belonging and opportunity for adult migrant learners.

Andorno, C., Valentini, A., & Grassi, R. (2017). Verso una nuova lingua: Capire l'acquisizione di L2. UTET.

Balboni, P. E. (2013). Fare educazione linguistica. UTET Università.

Creswell, J. W. (2009). Research design: Qualitative, quantitative, and mixed methods approaches. SAGE Publications.

Desgagné, S. (1997). Le concept de recherche collaborative: L'idée d'un rapprochement entre chercheurs universitaires et praticiens enseignants. Revue des Sciences de l'Éducation, 23(2), 371–393.

Di Rienzo, P. (2015). Educazione degli adulti e apprendimento permanente. Carocci.

Knowles, M. S. (1984). Andragogy in action: Applying modern principles of adult learning. Jossey-Bass.

Peirce, C. S. (2003). Opere. Bompiani.

Serragiotto, G. (Ed.). (2020). CEDILS. Certificazione in didattica dell'italiano a stranieri dell'Università Ca' Foscari di Venezia. Loescher.

HOW POVERTY IN EDUCATION IMPACTS THE NEET PHENOMENON

Margherita Coppola (Università degli Studi di Salerno, Italy) · **Rosa Vegliante** (Università degli Studi di Salerno, Italy)

Early school leaving | NEET | Campania Region

This paper aims to examine the phenomenon of school dropout, viewed as the result of a complex interplay of individual, social, economic, and institutional factors that influence, to different extents, the failure, partial participation, or discontinuous participation of young people in the education system (Autorità Garante per l'Infanzia e l'Adolescenza, 2022). At the national level, there are two main categories of early school leaving: explicit early school leaving, corresponding to the Early Leavers from Education and Training (ELET) rate, which refers to the premature interruption of schooling, and implicit early school leaving, which refers to students who, despite having completed mandatory schooling, do not achieve adequate competence levels in key areas of knowledge. Starting in 2019, Italy implemented an integrated system for monitoring implicit early leaving, based on the National Student Registry, established by the Ministry of Education, and on periodic standardized surveys by INVALSI (Invalsi, 2024), which allow for the objective measurement of the degree of acquisition of basic skills by the school population. At the same time, the national picture is characterized by the significant presence of so-called NEETs (Not in Education, Employment or Training), young people aged between 15 and 29 who are not in education, training, or employment. According to the most recent available data from Eurostat (Eurostat, 2024), the incidence of NEETs in Italy (aged 15–29) will be 15.2%, confirming the country's second place in the

EU, after Romania. This situation highlights a twofold systemic problem: on the one hand, the high rate of early school leaving; on the other, the persistent mismatch between the skills acquired and those required by the labor market. In proposing a critical pedagogical interpretation of the relationship between educational poverty and NEET status, this paper focuses on NEET status not as an individual failure or personal choice, but as the systemic outcome of cumulative processes of educational vulnerability: fragmentation of educational environments, weakening of local networks, and insufficient integration of guidance systems and school-to-work transition pathways. From a perspective of democratic education and educational justice, focus groups are presented, carried out in the Campania Region (Vegliante & Coppola, 2024), which involved a group of experts (teachers, operators from employment centres, counselors from CPIA) from which emerge how educational poverty is therefore interpreted not only as a risk factor, but as a priority field of pedagogical and political intervention for the construction of paths of empowerment, capacity building and active citizenship, aimed at addressing inequalities and promoting inclusive and democratic social trajectories.

Eurostat. (2024). Young people neither in employment nor in education and training by sex, age and labour status (edat_lfse_20). European Commission :https://ec.europa.eu/eurostat

INVALSI. (2024). Rapporto INVALSI 2024. Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione. https://www.invalsi.it

Rinaldi, E. (2022). Le misure protese alla riduzione dei giovani inattivi (neet) come strumento di coesione sociale e territoriale. In F. Dadone, M.C. Pisani (a cura di), Il disagio giovanile oggi. Report del Consiglio Nazionale dei Giovani (pp. 109-120). Roma. Sapienza Università Editrice.

Vegliante, R., & Coppola, M. (2024). From early school leavers to NEETs: a review of contrast policies in Campania. Q-TIMES WEBMAGAZINE, 3, 787-805.

BUILDING EDUCATING COMMUNITIES THROUGH COMMUNITY PACTS: A CASE STUDY

Sabina Licursi (Università della Calabria, Italy) · **Giorgio Marcello** (Università della Calabria, Italy) · **Arianna De Bartolo** (Università della Calabria, Italy)

educating community | co-design | educational poverty

Educational poverty is a critical dimension of child poverty; by depriving children of equal opportunities, it creates economic, social, and cultural gaps that are often difficult to bridge (Meo, Unicef, 2022). As a multidimensional concept encompassing both cognitive and non-cognitive aspects , and drawing on the Capability Approach (Sen, 1997), educational poverty represents a fundamental deprivation of a child's opportunity to learn, experiment, and realize their potential. To address this, the 2020–2021 Italian School Plan introduced the "Community Education Pact", a strategy designed to strengthen the education system by mobilizing local territorial resources. This paper analyzes the multi-year implementation of such a Pact at the Spirito Santo Comprehensive Institute in Cosenza (Calabria, Italy). The research adopts a qualitative methodology, utilizing monitoring documentation, semi-structured interviews with third-sector practitioners and school leadership, focus groups with teachers, and direct observation of co-design meetings. The Pact, "Noi di CUSE' – Costruire Un Sogno Educativo," now in its fifth year, emerged from a synergy between school management and local associations, involving the University of Calabria and various third-sector actors (Licursi, Marcello, 2025). The intervention aimed to transform the school into an open educational space for the entire neighborhood, though it faced significant hurdles, such as limited engagement from the local Municipality. The research focuses on two guiding questions: Has the Pact successfully fostered the construction of an "educating community"? And has it shifted the professional awareness of school and association staff regarding the co-definition of interventions against educational poverty?. Findings reveal a complex landscape: while critical issues persist—particularly in maintaining co-design logic as the number of actors and resources increases—significant positive shifts have emerged. These include a transition in teacher attitudes from initial wariness to active collaboration, the repositioning of the school as a hub for family participation, and the enhanced ability of practitioners to intervene in school dropout through community outreach and co-presence in the classroom.

Licursi S., Marcello G., La scuola nella città. I Patti educativi di comunità per costruire opportunità di crescita per bambini e ragazzi, in «Politiche sociali/Social Policies», 2, 2025.

Meo V., UNICEF Italia, Facciamo un patto! I patti educativi di comunità e la partecipazione delle ragazze e dei ragazzi., Franco Angeli, Milano, 2022.

Save the Children, La lampada di Aladino. L'indice di Save the Children per misurare le povertà educative e illuminare il futuro dei bambini in Italia, «Save the Children», Roma, 2014.

Sen, A.K., Human Capital and Human Capability, in «World Development», 25, 12, 1997.

PEDAGOGICAL SPACES WITHOUT BARRIERS: ANALISING RESPONSES OF EDUCATORS ABOUT QUESTIONNAIRE ON INCLUSIVE SCIENCE FREE-CHOICE SPACES FOR CHILDREN IN SPAIN

Gabriel Lemkow Tovias (Faculty of Social Sciences in Manresa (UVic -UCC), Spain) · **Fina Carpena Mendez** (Faculty of Social Sciences in Manresa (UVic -UCC), Spain) · **Meritxell Cano Autet** (Faculty of Social Sciences in Manresa (UVic -UCC), Spain) · **Mounia Rachdi Errachdi** (Faculty of Social Sciences in Manresa (UVic -UCC), Spain) · **Miriam Navarro-Rúperez** (Universitat Autònoma de Barcelona, Spain)

free-choice barriers STEM

Children have an innate interest in exploring and learning from their immediate environment (Dewey, 2004; Gopnick, 2012). However, the role of educators in their settings is fundamental to be able to channel their interests and help develop the children's skills related to understanding their environments and to promote participation in the construction of meaning (Haldon et al. 2022). In this sense, educators have a fundamental role in adapting their settings to transform the innate curiosity of children into learning opportunities that promote their autonomous agency and understanding of surrounding phenomena. However, the didactic proposals and stations in free-choice pedagogical spaces, especially in the field of science/STEM, are not always appropriate or accessible to all children, given visible and invisible barriers and bias that may cause the dissafection of children in vulnerability risk situation in relation to their learning processes (Glockengiesser et al, 2023; Booth & Ainscow, 2002; Pedreira et al., 2025). Thus, offering free-choice accessible and inclusive science learning environments with a universal design (UD) perspective, free from prejudice and based on equity, are essential to avoid exclusion in the field of science for groups at risk of vulnerability and especially girls due to the gender gap in the STEM fields. Due to this and to cover a gap in this field the Impactlab project (PID2022-139472OA-I00 Generación del conocimiento, I+D) from the Faculty of Social Sciences of Manresa (Uvic-UCC) has designed an online self-assessment Toolkit so that educators and teachers can detect the degree of inclusive adequacy of their science spaces. One of the goals of the toolkit is to promote the teacher's self-awareness and to encourage a more reflective adult perspective in supporting autonomous learning processes for all children despite the different needs, backgrounds and competences of children so to keep them engaged in the different pedagogical settings and stages in ECEC and afterwards. This study presents the preliminary results collected in Spanish and Catalan educational centers, at the early childhood education stage regarding the responses from this toolkit oriented to the design of inclusive science spaces in schools in ECEC. The preliminary results will be discussed and recommendations will be proposed to promote and improve this type of pedagogical spaces to reinforce the pedagogical engagement in science education to all children despite their social backgrounds, needs and capacities and reinforce their engagement with their schooling and learning processes.

Booth, T. & Ainscow, M. (2002) Index for Inclusion – Developing Learning and Participation in schools. Centre for studies in Inclusive Education (CSIE).

Dewey, J (2004). Democracia y educación. Madrid:Morata

Glockengiesser, I., Lemkow-Tovias, G., Lefterov, P., Rosiers, M., Scheer, S., Piovano, C., Krulis, A.-M., Wildenberg, M., Sort García, M. L., Orban, K., y Mateeva, A. (2023). White book on Inclusive Science Education. European Comission.

Gopnik, A. (2012). Scientific Thinking in Young Children: Theoretical Advances, Empirical Research, and Policy Implications. Science, 337, 1623-1627. DOI: https://doi.org/10.1126/science.1223416

Haldón Lahilla, J., Pedreira Álvarez, M. ., & Lemkow-Tovias, G. . (2022). Propuesta de análisis de la intervención de la persona adulta en un espacio de ciencia de libre elección. Enseñanza De Las Ciencias. Revista De investigación Y Experiencias didácticas, 40(3), 109–103. https://doi.org/10.5565/rev/ensciencias.5505

Pedreira Álvarez, M., Lemkow-Tovias, G., Eugenio-Gozalbo, M., & Martín-García, J. (2025). Espacios de ciencia inclusivos de libre elección: fundamentación teórica e implicaciones para su diseño. Revista Eureka Sobre Enseñanza Y Divulgación De Las Ciencias, 22(3), 3101. https://doi.org/10.25267/Rev_Eureka_ensen_divulg_cienc.2025.v22.i3.3101

D.09

Reversing Educational Inequalities: Successful Interventions for Democratic Learning

PANEL CONVENORS: Tiziana Chiappelli (University of Siena); Sabina Leoncini (University of Siena); Maria Rita Mancaniello (University of Siena); Chiara Carletti (University of Siena); Giovanni Giamello (University of Siena); Garazi López de Aguileta (University of Barcelona); Lidia Bordanoba (University of Barcelona); Mariana Sultanova (Institute for Education, Bulgaria); Simona Sankalaitė (Public Policy and Management Institute)

PANEL KEYWORDS: educational inequalities, successful interventions, longitudinal data

This panel examines how educational research can contribute to strengthening democracy by reducing structural inequalities through evidence-based interventions that have been shown to be successful in diverse contexts across the world (Ruiz-Eugenio et al., 2023). Building on results from the Horizon Europe project REVERS-ED, the session explores how democratic educational communities—where students, families, and teachers participate through an egalitarian dialogue—foster both academic equity and civic empowerment. Through systematic literature reviews, large-scale cohort studies, longitudinal mixed-methods designs, and students' longitudinal successful trajectory analyses across different European countries, the contributions illuminate how inequalities emerge along socioeconomic, linguistic, and migratory lines, and how they can be reversed through successful interventions. These interventions, rooted in interaction, solidarity, and co-creation, have demonstrated measurable improvements in learning outcomes, coexistence, and students' civic agency (Soler, 2015). The panel argues that democratic schooling (Apple & Beane, 2007) is not only a normative aspiration but an empirically supported pathway to social justice. By integrating macro-level evidence with the lived experiences of students from vulnerable communities who overcame disadvantages, the session highlights how participation, dialogic learning, inclusion, and family engagement can transform educational systems and enable historically marginalized students to become active contributors to democratic life. The findings provide concrete, scalable strategies for policymakers and practitioners seeking to build more inclusive and democratic schools in Europe and beyond.

A COMPARATIVE LONGITUDINAL STUDY OF INEQUALITIES IN BULGARIA: EVIDENCE FROM SELECTED COHORTS AND SUCCESSFUL SCHOOL ACTIVITIES DEMONSTRATING STABLE AND IMPROVING OUTCOMES

Mariana Sultanova (Institute of Education, Ministry of Education and Science) · **Iva Zhivarova** (Institute of Education, Ministry of Education and Science) · **Natalia Vassileva** (Institute of Education, Ministry of Education and Science) · **Nina Tomova** (Institute of Education, Ministry of Education and Science)

Educational Inequalities | Matrix of Cultural and Social Asymmetry | Successful School Activities

The article presents the results of a longitudinal analysis of educational outcomes based on the National External Assessments in Bulgarian Language and Literature (BLL) and Mathematics, focusing on two student cohorts in Bulgaria (born in 1999 and 2003). The analysis examines achievement at the end of primary education and at the end of lower secondary education. These temporal cross-sections allow for intergenerational comparison between students educated in different socio-economic and institutional contexts, as well as for tracing the persistence of inequalities over time. The quantitative analysis employs a Univariate General Linear Model (GLM) to examine the effects of three independent variables: gender (female/male), language spoken at home (Bulgarian/other), and type of settlement (capital city/regional city/small town or rural area). The dependent variable is the average score on the National External Assessments. The model enables estimation of both the main effects of each factor and their interaction effects (e.g., language × settlement type). The analysis of data from the two cohorts indicates that the Bulgarian educational system tends to reproduce socio-cultural inequalities rather than mitigate them. Linguistic, social, and geographical differences form a matrix of cultural and social asymmetry within which schooling operates. Building on the principal finding of the quantitative analysis—that the language spoken at home remains the strongest predictor of academic achievement—we applied a set of selection criteria to identify schools demonstrating stable and improving educational outcomes in the National External Assessments. Through qualitative analysis of the school environment and its key stakeholders (students, teachers, parents, local community, etc.), as well as of the implemented school-level activities, we identified the factors associated with improving outcomes as reflected in assessment results.

Dimitrova, T., & Dimitrov, S. (2023). Inequality, poverty, and social exclusion in Bulgaria: Educational dimensions. Balkan Social Science Review, 22(22), 45–68.

Economic and Social Council of Bulgaria. (2022). Educational inequalities in Bulgaria: Socio economic aspects and policy recommendations. Sofia, Bulgaria: Economic and Social Council.

Kostova, Z., & Todorova, I. (2020). Educational inequalities in Bulgaria: Patterns and mechanisms. Sociological Problems, 53, 45–67.

Ministry of Education and Science. (2021). National strategy for inclusive education 2021–2030. Sofia, Bulgaria: Ministry of Education and Science.

Nikolov, V. (2021). Language background and achievement gaps in Bulgarian schools. Education Studies, 47(2), 120–138.

National Statistical Institute. (2024). Statistical indicators of education in Bulgaria 2020–2023. Sofia, Bulgaria: National Statistical Institute.

Pavlova, D., & Angelova, M. (2023). Regional disparities in educational outcomes in Bulgaria. Journal of Education and Policy, 15(1), 85–104.

UNICEF Bulgaria. (2023). Barriers to education for vulnerable children in Bulgaria. Sofia, Bulgaria: UNICEF Bulgaria.

SUCCESSFUL EDUCATIONAL ACTIONS AS DEMOCRACY IN PRACTICE: LONGITUDINAL SUCCESSFUL TRAJECTORIES OF VULNERABLE STUDENTS

Lidia Bordanoba-Gallego (University of Barcelona, Spain) · **Garazi López de Aguileta** (University of Barcelona, Spain)

successful educational actions | longitudinal trajectories | educational inequalities

There is extensive scientific evidence on the improvement of educational results achieved by schools from very different contexts implementing Successful Educational Actions (SEAs) (Ruiz-Eugenio et al., 2023; Soler, 2015). A growing body of literature has also shown that schools within the same region implementing these evidence-based actions obtain significantly greater improvements than other schools serving similar populations (Flecha et al., 2025). However, there is a need for more scientific literature analyzing the longitudinal trajectories of adults who completed their primary education in schools implementing SEAs, particularly regarding how such schooling may contribute not only to academic achievement but also to democratic citizenship. For the first time, this paper presents longitudinal evidence from five young adults with successful academic and professional trajectories who studied in a primary school implementing SEAs in a very low-SES neighborhood in a Spanish municipality. The school is located in a context historically affected by structural inequalities linked to poverty and social exclusión, with a majority of Moroccon and Roma population. The five Young adults are first-or second-generation immigrants from Morocco. We conducted in-depth interviews within the framework of the 1st Conference of Role Models organized in Spain, where these young adults reflected publicly on their educational and life trajectories. The analysis focuses on how they interpret the contribution of their primary schooling to their later success. Results indicate that the five participants attribute both their academic and professional achievements to their experience in this school, in particular to participating in the SEAs implemented in it. They have completed university degrees in fields such as mechanical engineering, computer science, and statistics, and have entered qualified professional careers. They explain that participating in SEAs such as Interactive Groups or Dialogic Gatherings not only enabled them to achieve excellent academic results and develop a strong culture of effort, but also fostered solidarity, teamwork, mutual help, and high expectations regarding their futures. Importantly, participants highlight that the school functioned as a democratic learning community. Through egalitarian dialogue, with the participation of the community (especially families) in learning and decision-making spaces, they experienced what can be conceptualized as democracy for learning: inclusive and dialogic interactions that enhanced cognitive development and academic success. At the same time, these practices promoted learning for democracy, as students learned to collaborate, respect diverse voices, assume collective responsibility, and contribute to the learning of their peers. These democratic experiences shaped their aspirations, self-confidence, and sense of agency, enabling them to overcome structural disadvantages and pursue ambitious educational and professional goals.

Flecha, R., Valls-Carol, R., Puigvert, L., Soler-Gallart, M., de Botton, L., Díez-Palomar, J., Aubert, A., Campdepadrós-Cullell, R., Villarejo, B., Roca-Campos, E., Munté, A., Zubiri-Esnaola, H., de Aguieta, G. L., Alzaga, A., Olabarria, A., Bordanoba-Gallego, L., & de Aguileta, A. L. (2025). It is Very Clear what Improves Educational Results and What Does Not. International Journal of Sociology of Education, 14(3), 188–214.

Ruiz-Eugenio, L., Soler-Gallart, M., Racionero-Plaza, S., & Padrós, M. (2023). Dialogic literary gatherings: A systematic review of evidence to overcome social and educational inequalities. Educational Research Review, 39(100534), 100534.

Soler, M. (2015). Biographies of “invisible” people who transform their lives and enhance
social transformations through Dialogic Gatherings. Qualitative Inquiry, 21(10), 839–842.

DIALOGIC LITERARY GATHERINGS AS AN EVIDENCE-BASED EDUCATIONAL PRACTICE: THEORETICAL FOUNDATIONS, EMPIRICAL EVIDENCE, AND IMPLICATIONS FOR SOCIAL INCLUSION

Sabina Leoncini (UNISI, Italy) · **Giovanni Giamello** (UNISI, Italy)

inequalities SEAs Revers-ed

Dialogic Literary Gatherings (DLGs) have progressively established themselves as one of the most impactful educational approaches for the promotion of linguistic development, critical reasoning, self-esteem, and social inclusion within diverse learning contexts. Rooted in a dialogic and participatory conception of education, DLGs are grounded in a solid theoretical framework drawing on the socio-cultural theory of Lev Vygotsky, the constructivist and narrative perspective of Jerome Bruner, the critical pedagogy of Paulo Freire, the theory of communicative action elaborated by Jürgen Habermas, and the dialogic learning framework systematized by Ramon Flecha. These theoretical contributions converge in emphasizing the centrality of dialogue, social interaction, and egalitarian participation as key drivers of cognitive and socio-emotional development. This paper provides a comprehensive analysis of the pedagogical foundations of DLGs, outlining their operational structure and methodological principles. Dialogic Literary Gatherings are structured around the collective reading and discussion of classical literary works, in which participants engage in egalitarian dialogue, grounding their contributions in textual evidence rather than hierarchical authority. Through this dialogic dynamic, knowledge is co-constructed, and the learning process becomes a shared endeavor that values plurality of perspectives, cultural diversity, and mutual respect. The article further synthesizes empirical evidence derived from large-scale European research initiatives, including INCLUD-ED, REFUGE-ED, and REVERS-ED. These projects, focused respectively on educational inclusion strategies, the integration of refugee children through effective educational and psychosocial practices, and the analysis of long-term trends in educational inequalities and successful interventions to reverse them, provide substantial data supporting the effectiveness of DLGs across heterogeneous socio-cultural contexts. The findings consistently indicate that dialogic practices contribute to measurable improvements in linguistic competencies, enhanced reading comprehension, and the development of higher-order thinking skills. Moreover, participation in DLGs has been associated with a significant reduction in cultural prejudices and stereotypes, fostering intercultural dialogue and strengthening social cohesion. The creation of non-violent, respectful, and inclusive educational environments emerges as a recurrent outcome, particularly in settings characterized by social vulnerability. Crucially, the evidence underscores the importance of comprehensive teacher training and the co-creation of educational activities among educators, families, and community members as determining factors for the sustainability and success of the initiative. In light of these findings, the article advocates for the broader dissemination and institutionalization of Dialogic Literary Gatherings as an evidence-based educational practice capable of addressing structural inequalities, promoting democratic participation, and nurturing active and critical citizenship within contemporary pluralistic societies.

Aiello-Cabrera, E., Chiappelli, T., & Troya Porras, M. B. (2023). Participatory methodologies for the co-construction of the research on migration and refugee studies. An introduction to the monographic issue. Pedagogia delle differenze – Bollettino della Fondazione "Vito Fazio-Allmayer", 52(2), I–XXI.

Álvarez, P., Garcia-Carrion, R., Puigvert, L., Pulido, C., & Schubert, T. (2018). Beyond the walls: The social reintegration of prisoners through the dialogic reading of classic universal literature in prison. International Journal of Offender Therapy and Comparative Criminology, 62(4), 1043–1061. https://doi.org/10.1177/0306624x16672864

Álvarez-Guerrero, G., Lopez de Aguileta, A., Racionero-Plaza, S., & Flores-Moncada, L. G. (2021). Beyond the school walls: Keeping interactive learning environments alive in confinement for students in special education. Frontiers in Psychology, 12, 662646.

Austin, J. L. (1975). How to Do Things with Words (2nd ed., J. O. Urmson & M. Sbisà, Eds.). Cambridge, MA: Harvard University Press.

Batini, F. (2019). Leggere ad alta voce. Metodi e strategie per costruire competenze per la vita. Giunti.

Batini, F. (2023). La lettura ad alta voce condivisa. Il Mulino.

Berens, A. E., & Nelson, C. A. (2015). The science of early adversity: Is there a role for large institutions in the care of vulnerable children? The Lancet, 386(9991), 388–398. https://doi.org/10.1016/S0140-6736(14)61131-4

Díez-Palomar, J., Garcia-Carrion, R., Hargreaves, L., & Vieites, M. (2020). Transforming students' attitudes towards learning through the use of successful educational actions. PLoS ONE, 15(10), e0240292. https://doi.org/10.1371/journal.pone.0240292

Fernandez-Villardon, A., Valls-Carol, R., Melgar Alcantud, P., & Tellado, I. (2021). Enhancing literacy and communicative skills of students with disabilities in special schools through dialogic literary gatherings. Frontiers in Psychology, 12, 662639.

Flecha, R. (2000). Sharing words: Theory and practice of dialogic learning. Rowman & Littlefield.

Flecha, R., & INCLUD-ED Consortium. (2015). Successful educational actions for inclusion and social cohesion in Europe. Springer.

Freire, P. (1970). Pedagogy of the oppressed. Herder and Herder.

Gadamer, H.-G. (1983). Verità e metodo (1st ed.). Bompiani.

Garcia-Carrion, R., Villardon-Gallego, L., Martinez-de-la-Hidalga, Z., & Marauri, J. (2020). Exploring the impact of dialogic literary gatherings on students' relationships with a communicative approach. Qualitative Inquiry, 26(8–9), 996–1002.

Garcia Yeste, C., Gairal, R., & Rios, O. (2017). Empowerment and social inclusion of migrant women through dialogic literary gatherings. Revista Internacional de Educación para la Justicia Social, 6(2), 97–111. https://doi.org/10.15366/riejs2017.6.2.006

Gómez, A., Puigvert, L., & Flecha, R. (2011). Critical communicative methodology: Informing real social transformation through research. Qualitative Inquiry, 17(3), 235–245. https://doi.org/10.1177/1077800410397802

Habermas, J. (1981). Teoria dell'agire comunicativo (Vol. 1–2, G.). Il Mulino. Ed. Originale (1981) Theorie des kommunikativen Handelns (Bd. 1–2). Suhrkamp.

INCLUDE-ED website https://cordis.europa.eu/project/id/28603

Lopez de Aguileta, G., Torras-Gomez, E., Garcia-Carrion, R., & Flecha, R. (2020). The emergence of the language of desire toward nonviolent relationships during the dialogic literary gatherings. Language and Education, 34(6), 583–598.

Mead, G. H. (1934). Mind, Self, and Society: From the Standpoint of a Social Behaviorist. University of Chicago Press.

Noble, C., Sala, G., Peter, M., Lingwood, J., Rowland, C., Gobet, F., & Pine, J. (2019). The impact of shared book reading on children's language skills: A meta-analysis. Educational Research Review, 28, 100290.

Pulido, C. (2015). Amina, dreaming beyond the walls. Qualitative Inquiry, 21(10), 886–892. https://doi.org/10.1177/1077800415611691

REFUGE-ED Official website https://www.refuge-ed.eu/

REVERS-ED official website https://revers-ed.eu/

REFUGE-ED (2024) D.6.3 Lessons learned and best practices report. Analysis and identification of best practices, https://www.refuge-ed.eu/d6-3/

Roca, E., Melgar, P., Gairal-Casado, R., & Pulido-Rodríguez, M. A. (2020). Schools that 'open doors' to prevent child abuse in confinement by COVID-19. Sustainability, 12(11), 4685. https://doi.org/10.3390/su12114685

Ruiz-Eugenio, L., Soler-Gallart, M., Racionero-Plaza, S., & Padrós, M. (2023). Dialogic literary gatherings: A systematic review of evidence to overcome social and educational inequalities. Educational Research Review, 39, 100534. https://doi.org/10.1016/j.edurev.2023.100534

Sordé-Martí, T., Abdul Ghani, A., Almobarak, B., Chiappelli, T., Flecha, A., Hristova, M., Krasteva, A., Kjellberg, F., McQuillan, K., Nixon, E., & Qasemi, M. (2023). The REFUGE-ED dialogic co-creation process: Working with and for REFUGE-ED children and minors. Palgrave Communications, 10(1), 1–10. https://doi.org/10.1016/j.edurev.2023.100534

Torras-Gómez, E., Ramis, M., & Guo, M. (2019). Sociological theory from dialogic democracy. International Multidisciplinary Journal of Social Sciences, 8(3), 216–234. https://doi.org/10.17583/RIMCIS.2019.4919

Vygotsky, L. S., & Cole, M. (1978). Mind in society: Development of higher psychological processes. Harvard University Press.

READING ALOUD AS DEMOCRATIC PRACTICE: REVERSING INEQUALITIES THROUGH IRONY, DESIRE AND AGENCY IN TUSCAN SCHOOLS

Maria Rita Mancaniello (University of Siena, Italy) · **Chiara Carletti** (University of Siena, Italy)

reading aloud | school dropout prevention | democratic learning

Educational inequalities in secondary schools remain a structural challenge across Europe, with early school leaving disproportionately affecting students from disadvantaged socioeconomic and cultural backgrounds (European Commission, 2020). In the Italian context, the Tuscan region has addressed this challenge through the large-scale policy "Leggere: Forte! Ad alta voce fa crescere l'intelligenza", a regional programme promoting systematic reading aloud in schools as a tool for educational equity (Batini, 2021). Building on six years of implementation and previous results, the "Leggere Forte 4.0 (2025–2028)" research project, conducted by a team of researchers from the University of Siena and coordinated by Prof. Maria Rita Mancaniello, extends this intervention to secondary schools, investigating how reading aloud can function as a democratic educational practice capable of reversing structural inequalities. This contribution presents the theoretical framework and the preliminary research design of the 2025–2026 phase, articulated in three interconnected strands. The first develops a predictive model for dropout risk using cluster analysis and artificial neural networks, identifying individual, relational and contextual variables that signal disengagement from schooling. The second, grounded in Participatory Action Research (Orefice, 2006), explores the effects of reading aloud on critical-reflective thinking, the capacity to recognise one's own desire (Recalcati, 2014), and an ironic forma mentis (Cambi, 2008; Carletti, 2024), pedagogical categories understood as resources for navigating complexity and fostering agency. The third introduces a case study that aims to analyse and validate the practice of silent reading in virtual reality environments, in comparison with traditional reading, focusing on comprehension, motivation, emotional wellbeing and attention management. Crucially, the project aligns reading aloud with the European LifeComp framework (Sala et al., 2020), mapping its effects across personal, social and learning-to-learn competences. This alignment allows the intervention to be interpreted not merely as a literacy practice, but as a transversal device for democratic learning, one that cultivates the civic, relational and metacognitive capabilities necessary for active participation in democratic life. The study involves approximately 300-400 pre-adolescents and adolescents in Tuscan secondary schools, with mixed-methods data collection including standardised instruments, observation grids, reflective diaries, focus groups and digital VR logs. The

analytical approach integrates quantitative and qualitative methods through methodological triangulation (Mortari, 2007; Mortari & Ghirotto, 2019), consistent with the project's naturalistic and transformative orientation (Lincoln & Guba, 1985). The contribution argues that reading aloud, when embedded within a participatory and critically informed pedagogical framework, constitutes a successful and scalable intervention for reducing educational inequalities. By enabling students to develop desire, irony and critical agency, it transforms the classroom into a space of democratic co-construction, where traditionally marginalised learners can become protagonists of their own educational trajectories.

Batini, F. (2021). Leggere ad alta voce. Metodi e strategie per costruire competenze per la vita. Giunti.
Cambi, F. & Giambalvo, E. (Eds.) (2008). Formarsi nell'ironia. Un modello postmoderno. Sellerio.
Carletti, C. (2024). Il ruolo dell'ironia nella formazione dell'adolescente. Pensa MultiMedia.
European Commission (2020). EU Action Plan on Integration and Inclusion 2021–2027. Publications Office of the EU.
Lincoln, Y. & Guba, E. (1985). Naturalistic Inquiry. SAGE.
Mancaniello, M.R. (2025). Formarsi in un clima di classe collaborativo: le metodologie partecipative per promuovere l'agio dell'apprendimento e prevenire le forme di dis-agio relazionale nella scuola dell'adolescenza. NUOVA SECONDARIA, 42(6), 141-153.
Mortari, L. (2007). Cultura della ricerca e pedagogia. Prospettive epistemologiche. Carocci.
Mortari, L. & Ghirotto, L. (2019). Metodi per la ricerca educativa. Carocci.
Orefice, P. (2006). La ricerca azione partecipativa. Liguori.
Recalcati, M. (2014). L'ora di lezione. Einaudi.
Sala, A., Punie, Y., Garkov, V. & Cabrera, M. (2020). LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence. Publications Office of the EU.

WHEN DIMMI MET REVERS-ED: SUCCESSFUL EDUCATIONAL ACTIONS, FAMILY ENGAGEMENT, AND THE CO-CONSTRUCTION OF EDUCATING COMMUNITIES

Chiara Babetto (Convoi scs, Italy) · **Giovanna Placido** (Istituto Comprensivo Borsi, Castagneto Carducci, Italy) · **Jessica Callaioli** (Municipality of Castagneto Carducci) · **Michela Soldi** (Istituto Comprensivo Borsi, Castagneto Carducci, Italy) · **Eleonora Andreani** (Convoi scs, Italy) · **Matilde Ferri** (Istituto Comprensivo Borsi, Castagneto Carducci, Italy) · **Neusa Tonini Chivinda** (Convoi scs, Italy) · **Silvia Rusignuolo** (Convoi scs, Italy)

Community-based education | Early second language acquisition | Dialogic learning and Successful Educational Actions (SEAs)

This paper analyses the intersection between the local project DIMMI, implemented in Castagneto Carducci (Tuscany, Italy), and the European research framework REVERS-ED (University of Siena), which aims to reverse educational inequalities through dialogic and community-based approaches. Adopting a participatory action research approach, DIMMI was developed within a structured public network involving the Municipality of Castagneto Carducci, local early childhood education services, G. Borsi Comprehendive School, and the social cooperative Convoi. Targeting preschool children (3–6 years old), with a particular focus on those with migrant backgrounds, the project concentrated on Italian language acquisition and/or enrichment through small-group, playful laboratories, narrative practices, and linguistic support. However, a substantial and defining component of DIMMI was the active engagement of parents, embedded within a broader set of school- and territory-based initiatives. Rather than treating families as external stakeholders, DIMMI sought to position them as co-educators. Multilingual communication, the presence of cultural mediators, simplified institutional materials, and collective meetings were designed to lower symbolic and linguistic barriers. Family participation was further strengthened through collaborative events, community gatherings, and informal spaces for dialogue, all promoted by the school and local actors. In this sense, language support became inseparable from trust-building and from the co-construction of an inclusive educational environment. REVERS-ED extended and systematised this participatory orientation by proposing additional experimentation beyond the implementation of Successful Educational Actions (SEAs) and the systematic analysis of the achievements. In particular, dialogic family sessions, interactive groups in classrooms, and Dialogic Literary Gatherings are practices aimed at fostering shared meaning-making and high expectations for all students. Through interviews, focus groups, and participatory meetings, REVERS-ED initiated a path of co-design involving children, teachers, parents, educators and school leadership across pre-school services (3-6 y.o.), primary and lower secondary schools. This process allowed for a contextualised understanding of needs, expectations and local resources, reinforcing the territorial dimension. According to the dialogic methodology, the school is more than a mere service provider and is conceived as a deliberative space, where interventions are shaped through collective

reflection and shared responsibility. Putting DIMMI in dialogue with REVERS-ED shows how early language support, parental engagement and dialogic pedagogies can converge within a multi-level public network. The case demonstrates that reversing educational inequalities requires not only early and situated interventions but also sustained processes of participation, epistemic recognition and community co-construction. Educational innovation emerges not from isolated projects, but from relational ecosystems where families, schools and territorial actors jointly redefine the meaning and practice of inclusion.

Auerbach, E. R. (1995). The politics of the ESL classroom: Issues of power in pedagogical choices. In J. Tollefson (Ed.), Power and inequality in language education. Cambridge University Press.

Flecha, R. (2015). Successful Educational Actions for Inclusion and Social Cohesion in Europe. Springer.

Freire, P. (1970). Pedagogy of the Oppressed. Continuum.

Kemmis, S., McTaggart, R., & Nixon, R. (2014). The Action Research Planner: Doing Critical Participatory Action Research. Springer.

Tabors, P. O. (2008). One Child, Two Languages: A Guide for Early Childhood Educators of Children Learning English as a Second Language. Brookes Publishing.

REVERSING EDUCATIONAL INEQUALITIES THROUGH COMMUNITY PARTICIPATION: BUILDING DEMOCRATIC LEARNING ENVIRONMENTS THROUGH INTERACTIVE GROUPS AND PARENTAL INVOLVEMENT

Tiziana Chiappelli (University of Siena, Italy)

Reversing Educational Inequalities | Community Participation | Successful Education Actions

Interactive Groups (IGs) are among the Successful Educational Actions (SEAs) identified in the European research project INCLUD-ED as evidence-based practices capable of improving academic learning while strengthening social cohesion in diverse educational contexts (Flecha, 2000; Flecha & INCLUD-ED Consortium, 2015). Grounded in the principles of dialogic learning, Interactive Groups reorganize classroom dynamics through heterogeneous small-group work and egalitarian dialogue, fostering collaborative learning and the active participation of students, educators, families, and community members. This paper presents the Italian fieldwork conducted within the Horizon Europe projects SHAR-ED and REVERS-ED, focusing on the implementation and experimentation of Interactive Groups in educational settings characterized by socio-economic diversity and the presence of students from migrant and vulnerable backgrounds. Rather than approaching IGs merely as a pedagogical technique, the study examines them as a community-based educational practice capable of reshaping relationships within schools and between schools and their surrounding social environments, in line with dialogic and participatory research traditions (Gómez, Puigvert, & Flecha, 2011). The analysis draws on both quantitative and qualitative fieldwork conducted in Italian schools, including classroom observations, interviews with teachers and volunteers, and collaborative reflection with school communities engaged in the experimentation. Particular attention is devoted to understanding how Interactive Groups contribute not only to improvements in instrumental learning and classroom interaction, but also to broader processes of community participation and democratic engagement within the school environment. Preliminary findings highlight that the involvement of volunteer parents and community members in classroom activities expands the educational space beyond the traditional boundaries of the school, strengthening relationships between families, educators, and the wider community. This participatory structure fosters inclusive learning environments in which students with diverse abilities and backgrounds collaborate and support one another, reducing segregation and enhancing mutual recognition. The Italian experiences analyzed in this paper suggest that Interactive Groups can operate as a powerful mechanism for reversing educational inequalities, combining academic support with the mobilization of community resources and social capital. Beyond measurable cognitive outcomes, their impact extends to the relational and civic dimensions of schooling, contributing to the development of democratic learning environments where dialogue, solidarity, and collective responsibility become central elements of the learning process. By documenting how Interactive Groups are implemented and experienced in the Italian context, this study contributes to the broader objectives of REVERS-ED, offering insights into how evidence-based educational interventions can promote academic equity, social inclusion, and community engagement while strengthening the democratic role of schools in increasingly

diverse societies (Ruiz-Eugenio et al., 2023). These findings contribute to current debates on how evidence-based educational practices can play a key role in reversing structural inequalities while strengthening democratic participation in education.

Aiello-Cabrera, E., Chiappelli, T., & Troya Porras, M. B. (2023). Participatory methodologies for the co-construction of research on migration and refugee studies. Pedagogia delle differenze – Bollettino della Fondazione "Vito Fazio-Allmayer", 52(2), I–XXI.

Flecha, R. (2000). Sharing words: Theory and practice of dialogic learning. Rowman & Littlefield.

Flecha, R., & INCLUD-ED Consortium. (2015). Successful educational actions for inclusion and social cohesion in Europe. Springer.

Gómez, A., Puigvert, L., & Flecha, R. (2011). Critical communicative methodology: Informing real social transformation through research. Qualitative Inquiry, 17(3), 235–245. https://doi.org/10.1177/1077800410397802

Ruiz-Eugenio, L., Soler-Gallart, M., Racionero-Plaza, S., & Padrós, M. (2023). Dialogic literary gatherings: A systematic review of evidence to overcome social and educational inequalities. Educational Research Review, 39, 100534. https://doi.org/10.1016/j.edurev.2023.100534

Sordé-Martí, T., Abdul Ghani, A., Almobarak, B., Chiappelli, T., Flecha, A., Hristova, M., Krasteva, A., Kjellberg, F., McQuillan, K., Nixon, E., & Qasemi, M. (2023). The REFUGE-ED dialogic co-creation process: Working with and for refugee children and minors. Humanities and Social Sciences Communications, 10(1).

Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.

D.10

School Segregation Effects: the Educational and Social Impacts of Concentrated Vulnerabilities in Schools

PANEL CONVENORS: Xavier Bonal Sarrò (Autonoma University of Barcelona); Marta Cordini (Polytechnic of Milan, Italy); Costanzo Ranci Ortigosa (Polytechnic of Milan, Italy)

PANEL KEYWORDS: school segregation, educational inequalities, social impact

The effects of school segregation are wide-ranging and extend beyond impacts on academic achievement, reproducing inequalities linked to social origins. Research has shown that segregation negatively affects educational outcomes and tracking, leading to lower performance in segregated schools and a concentration of vulnerable students in vocational and technical tracks. Its implications for social mobility have also been examined: attending a segregated school can predict limited social mobility, precariousness and reduced financial capital. In addition, segregation shapes students' social capital by restricting opportunities for cross-class interaction, limiting access to diverse networks, and reducing exposure to information, aspirations, and resources that are unequally distributed. Other social outcomes - trust, civic engagement, and perceptions of belonging- can also be weakened when peer groups are highly homogeneous and schools are socially isolated. School segregation can also affect schools and territories through processes of stigmatization. Such processes can both result from and trigger avoidance behaviours, further concentrating disadvantaged students in already marginalized schools. This vicious cycle may ultimately undermine social cohesion, though empirical evidence on this relationship remains limited. We welcome contributions that advance understanding of the effects of school segregation, either corroborating or challenging existing evidence and disentangling its social impacts at the following levels: Individuals: educational outcomes, social mobility, income, social capital; Social Groups: educational and labour market inequalities among ethnic groups and/or social classes School systems: at the level of schools or broader organizational scales; Territories: mechanisms of stigmatization, relationships with urban transformations, and implications for social cohesion and collective social capital.

INEQUALITIES IN EDUCATIONAL PATHWAYS: THE ROLE OF LOWER SECONDARY SCHOOL COMPOSITION IN UPPER SECONDARY SCHOOL CHOICE

Berenice Scandone (Polytechnic University of Milan, Italy) · **Carlotta Caciagli** (Polytechnic University of Milan, Italy)

School choice | Guidance practices | School segregation

Socioeconomic and ethnic inequalities continue to influence upper secondary education choices in Italy, as in the rest of Europe (OECD 2023; INVALSI 2025). These disparities stem both from "primary effects" of individual background on academic achievement and from "secondary effects" related to family decision-making processes, which are particularly relevant in the Italian context (Ress & Azzolini 2014). While most studies have focused on dynamics linked to students' individual and family characteristics, a growing body of research shows that the socioeconomic and ethnic composition of lower secondary schools also shapes upper secondary school choices (Tan et al. 2023; Rosenqvist & Brandén 2024). However, empirical evidence on the mechanisms through which school composition affects subsequent educational decisions remains limited. This paper aims to fill this gap by investigating the "school effect", that is, the mechanisms through which the socioeconomic and ethnic composition of lower secondary schools influences upper secondary education choices. The findings presented are drawn from research conducted in Milan in 2025, combining INVALSI data ana-

lysis with qualitative interviews involving school leaders and teachers from ten lower secondary schools (39 interviews in total) and students and parents from four of these schools (56 interviews in total). The research is part of the project EDIN – Understanding School Effects: How the Socioeconomic and Ethnic Composition of Schools Affects Educational Inequalities, funded by Fondazione Cariplo. Quantitative findings show that students attending socially advantaged schools are significantly more likely to enrol in academic high schools, while those in schools with higher concentrations of socioeconomically disadvantaged and migrant-background students more frequently choose technical or vocational tracks. Qualitative findings show that, while school guidance practices share similar aims and approaches, the content and tone of guidance vary by social composition. In disadvantaged schools, collective information sessions focus strongly on technical and vocational institutes, with academic tracks presented as more demanding and suitable primarily for "excellent" students. Teachers often adopt a cautious approach, recommending pathways considered more attainable or secure. In socially advantaged or mixed schools, students are more widely exposed to academic options through school initiatives and peer networks. In socially advantaged contexts, family aspirations weigh more heavily and academic tracks are encouraged even for average performers. Overall, guidance practices appear to adapt to school contexts in ways that ultimately reinforce, rather than mitigate, existing inequalities and the "school effect". The analysis highlights the central role of school composition in re-producing or counteracting pre-existing inequalities. These findings call for reflection on the need for policies aimed at reducing school segregation and rethinking information and guidance practices to promote more equitable access to educational opportunities.

INVALSI (2025). Rapporto INVALSI 2025. https://serviziostatistico.invalsi.it/wp-content/uploads/2025/07/Rapporto-prove-INVALSI-2025.pdf

OECD (2023), PISA 2022 Results (Volume I): The State of Learning and Equity in Education, PISA, OECD Publishing, Paris, https://doi.org/10.1787/53f23881-en.

Ress, A., & Azzolini, D. (2014). Primary and secondary effects of social background on educational attainment in Italy. Evidence from an administrative dataset. Italian Journal of Sociology of Education, 6(Italian Journal of Sociology of Education 6/1), 53-80.

Rosenqvist, E., & Brandén, M. (2025). School composition and academic decisions. European Sociological Review, 41(2), 232-247.

Tan, C. Y., Hong, X., Gao, L., & Song, Q. (2023). Meta-analytical insights on school SES effects. Educational Review, 77(1), 274–302. https://doi.org/10.1080/00131911.2023.2184329

SELECTING, SEPARATING, SEGREGATING: A SCHOOL DATA-BASED ANALYSIS

Lorenzo Luatti (Oxfam Italia, Italy) · **Sibilla Filippi** (Oxfam Italia, Italy)

inequalities in educational outcomes · educational streaming · intergenerational mobility

Lower secondary school represents the final stage of the Italian education system in which social classes, gender, and citizenship backgrounds remain relatively mixed. With the transition to upper secondary education, however, a process of differentiation begins - more or less explicit - giving rise to various forms of "educational streaming." These streaming processes - or, in some cases, actual segregation - intersect with inequalities in learning and educational outcomes and simultaneously reinforce them. The result is an implicitly hierarchical upper secondary education system, structured into studies perceived (by teachers, families, and public opinion) as first-, second-, and third-tier options or, alternatively, as intended for students considered "more or less capable," "native or foreign," or "male or female." Within this framework, both explicit and implicit selection mechanisms operate, active at entry and throughout school , formally justified by academic performance but often intertwined with social, cultural, or undeclared criteria. Academic performance itself, as widely recognized, is frequently influenced by students' socio-economic and cultural backgrounds. The streaming that occurs at the end of the first education cycle thus acts as a telling indicator of the persistent selective structure Italian secondary education, which still remains far from fully achieving the principles of equity, inclusion, and effectiveness enshrined in Articles 3 and 34 of the Italian Constitution. The contribution aims to outline a comprehensive picture of these dynamics through the integrated analysis of multiple sources and datasets, examined from diachronic and longitudinal perspectives, across geographical areas and in relation to the different upper secondary studies. The paper also advances several proposals in terms of policies and actions. The proposed contribution is based on a methodology for data extraction, processing, and interpretation aimed at monitoring school dropouts at the local level, developed and tested by Oxfam Italy in five different school systems and, vertically, in fifteen lower and upper secondary schools. The primary focus is on the secondary education segment (lower and upper secondary levels). By combining data on explicit

and implicit dropouts, the study seeks to provide a detailed overview of inequalities in learning and outcomes, highlighting how structural and contextual factors interact in shaping educational results. Among the research hypotheses to be explored through data analysis are: the “ambivalent” relationship between explicit and implicit dropouts: does reducing predictive events associated with explicit dropouts (failures, grade repetition, delays, changing schools) - and therefore lowering the risk of early school leaving - necessarily lead to lower levels of learning and competencies? the “pyramidal” configuration and persistent selective structure of upper secondary education - from the academic high school track, including internal differentiation, to vocational education - appear confirmed by a wide range of data. The hypothesis is that this structure produces “mirror effects,” both ex ante (in school choices) and ex post (in labor market stratification); do streaming processes already emerge at entry and become consolidated throughout the school? What relationship exists between educational streaming and school dropouts? The proposed hypothesis is that each school’s “positioning” within the system contributes, in a circular manner, to reinforcing both streaming processes and dropouts.

Benadusi L., Giancola O. (2021), Equità e merito nella scuola. Teorie, indagini empiriche, politiche, Milano, FrancoAngeli.

Biondi Dal Monte F., Frega S. (a cura di) (2024), Contrastare la dispersione scolastica. Analisi multidisciplinare di un fenomeno complesso, Bologna, il Mulino.

Coe R., Waring M., Hedges L.V. & Ashley L.D. (Eds.) (2021), Research Methods & Methodologies in Education, London, Sage (3rd ed.).

Fondazione Agnelli & Fondazione Rocca (2025), Divari scolastici in Italia. Un’indagine sulle differenze di apprendimento nei territori e tra le scuole, maggio 2025.

Fondazione Agnelli (2011), Rapporto sulla scuola in Italia 2011, Roma-Bari, Laterza.

Fondazione Cariplo (2023), Primo Rapporto Disuguaglianze 2023. Superare gli ostacoli dell’età della formazione. La crescita e i percorsi di istruzione, Milano.

Giancola O., Salmieri L. (2023), La povertà educativa in Italia. Dati, analisi, politiche, Carocci, Roma.

INVALSI (2025), Rapporto Invalsi 2025, Roma.

Luatti L. (2024), Secondo Rapporto Oxfam 2024. Il sistema scolastico della provincia di Arezzo. Focus dispersione scolastica: https://www.oxfamitalia.org/rapporto2024-dispersione-scolastica-arezzo/).

Luatti L., Filippi. S. (2025), Le dimensioni del ritardo scolastico. Un percorso di analisi School data based dei fenomeni dispersivi, in Mobilio V. (a cura di), La scuola che legge sé stessa. Il valore dei dati e della ricerca educativa per l’analisi e il contrasto della dispersione scolastica, Fondazione per la scuola, Bologna, il Mulino.

Mobilio V. (a cura di) (2025), La scuola che legge sé stessa. Il valore dei dati e della ricerca educativa per l’analisi e il contrasto della dispersione scolastica, Fondazione per la scuola, Bologna, il Mulino. 2025.

MIM (2022), Analisi longitudinale della dispersione scolastica aa.ss. 2012/2013 -2021/22, Ufficio di Statistica, Roma.

OECD (2022) Education at Glance 2022. OECD Indicators, OECD Publishing, Paris.

Pacchi C., Ranci C. (a cura di) (2017), White flight a Milano. La segregazione sociale ed etnica nelle scuole dell’obbligo, FrancoAngeli, Milano.

Ricci R. (2023), La dispersione scolastica e la povertà educativa, in “Nuova Secondaria Ricerca”, n. 2, pp. 124-134.

ACCUMULATED TEACHER TURNOVER: APPROACHING INTENSIFIED EDUCATIONAL INEQUALITIES IN SOCIALLY VULNERABLE SCHOOLS

Núria Roca Samon (Universitat Autònoma de Barcelona, Spain) · **Xavier Bonal Sarró** (Universitat Autònoma de Barcelona, Spain) · **Sheila González Motos** (Universitat de Barcelona, Spain) · **Edgar Quilabert Argudo** (Universitat Autònoma de Barcelona, Spain)

Teacher turnover | School social composition | Educational inequalities

Teacher turnover has been identified as one of the main factors in shaping teacher stratification dynamics across schools (Feng & Sass, 2017; Steele et al., 2015; Clotfelter, Ladd & Vigdor, 2011). International literature has consistently shown that teacher turnover does not affect all schools uniformly but rather tends to have a greater impact on schools that concentrate students from socioeconomically disadvantaged or migrant backgrounds, with higher poverty rates and lower academic performance, which systematically exhibit higher turnover rates than more socially advantaged schools (Sorensen & Ladd, 2020; Carver-Thomas & Darling-Hammond, 2019; Allen, Burgess & Mayo, 2017; Barbieri, Rossetti & Sestito, 2011). These schools face persistent challenges in retaining highly qualified teachers and in consolidating stable teaching staff, which contributes to intensifying educational inequality between schools (Ferrer-Esteban et al., 2025; Ingersoll et al., 2019). In the case of Catalonia, although teacher turnover is widespread across the education system, available evidence indicates that it is particularly concentrated in schools with high levels of social vulnerability (Ferrer-Esteban et al., 2025). However, the analysis of this phenomenon has traditionally been examined through annual measures that provide a short-term approximation of teacher turnover, thereby limiting understanding of the temporal dimension of turnover processes and of sustained patterns of staff instability over time. The aim of this research is to deepen the analysis of the relationship between teacher turnover and the social composition of schools in Catalonia,

adopting a longitudinal perspective that enables teacher turnover to be examined as a cumulative process of staff instability over successive years. The study draws on Holme et al. (2018), who propose approaching teacher turnover beyond annual rates and conceptualising it as a process that manifests in different patterns of instability measured through longitudinal indicators. Methodologically, this study employs a quantitative approach based on the analysis of official administrative data from the Department of Education of Catalan Government, covering seven academic years (2018-2019 to 2024-2025). Through the construction and application of longitudinal indicators of teacher turnover, the study identifies not only the profiles of schools with high turnover rates, but also distinct underlying patterns of instability, distinguishing between situations of chronic instability, cumulative instability, isolated episodes, or intermittent dynamics. The analysis examines how these patterns of instability are distributed across schools according to their social composition and students' level of vulnerability, thereby enabling the identification of schools facing significant challenges in retaining teachers. The research findings capture prolonged trajectories of disadvantage experienced by schools, most of which are concentrated in the lower percentiles, and provide new evidence on how the persistence of teacher turnover in contexts of social vulnerability constrains these schools' capacity to consolidate qualified and stable teaching staff, thereby reinforcing patterns of teacher stratification and contributing to the reproduction of educational inequalities in contexts of school segregation.

Allen, R., Burgess, S., & Mayo, J. (2017). The teacher labour market, teacher turnover and disadvantaged schools: New evidence for England. Education Economics, 26(1), 4–23. https://doi.org/10.1080/09645292.2017.1366425

Allen, R., & Sims, S. (2018). Do pupils from low-income families get low-quality teachers? Indirect evidence from English schools. Oxford Review of Education, 44(4), 441–458. https://doi.org/10.1080/03054985.2018.1480206

Barbieri, G., Rossetti, C., & Sestito, P. (2011). The determinants of teacher mobility: Evidence using Italian teachers' transfer applications. Economics of Education Review, 30(6), 1430–1444. https://doi.org/10.1016/j.econedurev.2011.07.010

Carver-Thomas, D., & Darling-Hammond, L. (2019). The trouble with teacher turnover: How teacher attrition affects students and schools. Education Policy Analysis Archives, 27(36). https://doi.org/10.14507/epaa.27.3699

Clotfelter, C. T., Ladd, H. F., Vigdor, J. L., & Aliaga-Díaz, R. (2004). Do school accountability systems make it more difficult for low-performing schools to attract and retain high-quality teachers? Journal of Policy Analysis and Management, 23(2), 251–271. https://doi.org/10.1002/pam.20003

Clotfelter, C. T., Ladd, H. F., & Vigdor, J. L. (2005). Who teaches whom? Race and the distribution of novice teachers. Economics of Education Review, 24(4), 377–392. https://doi.org/10.1016/j.econedurev.2004.06.008

Clotfelter, C. T., Ladd, H. F., & Vigdor, J. L. (2011). Teacher mobility, school segregation, and pay-based policies to level the playing field. Education Finance and Policy, 6(3), 399–438. https://doi.org/10.1162/EDFP_a_00039

Dikici, A., & Usta, M. E. (2024). The effects of teacher mobility on the academic success of primary school students. International Online Journal of Educational Sciences, 14(3), 1–15. https://search.trdizin.gov.tr/tr/yayin/detay/1280144/the-effects-of-teacher-mobility-on-the-academic-success-of-primary-school-students

Feng, L., & Sass, T. R. (2017). Teacher quality and teacher mobility. Education Finance and Policy, 12(3), 396–418. https://doi.org/10.1162/EDFP_a_00214

Ferrer-Esteban, G., Moschetti, M.C., Pagès, M., Quilabert, E., & Verger, A. (2025). Millora educativa en entorns vulnerables: Com els centres de més complexitat afronten el repte dels resultats, l'avaluació i l'equitat. Fundació Bofill. https://fundaciobofill.cat/publicacions/millora-educativa-centresaltacomplexitat

Fontdevila, C. (2022). El professorat als centres de màxima complexitat: com reclutar-lo i retenir-lo. Dins A. Tarabini (Dir.), Anuari 2022. Els reptes de l'educació a Catalunya (pp. 310-346). Fundació Bofill. https://fundaciobofill.cat/publicacions/els-reptes-de-l-educacio-a-catalunya-anuari-2022?utm_source=chatgpt.com

Fuchsman, D., Sass, T. R., & Zamarro, G. (2023). Testing, teacher turnover, and the distribution of teachers across grades and schools. Education Finance and Policy, 18(4), 654–675. https://doi.org/10.1162/edfp_a_00376

Guarino, C. M., Brown, A. B., & Wyse, A. E. (2011). Can districts keep good teachers in the schools that need them most? Economics of Education Review, 30(5), 962–979. https://doi.org/10.1016/j.econedurev.2011.04.001

Hanushek, E. A., Kain, J. F., & Rivkin, S. G. (2004). Why public schools lose teachers. Journal of Human Resources, 39(2), 326–354. https://doi.org/10.2307/3559017

Holme, J. J., Jabbar, H., Germain, E., & Dinning, J. (2018). Rethinking teacher turnover: Longitudinal measures of instability in schools. Educational Researcher, 47(1), 62–75. https://doi.org/10.3102/0013189X17735813

Ingersoll, R. M., May, H., & Collins, G. (2019). Recruitment, employment, retention and the minority teacher shortage. Education Policy Analysis Archives, 27(37). https://doi.org/10.14507/epaa.27.3714

Karbownik, K. (2020). The effects of student composition on teacher turnover: Evidence from an admission reform. Economics of Education Review, 75, 101960. https://doi.org/10.1016/j.econedurev.2020.101960

Loeb, S., Darling-Hammond, L., & Luczak, J. (2005). How teaching conditions predict teacher turnover in California schools. Peabody Journal of Education, 80(3), 44–70. https://doi.org/10.1207/s15327930pje8003_4

Luschei, T. F., & Jeong, D. W. (2018). Is teacher sorting a global phenomenon? Cross-national evidence on the nature and correlates of teacher quality opportunity gaps. Educational Researcher, 47(9), 556-576. DOI:10.3102/0013189X18794401

Palma-Vásquez, C., Carrasco, D., & Tapia-Ladino, M. (2022). Teacher mobility: What is it, how is it measured and what factors determine it? A scoping review. International Journal of Environmental Research and Public Health, 19(4), 2313. https://doi.org/10.3390/ijerph19042313

Rodriguez, L. A., Swain, W. A., & Springer, M. G. (2020). Sorting through performance evaluations: The influence of performance evaluation reform on teacher attrition and mobility. American Educational Research Journal, 57(6), 2339–2377. https://doi.org/10.3102/0002831220910989

Scafidi, B., Sjoquist, D. L., & Stinebrickner, T. R. (2007). Race, poverty, and teacher mobility. Economics of Education Review, 26(2), 145–159. https://doi.org/10.1016/j.econedurev.2005.08.006

Simon, N. S., & Johnson, S. M. (2015). Teacher turnover in high-poverty schools: What we know and can do. Teachers College Record, 117(3), 1–36. https://doi.org/10.1177/016146811511700305

Sorensen, L. C., & Ladd, H. F. (2020). The hidden costs of teacher turnover. AERA Open, 6(1), 2332858420905812. https://doi.org/10.1177/2332858420905812

Steele, J. L., Pepper, M. J., Springer, M. G., & Lockwood, J. R. (2015). The distribution and mobility of effective teachers: Evidence from a large, urban school district. Economics of Education Review, 48, 86–101. https://doi.org/10.1016/j.econedurev.2015.05.009

HOMOGENEOUS EDUCATIONAL ENVIRONMENTS DESPITE 'FREE' SCHOOL CHOICE – THE INFLUENCE OF SCHOOL ADMISSION POLICIES ON THE CREATION OF SEGREGATED SCHOOLS IN HAMBURG

Lea Wistuba (University of Siegen, Germany)

social inequality | educational policy | school segregation

Despite various reform efforts, social background still has a strong influence on a child's educational opportunities in Germany (Busemeyer et al., 2023; OECD, 2023; Scharf et al., 2020). So far, little is paid to the institutional mechanisms that (re)produce inequalities in the everyday structures and practices of the school system. Organizational regulations enshrined in legal and administrative documents can create differentiation processes that systematically disadvantage certain groups of students and perpetuate existing disparities (Böhmer, 2025). One theoretical perspective that has only been used sporadically to date but offers great analytical potential for investigating such mechanisms is the concept of space as a product of social action (Kessl et al., 2016; Löw & Sturm, 2019; Riveros & Nyereyemhuka, 2023). In Germany, the transition from primary to secondary school represents a decisive moment for the emergence of social inequality and manifests itself in segregated school landscapes – especially in large agglomerations such as Hamburg (Fernandez & Zehetner, 2025; Racherbäumer & Bremm, 2021; Stočić, 2015). The school policy of parental choice, according to which parents can freely choose their children's school regardless of their place of residence, could contribute to reducing such inequalities. Nevertheless, secondary school types – in Hamburg, from grade 5 onwards, a distinction is made between two types of general education schools with different graduation options – are distributed in a striking manner depending on the socioeconomic status of the social environment. This article addresses a gap in research by focusing on the institutional framework conditions that create socially unequal (educational) spaces (Fernandez & Zehetner, 2025), shifting attention away from individual actors, such as parents or students towards the actions of educational policy actors. The analysis focuses on the question of what influence the right to free school choice has or may have on the socio-spatial distribution of students across different types of secondary schools. Methodologically, the article combines a policy-analytical evaluation of the legal basis for parental choice in Hamburg with a socio-spatial analysis of the school structure. Hamburg is suitable for this, as the city publishes data on schools in the Regional Education Atlas (https://geoportal-hamburg.de/bildungsatlas/) and status indices for social spaces in the annual Social Monitor (BSW Hamburg, 2024) on a small scale, even within district boundaries. In addition, each school in Hamburg is assigned a school social index, which allows conclusions to be drawn about the social composition of the students. These data sets make it possible to examine the distribution of school types and their embedding in different socio-spatial contexts and to discuss the effectiveness of parental choice. A particular focus is placed on the west and southeast of Hamburg, where extreme socioeconomic differences between residents are visible despite short geographical distance. By analysing the interplay of institutional regulations, socio-spatial structure, and school type distribution, it highlights the possibilities and limitations of individual freedom of choice in a socially unequal urban context and how spaces are (re)produced through social actions thus contributes to the debate on the role of school policy control instruments in the reproduction of inequalities.

Böhmer, A. (2025). Soziale Ungleichheit und Bildung: Eine erziehungswissenschaftliche Einführung (1. Auflage). UTB. https://doi.org/10.36198/9783838562339

BSW Hamburg. (2024). Sozialmonitoring Integrierte Stadtteilentwicklung Bericht 2024. Behörde für Stadtentwicklung und Wohnen.

Busemeyer, M., Garritzmann, J., & Garritzmann, S. (2023). Bildungspolitik. In G. Wenzelburger & R. Zohlnhöfer (Hrsg.), Handbuch Policy-Forschung (S. 657–682). Springer Fachmedien Wiesbaden. https://doi.org/10.1007/978-3-658-34560-0

Fernandez, K., & Zehetner, E. (2025). Schulwahl und Bildungsraum: Räumliche Ungleichheiten im Übergang zwischen Primar- und Sekundarstufe. Österreichische Zeitschrift für Soziologie, 50(1), 48. https://doi.org/10.1007/s11614-025-00633-2

Kessl, F., Reh, Sabine, Glaser, Edith, & Thole, Werner. (2016). Raum und Räumlichkeiten in der erziehungswissenschaftlichen Forschung. Eine Einführung. 62(1), 1–4. https://doi.org/10.25656/01:16701

Löw, M., & Sturm, G. (2019). Raumsoziologie. Eine disziplinäre Positionierung zum Sozialraum. In F. Kessl & C. Reutlinger (Hrsg.), Handbuch Sozialraum: Grundlagen für den Bildungs- und Sozialbereich (Bd. 14, S. 3–21). Springer Fachmedien Wiesbaden. https://doi.org/10.1007/978-3-531-19983-2

OECD. (2023). PISA 2022 Ergebnisse: Lernstände und Bildungsgerechtigkeit (1. Aufl.). wbv Media GmbH & Co. KG. https://doi.org/10.3278/6004956w

Racherbäumer, K., & Bremm, N. (2021). Schule in sozial benachteiligten Quartieren?! Begriffliche Perspektiven. Journal für LehrerInnenbildung, 21(4), 88–97. https://doi.org/10.35468/jlb-04-2021-07

Riveros, A., & Nyereyemhuka, N. (2023). Conceptualizing space in educational administration and leadership research: Towards a spatial justice perspective. International Journal of Leadership in Education, 26(4), 666–679. https://doi.org/10.1080/13603124.2020.1842509

Scharf, J., Becker, M., Stallasch, S. E., Neumann, M., & Maaz, K. (2020). Primäre und sekundäre Herkunftseffekte über den Verlauf der Sekundarstufe: Eine Dekomposition an drei Bildungsübergängen. Zeitschrift für Erziehungswissenschaft, 23(6), 1251–1282. https://doi.org/10.1007/s11618-020-00981-7

Stočić, P. (2015). Horizontale Segregation im deutschen Schulsystem. In L. Fölker, T. Hertel, & N. Pfaff (Hrsg.), Brennpunkt(-)Schule Zum Verhältnis von Schule, Bildung und urbaner Segregation. B. Budrich.

WHEN DISADVANTAGE CONCENTRATES: STUDENTS' ACHIEVEMENTS, TEACHING PRACTICES, AND SEGREGATION DYNAMICS IN MILAN

Andrea Parma (Politecnico di Milano, Italy) · **Giulia Marroccoli** (Politecnico di Milano, Italy)

school segregation | achievements | milano

The literature on the consequences of school composition has a long tradition, particularly in Anglo-Saxon contexts, and one of the main strands of research has focused on its impact on students' learning outcomes. However, the dynamics underlying the effects of segregation on school performance and levels of learning remain complex (Baysu and de Valk 2012; Dronkers et al. 2011). Several factors may be involved, including peer-group influence, teaching practices, and management processes related to school organization (van Ewijk et al. 2010; Thrupp and Lauder 2006). Most existing research focuses on the role of peers (Borgen 2023; Caponera and Losito 2016), but teachers and class organization may be equally important in shaping the consequences of segregation. Teachers may respond to the composition of the student intake by reallocating time, adapting the pace of instruction, and adjusting expectations (Boone et al. 2018; Kalogrides et al. 2013). With regard to school organization, relevant dynamics include teacher recruitment, retention, and turnover; the quality and experience of the teaching staff; the curricular offer; the educational framework; and the working climate (van Ewijk et al. 2010; Scafidi et al. 2007). Focusing on the case of Milan, this contribution has two main aims. First, it examines the extent to which the socio-economic and ethnic composition of classes affects students' achievement in standardized tests in Reading and Mathematics. Drawing on INVALSI microdata for Grade 8 students, this statistical analysis shows that the concentration of disadvantaged students – particularly those from low socio-economic and/or migrant backgrounds - is associated with lower performance, above and beyond the effect of individual characteristics, including prior achievement. However, such analysis alone does not fully capture the mechanisms through which class composition affects learning outcomes. Hence, the contribution draws also on qualitative research conducted in two lower secondary schools in peripheral areas of Milan. Data are based on interviews with teachers and principals and explore the challenges associated with managing particularly complex classes where multiple forms of disadvantage tend to concentrate. Schools report a growing presence of students with specific learning needs, which adds to the newly arrived migrant students and students with migrant background. This results in classrooms characterized by multiple and heterogeneous educational needs, requiring different forms of pedagogical support and attention. Teachers describe how this complexity often constrains teaching practices, limiting the range of strategies they can effectively implement and reducing the time available for curriculum development and deeper learning activities. As a consequence, the overall pace of instruction may slow down, potentially affecting the learning opportunities of the entire class. These processes may also have broader implications. The concentration of disadvantages can negatively affect the reputation of schools, contributing to processes of stigmatization. In turn, this may encourage avoidance behaviors among middle-class families, who may opt for other schools or for more selective curricular tracks within the same school, such as music programs, where students with more favorable socio-economic backgrounds tend to concentrate. These dynamics may further reinforce both territorial and within-school segregation, contributing to the reproduction of educational inequalities.

Baysu, G., Phalet, K., & Brown, R. (2014). Relative group size and minority school success: The role of intergroup friendship and discrimination experiences. British Journal of Social Psychology, 53(2), 328–349.

Boone, S., Thys, S., Van Avermaet, P., & Van Houtte, M. (2018). Class composition as a frame of reference for teachers? The influence of class context on teacher recommendations. British Educational Research Journal, 44(2), 274–293

Borgen, S. T. (2023). Masked by the mean: Immigrants in school and differential effects on student achievements. European Sociological Review, 39(3), 333–351.

Caponera, E., & Losito, B. (2016). Context factors and student achievement in the IEA studies: Evidence from TIMSS. Large-Scale Assessments in Education, 4(1), 12.

Dronkers, J., van der Velden, R., & Dunne, A. (2011). The effects of educational systems, school composition, track level, parental background, and immigrants' origins on the achievement of 15-year-old native and immigrant students: A reanalysis of PISA.

Kalogrides, D., Loeb, S., & Béteille, T. (2013). Systematic sorting: Teacher characteristics and class assignments. Sociology of Education, 86(2), 103–123.

Scafidi, B., Sjoquist, D. L., & Stinebrickner, T. R. (2007). Race, poverty, and teacher mobility. Economics of Education Review, 26(2), 145–159.

Thrupp, M., & Lupton, R. (2006). Taking school contexts more seriously: The social justice challenge. British Journal of Educational Studies, 54(3), 308–328.

Van Ewijk, R., & Sleegers, P. (2010). The effect of peer socioeconomic status on student achievement: A meta-analysis. Educational Research Review, 5(2), 134–150.

THE INFLUENCE OF SECONDARY SCHOOLS ON ACADEMIC PERFORMANCE AND EDUCATIONAL OUTCOMES: A SYSTEMATIC LITERATURE REVIEW

Jonathan Pratschke (University of Naples Federico II, Italy) · **Mario Trifuoggi** (University of Naples Federico II, Italy) · **Berenice Scandone** (Politecnico di Milano) · **Costanzo Ranci** (Politecnico di Milano)

school effects | socio-economic composition | systematic literature review

A considerable body of scientific research has taken shape in recent years that examines how schools influence educational outcomes, against the backdrop of residential segregation, social inequalities, family preferences and individual attributes. This research explores the effects of socio-economic composition, ethnic composition, endogenous peer influence, school climate, the characteristics of teachers and other factors that are believed to influence educational outcomes. This field of inquiry often uses state-of-the-art methodological tools and statistical models to identify aggregate-level and interaction effects, yielding scientific advances with policy implications. The study of school/contextual effects has also become a fruitful area of multidisciplinary research, with debates taking place between sociologists, economists, statisticians, geographers, demographers and education researchers. It is arguably an appropriate time to take stock of these developments and to summarise the results of this research. In this paper, we present the results of a systematic literature review which synthesises the scientific literature of the past decade, with reference to schools in Europe, USA, Canada and Australia. This enables us to go considerably beyond all existing reviews, which are much more limited in scale and scope. Eligibility was confined to studies examining the relationship between the socio-economic or the ethnic composition of schools or classrooms, on the one hand, and either academic performance or choice of upper secondary school, on the other. A four-concept search strategy was used to search Scopus, Web of Science, ProQuest, EBSCO, Google Scholar and Semantic Scholar, including both quantitative and qualitative studies. The first concept identifies the context (secondary schools), while the second confines the search to studies which focus on school composition; the third describes the specific form of composition (socio-economic or ethnic) and the fourth captures the main outcome variable (performance or choice of upper secondary school). The resulting 12,462 records were subjected to rapid screening in order to exclude obviously ineligible studies, and the remaining 6,519 publications were blind screened in parallel on title and abstract by at least two researchers using the Rayyan software system, and any relevant documents were then screened on their full text. Disagreements were resolved through discussion, based on a close examination of the records in question. We then carried out data extraction and constructed a data extraction sheet which summarises the key characteristics of the 232 studies identified as relevant. A narrative synthesis of the research results was completed, summarising the principal findings of the included studies using headings developed from the thematic analysis of eligible research reports.

No references

D.11

Schools as Democratic Territories: Spatial Justice, Participation and Co-Governance Across the Whole School-Building Process

PANEL CONVENORS: Petra Regina Moog (Sophia::Academy, Germany)

PANEL KEYWORDS: Spatial Justice, Participatory School Design, Learning Environments

School buildings are not merely infrastructures; they are public democratic spaces in which power relations, participation opportunities and everyday forms of living together become visible and negotiable. This panel explores how Spatial Justice (Soja, 2010), Democratic Co-Governance (Mouffe, 2013; Biesta, 2022) and participatory school development can be meaningfully integrated across the entire school-building process, from early visioning and needs assessment through design negotiations, implementation and post-occupancy evaluation. The central question is: How can learning environments be shaped so that they do not merely reflect democratic culture, but actively enable it? International research demonstrates that belonging, agency, social safety and spatial usability do not emerge as side effects of architecture. Instead, they result from intentional socio-spatial decisions. Studies from Scandinavian and British contexts (Woolner 2015; Sigurðardóttir 2020; Dovey and Fisher 2014) show that democratic spaces arise when spatial design and social practices are negotiated together at an early stage, and when learners, teachers and educational teams are recognised as legitimate co-designers of their environments. The panel welcomes contributions that analyse co-governance models in school-building processes; provide empirical evidence of how students and staff act as democratic agents in shaping educational spaces; formulate spatial-justice criteria for learning environments; or conceptualise pedagogical interior architecture as a democratic practice that fosters equity, participation and collective responsibility. The aim is to initiate a European dialogue on how schools can become democratic territories—places in which spatial justice and lived democracy converge in everyday educational life.

LEARNING DEMOCRACY BY SHAPING SPACE: CHILDREN'S CO-CREATION AND COLLECTIVE DECISION-MAKING IN A PRIMARY SCHOOL

Petra Regina Moog (Sophia::Academy, Duesseldorf, Germany) · **Evelyn Burchhart** (Familengrundschulzentrum Sonnenstrasse, Duesseldorf, Germany) · **Sandra Mantica** (Familengrundschulzentrum Sonnenstrasse, Duesseldorf, Germany) · **Ines Agel** (Familengrundschulzentrum Sonnenstrasse, Duesseldorf, Germany) · **Kornelius Knettel** (Familengrundschulzentrum Sonnenstrasse, Duesseldorf, Germany)

Democratic participation · Educational architecture · Spatial justice

Democratic learning in schools does not only take place through formal curricula or participatory structures, but emerges through everyday practices in which power, voice and responsibility are negotiated. This paper examines how democratic competencies and participatory cultures can emerge when children are not only consulted but actively involved in decision-making processes concerning their school environment. It presents an exploratory practice-based study conducted in a primary school in Düsseldorf located in a socially and structurally challenging context, where questions of voice, recognition and shared responsibility are particularly significant. Over a period of 32 weeks, a mixed-age group of 14 pupils (Grades 1 to 4) participated a non-instructional project format in which every Friday three hours were reserved for self-chosen, collaborative inquiry (Rasfeld, 2019). Within this framework, children investigated their school as a shared democratic space. Democracy was not addressed as a curricular topic, but as a lived practice enacted through observation, discussion, negotiation and collective decision-making. The pupils analysed everyday spatial experiences of wellbeing, exclusion and belonging and developed proposals for change. Participation deliberately extended beyond the project group. Based on questionnaires and spatial analyses developed with the children, the entire school community of approximately 320 pupils was involved in reflecting on school spaces, preferred atmospheres and needs. The project group acted as representatives and mediators, collecting, analysing and communicating the perspectives of their peers. Central democratic decisions were made collaboratively, including the selection of colours, furniture and spatial arrangements for shared school spaces. A key moment in the process was the participation of the pupils in a study visit to the Didacta fair, one of the largest educational trade fairs in Europe. There, the children discussed spatial concepts directly with architects and furniture manufacturers and compared professional design approaches with their own analyses. Drawing on the results of the school-wide survey, they took part in collective decision-making about which furniture and design elements would ultimately be purchased and implemented. This step marked a shift from consultation to shared

responsibility for concrete outcomes. Methodologically, the study combines participatory spatial inquiry, pedagogical interior architecture and Post-Occupancy Evaluation with child-centred questionnaires, spatial mapping, photographic documentation, reflective diaries, focus groups and interviews. The participatory design of the process was informed by insights from the Erasmus+ project CLEAR on learning environments. The analytical framework further draws on theories of democratic education and participation (Biesta, 2022), spatial justice (Soja, 2010) and socio-spatial agency (Dovey & Fisher, 2014), as well as research on participatory school environments (Woolner, 2015; Sigurðardóttir, 2020). The findings show that being listened to, taken seriously and entrusted with real decisions strengthened pupils' sense of self-efficacy and transformed patterns of acceptance within the school community. The paper argues that participatory engagement with school space can function as a powerful form of democratic education, demonstrating that even young children are capable of informed, collective decision-making. It contributes to Scuola Democratica debates by illustrating how democracy can be learned and practised through the shared shaping of everyday environments, fostering a future-oriented school culture grounded in participation, spatial justice and collective care.

Biesta, G. (2022). World-centred education: A view for the present. Routledge.

CLEAR Project Consortium. (2025). CLEAR – Compass of learning environments by active re-use. European Union, Erasmus+ Programme, Key Action 2: Cooperation Partnerships for Innovation.

https://erasmus-plus.ec.europa.eu/projects

Dovey, K., & Fisher, K. (2014). Designing for adaptation: The school as socio-spatial assemblage. Journal of Architecture, 19(1), 43–63. https://doi.org/10.1080/13602365.2014.882376

Rasfeld, M. (2019). FREI DAY: Die Welt verändern lernen. oekom.

Sigurðardóttir, A. K. (2020). School spaces for inclusion: Nordic perspectives on participation and learning environments. Learning Environments Research, 23(3), 375–389. https://doi.org/10.1007/s10984-019-09302-6

Soja, E. W. (2010). Seeking spatial justice. University of Minnesota Press.

Woolner, P. (2015). School design together. Routledge.

DEMOCRATIC TERRITORIES ARE MADE, NOT GIVEN – PEDAGOGICAL INTERIOR ARCHITECTURE IN EDUCATIONAL SPACES

René Pier (ECIA/ SCHIENBEIN PIER PARTG MBB INNENARCHITEKTEN, Germany) · **Petra Regina Moog** (Sophia::Academy, Germany)

Pedagogical Interior Architecture | Spacial Justice | Everyday Democratic Practice

School buildings function as public spaces in which participation, access and everyday forms of democratic practice are materially shaped. From a spatial justice perspective, educational environments can be understood as democratic territories in which freedoms are unevenly distributed and continuously renegotiated (Soja, 2010). While research on learning environments has often focused on architectural typologies or degrees of openness, this paper shifts attention to small-scale spatial interventions that structure everyday use, interaction and decision-making, drawing on understandings of educational space as a socio-spatial assemblage rather than a fixed architectural form (Dovey & Fisher, 2014). The paper draws on two qualitative case studies from different educational contexts: a primary school participating in the German Startchancen programme and an adult education centre (Volkshochschule) located in a listed historic building in Hamburg. Although differing in age groups, institutional logics and architectural conditions, both cases reveal how spatial micro-infrastructures shape democratic practices in everyday educational life. The analysis is informed by approaches from pedagogical interior architecture and is based on qualitative documentation of spatial transformations, user feedback and observed patterns of spatial appropriation. In the primary school case, four previously underused rooms were transformed into differentiated learning environments, including a storytelling space, an experimental research room, a construction and movement space, and a flexible makerspace. These spatial changes resulted in a redistribution of everyday freedoms, conceptualised by the school as a freedom matrix that differentiates where, how and with whom learning can take place. Rather than prescribing behaviour, the spaces enabled pupils and teachers to negotiate learning situations, responsibilities and supervision in practice. Democratic action emerged through everyday decisions about use, access and movement within the school. The adult education case in Hamburg focuses on spatial micro-infrastructures such as accessible drinking-water points, informal meeting niches and reprogrammed circulation areas. In a context characterised by voluntary participation and diverse user groups, these elements function as low-threshold spaces of encounter and self-organisation. They support informal interaction, collective responsibility and negotiated use without

requiring formal participation structures. The democratic quality of these spaces lies in their capacity to invite appropriation and shared use across institutional roles. Across both cases, the findings suggest that democracy in educational spaces is not primarily produced through architectural openness or formal participation formats, but through spatially distributed micro-infrastructures that enable everyday negotiation. These elements create conditions for agency, accessibility and shared responsibility by embedding democratic possibilities into routine practices. Educational spaces thus become democratic territories not through symbolic design gestures, but through spatial arrangements that make everyday decision-making, encounter and co-presence possible. By foregrounding spatial micro-infrastructures as democratic enablers, the paper contributes to debates on spatial justice and co-governance in school-building processes and argues for a shift from large-scale architectural concepts to the socio-spatial effects of small, distributed intervention.

Dovey, K., & Fisher, K. (2014). Designing for adaptation: The school as socio-spatial assemblage. Journal of Architecture, 19(1), 43–63. https://doi.org/10.1080/13602365.2014.882376

Sigurðardóttir, A. K. (2020). Architecture and education: The organisation of learning environments and pedagogical practices. Pedagogy, Culture & Society, 28(3), 387–402. https://doi.org/10.1080/14681366.2019.1598766

Soja, E. W. (2010). Seeking spatial justice. University of Minnesota Press.

Weyland, U. (2019). Lernen mit dem Körper: Zur Bedeutung von Embodiment für pädagogische Professionalität. In B. Wigger & J. Zirfas (Eds.), Handbuch Pädagogische Anthropologie (pp. 473–484). Springer VS. https://doi.org/10.1007/978-3-658-24792-2_40

Woolner, P. (2015). School design together. Routledge.

SCHOOL BUILDING AS DEMOCRATIC GOVERNANCE: A MULTI-ACTOR FRAMEWORK FOR PARTICIPATORY EDUCATIONAL SPACE

Nicole Wentzel (Gebaeudemanagement der Stadt Wuppertal, Germany) · **Teun van Wijk** (ICS Adviseurs, The Netherlands) · **Petra Regina Moog** (Sophia::Akademie, Germany)

democratic governance | participation | school development

School building processes are typically organised as linear, technical and administrative procedures, while schools themselves function as complex democratic institutions. This paper addresses this structural tension by reframing school construction and transformation as a form of democratic governance rather than a purely instrumental planning task. Following Lefebvre's understanding of space as socially produced (Lefebvre, 1991), educational buildings are conceptualised as outcomes of negotiated social practices rather than neutral containers. The theoretical framework combines perspectives from democratic participation (Arnstein, 1969), spatial justice (Soja, 2010) and school development theory (Biesta, 2011; Fielding, 2012). Participation is not treated as a single event but as a continuous relational practice embedded in institutional decision-making. From this perspective, school building becomes a pedagogical and political process in which power, knowledge and responsibility are distributed unevenly across actors and phases. Empirically, the paper draws on an ongoing European practice-based research project that developed a visual school building compass (CLEAR, 2025). Using co-creation workshops as a design-research method (Sanoff, 2007), practitioners and researchers jointly mapped actor-specific process lines—such as school leadership, students, school authorities and external partners—across the full lifecycle of a school building, from early needs assessment (Phase 0) to long-term use and evaluation (Phase 10). A metro-map metaphor was used to visualise simultaneity, intersections and temporal asymmetries between actors. The findings reveal that dominant linear planning models obscure the fact that actors operate with different temporal logics and degrees of agency. A comparative focus on Germany and the Netherlands illustrates how participation cultures shape these dynamics. While student participation in Germany is often limited to early consultation and post-occupancy feedback, Dutch practices more frequently integrate students through continuous information, reflection and contextualised engagement during planning and construction. These practices align with Fielding's concept of democratic partnership, emphasising understanding and agency rather than constant co-decision (Fielding, 2012). The paper argues that continuous intelligibility of processes—rather than maximal participation—supports democratic competence, spatial literacy and institutional trust (Biesta, 2011). By foregrounding participation as an infrastructural condition of governance, the proposed compass offers a transferable analytical and practical tool. It contributes to debates on democratic education by demonstrating how spatial transformation processes can actively cultivate democratic culture within and beyond schools.

Arnstein, S. R. (1969). A ladder of citizen participation, Journal of the American Institute of Planners, 35(4), 216–22
Biesta, G. (2011). Learning Democracy in School and Society. Rotterdam: Sense
CLEAR Project Consortium. (2025). CLEAR – Compass of learning environments by active re-use. European Union, Erasmus+ Programme, Key Action 2: Cooperation Partnerships for Innovation.
https://erasmus-plus.ec.europa.eu/projects
Fielding, M. (2012). Beyond student voice: Patterns of partnership and the demands of deep democracy. Revista de Educación, 359, 45–65.
Lefebvre, H. (1991). The Production of Space. Oxford: Blackwell.
Sanoff, H. (2007). Participatory Design in Educational Facilities. Washington, DC.
Soja, E. (2010). Seeking Spatial Justice. Minneapolis: University of Minnesota Press.

EDUGREEN FURNISHINGS: INTEGRATING PLANTS INTO EDUCATIONAL ENVIRONMENTS

Beate Christine Weyland (Free University of Bolzano, Italy)

Indoor plants | Learning landscapes | Well-being

This contribution presents the results of a research project commissioned by GAM Gonzagarredi Montessori and conducted by the EDENLAB research laboratory of the Faculty of Education at the Free University of Bozen-Bolzano between 2022 and 2024. The study investigates the educational, aesthetic, and inclusive potential of the Edugreen furnishing line, specifically designed to support the structured introduction of indoor plants in educational settings. While previous research has documented the positive effects of indoor greenery on students' well-being, stress reduction, and cognitive performance (Han, 2009; Li & Sullivan, 2016; Lindemann-Matthies et al., 2021; Meng et al., 2023), limited attention has been paid to how purpose-designed furniture can mediate the pedagogical integration of plants across different school contexts. The project is grounded in a theoretical framework that combines environmental psychology, ecological education, and inclusive design. Plants are conceived as "didactic mediators" (Weyland & Boaretto, 2022), capable of fostering ecological awareness, responsibility, and care practices. In line with the idea of architecture as pedagogy (Orr, 1993) and with the concept of schools as dwelling spaces for living and learning (Weyland & Sigillo, 2025), the introduction of plants contributes to shaping the school as a learning landscape in which space actively participates in knowledge construction. Moreover, understanding the school as public space in action (Viteritti & Weyland, 2026) highlights how spatial quality is co-constructed through daily practices, material arrangements, and shared responsibility. The research adopts principles of Universal Design and Universal Design for Learning (Mace et al., 1996; CAST, 2024), ensuring accessibility, flexibility, autonomy, and legibility for all users, consistent with inclusive education perspectives (Booth & Ainscow, 2014) and the ICF framework (WHO, 2001). Methodologically, the study follows a qualitative multi-site research design combining experimentation and observation across educational levels. In the Faculty of Education, Edugreen prototypes were installed in two classrooms and common areas, transforming them into experimental green learning environments. University students participated through a Photovoice methodology (Santinello et al., 2022), documenting and reflecting on their experiences via a digital Padlet ("My Green University"). In parallel, an action-research process was conducted at the Monini kindergarten (Umbertide, Italy), where two classrooms were newly equipped with Edugreen furnishings as part of a broader pedagogical reorganization explicitly centered on plant-based interaction. Teachers used structured observation grids assessing functional qualities (e.g., modularity, ergonomics, durability) and aesthetic-pedagogical dimensions (e.g., creativity, sociality, interdisciplinarity, physical participation), complemented by open-ended reflections. Data were analyzed through qualitative content analysis (Krippendorff, 2022). The cross-context experimentation demonstrates the adaptability of the furniture to diverse age groups and pedagogical practices. Modularity and mobility facilitate flexible spatial configurations and plant exposure. Vertical structures support observation of plant growth and responsibility routines. The "little house" element functions as a multifunctional micro-environment for rest, dialogue, reading, and imaginative play. Across settings, participants reported enhanced environmental quality and stronger engagement with sustainability-related themes. The findings confirm that the experimentally monitored introduction of plants, supported by inclusive furnishings, enhances aesthetic quality, perceived well-being, and ecological competences, enabling schools to act as living laboratories of sustainability, care, and shared responsibility.

Booth, T., & Ainscow, M. (2014). Nuovo Index per l'inclusione. Percorsi di apprendimento e partecipazione a scuola. Carocci.

CAST. (2024). Universal Design for Learning Guidelines version 3.0.

Han, K. T. (2009). Influence of limitedly visible leafy indoor plants on the psychology, behavior, and health of students at a junior high school in Taiwan. Environment and Behavior, 41(5), 658–692.

Krippendorff, K. (2022). Content analysis: An introduction to its methodology (4th ed.). Sage.

Li, D., & Sullivan, W. C. (2016). Impact of views to school landscapes on recovery from stress and mental fatigue. Landscape and Urban Planning, 148, 149–158.

Lindemann-Matthies, P., Benkowitz, D., & Hellinger, F. (2021). Associations between the naturalness of classroom views, children's well-being, and attention performance. Landscape and Urban Planning, 214, 104146.

Mace, R. L., Hardie, G. J., & Place, J. P. (1996). Accessible environments: Toward Universal Design. North Carolina State University.

Meng, X., Zhang, M., & Wang, M. (2023). Effects of school indoor visual environment on children's health outcomes: A systematic review. Health & Place, 83, 103021.

Orr, D. W. (1993). Architecture as pedagogy. Conservation Biology, 7(2), 226–228.

Santinello, M., Surian, A., & Gaboardi, M. (2022). Guida pratica al photovoice. Promuovere consapevolezza e partecipazione sociale. Erickson.

Viteritti, A., & Weyland, B. (2026). School in/as public space: Constructing quality in action. In L. G. Fassari & M. Low (Eds.), The social quality of public space: Integration, strategy, subjectivation. Routledge.

Weyland, B., & Boaretto, G. (2022). Ambienti educativi con la natura: Una didattica di terzi paesaggi. Pedagogia e Vita, 1, 124–136.

Weyland, B., & Sigillo, E. (2025). Dwelling schools: Educational spaces for living and learning. [Publisher].

World Health Organization. (2001). International classification of functioning, disability and health (ICF). WHO.

POST-OCCUPANCY EVALUATION FOR LEARNING ENVIRONMENTS (POELE): A FORMATIVE ASSESSMENT TOOL

Michelle Dumont Laux (PH Freiburg, Germany) · **Florian Schuberth** (TU Twente, The Netherlands) · **Kai Schuster** (University of Applied Science Darmstadt) · **Maik Beege** (PH Freiburg, Germany)

Post-Occupancy Evaluation | School | Architecture

Discussion on the subject of how to design an optimal learning environment has always reflected constantly changing educational, social, and technological circumstances, and it continues to do so. Despite being a small field of research, it has attracted attention since its origins in the 19th century (Renz, 2016). However, particularly in the past decade, this state of upheaval in school construction not only intensifies the interest in research but also (re-)vitalize planning processes through participation procedures. As an integral part of democracy, participation plays a key role in shaping educational spaces. Just as users can be involved conceptually at the beginning of a construction project, participation is also possible after a school building has been inhabited. This method of Post-Occupancy Evaluation (POE) was defined by Preiser et al. (1988, p. 3) as ''a process of systematically evaluating the performance of buildings after they have been built and occupied for some time''. It aims to improve the fit between users and their buildings (Zimmerman & Martin, 2001). The aim of this work was to develop a empirically tested method for evaluating school buildings (with the aim of improving them). Building on existing post-occupancy evaluation methods (e.g. Cleveland et al., 2016), it is carried out using the data-driven index creation MARI method (Fluck & Lichtenberg, 2021). The benefits of such formative models are still largely unknown in the social sciences and therefore underestimated (Fluck & Lichtenberg, 2021; Jarvis, MacKenzie & Podsakoff, 2003). Testing at six schools with a total of more than 700 students (aged 11 to 19), has shown that the questionnaire could be further developed: Among other things, it is still too complex and should therefore be simplified, especially for younger students. Overall, however, this Post-Occupancy Evaluation for Learning Environments (POELE) proves to be a robust testing tool that provides a sound basis for the comprehensive assessment of school buildings.

Cleveland, B., Soccio, P., & Love, P. (2016). Learning environment evaluation and the development of school facility design guidelines. In M. Baguley (Ed.), Australian Association for Research in Education (AARE) Conference 2016. Australian Association for Research in Education (AARE).

Fluck, J. & Lichtenberg, H. (2021). Formative Modellierung in Psychologie und Erziehungswissenschaft. Datengeleitete Indexbildung nach der MARI-Methode [Formative modeling in psychology and educational science. Data-driven index formation according to the MARI method]. Springer.

Jarvis, C. B., MacKenzie, S. B. & Podsakoff, P. M. (2003). A critical review of construct indicators and measurement model misspecification in marketing and consumer research. Journal of Consumer Research, 30(2), 199–218.

Preiser, W. F. E.; Rabinowitz, H. Z. & White, E. T. (1988). Post-occupancy evaluation. New York: Van

Nostrand Reinhold.

Renz, K. (2016). Testfall der Moderne. Transfer und Diskurs im Schulbau der 1950er Jahre [Test case of modernity. Transfer and discourse in school construction of the 1950s]. Wasmuth.

Zimmerman, A. & Martin, M. (2001). Post-occupancy evaluation: benefits and barriers. Building

Research & Information, 29(2), 168–174.

THE EPISTEMIC SCHOOL: EDUCATIONAL ARCHITECTURE AS DEMOCRATIC KNOWLEDGE INFRASTRUCTURE IN THE ALGORITHMIC AGE

Karl-Heinz Machat (Architectural Faculty, University of Innsbruck, Austria) · **Heike Bablick** (Architectural Faculty, University of Innsbruck, Austria)

epistemic school | educational architecture | spatial infrastructures

Democratic societies rely on shared epistemic infrastructures through which citizens can evaluate evidence, interpret knowledge claims, and participate in collective deliberation. Public reasoning in elections, policy debates, and civic decision-making depends upon institutional environments that stabilize norms of evidence, credibility, and argumentation (Habermas, 1996; Dewey, 1916). Historically, educational institutions—particularly schools, libraries, laboratories, and archives—functioned as core components of this democratic epistemic architecture. These environments cultivated not only cognitive competencies but also material practices of inquiry through which knowledge could be publicly encountered, scrutinized, and debated (Freire, 1970). However, contemporary informational ecosystems are increasingly structured by algorithmically mediated media systems. Social media platforms, search engines, and artificial intelligence infrastructures shape the circulation of knowledge through computational systems that rank, recommend, and personalize information flows (Gillespie, 2014). While these technologies expand access to information, they also introduce new epistemic challenges. Algorithmic amplification can accelerate the diffusion of misinformation across networked communication environments (Vosoughi, Roy, & Aral, 2018), while personalization mechanisms fragment shared informational contexts that historically supported democratic deliberation (Sunstein, 2018; Pariser, 2011). At the same time, the economic logics of platform capitalism prioritize engagement and behavioral prediction over epistemic reliability, transforming information environments into systems optimized for attention extraction (Zuboff, 2019). These developments contribute to what may be described as algorithmic epistemology, in which the circulation and interpretation of knowledge are increasingly governed by opaque computational infrastructures rather than institutional processes of verification. Parallel transformations are occurring within educational environments themselves. The increasing digitization of education has reduced the material presence of traditional knowledge infrastructures such as libraries, archives, and collections of demonstrative objects. Although digital technologies broaden access to information, they can also weaken the spatial and institutional environments through which knowledge becomes socially visible and collectively interpretable. This article argues that educational architecture plays a critical but underexamined role in sustaining democratic epistemology. Drawing on democratic theory, media studies, science and technology studies, and architectural theory, the article proposes Epistemic Infrastructure Theory, which conceptualizes educational environments as spatial systems that stabilize democratic knowledge practices. Institutional architectures shape patterns of attention, interaction, and authority, thereby influencing how knowledge claims are encountered and evaluated (Foucault, 1977; Koolhaas, 1995; Lefebvre, 1991). To explore this argument, the article introduces a speculative architectural model: the Epistemic School. The Epistemic School conceptualizes educational buildings as spatial infrastructures designed to support democratic knowledge production. Rather than treating libraries, classrooms, laboratories, and digital systems as separate functions, the model integrates them into a distributed epistemic landscape composed of knowledge commons, algorithm observatories, evidence forums, and research laboratories. Within this framework, architecture functions as a visible interface through which students encounter not only information but also the processes through which knowledge is produced, validated, and debated. By re-materializing epistemic infrastructures within educational environments, the Epistemic School seeks to strengthen the cognitive and institutional capacities necessary for democratic participation in algorithmically mediated societies. In doing so, the article reframes educational architecture as a crucial component of democratic knowledge systems in the digital age.

Dewey, J. (1916). Democracy and Education. New York: Macmillan.

Foucault, M. (1977). Discipline and Punish: The Birth of the Prison. (Trans A. Sheridan) 2. Vintage Books ed. New York: Vintage Books, 1995.

Freire, P. (1970). Pedagogy of the Oppressed. New York: Continuum.

Gillespie, T. (2014). The Relevance of Algorithms. In T. Gillespie, P. Boczkowski, & K. Foot (Eds.), Media Technologies: Essays on Communication, Materiality, and Society (pp. 167–194). Cambridge, MA: MIT Press.

Habermas, J. (1996). Between Facts and Norms: Contributions to a Discourse Theory of Law and Democracy. Cambridge, MA: MIT Press.

Koolhaas, R. (1995). S,M,L,XL. New York: Monacelli Press.

Lefebvre, H. (1991). The Production of Space. (Trans. D. Nicholson-Smith) Oxford: Blackwell.

Pariser, E. (2011). The Filter Bubble: What The Internet Is Hiding From You. New York: Penguin.
Sunstein, C. R. (2018). #Republic: Divided Democracy in the Age of Social Media (NED-New edition). Princeton University Press. https://doi.org/10.2307/j.ctv8xnhtd.
Vosoughi, S., Roy, D., & Aral, S. (2018). The spread of true and false news online. Science, 359(6380), 1146–1151.
Zuboff, S. (2019). The Age of Surveillance Capitalism. New York: PublicAffairs.

SPACE AS STUDIO: EXPERIMENTAL ARCHITECTURE, BIOPHILIC INFRASTRUCTURES, AND OBJECT-RICH DISPLAYS TO CATALYZE PEDAGOGICAL EXPERIMENTATION IN TEACHER EDUCATION

Heike Bablick (University Innsbruck, Austria) · **Karl-Heinz Machat** (University Innsbruck, Austria)

experimental architecture | teacher education labs | active learning

Preparing teachers for complex, collaborative practice requires environments that render teaching and learning visible, improvable, and collectively owned. Research shows spatial configuration shapes encounter and co-presence (Hillier & Hanson, 1984; Gehl, 2011) and that active, dialogic pedagogies improve outcomes (Freeman et al., 2014; Baepler, Walker, & Driessen, 2014). Grounded in progressive and situated learning traditions—experience, participation, and iterative design (Dewey, 1938; Lave & Wenger, 1991; Brown & Duguid, 1991)—this contribution presents a deployable framework that uses experimental architecture, biophilic infrastructures, and curated objects/displays to catalyze pedagogical experimentation in teacher and pedagogue education. We operationalize six principles. 1) Visibility with care—curated transparency (glazing, permeable screens, writable surfaces) makes processes observable while protecting privacy and psychological safety, aligning with evidence on space, movement, and co-presence. Documentation walls and "learning galleries" situate the environment as a third teacher (Malaguzzi, 1998). 2) Adaptability via a kit-of-parts—mobile partitions, lightweight furniture, and infrastructural spines enable sub-hour transitions across seminar, studio, micro-teaching, critique, and gallery modes (Hertzberger, 2008; Nair & Fielding, 2005; Oblinger, 2006). 3) Embedded capture and feedback—discreet audio/video with clip marking and annotation stations support high-impact, evidence-informed debriefs (Hattie, 2009). 4) Activity zoning and acoustic ecology—differentiated zones (quiet nooks, open studios, coaching alcoves) and treatments sustain parallel activities without interference (Fisher, 2005; OECD, 2017). 5) Governance as pedagogy—daily stand-ups, rotating stewardship, and equitable booking democratize space use and build professional agency (Stoll et al., 2006; Biesta, 2010). 6) Biophilic and green infrastructures—courtyards, planted atria, and indoor biophilia provide restorative, instruction-ready spaces linked to attention and stress recovery (Kuhnert & Ngo, 2022), implemented via evidence-informed patterns (Browning, Ryan, & Clancy, 2014) with inclusive planting and IAQ safeguards (Wells, 2000). Objects and Displays as Pedagogical Mediators: Tangible artifacts function as cognitive and boundary objects that anchor abstract ideas and bridge communities (Norman, 1991). Process boards, exemplars, and visible rubrics support metacognition and assessment for learning, augmented with scannable links to micro-video and portfolios (Ritchhart, Church, & Morrison, 2011). Implementation: A living-lab model progresses from a minimal viable studio through co-design sprints that generate and test "pattern cards," scaling into a program-wide pattern language and cyclical reviews (Sanders & Stappers, 2008; Mulgan, 2014; Kolb, 1984). Inside–outside gradients prioritize outdoor classrooms and green courtyards as first-class learning zones. Evaluation and Ethics: Mixed methods triangulate space-use analytics (heat maps, dwell times, setup/reconfiguration metrics), interaction analysis (turn-taking, wait time, proximity networks), and indicators of professional growth (self-efficacy, feedback literacy, authentic performance), interpreted via theory-informed rubrics to avoid simplistic "furniture effects" (Jamieson, 2003; Imms, Cleveland, & Fisher, 2016). Universal design ensures accessibility and sensory wellbeing (Meyer, Rose, & Gordon, 2014). Significance: The model aligns architectural and educational logics under a shared ethos of inquiry, offering a portable blueprint—principles, patterns, workflows, and evaluation instruments—adaptable to diverse contexts and resources. By making space, green infrastructure, and curated objects/displays central to practice and reflection, teacher education becomes continuous design research, fostering equitable participation, attention restoration, and feedback-rich cultures.

- Baepler, P., Walker, J. D., & Driessen, M. (2014). It's not about seat time: Blending, flipping, and efficiency in active learning classrooms. Computers & Education, 78, 227–236.
- Biesta, G. (2015). Good education in an age of measurement: Ethics, politics, democracy. Routledge.

- Brown, J. S., & Duguid, P. (1991). Organizational learning and communities-of-practice: Toward a unified view of working, learning, and innovation. Organization Science, 2(1), 40–57.
- Browning, W. D., Ryan, C. O., & Clancy, J. O. (2014). 14 Patterns of Biophilic Design. Terrapin Bright Green.
- Dewey, J. (1938). Experience and education. Macmillan.
- Fisher, K. (2005). Research into identifying effective learning environments. OECD/CELE.
- Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. Proceedings of the National Academy of Sciences, 111(23), 8410–8415.
- Gehl, J. (2011). Life between buildings: Using public space (6th ed.). Island Press.
- Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. Routledge.
- Hertzberger, H. (2008). Space and learning: Lessons in architecture 3. 010 Publishers.
- Hillier, B., & Hanson, J. (1984). The social logic of space. Cambridge University Press.
- Imms, W., Cleveland, B., Fisher, K. (2016). Evaluating learning environments: Snapshots of emerging issues, methods and knowledge. SensePublishers.
- Jamieson, P. (2003). Designing more effective on-campus teaching and learning spaces: A role for academic developers. The International Journal for Academic Development, 8(1–2), 119–133.
- Jamieson, P., Fisher, K., Gilding, T., Taylor, P. G., & Trevitt, A. C. F. (2000). Place and space in the design of new learning environments. Higher Education Research & Development, 19(2), 221–236.
- Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development. Prentice Hall.
- Kuhnert, N., Ngo, A.-L., & ARCH+ Verlag GmbH. (2022). Cohabitation. Arch+ Verlag GmbH.
- Lave, J., & Wenger, E. (1991). Situated learning: Legitimate peripheral participation. Cambridge University Press.
- Malaguzzi, L. (1998). History, ideas, and basic philosophy. In C. Edwards, L. Gandini, & G. Forman (Eds.), The hundred languages of children (2nd ed., pp. 49–97). Ablex.
- Meyer, A., Rose, D.H., & Gordon, D. (2014). Universal design for learning: Theory and Practice. Wakefield, MA: CAST Professional Publishing.
- Mulgan, G. (2006). The process of social innovation. Innovations: Technology, Governance, Globalization, 1(2), 145–162.
- Nair, P., & Fielding, R. (2005). The language of school design: Design patterns for 21st century schools. DesignShare.
- Norman, D. A. (1991). Cognitive artifacts. In J. M. Carroll (Ed.), Designing interaction: Psychology at the human-computer interface (pp. 17–38). Cambridge University Press.
- Oblinger, D. G. (Ed.). (2006). Learning spaces. EDUCAUSE.
- OECD (2017). The OECD handbook for innovative learning environments. OECD Publishing.
- Ritchhart, R., Church, M., & Morrison, K. (2011). Making thinking visible: How to promote engagement, understanding, and independence for all learners. Jossey-Bass.
- Sanders, E. B.-N., & Stappers, P. J. (2008). Co-creation and the new landscapes of design. CoDesign, 4(1), 5–18.
- Stoll, L., Bolam, R., McMahon, A., Wallace, M., & Thomas, S. (2006). Professional learning communities: A review of the literature. Journal of Educational Change, 7(4), 221–258.
- Wells, N. M. (2000). At home with nature: Effects of “greenness” on children’s cognitive functioning. Environment and Behavior, 32(6), 775–795.

D.12

The Encounter Between Educational Institutions and Families in the 21st century: Educational Inequalities, New Conflicts and Social Changes

PANEL CONVENORS: Géraldine André (UCLouvain Belgique, Belgium); Andrew Crosby (UCLouvain Belgique, Belgium); Mervé Ozden (UCLouvain Belgique, Belgium)

PANEL KEYWORDS: social conflicts, educational inequalities, conflict theories

Despite the democratic ideal of equal opportunities that motivated post-war European educational reforms and the rise of new pedagogies, social inequalities persisted, resulting in waves of massification. In fact, as analysed by conflict theorists (Bourdieu & Passeron 1964, 1970; Bernstein 1971), the school transforms social inequalities into educational ones by dissimulating the affinities of the implicit norms of educational methods with the capitals and codes of middle- and upper-class families and, as well as their divergence with lower-class family socialization. Likewise, while the contemporary increased diversity of the school population indicates greater opportunities for social groups that were previously invisible, inequalities and discrimination based on migration, gender, sexuality, non-traditional family structures, ableism, etc., remain widespread. To what extent do educational institutions promote educational codes and culture that diverge from the socialization of students from these diverse backgrounds? How do these students and their families navigate the school system? Furthermore, if modelled upon the codes and capitals of dominant social groups, the diversification of educational methods, driven by the rise of new technologies, artificial intelligence, and inclusive pedagogies, potentially widens the gap between institutions and students from the most diverse social backgrounds. This panel explores how encounters between educational institutions and different forms of socialization reproduce or challenge inequalities, whether based on class, gender, migration, ableism etc. The panel welcomes both empirical and theoretical contributions that address all stages of educational processes, and that incorporate conflict theories alongside other critical perspectives, such as feminist, queer, postcolonial, and intersectional approaches.

‘PRESSURE FROM ABOVE’ AND PROBLEMATISATIONS OF PUPILS AND THEIR FAMILIES AS DISRUPTIVE FOR EQUAL ACCESS TO EDUCATIONAL SUPPORT AND DRIVING NEW EDUCATIONAL INEQUALITIES

Carlos Rojas (Stockholm University, Sweden)

equity | educational support | foucault

Regardless of what labels are put on them, every school in every society has pupils who do not adjust with the realities of the school and the education system. Educational support is a general response to this, as purposeful for equity in education. As such, it is moreover defined as key for sustainable education (Van der Branden, 2012; Bunar et al., 2021). According to the Swedish School Inspectorate (2024) and the Swedish Teachers’ Union (2024), most pupils are provided educational support when in need of it, but as many as a third are not. Based on field work comprising interviews with 118 educational professionals, pupils and their families, the present study contributes to both scholars and practitioners with a Foucauldian inquiry on power dynamics influencing the provision of educational support in the Swedish education system. Holding provision of educational support as object of study, the object of knowledge is the power dynamics and processes involved in the provision. The empirical data consists of material gathered in three distinct data collections in nine Swedish municipalities and their corresponding LEAs and schools. An initial content analysis (Krippendorff, 2013: 355ff), of policy documents and plans on educational support, was followed by interviews with heads of LEA and principals in the same municipalities. Two lower secondary schools were thereafter entered for an extensive field work during three semesters, holding an ethnographic approach (Hammersley & Atkinson, 2019: 102f). It included observations of classes as well as other domains of everyday life at schools, and interviews with pupils, parents, teachers, special educators, and other school personnel. The empirical data has been analysed informed by the theoretical realm of Foucault (1972/2002; 1980; 1988), making visible power dynamics involved in and influencing on the provision of educational support. A heavy accountability structure (Bergh, 2015) exerting ‘pressure from above’ on teachers and other school personnel, lead to problematising (Foucault, 1988: 257) school failures in ways that deflect responsibility from these and to the pupils and their families. Provision of educational support is moreover influenced by risks of being held accountable for school failure, making this a priority and reducing the priority of supporting pupils at par with their needs. Discourses and constructions of social change and of ‘Other’ families and pupils who ‘don’t give a damn’, become pur-

poseful for school personnel experiencing time poverty, as to prioritise provision of educational support based on moralising judgements and medical diagnosis, instead of based on pupils' needs. When such judgements are more prevalent regarding social groups already experiencing more vulnerable situations, the waiving of educational support compounds vulnerability, further distorting academic careers of the pupils and increasing educational inequalities.

Bergh, A. (2015). Local quality work in an age of accountability – between autonomy and control. Journal of Education Policy, 30(4), 590–607.

Bunar, N., Hagström, M., & Rojas, C. (2021). Barn och ungdomar i stadens olikheter: Om segregation, gränser och möjliggörande interventioner i det uppdelade urbana rummet. Natur & Kultur.

Foucault, M. (2002). The archaeology of knowledge and the discourse on language. Routledge.

Foucault, M. (1980). Power/knowledge: Selected interviews and other writings 1972-1977. Harvester.

Foucault, M. (1987). The ethic of care for the self as a practice of freedom: An interview with Michel Foucault on January 20, 1984. Philosophy & Social Criticism, 12(2–3), 112–131.

Foucault, M. (1988). Politics, Philosophy, Culture (L. Kritzman, Ed.; 0 ed.). Routledge.

Hammersley, M., & Atkinson, P. (2019). Ethnography: Principles in practice. Routledge.

Krippendorff, K. (2013). Content analysis: An introduction to its methodology. SAGE.

Swedish School Inspectorate. (2024). En granskning av skolornas arbete med extra anpassningar och särskilt stöd i de obligatoriska skolformerna och i fritidshemmet (2024:8).

Swedish Teachers' Union. (2024). Skolan går inte i repris.

Van den Branden, K. (2012). Sustainable education: Basic principles and strategic recommendations. School Effectiveness and School Improvement, 23(3), 285–304.

INTERSECTIONAL INEQUALITY REGIMES AND REASONABLE ACCOMMODATIONS: FAMILY PRESUPPOSITIONS AND SPECIAL EDUCATION PATHWAYS IN FRENCH-SPEAKING BELGIUM

Mervé Ozden (UCLouvain, Belgium)

Inequality regimes | Inclusion reforms | School-family relationship

In French-speaking Belgium, the educational system is transitioning from a segregated model for students with special educational needs towards a more inclusive one, notably through the 2018 decree on reasonable accommodations. Despite this reform, which aims to promote inclusion, specialized education pathways continue to see an overrepresentation of boys from disadvantaged and immigrant backgrounds. This research, therefore, investigates how an instrument designed for inclusion can paradoxically reinforce pre-existing social inequalities. Adopting an intersectional framework based on the concept of "inequality regimes" (Acker, 2006), this study analyzes how schools' categorizations of pupils and their families shape access to reasonable accommodations versus pathways into special education. The research unfolds in two qualitative phases. The first phase, consisting of 22 semi-structured interviews with primary school principals in Brussels, reveals that institutional presuppositions regarding families' resources, reliability, and perceived "compatibility" with school norms are pivotal in how the legal framework is applied. The second phase deepens this analysis through a multi-sited, multi-actor study in five socio-economically diverse schools. It combines detailed reconstructions of pupils' trajectories with in-depth interviews with both teachers and parents. This approach allows for a granular examination of how intersectional categorizations (class, race, gender, etc.) inform the concrete implementation of reasonable accommodations and how families perceive, negotiate, or contest the school's decisions. By focusing on the encounter between educational institutions and diverse family socializations, this paper demonstrates how an inclusive instrument can, in practice, transform social inequalities into educational ones. It also sheds light on the agency of families as they resist or partially reconfigure institutional expectations, offering a critical perspective on the complex realities of inclusive reform.

Acker, J. (2006). Inequality Regimes : Gender, Class, and Race in Organizations. Gender & Society, 20(4), 441-464. https://doi.org/10.1177/0891243206289499

Groupe central. (2017). Avis n° 3 du Groupe Central. Bruxelles : Fédération Wallonie-Bruxelles.

Parlement de la Communauté française. (2017, décembre 7). Décret relatif à l'accueil, à l'accompagnement et au maintien dans l'enseignement ordinaire fondamental et secondaire des élèves présentant des besoins spécifiques. Moniteur belge.

EDUCATIONAL INEQUALITIES AND PRECARIOUS MIGRATORY STATUS

Andrew Crosby (Université catholique de Louvain, Belgium) · **Mohamed Youjil Chaouki** (Université catholique de Louvain, Belgium)

educational inequalities | migration studies | socialisation

Educational inequalities related to migration have long been analysed through the bourdieusian lens of reproduction (Bourdieu and Passeron 1964, 1970). Children of migrants were considered working-class children. In fact, when controlling for socio-economic status, it was argued they outperformed their native peers (Vallet & Caille 1996). The latest PISA report (OCDE 2025) confirms this general trend at the level of OCDE average. However, when disaggregated, this finding does not hold for all countries (OCDE 2025, Agirdag 2020). As argued by Ichou (2018), speaking of "foreigners" or "immigrants", is essentializing and homogenizing practice, which conflates very different migratory trajectories and experiences. As such, he argues one must consider the premigratory status of families to grasp their subjective social position, which accounts better for their cultural capital. As such, Ichou shed light on the importance of migrant selectivity in educational inequalities. Against this background, the absent research on the impact of precarious migratory statuses in Europe stands in contrasts with research on irregular latino/as in the US (Bernal-Areval et al. 2021). This gap constitutes a conspicuous epistemological blind spot in educational sociology considering how migration policies have become ever more restrictive, leading to a variety of precarious migratory statuses (de Haas, Natter & Vezzoli 2016). This presentation aims to start filling this gap through a first, tentative, systematic review of the literature. Crossing a bourdieusian lens with migration studies, it first seeks to understand what the different experiences are of pupils with precarious migratory status (asylum seekers, undocumented, refugees), how this affects their socialisation, and how the school is blind for it and devalues it. It then asks, to what extent the school's blindness for these different forms of socialisation potentially reproduces the border and as such acts an institution of border control. The conclusions are intended to guide future research.

-Agirdag O. (2020), Onderwijs in een gekleurde samenleving, Berchem: EPO
-Bernal-Areval K., Pereyra S., Griffin D. et Sharma G. (2021) "They're in the Shadows": School Conselors Share the Lived Experiences of Latino/a Undocumented Students, Journal of Collect Access 6(2): 94-108.
-Bourdieu P. et Passeron J.-C. (1964) Les héritiers. Les étudiants et la culture, Paris : éditions de Minuit
-Bourdieu P. et Passeron J.-C. (1970) La reproduction. Eléments pour une théorie du système d'enseignement, Paris : éditions de Minuit
-de Haas H., Natter K. & Vezzoli S. (2018) Growing restrictiveness or changing selection? The nature and evolution of migration policies, International Migration Review 52(2): 324-367.
-Ichou M. (2018) Les enfants d'immigrés à l'école. Inégalités scolaires, du primaire à l'enseignement supérieur, Paris : PUF.
-OCDE (2025), Résultats du PISA 2022. Apprentissage et équité dans l'éducation. Volume I, OCDE.
-Vallet L.A. & Caille J.P. (1996) Les élèves étrangers ou issus de l'immigration. Les résultats du panel français dans une perspective comparative, Migrants-Formations 104 :66-85.

THE CLASH BETWEEN SCHOOL FIELD AND YOUNG PEOPLE'S DIGITAL SKILLS FROM WORKING-CLASS FAMILIES SOME CONCEPTUAL REFINEMENTS OF BOURDIEUSIAN THEORY

Géraldine André (UCLouvain Belgique, Belgium)

Digital educational inequality | working class youth digital practices | Bourdieusian Theory

Building on empirical findings from an extended ethnography of school-to-work transitions among working-class youth in Brussels (Belgium), this paper aims to develop an appropriate theoretical framework and methodology to advance the study of digital skills among lower-income youth and, more broadly, educational inequalities in the context of increasing digitalization in education. Digital divides mirror wider patterns of social inequality. Access to hardware, information, services, and the development and possession of digital skills are linked to socioeconomic status and education levels (Plantard, 2016; DiMaggio et al., 2001; Vodoz, 2010). Research on the "second order digital divide" (Brotcorne 2019; Valenduc et al., 2010; DiMaggio et al., 2001) examines digital inequalities through the lens of the key knowledge and skills needed to use ICTs within mainstream institutions and roles. Digital literacy is connected to cultural capital, familiarity with written language, and argumentative skills (Auray, 2016; Pasquier, 2018; Grimault-Leprince & Décret-Rouillard, 2023; Harrache & Mell, 2024; Pacouret, Bastin & Marty, 2024). Less scholarly attention has been paid to how young people from lower socio-economic backgrounds and other minorities develop their digital skills outside of school and

formal settings, such as in areas disconnected from power. Some studies challenge this view by showing that digital practices do not differ significantly across social class or minority backgrounds, although their use within schools often conflicts with teachers' expectations and perceptions (Rafalow, 2020). These perceptions help sustain processes of domination and legitimation within the school system. This paper aims to contribute to this perspective by proposing theoretical and methodological adjustments to Bourdieusian theories. Bourdieu's theory is noteworthy for emphasizing, through the dialectics of affinities between, on one hand, the culture, categories, and judgments that shape the school field, and on the other hand, the culture of the dominant classes, how the legitimacy of practices of students from privileged backgrounds is reinforced. Conversely, his theory is less effective for illuminating how the value of cultural practices among young people from lower-class backgrounds is obscured by the school system and how their legitimacy is undermined in the job market. Indeed, Bourdieu's theory presents a risk of "miserabilism" (Grignon and Passeron, 1989), which involves analyzing the symbolic worlds of dominated agents solely in relation to the dominant culture and the categories of the field of power and institutions, rather than from their own perspective. Therefore, to shed light on how educational inequalities are reinforced in the digital era—particularly regarding the digital practices of working-class and lower-class youth within the school field and their interactions with teachers' judgments—we propose developing a Bourdieusian epistemological framework based on the concept of "subfield." This concept refers to marginalized parts of the social space that still maintain a degree of autonomy. Although the idea of subfield and its autonomy are inherently relative, they help explore dominated symbolic universes and their digital practices before examining their relationship with legitimate culture as school culture.

Hilgers M. & Mangez E. (2015), Bourdieu's Theory of Social Fields. Concepts and applications, Abingdon & New York: Routledge.

Brotcorne P. (2019). Pour une approche systémique des inégalités numériques parmi les jeunes en âge scolaire, Nouveaux cahiers de la recherche en éducation, vol. 21, n°3,135-154. https://doi.org/10.7202/1067712a.

Rafalow, M.H. (2020), Digital Divisions: How Schools Create Inequality in the Tech Era, Chicago: University of Chicago Press.

HOW LANGUAGE CREATES BOUNDARIES: MULTILINGUAL FAMILIES ENCOUNTERING MONOLINGUAL SCHOOLS

Giorgia Andreolli (Eurac Research - Institute for Applied Linguistics, Italy)

educational transitions | multilingualism | family ethnography

Educational encounters between families and institutions are central sites where social inequalities are reproduced, negotiated, or contested. This is particularly visible in increasingly multilingual societies, where institutional expectations about languages and parental involvement often reflect the norms of socially dominant groups. Such norms, often rooted in language ideologies (Gal & Irvine, 2019), can generate or reinforce inequalities, especially when institutional expectations diverge from those of families from minoritized or marginalized backgrounds. Against this backdrop, this presentation focuses on a project investigating educational transitions from pre-primary to primary schools in South Tyrol (Italy). First, the presentation will briefly outline the context of the study. South Tyrol is an officially trilingual border region, and its school system is organized into separate monolingual tracks corresponding to the three official languages, namely German, Italian, and Ladin. This structure, based on a mother-tongue principle (Statute of Autonomy, 1972), was designed to protect minorities and guarantee balanced representation and participation. However, this ethno-linguistic separation has been increasingly challenged by migration patterns (Wisthaler et al., 2022; Carlà, 2022; Rocha & Costa, 2021) and new forms of multilingualism, e.g., among individuals whose repertoires differ from those officially recognized. In this context, German represents the dominant group and is a prestigious language tied access to educational opportunities and upward social mobility. Building on these premises, the study follows two multilingual families with migration trajectories from Morocco and Ethiopia as their children transition into, respectively, the Italian and German school systems. Indeed, this transition has been described as a key event in family's lives (Huf, 2013; Turunen, 2014; Jose et al., 2022). In South Tyrol, the choice of primary school attracts sustained attention from both political institutions and the media (e.g., Liberto, 10 December 2025). As such, it is a particularly revealing site for exploring the ideological tensions that underpin the separation of education along ethnolinguistic lines. Methodologically, multi-sited ethnography was employed (Marcus, 1995; Dick & Arnold, 2017) and the data consist of field notes, interview transcripts, and artefacts

generated during participant observation. This approach allows us to understand transitions not as discrete events, but as dynamic, co-constructed processes embedded in everyday practices, institutional expectations, and ideological landscapes which, alongside the family's own linguistic practices and choices regarding children's education, "form the mechanisms [...] through which social inequalities are reproduced" (Curdt-Christiansen et al., 2023). The study examines how language becomes salient in these moments, how families mobilize their funds of knowledge, and how institutional discourses frame parental involvement and appropriateness. The presentation will also exemplify on how families navigate the school system and, at the same time, grapple with intersecting processes of marginalization such as gender-based violence and housing precarity.

Carlà, A. (2022). Securitizing borders: The case of South Tyrol. Nationalities Papers, 50(1), 166–184. https://doi.org/10.1017/nps.2021.14

Curdt-Christiansen, X., Wei, L., & Hua, Z. (2023). Pride, prejudice and pragmatism: Family language policies in the UK. Language Policy, 22, 391–41. https://doi.org/10.1007/s10993-023-09669-0

Dick, H., and Arnold, L. (2017). Multisited ethnography and language in the study of migration. In S. Canagarajah (ed.) The Routledge Handbook of Migration and Language (pp 397-412). Routledge.

Gal, S., & Irvine, J. T. (2019). Signs of difference. Language and Ideology in Social Life. Cambridge University Press.

Huf, C. (2013). Children's agency during transition to formal schooling. Ethnography and Education, 8(1), 61–76. https://doi.org/10.1080/17457823.2013.766434

Jose, K., Banks, S., Hansen, E., et al. (2022). Parental perspectives on children's school readiness: An ethnographic study. Early Childhood Education Journal, 50(1), 21–31.

Liberto, V. (2025, December 10). Test linguistici all'asilo, wieso? SALTO. Retrieved from https://salto.bz/de/article/10122025/test-linguistici-allasilowieso?fbclid=IwY2xjawOmqJZleHRuA2FlbQIxMQBzcnRjBmFwcF9pZA80MDk5NjI2MjMwODU2MDkAAR70drdCclQ9vqqBdlDOWl_HjtRz1SQ3nLOu1VUiErdtsfgPDOCuSrJ95Bn8Q_aem_NzlyvY-LDbBZ_pVMTcesdw (Last accessed 12/11/2025)

Marcus, G. (1995). Ethnography in/of the world system. Annual Review of Anthropology, 24, 95–117. doi:10.1146/annurev.an.24.100195.000523

Province of Bolzano/Bozen. (1972). Second Statute of Autonomy for Trentino Alto Adige/Südtirol (Presidential Decree No. 670, 31 August 1972). https://autonomia.provincia.bz.it/it/lo-statuto-di-autonomia

Rocha, L. F., & Costa, D. A. (2021). Migration in the Context of a Multination State: Language Policies, Division and Intolerance in South Tyrol. Gragoatá, 26(54), 326-354. https://doi.org/10.22409/gragoata.v26i54.46918

Turunen, T. (2014). Experienced and recalled transition: Starting school as part of life history. In B. Perry, S. Dockett, & A. Petriwskyj (Eds.), Transitions to school - international research, policy and practice (pp. 145–156). Springer

Wisthaler, V., Prackwieser, J., & Röggla, M. (2022). South Tyrol: From conflict to consociationalism. In S. Keil & A. McCulloch (Eds.), Power Sharing in Europe: Past Practice, Present Cases, and Future Directions (pp. 285–296). Routledge.

THE ENCOUNTER BETWEEN SCHOOLS AND MOTHERS WITH DISABILITIES: ADDRESSING HIDDEN INEQUALITIES AND RETHINKING SCHOOL–FAMILY PARTNERSHIPS

Barbara Alesi (Univeristy of Macerata, Italy)

School-family relationship | Mothers with Disabilities | Discriminations

The transformative process towards inclusion and democracy that has reshaped school systems supports the pedagogical vision of the learning community, which is called upon to foster student development through the principle of shared educational responsibility (Conzemius & O'Neill, 2001). Within this perspective, schools are invited to adopt a democratic approach that extends their focus beyond the individual to include the family ecosystem enhancing collaboration among schools and families and strengthening the connection between these two social systems (Faure, 1972; Sanders & Epstein, 2005; Pavone, 2014; Di Michele, 2023). Scientific literature has extensively explored the positive effects of this partnership (Christenson, 2004; Pirchio et al., 2016) while also highlighting the persistence of marginalization processes affecting families whose characteristics do not correspond to standardized models (Lohmann, Hathcote & Hogan, 2018). Within this context, academic research has begun to investigate the challenges faced by parents with disabilities in participating in their children's education (Robinson, Hickson & Strike, 2001; Stalker et al., 2011). From the perspective of the Intersectionality Approach (Crenshaw, 1989) and Feminist Disabilities Studies (Wendell, 1989; Garland-Thomson, 2005) this contribution seeks to give voice to the experiences of school-based discrimination faced by families with these atypical structures, framing them as issues of social justice in education (Ayers, Quinn & Stovall, 2009). Specifically, it reflects on the interaction between mothers with disabilities and educational institutions, as well as the impact that such interactions may have on their children. The contribution presents the qualitative findings of a doctoral research project based on a mixed-methods design (Creswell & Plano Clark, 2018) which included 30 semi-structured interviews with mothers with disabilities. Themes emerged from the Reflexive Thematic Analysis (Braun & Clarke, 2021) revealed barriers

to mothers' participation in school life that are not attributable to their impairments, but rather to institutional and cultural configurations that fail to recognize this form of parenting. Obstacles to accessing school spaces and communicating with teachers and other parents emerged, along with prejudices that undermine the recognition of mothers' parental roles and capabilities. These dynamics contribute to indirect discrimination against their children, who are often victims of bullying or exclusion, subjected to higher levels of teachers control, and involved in processes of adultification that position them as mediators in communication between school and family. At the same time the narratives reveal significant self-advocacy practices enacted by mothers with disabilities that redefine their role in school–family partnerships and strengthening more equitable forms of participation. For an increasingly democratic school system, supporting the participation of mothers with disabilities is not a marginal concern but a critical test in preventing the translation of social inequalities into educational inequalities, and in pursuing new inclusive horizons grounded in an ecological perspective (Bronfenbrenner, 1979). Future research could explore children's perspectives in greater depth and develop institutional guidelines for inclusive partnerships between schools and families that value the educational role of mothers with disabilities. With their collaboration virtuous alliances could be promoted that address invisible vulnerabilities and challenge discriminatory norms and exclusionary practices affecting both students and their parents.

- Ayers, W., Quinn, T., & Stovall, D. (2009) (eds). Handbook of Social Justice in Education. New York and London: Routledge.
- Braun, V. & Clarke, V. (2021). Thematic analysis: A practical guide. Sage publications.
- Bronfenbrenner U. (1979): The Ecology of Human Development: Experiments by Nature and Design. Harvard University Press
- Christenson, S. L. (2004). The Family-School Partnership: An Opportunity to Promote the Learning Competence of All Students. School Psychology Review, 33(1), 83–104.
- Conzemius, A. & O'Neill, J. (2001). Building Shared Responsibility for Student Learning. USA: Association for Supervision and Curriculum Development
- Crenshaw K. (1989). Demarginalizing the intersection of race and sex: a black feminist critique of antidiscrimination doctrine, feminist theory, and anti-racial politics. University of Chicago Legal Forum, 140: 139–167.
- Creswell, J. & Plano Clark, V. (2018). Designing and Conducting Mixed Methods Research. (Third ed.). SAGE Publications.
- Di Michele, F. (2023). L'alleanza scuola–famiglia come buona prassi per una comunità educante democratica e solidale. Il Nodo. Per una pedagogia della persona, 27(53): 233-242
- Faure, P. (1972). Learning to be. The world of education today and tomorrow. Paris: UNESCO
- Garland-Thomson, R. (2005). Feminist Disability Studies. Signs 30 (2): 1557-1587.
- Lohmann, M. J., Hathcote, A. R., & Hogan, K. A. (2018). Adressing the Barriers to Family-School - Collaboration: A Brief Review of the Literature and Recommendations. International Journal of Early Childhood Special Education, 10(1), 26-32.
- Pavone, M. (2014). L'inclusione educativa. Indicazioni pedagogiche per la disabilità. Milano: Mondadori
- Pirchio S., Tritrini C., Passiatore Y., Taeschner T. (2013): The Role of the Relationship between Parents and Educators for Child Behaviour and Wellbeing. International Journal about Parents in Education, 7:145-155
- Robinson, S., Hickson, G., & Strike, R. (2001). More than getting through the gate: the involvement of parents who have a disability in their children's school education in NSW. Sydney: Disability Council of NSW
- Sanders, M.G. & Epstein, J.L. (2005). School-Family-Community Partnerships and Educational Change: International Perspectives. In A. Hargreaves (A cura di) Extending Educational Change. Dordrecht: Springer.
- Stalker, K.O., Brunner, R., Maguire, R. & Mitchell, J. (2011) Tackling the barriers to disabled parents' involvement in their children's education. Educational Review. 63(2): 233-250,
- Wendell, S. (1989). Towards a Feminist Theory on Disability. Feminist Ethics & Medicine, 4(2): 104-124

WHEN EXPECTATIONS FADE: SOCIAL INEQUALITIES IN FAMILY UNIVERSITY EXPECTATIONS ACROSS COMPULSORY SCHOOLING

Daniel Bianchi (Universidad de La Laguna, Spain) · **Francisco Santana-Armas** (Universidad de La Laguna, Spain) · **Carmen Pérez** (Universidad de La Laguna, Spain)

Family academic expectations | Parental education | Grade retention

The relationship between family expectations and student performance has long been a central question in the sociology of education. Reproduction theorists argue that educational institutions reproduce social inequalities by privileging the cultural codes of dominant classes, while families from lower social backgrounds progressively disengage from a system not built for them (Bianchi et al., 2025; Cabrera et al., 2019; Pérez et al., 2014). This paper examines how this disengagement unfolds longitudinally, focusing on inequalities in families' university expectations by parental education level and their relationship with reading performance throughout compulsory schooling. We use longitudinal data from three standardised assessments —aligned with international large-scale assessment frameworks— conducted by the Canary Islands

Agency for University Quality and Educational Evaluation on the same cohort in 2016, 2019 and 2023, when students were in 3rd, 6th and 10th grade. The assessments covered almost the full student census in the Canary Islands (Spain), with nearly 20,000 students per wave (n = 20,431; 19,855; and 18,522, respectively). We use sequential binomial logistic regression models to first estimate the probability that a family reports a defined expectation (vs. “don’t know”), and then, among those families, the probability of expecting university completion. At 3rd grade, university expectations are high across all groups: 74% among families with lower secondary education or less, 86% among those with upper secondary, and 95% among university-educated families. By 10th grade, expectations among the lowest-educated families drop sharply to 48%, whilst they remain at 88% among university-educated families — a gap of 40 percentage points. Grade retention disproportionately affects students from lower-educated families and significantly reduces university expectations; crucially, there is a significant interaction whereby performance increasingly penalises these families over time, progressively eroding their connection to university expectations in ways not observed among higher-educated families. These results show that lower-educated families do not begin with substantially lower aspirations, but declining performance trajectories and a higher risk of grade retention progressively signal that university is not a realistic destination for their children. The school does not merely reflect existing inequalities; it can contribute to amplifying them through institutional mechanisms and the progressive disengagement of families with lower cultural capital. This study provides census-level longitudinal evidence on how the encounter between educational institutions and families from different social backgrounds contributes to the progressive fading of educational expectations. Inequalities emerge not from initial differences in aspirations, but from declining performance trajectories, grade retention, and the gradual disengagement of lower-educated families. Implications for equity-oriented policy and early intervention will be discussed.

Bianchi, D., Cabrera, L., & Sicilia, G. (2025). Household social composition and academic performance in Primary School: Univariate and Multivariate Effects of Family Occupation and Education in Europe. Revista de investigación educativa, RIE, 43.

Cabrera, L., Pérez, C., Santana, F., & Betancort, M. (2019). School Disaffection of Repeater Students in the Second Year of Compulsory Secondary Education. International Journal of Sociology of Education, 8(2), 173-203.

Pérez, C. N., Betancort, M., & Cabrera, L. (2014). Inversión pedagógica y éxito escolar del alumnado de clase obrera. Revista de Sociología de la Educación-RASE, 7(2), 410-428.

D.13

The Multidimensionality of Educational Poverty on the Lives of Children Living Outside Their Birth Families. A Focus on Protective Factors

PANEL CONVENORS: Alessia Tabacchi (Università Cattolica del Sacro Cuore, Italy); Anna Guerrieri (Coordinamento Care – Coordinamento delle Associazioni Familiari adottive e affidatarie, Italy)

PANEL KEYWORDS: Adoption&Foster care, Resilience, Educational poverty

According to Save the Children, educational poverty refers to the deprivation of children's opportunities to learn, develop, and flourish in terms of their abilities, talents, and aspirations. It undermines the right to education and to meaningful learning opportunities in everyday contexts (family, school, friendships, sport&leisure). Research shows that educational poverty is often intertwined with complex life trajectories. Among the many factors that can hinder the developmental path, there is the experience of living outside one's birth family, due to the outcomes of adverse childhood experiences (Sinclair et al.,2020; Oakley et al.,2018; Stein et al.,2008), traumatic events, or deprivations (Dalen&Steinar, 2019; Ferritti et al.,2022; Lorenzini, 2023, 2019; Balenzano et al., 2024). Studies have long drawn attention to the critical dimensions, which involve situations of disadvantage, exclusion, stigma, and discrimination (Garber&Grotevant, 2015; Ferritti, 2019). However, having supportive relationships and networks can be a protective factor in shaping resilience and positive life trajectories (Forsman et al., 2016; Ricchiardi&Coggi, 2019; Ricchiardi, 2022). The challenge is to develop strategies to address educational poverty promoting equal rights and social justice for all children (Goding et al., 2022). The panel aims to explore the topic from a multidisciplinary perspective by investigating theoretical approaches, research, innovative practices, and social policies aimed at reducing inequalities, stigma, discrimination, and promoting participation processes. What are the best practices to contrast educational poverty? What are the protective factors that can foster inclusion and equity pathways in the development of children? What training and alliances are best for adults involved in education?

GENDER AND DISCRIMINATION IN EDUCATIONAL PROCESSES: INVISIBLE VULNERABILITIES AND PROTECTIVE RESOURCES

Monya Ferritti (INAPP, Italy) · **Luca Mattei** (INAPP, Italy)

bionormativity values educational poverty

The literature on educational poverty has highlighted the multidimensional nature of inequalities in learning processes and the particularly high exposure to educational risks among minors who are not living with their family of origin, for whom relational continuity and access to protective resources constitute central factors in developmental trajectories. Within this framework, this contribution analyses the role of normative frames and value systems in the construction of educational vulnerabilities and in the activation of support resources, with particular attention to gender dynamics in educational decision-making processes. The paper assumes that the assessment of educational difficulties is a process shaped by social representations of expected developmental standards and by culturally legitimised models of autonomy and individual success. From this perspective, the concept of bionormativity is used as an analytical lens to examine how such models may orient the interpretation of difficulties and the definition of educational interventions, potentially affecting the activation of protective resources in the trajectories of minors in out-of-home care contexts. From an empirical standpoint, the contribution integrates two analytical strategies. First, it draws on secondary analyses of data from the European Social Survey Round 11 to examine the distribution of values related to self-assertion, social recognition, and gender roles in the European and Italian contexts. This analysis makes it possible to reconstruct value hierarchies and representations of individual autonomy that contribute to defining socially shared models of development and success, thereby outlining the cultural context within which educational processes and protective practices are situated. Second, the contribution presents an exploratory study based on factorial vignettes administered to education professionals, aimed at observing the threshold for activating interventions and the perceived structural nature of school difficulties in equivalent situations, varying only the gender and relational context of the described profile. This design makes it possible to analyse whether, with the same level of difficulty, differences emerge in the intensity of educational responses and in the definition of protective resources. The contribution therefore integrates structural and cultural dimensions in the analysis of educational poverty, highlighting how value systems and normative categories may shape the interpretation of vulnerability and the activation of protective factors in the educational trajectories of minors in conditions of particular fragility.

Essential bibliography

- Balduini, A. S., Gualtieri, V. (a cura di), (2025), European Social Survey (Round 11). Differenze tra donne e uomini nelle percezioni e nelle opinioni su lavoro, uso del tempo, benessere, fiducia e valori: overview internazionale e contesto italiano, Inapp Report n. 61, Roma: INAPP
- Ferritti, M., Mattei, L. (2025), Genere e valori, in A. S. Balduini, V. Gualtieri (a cura di), European Social Survey (Round 11). Differenze tra donne e uomini nelle percezioni e nelle opinioni su lavoro, uso del tempo, benessere, fiducia e valori: overview internazionale e contesto italiano, Inapp Report n. 61, Roma: INAPP, pp. 189–227.
- Ferritti, M. (2023), Sangue del mio sangue. L'adozione come corpo estraneo nella società, Pisa: ETS.
- Giancola O., Salmieri L. (2023), La povertà educativa in Italia Dati, analisi, politiche, Roma:Carocci.
- Ministero dell'Istruzione, dell'Università e della Ricerca (MIUR), Autorità Garante per l'Infanzia e l'Adolescenza (AGIA) (2017), Linee guida per il diritto allo studio delle alunne e degli alunni fuori dalla famiglia di origine (11 dicembre 2017).

EDUCATIONAL PRACTICES AND POLICIES TO PROMOTE INCLUSION IN SCHOOLS OF CHILDREN LIVING OUTSIDE THEIR BIRTH FAMILIES (ADOPTION - FOSTER CARE)

Águeda Ruibal Silva (CORA (Coordinator of adoption and foster care associations - Spain), Spain) · **Ma Jesús Vázquez Paredes** (MANAIA (Galician Association for Adoption and Foster Care), Spain)

Inclusion | Networking | Sensitive Schools

Adopted and foster children are children who, for different reasons, have been separated from their birth families. This separation means that their lives have been marked by adverse situations at an early age. These difficult experiences, prior to adoption and/or fostering, usually influence their development at different levels (emotional, social, cognitive, etc.), which can result in difficulties in learning processes and social relationships with their peers or the adults who accompany them throughout their schooling, among other things. In order to minimise these difficulties, the school environment must become an emotionally safe space, adapted in its daily practice to the diversity of the students. Educational practices that promote inclusion When discussing educational practices that promote inclusion, it is essential to take into account UDL (Universal Design for Learning), which promotes flexibility in the curriculum to adapt it to different learning styles and paces. Based on this idea, the following are considered inclusive practices: • Adapting resources and materials to facilitate access to information for each student: - Visual and audio incentives, graphics and diagrams, various material supports and textures... • Using emotionally-based open methodologies that promote group cohesion, combating discriminatory attitudes, fostering respect for diversity and increasing self-esteem: - Teamwork, peer tutoring, diversity projects, talking circles... • Planning activities that can be adapted to different learning paces and with different options for execution: - Hands-on activities, experimentation, discussion, reading aloud... • Promoting collaboration and networking with professionals who work with students and their families, creating an atmosphere of cooperation with teachers that improves students' emotional security. • Implementing reference persons when needed at different times throughout the school year. Educational Policies towards an Inclusive School In terms of the educational policies necessary for true inclusion, the following measures are essential: • Recognise the special educational needs of adopted and foster children in the Laws on Attention to Diversity among pupils in schools. • Include Early Adversity in teacher training in Faculties of Education and in all university studies or training courses related to childhood. • Establish common protocols for all centres in the process of schooling adopted and fostered children, covering all necessary aspects. • Leverage the experience of other communities in training professionals in this field and promote actions similar to existing ones that are generating positive results. • Compile resources developed by different departments and entities and promote them for use by education professionals. • Promote the diffusion of essential documents through government websites, with regular updates, so that they are visible and accessible. Summing up: “We must promote an inclusive school where all differences are welcome and where all students feel valued and have the same opportunities to develop”

San Roman, B. (2009). Adopción y escuela: Guía para educadores y familias [Adoption and School: A Guide for Educators and Families]. Ed. Blur

San Roman, B. (2022). From Protection to Inclusion: A Handbook for teachers on children in alternative care and adopted children. Brighter Future Project. Universitat Autònoma de Barcelona https://webs.uab.cat/bf/outputs/

This handbook has been developed in the context of the project BRIGTHER FUTURE: Innovative tools for developing full potential after early adversity.

Garcia, X., Hernández, A., Larumbe, N., Mirabent, V., y Plana, J. (2025). Propuestas para la mejora de la respuesta educativa al alumnado adoptado/acogido: cómo afrontar el trauma relacional temprano [Proposals for improving the educational response to adopted/foster children: how to deal with early relational trauma]. Ed. Anna Canals

Serra, A. (2025). Escuelas Sensibles al Trauma [Trauma-sensitive schools]. El Hilo Ediciones.

SELF-DISCLOSURE AND CLASSROOM CLIMATE: A NARRATIVE INTERVENTION IN PRIMARY SCHOOL CLASSES INCLUDING ADOPTED CHILDREN

Laura Ferrari (UNIVERSITA' CATTOLICA DI MILANO, Italy) · **Sonia Negri** (Petali dal mondo odv) · **Rosa Rosnati** (UNIVERSITA' CATTOLICA DI MILANO, Italy) · **Sonia Ranieri** (UNIVERSITA' CATTOLICA DI MILANO, Italy) · **Martina Petrosino** (UNIVERSITA' CATTOLICA DI MILANO, Italy) · **Giuliana La Fico** (UNIVERSITA' CATTOLICA DI MILANO, Italy) · **Sara Ortoleva** (UNIVERSITA' CATTOLICA DI MILANO, Italy)

Adoption | Self-disclosure | Classroom climate

Promoting educational environments that reduce inequality, stigma, and exclusion is a central challenge in addressing educational poverty and supporting equitable developmental pathways for children with complex family histories (Ferrari et al., 2022). Within this framework, addressing adoption in school contexts is increasingly recognized as relevant both for children's well-being and for the creation of inclusive learning environments (Caceres et al., 2024; Novara et al., 2020). Although the literature emphasizes the importance of self-disclosure and openness in communication about adoption (Aramburu Alegret et al., 2020; Ranieri et al., 2022; Ranieri et al., 2025; Santona et al., 2022), studies describing structured school-based interventions on these topics and evaluating their effectiveness remain scarce. This work presents an exploratory study of the intervention "Quante storie in ogni classe" ("How Many Stories in Every Classroom"), a programme developed by a voluntary non-profit organization Petali dal Mondo, and implemented in primary schools. The intervention is conceived as an educational practice designed to strengthen protective factors relevant to the prevention of educational poverty, fostering opportunities for self-disclosure, active participation, recognition of individual stories, promoting a positive classroom climate, and enhancing the quality of peer relationships. From this perspective, narrative work serves an inclusive function not only for adopted children but for the whole class group, making differences visible and valuing them within everyday school experience (Brown & Shelton, 2024; Grotevant & Van Korff, 2011). The study assumed a pre–post design in order to observe possible changes in children's levels of self-disclosure, perceptions of classroom climate, and sociometric dynamics. Twenty-four children from a comprehensive school in the North of Italy (mean age 7 years), including one adopted child, took part in the research. Both quantitative and qualitative instruments were used: the Self-Disclosure Scale; the Social Satisfaction subscale of the Children's Loneliness; the Social Dissatisfaction Scale; graphic and narrative productions representing the self at school and in the family; and a sociogram to analyze peer relationships. Overall, the findings indicated a positive trend following the intervention. Improvements were observed in perceived social satisfaction and relational classroom climate, together with a shift toward deeper and more reflective forms of self-disclosure. Sociometric data also showed increased reciprocity among classmates. While causal conclusions cannot be drawn, these results suggest that structured self-disclosure and cooperative structured self-narrative activities and cooperative work may contribute to a more participatory and inclusive school context, supporting processes of recognition and belonging that are key dimensions in the prevention of educational poverty. The study, therefore, proposes this intervention as a promising educational practice capable of strengthening relational protective factors. In this perspective, the findings encourage wider dissemination of school-based interventions addressing adoption and autobiographical narrative, and call for further research into their effectiveness, supporting genuinely inclusive educational pathways for children with complex and challenging family histories.

Aramburu Alegret, I., Pérez-Testor, C., Mercadal Rotger, J., Salamero Baró, M., Davins Pujols, M., Mirabent Junyent, V., Aznar Martínez, B., & Brodzinsky, D. (2020). Influence of communicative openness on the psychological adjustment of internationally adopted adolescents. Journal of Research on Adolescence, 30 Suppl 1(S1), 226–237. https://doi.org/10.1111/jora.12464

Brown, A., & Shelton, K. (2024). Coherent lives: Making sense of adoptees' experiences in education through narrative identity. British Educational Research Journal, 50(2), 495–512. https://doi.org/10.1002/berj.3918

Cáceres, I., Palacios, J., Ferrari, L., Ranieri, S., Rosnati, R., Miller, L. C., Theie, S., Carrera, P., Pérouse de Montclos, M.-O., & Román, M. (2024). School victimization and psychosocial adjustment among Eastern European adopted adolescents across Europe. Child: Care, Health and Development, 50, e13217. https://doi.org/10.1111/cch.13217

Grotevant, H. D., & Von Korff, L. (2011). Adoptive identity. In Handbook of identity theory and research (pp. 585-601). New York, NY: Springer New York.

Ferrari, L., Ranieri, S., Canzi, E., Danioni, F., & Rosnati, R. R. (2022). The quiet migration of adopted adolescents in Italy: Ethnic identity, reflected minority categorization, and ethnic discrimination. Journal of Prevention & Intervention in the community, 50(3), 257–272. https://doi.org/10.1080/10852352.2021.1918612

Novara, C., Lenzi, M., & Santinello, M. (2020). School climate as predictor of teachers' capacity to meet the educational needs of adopted children in Italy. International Journal of Inclusive Education, 24(3), 310–328. https://doi.org/10.1080/13603116.2018.1459889

Ranieri, S., Ferrari, L., Rosnati, R., Vittoria Danioni, F., Canzi, E., & Miller, L. (2022). The mediating role of adoption communication openness between family functioning and the adjustment of adopted adolescents: A multi-informant approach. Journal of Family Communication, 22(3), 193–207. https://doi.org/10.1080/15267431.2022.2095388

Ranieri, S., Zambelli, M., Ferrari, L., Tagliabue, S., Rosnati, R., & Brodzinsky, D. (2025). Measuring communication openness within adoptive families: The psychometric properties of the multi-informant Adoption Communication Openness Scale. International Journal of Behavioral Development, 49(1), 89–99. https://doi.org/10.1177/01650254241296395

Santona, A., Tognasso, G., Miscioscia, C. L., Russo, D., & Gorla, L. (2022). Talking about the birth family since the beginning: The communicative openness in the new adoptive family. International journal of environmental research and public health, 19(3), 1203. https://doi.org/10.3390/ijerph19031203

GUIDELINES FOR THE RIGHT TO EDUCATION OF CHILDREN OUTSIDE THE BIRTH FAMILY (2017-2023). A CRITICAL-PEDAGOGICAL REREADING

Margherita Cestaro (Istituto Universitario Salesiano Mestre (IUSVE), Italy) · **Fabrizio Pizzi** (Università di Cassino e del Lazio Meridionale)

Educational Poverty | Educational Network | Democracy

The paper aims to propose a reflection and a critical analysis from a pedagogical perspective of the ministerial document Guidelines for the right to education of pupils outside the family of origin (2017-2023). The theoretical framework for this reflection is inherent in the complex concept of educational poverty. Introduced in Italy by Save the Children in 2014, this concept has recently been relaunched as "the deprivation of children and adolescents from the opportunity to learn, experiment, develop, and consolidate skills, talents, and aspirations" (Save the Children, 2022). Therefore, by configuring itself as a "multidimensional phenomenon" (Istat, 2024), it, by intertwining factors of a different nature (not only economic but also connected to the lack of educational and cultural resources characterising the educational community), is configured both as a "poverty of resources" and as a "poverty of outcomes": the latter form of educational poverty is related to the lack of possibility of acquiring cognitive, social and emotional skills capable of allowing each person to feel part of a community, to "actively and consciously exercise the right of citizenship" (Ibidem). Starting from these considerations and with constant reference to a pedagogical (Santerini, 2019; Amadini et al. 2023) and intercultural pedagogical (Fiorucci, Minerva, Portera, 2017; Macinai, 2020; Portera, 2022) perspective, aimed at promoting the capacity for existential planning of individuals and communities within a democratic social framework (Dewey, 1965), this contribution intends to reread the text of the Guidelines, focusing on the following questions: - What idea of the minor supports and guides the set of operational indications contained in the document? What idea of educational poverty does this image of the minor contribute to shaping? - What are the underlying principles (human and ethical) on which the "Italian path to inclusion" proposed by the document is built? - What idea of "school" emerges from the document? - What strengths and weaknesses characterize the text in terms of operational, formative, and didactic attention and indications? - What specific contribution can the pedagogical stance offer to strengthen the strengths highlighted and, above all, to smooth out the weaknesses? By responding from a critical-pedagogical perspective to each of the above questions, this paper aims to outline a path of pedagogical reflection aimed at enabling educational action to translate into an experience capable of enabling each child to learn with others not only to "know" and "know how to do," but also, and more specifically, to "be," in order to "learn to live together" (Delors et al. 1997) in today's plural social contexts.

Amadini M., Bruzzone D., Musaio M., Tiani P. Zini P. (2023). Pedagogia generale. Temi fondamentali dell'educazione. Milano: Vita e Pensiero.

Delors J et al. (1997). Nell'educazione un tesoro. Rapporto all'UNESCO della Commissione Internazionale sull'Educazione per il Ventunesimo secolo [Learning : the Treasure within. Report to UNESCO of the International Commission on education for the Twenty-first Century, 1996]. Roma: Armando.

Dewey J. (1965). Democrazia e Educazione [Democracy and education, 1949]. Firenze: La Nuova Italia.

Fiorucci M., Minerva F. P., Portera A (Ed.) (2017). Gli alfabeti dell'intercultura. Pisa: ETS.

Macinai E. (2020). Pedagogia interculturale. Cornici di senso e dimensioni della riflessione pedagogica. Milano: Mondadori.

Istat, Rapporto annuale 2024, cap. 4. L'Italia dei territori: sfide e potenzialità, https://www.istat.it/produzione-editoriale/rapporto-annuale-2024-la-situazione-del-paese-2/ (ultima visita: 30 aprile 2025).

Portera A. (2022). Educazione e pedagogia interculturale. Bologna: il Mulino.

Santerini M. (2019). Pedagogia socio-culturale. Milano: Mondadori.

Save the Children, Cos'è la povertà educative: definizioni e cause, https://www.savethechildren.it/blog-notizie/che-cosa-e-poverta-educativa-definizione-e-cause 2022 (ultima visita: 30 aprile 2025).

Save the Children Italia, La lampada di Aladino. L'indice di Save the Children per misurare le povertà educative e illuminare il futuro dei bambini in Italia, https://www.savethechildren.it/cosa-facciamo/pubblicazioni/la-lampada-di-aladino, 2014 (ultima visita: 30 aprile 2025).

EDUCATIONAL STRATEGIES FOR THE PROTECTION OF CHILDREN IN COMPLEX SITUATIONS: SUCCESS CASES

Paola Ricchiardi (Università di Torino) · **Veronica Lucchina** (Comune di Torino)

foster care | success case method | protective factors

National and international reports indicate a decline in the number of children placed in foster families and a corresponding increase in the number of children accommodated in residential care, likely linked to a reduction in the availability of foster families (Ministero del Lavoro, 2024; Administration for Children and Families, 2024; Delhon, 2023). The difficulty in recruiting available foster families is currently exacerbated by the growing complexity of the situations of children in need of protection. In particular, the high prevalence of children presenting significant risk factors makes the matching process and the successful development of foster care trajectories even more delicate. This study, developed through a collaboration between the University of Turin and the Municipality of Turin, aims to identify educational and social support strategies that can foster positive outcomes even in foster care placements initially characterized by high levels of complexity. The methodological framework is grounded in the Success Case Method (Brinkerhoff, 2003), enriched by insights derived from the theoretical orientation of Appreciative Inquiry, an approach developed by David Cooperrider and rooted in a constructivist and generative perspective on organizational change. Appreciative Inquiry is distinguished by its focus not on deficits or critical issues, but rather on the identification of strengths, effective practices, and enabling factors that make successful experiences possible (Cooperrider & Whitney, 2005). Within this perspective, the study of "success cases" does not constitute a merely positive selection of data; rather, it represents an epistemological stance aimed at understanding which relational, educational, and institutional conditions foster generative outcomes even in highly complex situations. The research involved an in-depth analysis of successful cases through the engagement of multiple sources to enable triangulation of perspectives (foster families, social workers, psychologists, and family associations) (Greenhalgh, 2025). The identification of recurring positive factors provides a basis for designing new forms of support for children placed under protection.

Administration for Children and Families. (2024, March 20). AFCARS (Adoption and Foster Care Analysis and Reporting System) data show fourth consecutive decline in children in foster care. https://acf.gov/archive/media/press/2024/new-data-shows-consistent-decrease-children-foster-care

Brinkerhoff, R. O. (2003). The success case method: Find out quickly what's working and what's not. Berrett-Koehler Publishers.

Cooperrider, David & Whitney, Diana. (2005). A Positive Revolution in Change: Appreciative Inquiry. The change handbook: The definitive resource on today's best methods for engaging whole systems. 87.

Delhon, L. (2023, February 22). Le recul du nombre de placements chez les assistants familiaux se poursuit. https://www.lassmat.fr/actualites/nouvelles-professionnelles/le-recul-du-nombre-de-placements-chez-les-assistants-familiaux

Greenhalgh, T. (2025), Case studies: a guide for researchers, educators, and implementers, Research methods and reporting, pp. 1-21.

Ministero del Lavoro e delle Politiche Sociali. (2024). Quaderni della Ricerca Sociale, 56: Rilevazione dati bambini e ragazzi in affidamento – Anno 2021. Istituto degli Innocenti

ADOPTED ADOLESCENTS LIVING OUTSIDE BIRTH FAMILIES: DEMOCRATIC IDENTITY LITERACY AS A PROTECTIVE FACTOR IN SCHOOLING

Angela Muschitiello (Università degli Studi di Bari, Italy)

adoption | adolescence | democratic literacy

Adolescence represents a critical phase for young people who have experienced adoption, particularly for those who have spent part of their childhood outside their birth families. Between the ages of 11 and 17, the intersection of complex biographical trajectories, the search for belonging, and the demands of school systems often generates multidimensional forms of educational poverty—cognitive, relational, and institutional. Building on pedagogical studies concerning adopted children in school, special needs in adoption, and recent contributions that advocate for authentic human educational diagnoses (Muschitiello, 2025), this paper proposes an innovative framework conceptualising adopted adolescents as subjects positioned at the crossroads of vulnerability and democratic potential. Moving past risk-centred interpretations that associate adoption with permanent risk, the paper introduces the concept of democratic identity literacy. This construct refers to adolescents' capacity to interpret and narrate their life story, including ruptures and transitions across

families and institutions; negotiate meanings of belonging and difference within school and peer communities; exercise voice, participation, and agency in educational settings; and transform experiences of discontinuity into resources for solidarity, critical thought, and commitment to others. Democratic identity literacy thus emerges as a protective factor against educational poverty for young people growing up outside their birth families, aligning with research on protective trajectories in out-of-home care (Ferritti & Guerrieri, 2020). The theoretical framework draws on Vygotskian concepts of creative compensation and defectology, which emphasise the role of symbolic and imaginative processes in overcoming developmental disharmonies (Vygotskij, 1945). It also integrates contemporary approaches to educational distress and human inclusion. From this perspective, adoption is understood as a lifelong process in which early adverse experiences—such as neglect, institutionalisation, multiple placements, or separations—can be re-signified through new networks of care and recognition. As highlighted by Lorenzini (2004), experiences of estrangement and familiarity shape the identity work of adopted young people, particularly in adolescence, when questions of origin, continuity, and legitimacy become central. Empirically, the paper draws on an exploratory qualitative study involving adopted adolescents aged 11–17, adoptive parents, and teachers in Italian lower and upper secondary schools. Through semi-structured interviews and focus groups, the research examines how adolescents narrate their educational trajectories, how they perceive expectations and evaluations within school contexts, and which relationships and practices they identify as supportive or exclusionary. Particular attention is devoted to everyday educational micro-practices—classroom discussions, group work, narrative activities, and informal interactions—that may either reinforce educational poverty (through stigma or stereotyping) or function as protective factors (through recognition, trust, and shared responsibility). Preliminary findings suggest that democratic identity literacy is fostered when schools acknowledge adoption and out-of-home care experiences as legitimate, non-pathologised biographies; involve adolescents in co-constructing rules, curricula, and projects; create spaces for narrative and imaginative work enabling the integration of past and present; and build alliances with families and services grounded in mutual respect and pedagogical care. The paper concludes that focusing on adopted adolescents living outside their birth families can support educational systems in reframing educational poverty, shifting from diagnostic categorisation to the intentional promotion of protective and intrinsically democratic factors.

Muschitiello, A. (2025). I bambini e le bambine adottati/e special needs: dalla diagnosi funzionale alla diagnosi educativa umana autentica per andare oltre le differenze. Rivista Bambini.

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

Vygotskij, L. S. (1945). Fondamenti di difettologia. Roma: Bulzoni.

EDUCATIONAL POVERTY AND PROTECTIVE FACTORS IN ADOPTIVE FAMILIES: THE ROLE OF FAMILY DIGITAL MEDIATION IN AI-BASED CONTEXTS

Gaetano Di Napoli (Department of Psychology, Educational Science and Human Movement, University of Palermo (Italy)) · **Marco Andrea Piombo** (Department of Psychology, Educational Science and Human Movement, University of Palermo (Italy)) · **Cinzia Novara** (Department of Psychology, Educational Science and Human Movement, University of Palermo (Italy))

Adoption · Educational Poverty · Protective Factors

The increasing diffusion of digital technologies and artificial intelligence (AI)-based systems is profoundly transforming the educational and family environments in which children grow up and develop opportunities for learning and social participation. Within this evolving landscape, disparities in digital competencies and adult mediation practices may represent an emerging dimension of educational poverty, influencing children's safe and meaningful access to online learning, relational, and developmental opportunities (Hong & Kim,2024; Yu et al., 2024). This perspective is particularly relevant for children who are adopted or living outside their family of origin, whose developmental trajectories are often shaped by adverse childhood experiences and specific needs for protection and educational support (Basso, 2023). This contribution presents findings from an exploratory study aimed at examining the use, levels of trust, and perceptions of artificial intelligence among a sample of 180 parents, including 87 biological and 93 adoptive parents. The main objective was to investigate how family digital mediation practices may function either as risk factors or as protective resources within children's developmental pathways. Quantitative results indicate generally cautious attitudes toward AI and

relatively low levels of trust across both groups, with no statistically significant differences. However, adoptive parents demonstrated higher levels of digital literacy and greater involvement in supervising their children's online activities. Qualitative findings further highlight specific concerns expressed by adoptive parents regarding the protection of children's identity and personal history, particularly in relation to the risk of unwanted contact with biological families and exposure to emotionally sensitive digital content. These findings suggest that parental digital competence and the creation of safe online environments may represent key protective factors supporting inclusion, participation, and children's wellbeing. Overall, the study underscores the need to develop educational and training interventions addressing not only children but also caregivers and educational professionals, fostering alliances among families, schools, and community services (Pentina, Hancock, & Xie, 2023). From this perspective, informed digital mediation emerges as a crucial educational practice for addressing emerging forms of educational poverty and promoting equitable developmental opportunities, contributing to the strengthening of educational communities capable of supporting children with complex family backgrounds.

Basso, D. (2023). Tra intelligenza umana e artificiale: le life-skills cognitive. Educazione e Intelligenza Artificiale, 105.

Hong, J., & Kim, K. (2024). Impact of AIoT education program on digital and AI literacy of elementary school students. Education and Information Technology, 30, 107-130.

Pentina, I., Hancock, T., & Xie, T. (2023). Exploring relationship development with social chatbots: A mixed-method study of replika. Computers in Human Behavior, 140, 107600.

ADDRESSING EDUCATIONAL POVERTY IN ADOPTION PATHWAYS: ASSOCIATIVE NETWORKS, SOCIAL CAPITAL, AND EDUCATIONAL JUSTICE

Alessandra Lo Piccolo (Università degli Studi di Enna Kore, Italia) · **Daniela Pasqualetto** (Università degli Studi di Enna Kore, Italia)

Educational poverty · Adoption · Support networks

Educational poverty represents a multidimensional condition that limits children's opportunities for learning, participation, and the full development of their capabilities across different life contexts (Save the Children, 2016). It manifests not only as economic deprivation, but also as a restriction of relational, cultural, and symbolic resources that affect developmental processes. Within adoption pathways, this phenomenon may assume specific configurations, intertwining with early experiences of trauma, affective discontinuity, and identity fragility that influence socio-emotional well-being and school experience (Palacios & Brodzinsky, 2010; Van IJzendoorn & Juffer, 2006). Adopted minors may encounter difficulties in emotional regulation, learning processes, peer relationships, and in constructing a sense of belonging, thereby becoming exposed to risks of marginalization or misunderstanding within educational settings (Ferritti, 2019). From this perspective, educational poverty can be understood as a dynamic process generated by the interaction between individual vulnerabilities and the quality of support networks. Addressing it requires a systemic approach capable of activating protective resources at both family and community levels (Lo Piccolo, 2024). In this framework, opportunities for dialogue between families and mutual self-help groups are particularly significant, as they foster the sharing of narratives, reduce isolation, and promote empowerment processes. These experiences positively affect parents' capacity to interpret their children's educational needs and to build effective alliances with schools (Guerrieri & Nobile, 2016). Furthermore, the associative dimension can contribute to the generation of social capital, strengthening the sense of community belonging and counteracting stigma and stereotypical representations of adoption (Greco, Ranieri, & Rosnati, 2014). This contribution presents an exploratory study aimed at analyzing the potential of such contexts in addressing educational poverty within adoption pathways (Balenzano et al., 2024). The study seeks to provide evidence useful for the design of integrated interventions capable of enhancing local networks and promoting equity, inclusion, and educational justice.

Ferritti, M., (2019). Il corpo estraneo. Dentro le ideologie e i pregiudizi sull'adozione. Edizioni Ets.

Forsman, H., Brännström, L., Vinnerljung, B., & Hjern, A. (2016). Does poor school performance cause later psychosocial problems among children in foster care? Child Abuse & Neglect, 57, 61–71.

Greco, O., Ranieri, S., & Rosnati, R. (2014). Il percorso della famiglia adottiva: Strumenti per l'ascolto e l'accompagnamento. Vita e Pensiero.

Guerrieri, A., & Nobile, M. (2016). Una scuola aperta all'adozione. alla luce delle Linee di indirizzo per il diritto allo studio degli alunni adottati. Edizioni Ets.

Lo Piccolo, A (2024). Cura educativa e adozione: implicazioni pedagogiche in prospettiva sistemica. Il ruolo delle comunità educanti per l'affido e l'adozione. Ricerche, esperienze e prospettive sull'accoglienza. 2(1).

Palacios, J., & Brodzinsky, D. (2010). Review: Adoption research: Trends, topics, outcomes. International Journal of Behavioral Development, 34(3), 270–284.
Save the Children. (2016). Liberare i bambini dalla povertà educativa. Save the Children Italia.
Van IJzendoorn, M. H., & Juffer, F. (2006). The Emanuel Miller Memorial Lecture 2006: Adoption as intervention. Journal of Child Psychology and Psychiatry, 47(12), 1228–1245.

PROTECTIVE AND RESILIENCE FACTORS IN ALTERNATIVE AND FOSTER CARE: FOCUSING ON THE TRAINING OF CAREGIVERS AND TEACHERS

Alessia Tabacchi (Università Cattolica del Sacro Cuore, Italy)

Foster Care | Alternative Care | Training

Research examining the relationship between academic success and living conditions has revealed that individuals living away from their birth family are more vulnerable (Chamberland et al., 2015; Coggi & Ricchiardi, 2019; Balenzano et al., 2024b). Children in foster or residential care often experience disadvantage, social marginalisation and educational poverty related to adverse early experiences (Felitti et al., 1998; Racine et al., 2025; Janković et al., 2025), an absence of stable caregivers capable of providing continuous and quality bond, depressing life contexts, insufficient stimuli in childhood and long periods of institutionalisation (Stein, 2008; Oakley et al., 2018; Balenzano et al., 2024a). It is worth considering how long studies have drawn attention to the critical dimensions and consequences of adverse childhood experiences (O'Higgins et al., 2015; Luke et al., 2015; 2017; Sinclair et al., 2020). Conversely, it is interesting to shift the focus from a deficit-based approach to one that emphasises positive experiences and best practices, outlining positive life trajectories and educational opportunities for children (Goding et al., 2022; Pandolfi, 2019; McGuire et al., 2021; Ricchiardi, 2022). (Avant et al., 2021; Pandolfi, 2019; McGuire et al., 2021; Ricchiardi, 2022). Within this framework, protective factors play a pivotal role in fostering inclusion and equity in children's development (Goding et al., 2022). This paper aims to advance research and practices that enhance protective factors and reduce the impact of inequalities throughout the life course, focusing on girls living outside their family of origin in foster care or residential communities. Countering educational poverty requires a multidimensional and integrated approach that can simultaneously address educational, family and community contexts. On the one hand, the importance of integration between formal and non-formal education, social services, and local resources is emphasised (Ripamonti, 2022; Tabacchi, 2023). On the other hand, there is a need to support families and caregivers (Golding, 2003; Balenzano et al., 2024a). The analysis will provide a theoretical basis for outlining educational support pathways for foster parents, educators and other adults involved in education and instruction. At the same time, networking between schools, families, and public, private, and third-sector services enables a coordinated approach to the complexity of educational needs, building personalised, sustainable responses in the process. In summary, tackling educational poverty requires policies and practices that can combine prevention, protection and the promotion of rights from a social justice and well-being perspective for all children.

Anderson, S. (2019). Rethinking aderse childhood experience. Howard League for Penal Reform. Early Career Academics Network Bulletin, 41.
Avant, D.W., & Miller-Ott, A.E., & Houston, D.M. (2021). "I Needed to Aim Higher": Former Foster Youths' Pathways to College Success, J Child Fam Stud, 30, 1043–1058.
Balenzano, C., Ferritti, M., Guerrieri, A., & Tabacchi, A. (Eds.) (2024a). Il ruolo delle comunità educanti per l'affido e l'adozione. Ricerche, esperienze e prospettive sull'accoglienza. Libreria Universitaria.
Balenzano, C., Ferritti, M., Guerrieri, A., & Tabacchi, A. (2024b). Adoption and Foster Care: Analysis, Reflections and Best practice on Equality and Social Justice at School and in the Educational System. In Scuola democratica (Ed.), Proceedings of the Third International Conference of the journal Scuola Democratica. Vol. 1 (pp. 925-930). Associazione "Per Scuola Democratica".
Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., ... & Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults. The Adverse Childhood Experiences (ACE). Study. American Journal of Preventive Medicine, 14 (4), 245–258. 1
Chamberland C., Lacharité C., Clément M.È., & Lessard D. (2015). Predictors of development of vulnerable children receiving child welfare services. Journal of Child and Family Studies, 24(10), 2975-2988.
Goding, N., Hartwell, B., & Kreppner, J., (2022). "Everyone has the ability actually to do well in education. It's just the support mechanisms that you give to them...": A systematic literature review exploring the educational experiences of children in care. Children and Youth Services Review, 137, https://doi.org/10.1016/j.childyouth.2022.106474.
Golding, K. (2003). Helping foster carers, helping children: Using attachment theory to guide practice. Adoption and Fostering, 27(2), 64-73.
Janković, M., Bogaerts, S., & Sijtsema, J. (2025). Adverse childhood experiences and different sources of resilience: unveiling the patterns that shape mental health. Curr Psychol, 44, 17293–17306. https://doi.org/10.1007/s12144-025-08420-8
Luke, N., & O'Higgins, A. (2018). Is the care system to blame for the poor educational outcomes of children looked after? Evidence from a systematic review and national database analysis. Children Australia, 43(2), 135-151.

McGuire, A., Gabrielli, J., Hambrick, E., Abel, M.R., Guler, J., & Jackson, Y. (2021). Academic functioning of youth in foster care: The influence of unique sources of social support. Children and youth services review, 121, 105867.

O'Higgins, A., Sebba, J., & Gardner, F., (2017). What are the factors associated with educational achievement for children in kinship or foster care: A systematic review. Children and Youth Services Review. 79. doi: 10.1016/j.chil dyouth.2017.06.004.

O'Higgins, A., Sebba, J., & Luke, N. (2015). What is the relationship between being in care and the educational outcomes of children?: An international systematic review. University of Oxford.

Oakley, M., Miscampbell, G., & Gregorian, R. (2018). Looked-after Children: The Silent Crisis. The Social Market Foundation.

Racine, N., Bellis, M.A., & Madigan, S. (2025). An introduction to twenty-five years of adverse childhood experiences: A special issue. Child Abuse & Neglect, 168(1),107224. https://doi.org/10.1016/j.chiabu.2024.107224.

Ricchiardi, P. (2022). Learning difficulties for out-of-home care pre-teens and teenagers: school implications, research challenges and new educational directions. Italian Journal of Educational Research, 29, 49-61. https://doi.org/10.7346/sird-022022-p49

Ricchiardi, P., & Coggi, C. (2019). Garantire il diritto allo studio e favorire la riuscita dei minori che vivono fuori dalla famiglia di origine. Lifelong Lifewide Learning, 15(33), 47-64.

Ripamonti, E. (Ed.) (2022). Costruire reti territoriali per il contrasto alla dispersione scolastica e alla povertà educativa. Linee guida. Save The Children.

Sinclair, I., Luke, N., Fletcher, J., O'Higgins, A., Strand, S., Berridge, D., Sebba, J., & Thomas, S. (2020). The education of children in care and children in need: Who falls behind and when? Child and Family Social Work. https://doi.org/10.1111/cfs.12719

Stein, M. (2008). Resilience and young people leaving care. Child Care in Practice, 14(1), 35–44. https://doi.org/10.1080/13575270701733682

Tabacchi, A. (2023). Children outside the birth family: the challenge of preserving and narrating the life story between distances and presences, «Proposals for educational support. Journal of Inclusive Methodology and Technology in Learning and Teaching, 3(1), pp. 1-7.

EVERYDAY SCHOOL PRACTICES AS RISK AND PROTECTIVE FACTORS FOR STUDENTS LIVING OUTSIDE THEIR BIRTH FAMILIES: SELF-DETERMINATION, NARRATIVE PRIVACY AND INCLUSIVE TEACHING

Anna Guerrieri (Coordinamento CARE, Italy) · **Monya Ferritti** (Inapp, Italy)

Educational inclusion | Children outside birth families | Protective factors in schooling

Recent studies on educational poverty highlight its multidimensional nature, showing how exclusion may arise not only from socio-economic disadvantage but also from school practices that limit participation, recognition, and agency. This paper focuses on children living outside their birth families, with particular reference to pupils who have been adopted, and analyses how ordinary school routines may function either as risk factors or as protective conditions for their well-being and educational inclusion. The contribution adopts the recent Italian guidelines on the right to education of adopted students as a conceptual and normative framework and develops a conceptual–argumentative analysis grounded in inclusive pedagogy, adoption studies, and research on identity and self-determination. The paper examines the role of micro-devices embedded in everyday teaching practices — such as assignments, classroom rituals, language use, textbooks, and information-sharing procedures — which often rely on implicit assumptions about family continuity and personal biography. When not intentionally designed, these practices may generate specific risks, including non-consensual biographical disclosure, symbolic marginalization, and reduced participation, thus contributing to forms of educational poverty linked to lack of recognition and limited control over one's own narrative. To interpret these dynamics, the paper mobilizes the concepts of self-determination and self-identification as key protective factors in school contexts. From this perspective, inclusion requires that students retain the right to decide whether, when, and how to share personal information and to define the terms through which their family history is represented in school life. The paper proposes an organizational repositioning of teaching practices based on four operational principles: (1) the right to choose about personal disclosure; (2) safeguards against non-consensual identity exposure; (3) non-prescriptive language and flexible task design; (4) clear informational boundaries within school–family–services alliances. By reframing everyday teaching as an organizational responsibility, the study argues that inclusive micro-practices can act as protective factors against educational poverty, supporting agency, belonging, and identity development for children whose life trajectories include adoption, foster care, or other forms of out-of-home care.

1) Brodzinsky, D. M. (2011). Children's understanding of adoption: Developmental and clinical implications. Professional Psychology: Research and Practice, 42(2), 200–207.

2) Ferritti, M., Guerrieri, A., (2020a). Adopted students and intersectionality: Starting points for a first reflection. Educazione Interculturale, 18(2), 89–103.

3) Grotevant, H. D., Dunbar, N., Kohler, J. K., & Esau, A. M. L. (2000). Adoptive identity: How contexts within and beyond the family shape developmental pathways. Family Relations, 49(4), 379–387.

4) Ministero dell'Istruzione e del Merito (MIM) (2023). Linee di indirizzo per favorire il diritto allo studio delle alunne e degli alunni che sono stati adottati – 2023. Decreto n. 5 del 28 marzo 2023. Roma: Ministero dell'Istruzione e del Merito.

5) Shogren, K. A., Wehmeyer, M. L., Palmer, S. B., Rifenbark, G. G., & Little, T. D. (2015). Relationships Between Self-Determination and Postschool Outcomes for Youth With Disabilities. The Journal of Special Education, 48(4), 256–267. https://doi.org/10.1177/0022466913489733

6) Soares, J., Barbosa-Ducharne, M., Palacios, J., & Fonseca, S. (2017). Being Adopted in the School Context: Individual and Interpersonal Predictors. Children and Youth Services Review, 79, 463–470. https://doi.org/10.1016/j.childyouth.2017.06.043 .

GUIDELINES TO PROMOTE THE RIGHT TO EDUCATION FOR PUPILS WHO HAVE BEEN ADOPTED 2023. RESOURCES, CHALLENGES, PROPOSALS

Stefania Lorenzini (Università di Bologna, Italy) · **Angela Muschitiello** (Università di Bari, Italy) · **Michele Corriero** (Unicusano, Italy)

Adoption school guidelines

...some reflections on the strengths, weaknesses and proposals for implementing the document 'Guidelines for guaranteeing the right to education for adopted pupils', issued by the MIUR in 18 December 2014, No. 7443, and updated by Decree No. 5 of 28 March 2023 of the MIM, which renamed it 'Guidelines to promote the right to education of adopted pupils – 2023'. Adoption, whether domestic or international, can bring with it its own particular challenges, for example during the initial stages of mutual family adjustment, settling into school, social integration, and adolescence; throughout the various stages of growing up, a person with a history of adoption feels the need to answer questions such as 'Who am I, where do I come from, where am I going?? questions for which one may choose not to seek an answer, or instead embark on a search that may continue over time, whether peaceful or restless, with oneself and others. Experiencing complex life trajectories and multiple, often sudden, changes are unavoidable circumstances for every adopted child; the experiences accompanying these events, which take various forms, can themselves be very different, as can the possibilities for reworking and integrating one's identity. These elements, however, must not lead to simplifications, generalisations or determinism, fuelling misleading expectations and interpretations of the behaviours and possible difficulties of those involved in adoption. These premises in themselves serve as a reminder of the complexity of every life story, including in adoption, and of the need to pay attention to the unique characteristics of each individual—both their specific challenges and needs, and their resources and potential. This applies to both the circumstances of life prior to adoption and those within the new family and social context. In addition to the family, the school environment is a crucial setting for fostering well-being, opportunities for growth and development, where the experience of interacting with peers and new adults at school constitutes one of the most significant relational milestones for building a secure cognitive and emotional foundation – the cornerstone for active learning, inclusion, and familiarisation with the new educational and cultural system. The 2023 Guidelines are an important and innovative document; they provide teachers with knowledge and a framework for adoption, whilst also requiring them to apply it, focusing on good practices for welcoming pupils into school at various levels (administrative and bureaucratic, communicative and relational, continuity in the educational pathway, and links with local resources). Schools are not merely called upon to 'teach', but to create a safe and welcoming environment that fosters the development of identity and a sense of belonging. However, when viewed from a pedagogical-educational perspective, including an intercultural one, certain critical issues also emerge in the 2023 Guidelines. It is on these issues that we propose a reflection and educational best practices. For example, regarding the significance of the overall approach to recognising and encouraging recognition, within the school context, of the unique aspects of the adoption experience and the personal history of pupils who have been adopted.

Brodzinsky, D.M., & Pinderhughes, E. E. (2002). Parenting and child development in adoptive families. In Bornstein, M. H. (Ed.), Handbook of Parenting (pp. 279–312). Mahwah, NJ: Lawrence Erlbaum.

Dalen, M., et al. (2020). School adjustment of internationally adopted children in elementary school: A longitudinal study from 1st to 3rd grade. [Norvegia].

Fiorucci, M. (2019). Educazione interculturale e processi inclusivi. Roma: Carocci.

Goldberg, A. E., & Grotevant, H. D. (2023). What Do Teachers Know about Adoptive Families, and How Do They Use It. [USA].

Guerrieri, A. (2021). Didattica dell'inclusione e percorsi adottivi: buone pratiche per la scuola primaria. Roma: Armando.

Lorenzini S. (2012). Famiglie per adozione. Le voci dei figli. Pisa: ETS, Pisa.

Lorenzini S. (2013). Adozione e origine straniera. Problemi e punti di forza nelle riflessioni dei figli. Pisa: ETS.

Lorenzini S. (2019). Dark-skinned foreign origin young people, adopted by Italian parents. Stereotypes, prejudices and problems in identity construction. «Civitas Educationis. Education, Politics and culture», Vol. 8, n. 1/2019, pp. 115-129.

Lorenzini S. (2023), Le Linee di indirizzo per favorire il diritto allo studio delle alunne e degli alunni che sono stati adottati, 2014/2023. Considerazioni in una prospettiva educativa interculturale, "Annali online della Didattica e della Formazione Docente", Vol. 15, n. 26/2023, pp. 241-257.

Lorenzini S. (2025), Educazione interculturale nella famiglia adottiva: una prospettiva necessaria, Rivista Italiana di Educazione Familiare (RIEF), n. 1/2025, pp. 161-175.

Mantovani, S. (a cura di) (2020). L'accoglienza a scuola dei bambini adottati. Teorie, pratiche, strumenti. Milano: FrancoAngeli.

Melucci, M. (2017). L'alunno adottato e la scuola inclusiva: strumenti didattici e relazionali. Roma: Carocci.

Milani, L., & Baraldi, C. (2016). Scuola e adozione: inclusione, resilienza, benessere. Trento: Erickson.

Muschitiello, A. (2018). Il processo di adozione e la funzione di innesto della pedagogia. In Paradosso dell'infanzia e dell'adolescenza. Milano: FrancoAngeli.

Muschitiello, A. (2023). Bambini adottati a scuola: valutare il disagio educativo per promuovere benessere relazionale e inclusione umana. Pedagogia Oggi, 21(1).

Muschitiello, A., & Corriero, M. (2025). Open adoption: educational reflections and pedagogical proposals on the recent jurisprudential interpretation of the constitutional court (judgment 183/2023) offering new perspectives on the protection of the child. In Scuola democratica (Ed.) (2025). Proceedings of the Third International Conference of the journal Scuola Democratica. Education and/for Social Justice. Vol. 1: Inequality, Inclusion, and Governance. Associazione "Per Scuola Democratica".

Palacios, J., & Brodzinsky, D. (2010). Adoption research: Trends, topics, outcomes. International Journal of Behavioral Development, 34(3), 270–284.

Portera, A. (2021). Pedagogia interculturale e pedagogia sociale. Milano: Mondadori.

Santerini, M. (2017). Pedagogia interculturale. Educare alla cittadinanza globale. Roma: Laterza.

Selman, P. (2009). Intercountry adoption in the new millennium: The "quiet migration" revisited. Population Research and Policy Review, 28(4), 451–470.

Tabacchi, A. (2021). Accompagnare l'adozione. Percorsi formativi per la genitorialità adottiva. Milano: Unicopli.

ITALIAN ADOLESCENTS IN RESIDENTIAL CARE: EDUCATIONAL POVERTY AND PROTECTIVE FACTORS

Susanna Papagno (Department of Political Sciences, University of Study of Bari Aldo Moro, Italy) · **Caterina Balenzano** (Department of Political Sciences, University of Study of Bari Aldo Moro, Italy)

Educational poverty | Residential care | Protective factors

Out-of-home children are often exposed to adverse childhood experiences, which heighten the risk of educational poverty and emotional and behavioral problems. (Jozefiak et al., 2016; Seker et al., 2021). However, resilience-oriented perspectives highlight the role of some protective factors in promoting their adjustment and social inclusion (Ricchiardi & Coggi, 2019; Cassibba et al., 2023). This study, part of RESILAB project, addresses two objectives: (a) to identify practices aimed at reducing educational poverty among adolescents in residential care, and (b) to examine the protective factors that promotes their positive outcomes. A mixed-methods research combined data from focus group discussions and interviews with 9 professionals and questionnaires completed by 61 adolescents aged 11–17 (55.7% male) living in residential communities in Southern Italy, as well as their care workers. The measures examined included adverse childhood experiences, mentoring relationships, adolescents' sense of belonging to the residential setting, attachment, hope, resilience, and emotional and behavioral difficulties. Qualitative analysis identified three main strategies used to counteract educational poverty. Educational relationships: building a supportive alliance between adolescents and educators through empathy, counseling, and a nurturing relational environment. Structured educational planning: implementing individualized educational plans, annual activity programs, and practices that promote self-regulation and social competence. Participatory and networked approaches: encouraging cooperative learning within residential care and fostering collaboration with schools, local organizations, social and health services. Quantitative analyses showed that adolescents' difficulties were positively associated with adverse experiences ($r = .34$, $p < .05$) and negatively associated both with the time spent in residential care ($r = -.35$, $p < .01$) and with a stronger sense of belonging to the community ($r = -.29$, $p < .05$), suggesting that living for a longer period within a care setting that fosters a sense of belonging may support psychosocial recovery. Consistently, among protective factors, secure attachment ($r = -.36$, $p < .01$) and hope ($r = -.60$, $p < .01$), were negatively associated with emotional and behavioral difficulties, while no significant association emerged between mentoring and adolescents' adjustment. However, mentoring was positively associated with adolescents' sense of belonging to the residential setting ($r = .37$, $r = .43$, $r = .43$, $p < .01$) and with resilience ($r = .39$, $r = .37$, $p < .01$). Overall, the findings highlight the importance of strengthening relational and contextual protective factors to counteract educational poverty and promote adjustment among adolescents in residential care. Residential communities can serve as key educational environments that mitigate the impact of adverse experiences, foster resilience, and support more positive developmental and educational trajectories for vulnerable adolescents. From this perspective, residential care is part of a broader educational community in which multiple actors share responsibility for supporting the development of vulnerable minors. Strengthening these collaborative networks is crucial both during residential care and in supporting young people's transition to adulthood and social inclusion.

Cassibba, R., Balenzano, C., Silletti, F., Coppola, G., Costantini, A., Giorgio, S., ... & Musso, P. (2023). The placement of children in need of out-of-home care: Forms of care and differences in attachment security and behavioral problems in the Italian context. International journal of environmental research and public health, 20(23), 7111.

Jozefiak, T., Kayed, N. S., Rimehaug, T., Wormdal, A. K., Brubakk, A. M., & Wichstrøm, L. (2016). Prevalence and comorbidity of mental disorders among adolescents living in residential youth care. European child & adolescent psychiatry, 25(1), 33-47.

Ricchiardi, P., & Coggi, C. (2019). Garantire il diritto allo studio e favorire la riuscita dei minori che vivono fuori dalla famiglia di origine. Lifelong Lifewide Learning, 15(33), 47-64.

Seker, S., Habersaat, S., Boonmann, C., Palix, J., Jenkel, N., Fischer, S., ... & Schmid, M. (2021). Substance-use disorders among child welfare and juvenile justice adolescents in residential care: The role of childhood adversities and impulsive behavior. Children and Youth Services Review, 121, 105825.

D.14

Tracing Inequalities to Foster Democratic Education: The Value of Longitudinal Data

PANEL CONVENORS: Veronica Mobilio (Fondazione per la Scuola, Italy); Gianluca Argentin (University of Milano-Bicocca, Italy); Ilaria Lievore (Fondazione per la Scuola, Italy)

PANEL KEYWORDS: Longitudinal data, educational inequalities, educational interventions

Educational achievement and the acquisition of basic skills are central not only to individual development and employability, but also to democratic participation, social cohesion, and equal opportunity. Despite sustained policy attention, persistent educational inequalities across Europe continue to undermine the principle of equal access to learning and participation. Longitudinal data represent a powerful but still underused resource for understanding and addressing educational inequality. By following students, cohorts, or schools over time, longitudinal approaches make it possible to identify when achievement gaps emerge, how they evolve, and which institutional and social factors shape learning trajectories - as highlighted in recent scoping and systematic reviews (Campos et al., 2025; Kampylis et al., 2024) and in comparative mapping work (Pavolini et al., 2025). From a policy perspective, longitudinal evidence also offers a more solid basis for evaluating the long-term impact of educational reforms and interventions aimed at improving basic skills, reducing early school leaving, and promoting equity. Strengthening the use of longitudinal data is essential for designing effective policies. This panel, proposed by Fondazione per la Scuola as coordinator of the Horizon Project LINEup (Longitudinal Data for INequalities in Education), aims to advance the debate on what drives educational inequalities over time, and how evidence-informed, student-centered policies contribute to more democratic education systems. We welcome theoretical, methodological, and empirical contributions that (a) use longitudinal approaches to analyse inequalities, (b) examine the long-term effects of compensatory or equity-oriented interventions, or (c) reflect on the democratic and policy implications of strengthening longitudinal evidence in education.

THE GLOBAL IMPACT OF THE PANDEMIC ON STUDENT OUTCOMES

Louis Volante (Brock University) · **Don A. Klinger** (Murdoch University)

Student Outcomes | Learning Losses | Pandemic

This paper provides a preliminary overview of the impact of the pandemic on K-12 student learning losses. The authors summarize some of the more salient trends documented globally in the aftermath of the pandemic such as deteriorations in cognitive and non-cognitive student outcomes such as socioemotional learning, mental and physical health. Examples of prominent education policies and interventions that have been adopted to address these cognitive and non- cognitive student outcomes will be highlighted. The authors describe the types of evidence that currently exist, and the strengths and limitations of the evidence used to enact pandemic related education policies. The introduction also explains the rationale for the selection of educational jurisdictions that are represented in a recently published Routledge volume. The introduction situates the importance of the volume within a broader global context, arguing that the pandemic and resulting research provides an illustration of the educational impacts of unexpected, devastating events that suddenly change the learning environment, and the differential impacts on these sudden changes on vulnerable student populations.

Volante, L., Klinger, D. A., & Barrett, J. (2021). Academic resilience in a post-COVID world: A multi-level approach to capacity building. Education Canada, 61(3), 32–34. https://www.edcan.ca/articles/academic-resilience-in-a-post-covid-world/

Volante, L., Klinger, D. A., & Lara, C. (2024). Educational recovery in the aftermath of

the pandemic: A critical analysis of recovery policies across Canada. Canadian Journal of Education, 47(3), 673–710. https://doi.org/10.53967/cje-rce.6467

Volante, L., Schnepf, S., & Klinger, D. A. (2022). Cross-national achievement surveys for monitoring educational outcomes: Policies, practices, and political reforms within the European Union. Publications Office of the European Union. https://data.europa.eu/doi/10.2760/406165

Volante, L., De Witte, K., Giancola, O., Salmieri, L., & Klinger, D. A. (Eds.). (2026). Risk, Resilience, and Recovery Across Global Education Systems: The Long-Term Impact of Pandemic Reforms. Routledge. 10.4324/9781003608806

EDUCATIONAL INEQUALITY IN ITALY: PERSISTENT GAPS OR EMERGING CONVERGENCE? AN INTERTEMPORAL ANALYSIS USING OECD PISA DATA

Adamo Lo Cicero (Università "La Sapienza", Italy) · **Federica Rizzi** (Università "La Sapienza", Italy)

Social Inequalities in Education | Intertemporal Analysis | Multilevel Analysis

Educational inequalities continue to represent a structural and persistent challenge for contemporary school systems. This issue is especially pronounced in upper secondary education in Italy, where marked disparities in student performance persist across institutions and educational tracks. In this context, learning outcomes are strongly shaped by family background characteristics, such as socioeconomic status, cultural capital, and parental educational attainment, as well as by school composition factors (Giancola & Salmieri, 2020). In this analysis, educational inequalities are interpreted as the outcome of the interaction between individual and school-level factors: on the one hand, the mechanisms of reproduction of familial cultural capital through selective school processes (Bourdieu, 1971); on the other, differences in social and relational capital across school contexts (Coleman, 1988, 1990). The aim of this study is to examine the evolution of these inequalities over time by using OECD-PISA test scores in Italian (reading literacy) and mathematics as proxy indicators of learning outcomes. The analysis draws on data from the 2018 and 2022 assessment cycles, corresponding respectively to the pre- and post-pandemic periods, in order to evaluate the effects associated with school closures and the economic crisis following COVID-19. This intertemporal approach makes it possible to move beyond a static perspective and to observe changes in the mechanisms through which educational inequalities are produced over time. To analyze the effects of transformations over time, an intertemporal dataset was constructed by integrating the original database with time variables and interaction terms. Following a preliminary descriptive analysis, multilevel models and multiple linear regression models (four for reading and four for mathematics) were estimated in order to assess changes over time in the impact of family- and school-level factors (Jaccard & Turrisi, 2003; Giancola & Colarusso, 2020), through the progressive inclusion of variables. The baseline model included the main individual characteristics (gender and migrant background), as well as family and school characteristics, together with territorial controls. In subsequent models, interaction terms between family background, school composition, and time were introduced, first separately and then jointly, so as to estimate variations in their effects across the two waves. The empirical findings reveal a significant increase in the influence of both family-level factors (e.g., socioeconomic status) and school-level factors (e.g., the sociodemographic composition of classes) on educational inequalities, alongside a widening gap between advantaged and disadvantaged students. The pandemic appears to have intensified these dynamics, generating differential effects for more vulnerable groups. Overall, the evidence points to the need for targeted educational policies aimed at reducing structural inequalities within the Italian school system, promoting interventions grounded in a stronger equity-oriented perspective.

Bourdieu, P., & Passeron, J. C. (1971). I delfini: gli studenti e la cultura (Ed. orig. "Héritiers, les étudients et la culture" 1964). Bologna: Guaraldi.

Coleman, J. S. (1988). Social Capital in the Creation of Human Capital. The American Journal of Sociology, 94, pp. S95-S120.

Coleman, J. S. (1990). Foundations of Social Theory. Cambridge: Harvard University Press.

Giancola, O., & Colarusso, S. (2020). Gender, Social Origins, and Educational Choices. How it really works. The Education of Gender The Gender of Education, pp. 95-109.

Giancola, O., & Salmieri, L. (2020). Family Background, School-Track and Macro-Area: the Complex Chains of Education Inequalities in Italy.

Jaccard, J., & Turrisi, R. (2003). Interaction effects in multiple regression. SAGE Publications, Inc.

UNEQUAL CLASSROOMS: THE JOINT EFFECTS OF ABILITY PEER EFFECT AND SOCIOECONOMIC COMPOSITION ON ACADEMIC TRACK ENROLLMENT

Emanuele Fedeli (University of Milan, Italy) · **Moris Triiventi** (University of Milan, Italy)

peer effect | classroom composition | track enrollment

The effects of peer abilities in education are central to understanding how the individual educational pathway is shaped by social environments. Although tradi- tional theories emphasize positive spillovers from high-achieving peers, alternative perspectives such as social contrast hypotheses highlight potential negative conse- quences for student motivation and self-concept. In addition, much attention has been devoted to the important role of parental socioeconomic background, but less attention has been paid to its interaction with ability-peer effects. This study aims to investigate how the effects of peer ability and the socioeconomic composition of classmates influence the enrollment of students on the path to university when they switch to lower secondary schools in Italy. The results show that the average effect of peer ability is negative, but the socioeconomic composition of the classroom plays a compensatory role. In addition to that it comes out that low achievers are more hit by the peer comparison.

No references

USING LONGITUDINAL DATA TO MONITOR THE TRUE DYNAMICS OF EDUCATIONAL INEQUALITIES

Nadir Zanini (Cambridge University, United Kingdom)

Educational inequalities | Longitudinal data | Multi-variate analysis

Attainment gaps are a key indicator of educational and societal inequalities. The analysis and reporting of educational attainment are often based on cross-sectional data and take the form of simple breakdowns of students' achievement by selected characteristics. These descriptive statistics, although relevant, are potentially misleading. They fail to account for the interplay between students' characteristics and, crucially, for information that is only available when longitudinal data is used. The aim of this presentation is to show the advantage of using longitudinal data for the systematic reporting of attainment gaps. From a methodological perspective, we will demonstrate that, despite their complexity, educational inequalities can be systematically measured and reported. More specifically, we will outline an analytical research strategy that makes use of micro-data gathered through schooling paths to account for the interplay between students' characteristics and other factors affecting their academic performance, most notably attainment at prior stages of education. From a more substantive perspective, we will present evidence on attainment gaps across different groups of secondary school students in a way that facilitates the identification of over-time trends in educational inequalities. We used the National Pupil Database, a rich administrative linked micro-dataset, maintained by the UK Department for Education. The dataset covers eight cohorts of students in England completing their lower- and upper- secondary education between 2018 and 2025. For all students, it features a broad set of characteristics at individual- and school-level recorded during their primary and secondary education. At student level, the dataset includes standardised measures of educational attainment, specifically at the end of primary, lower secondary and upper secondary education. It also includes socio-demographic characteristics (eg, gender, ethnicity, first language spoken at home, special educational needs), and socio-economic background. At school level, we used information on the type of schools attended, their geographical location, and a measure of deprivation. A multivariate analysis based on a regression approach was employed to measure the impact of each characteristic, once other factors were held fixed. To account for school-level effects, a multi-level regression approach was used. Each year's data was analysed separately, using the longitudinal component of the data as a crucial aspect of modelling academic performance. To interpret findings, a set of criteria was considered to flag changes over time in attainment gaps that were considered 'notable'. We will present evidence on attainment gaps for students taking different education pathways in England. We will focus on the dynamics of educational inequalities between 2018 and 2025, drawing conclusions on the impact of the assessment arrangement put in place in 2020 and 2021 as a response to the pandemic and the return to a 'new normal'. We will show the mitigating (or some-

times exacerbating) effects that the longitudinal information on prior attainment and the school-level characteristics can have on the estimation of attainment gaps. In this way, it will be possible to argue that collecting and making available rich longitudinal micro-data is key to producing evidence on the true dynamics of educational attainment.

DfE (2020a). Key stage 4 performance, Academic year 2019/20. Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk)

DfE (2020b). A level and other 16 to 18 results, Academic year 2019/20. Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk)

Lee, M.W., Rama, D., & Johnson, K. (2022). Student-level equalities analysis for GCSE, A level and VTQ - 2022. Coventry: Ofqual. Available at: Student-level equalities analyses for GCSE, A level and VTQs, 2022 - GOV.UK (www.gov.uk)

Lee, M.W., Rama, D., & Johnson, K. (2023). Student-level equalities analyses for GCSE, A level and VTQs – 2023. Coventry: Ofqual. Available at: https://www.gov.uk/government/publications/student-level-equalities-analyses-for-gcse-a-level-and-vtqs-2023

Lee, M.W., Stringer, N., & Zanini, N. (2020). Student-level equalities analyses for GCSE and A level: summer 2020. Coventry: Ofqual. Available at: https://assets.publishing.service.gov.uk/media/5fbfbf4ce90e077ee1daf4de/6713_Student-level_equalities_analyses_for_GCSE_and_A_level.pdf

Stratton, T., Zanini, N., & P. Noden (2021). An evaluation of centre assessment grades from summer 2020. Coventry: Ofqual. Available at: https://www.gov.uk/government/publications/evaluation-of-centre-assessment-grades-and-grading-gaps-in-summer-2020

MULTI-AGENCY DATA SHARING FOR SCHOOL DROPOUT PREVENTION: EVIDENCE FROM A LOCAL ITALIAN CONTEXT

Arianna Beri (Università degli Studi di Bergamo, Italy) · **Laura Sara Agrati** (Università Telematica Pegaso, Italy) · **Marco Lazzari** (Università degli Studi di Bergamo, Italy)

school dropout · education agency · longitudinal models

School dropout is a complex and persistent phenomenon with significant and concerning repercussions at both the individual and social levels. At the individual level, it affects employment, health and well-being, while at the social level, it fosters greater economic and social inequalities and hinders the development of a more equitable and inclusive society. Given the potential consequences of school dropout for individuals and society, preventive intervention is not only a priority, but also an ethical necessity. However, although research shows that dropping out is not a sudden act, but rather the result of multiple factors, the data currently available at national and international levels is often inaccurate, fragmented and «ex post», i.e. collected months or even years later. Consequently, longitudinal models that use Big Data to monitor students' pathways over time are needed. This will allow us to identify situations of student hardship early on and intervene before they result in school dropout. Based on these premises, the present study stems from a doctoral project carried out in collaboration with the municipality of X in Italy. The aim was to build a shared system for data collection and management among the various local educational agencies to improve monitoring of school dropout through longitudinal, continuous and updated data. In this context, the models used by five educational agencies in the X area were examined (the Ministry of Education, the Province, and the Vocational Education and Training department). A comparative and documentary analysis of the surveyed data and systems highlights significant heterogeneity in the methods used to collect, manage and measure the school dropout rate. While the sources demonstrate some operational differences, they also exhibit structural issues that hinder an integrated interpretation of the phenomenon. In general, there is a lack of clear definition of the construct, a problem that has already been highlighted in the literature, which leads different agencies to measure the phenomenon using different and often non-overlapping variables, such as dropouts, withdrawals and transfers. Similarly, most models use a data collection system at specific moments (e.g. the end of the school year or transition between cycles) which does not allow for timely intervention with students, but which, as previously mentioned, provides data referring to months or even years earlier. Some differences instead concern the scope of coverage: these range from the Ministry of Education and Merit, which is responsible for schooling and ensures coverage across the entire territory, to three education and training systems (therefore relating to a more limited student population), up to the Province, which, despite having access to a large amount of data, responds more to planning purposes than evaluative ones and therefore does not deal with analyzing the phenomenon. This fragmentation confirms what has emerged in national and international literature and makes the need for shared data systems among agencies operating in the same territory, including both education and training, even more urgent. From this perspective, data integration is essential for the effective and timely prevention of school dropout.

Cho, H., & Bae, S.-M. (2024). The moderated mediating effect of community integration in depressive symptoms which are related to childhood adversity and suicide attempts by adolescents who have dropped out of school. Children and Youth Services Review, 156, 107324. https://doi.org/10.1016/j.childyouth.2023.107324

Gragnaniello, D. (2023). La dispersione scolastica: una ricerca empirica per la prevenzione (270–296). In A. La Marca, G. Moretti, I. Vannini (eds). La ricerca educatica e didattica nelle scuole di dottorato in Italia. Quaderni del Dottorato Sird. Pensa Multimedia.

Haimovich, F., Vazquez, E., & Adelman, M. (2021). Scalable early warning systems for school dropout prevention: Evidence from a 4,000-school randomized controlled trial. Policy Research Working Paper, 9685.

Markussen, E., Daus, S., & Bedre, S. (2020). 14 år etter avsluttet ungdomsskole – Slik gikk det. Utdanningsnytt. Retrieved from https://www.utdanningsnytt.no/fagartikkel-videregaende-opplaering/14-ar-etteravsluttet-ungdomsskole--slik-gikk-det/263640

Organisation for Economic Co-operation and Development. (2022). OECD economic outlook, volume 2022 issue 1. OECD Publishing. https://doi.org/10.1787/62d0ca31-en

Rivera-Baena, O. D., Patino-Rodriguez, C. E., Usuga-Manco, O. C., & Barajas, F. H. (2023). ADHE: A tool to characterize higher education dropout phenomenon. Revista Faculdad de Ingenieria. https://doi.org/10.17533/udea.redin.20230519

Rumberger, R.W. (2011). Dropping out. Why students drop out of school and what can be done about it. Harvard University press.

ACHIEVEMENT GAPS ACROSS SCHOOL STAGES: EDUCATIONAL TRAJECTORIES OF MIGRANT-BACKGROUND STUDENTS IN ITALY

Anna Loi (University of Milan-Bicocca, Italy)

migrant-background students | achievement gaps | longitudinal data

Taking advantage of the possibility offered by INVALSI data to link students' performance over time, this study investigates the educational trajectories of students with a migrant background in the Italian school system, focusing on the evolution of achievement gaps. Specifically, it examines whether second-generation students' academic outcomes progressively converge toward those of native students, as predicted by classic theories of generational progress, while first-generation students experience a more persistent disadvantage (Portes & Zhou, 1992; Alba & Nee, 1997). Although evidence on generational progress is substantial, it largely refers to traditional immigration countries. Research on the Italian context has often been limited by the historically smaller presence of second-generation students (Azzolini et al., 2012) and by the lack of longitudinal data (Lovaglio et al., 2018). This study exploits population-based standardized assessments of reading and numeracy administered by INVALSI. The analysis follows a cohort of students who attended Grade 5 in the 2018/19 school year through lower secondary school (Grade 8 in 2022/23) and into the second year of upper secondary education (2023/24). The study addresses two main research questions. First, do second-generation students display greater convergence toward native peers than first-generation students over the course of their school trajectories? Second, to what extent are these differences explained by socio-economic background? To answer these questions, the analysis reconstructs the evolution of achievement gaps between migrant generations and native students across school stages. The empirical analysis relies on OLS models controlling for survey wave to estimate the relative position of first- and second-generation students compared with native peers at different points in their school careers. Overall, the study contributes to the understanding of migration-related educational inequalities by providing longitudinal evidence on how achievements gaps between migrant generations and native students evolves across different stages of school careers.

Alba, R., & Nee, V. (1997). Rethinking Assimilation Theory for a New Era of Immigration. The International Migration Review, 31(4), 826–874.

Azzolini, D., Schnell, P., & Palmer, J. (2012). Educational Achievement Gaps between Immigrant and Native Students in Two "New Immigration Countries": Italy and Spain in comparison. The Annals of the American Academy of Political and Social Science, 643(1), 46–77.

Lovaglio, P., Verzillo, S. & Vittadini, G. (2018). Social and Migration-related Inequality in Achievement in Primary and Secondary Education. In: G. Passaretta and J. Skopek (eds.), Roots and Development of Achievement Gaps. A Longitudinal Assessment in Selected European Countries, pp. 50-87, ISOTIS Report (D 1.3), Trinity College Dublin.

Portes, A., & Zhou, M. (1992). Gaining the upper hand: Economic mobility among immigrant and domestic minorities. Ethnic and Racial Studies, 15(4), 491–522.

ETHNIC GAPS IN TRACKING CHOICES WITHIN THE COVID-19 TIMELINE

Francesca Carimando (University of Bologna) · **Loris Vergolini** (University of Bologna; University of Bologna - FBK-IRVAPP)

Track choice | Migration background | COVID-19

Introduction The transition from lower- to upper-secondary education represents a decisive juncture in students' educational trajectories, with long-term consequences for academic achievement, labour-market outcomes, and social mobility. In Italy, this transition occurs at the end of Grade 8, when students choose whether to enrol in an academic, technical, or vocational track. While a growing body of research has documented learning losses associated with the COVID-19 pandemic, less attention has been paid to its influence on educational decision-making at key branching points (Aalto et al., 2023; van de Werfhorst et al., 2023). Disruptions to in-person schooling, counselling activities, and teacher-family interactions, combined with economic uncertainty, may have altered how families evaluated the risks and returns of upper-secondary tracks. Ethnic inequalities in Italian education are well documented (Azzolini & Barone, 2013). Even net of academic performance, students with a migration background are less likely than natives to enrol in academic tracks and more likely to enter technical or vocational programmes (Ferrara & Brunori, 2024). The pandemic may therefore have reinforced employment-oriented decisions among disadvantaged families, potentially widening pre-existing ethnic gaps. This study examines whether the COVID-19 pandemic influenced upper-secondary track choices and whether these changes differed between native children and children of immigrants. Data and methods The analysis uses population data from INVALSI-SNV, longitudinally linked to follow students from Grade 8 into Grade 10. Two cohorts are observed: a pre-Covid cohort in Grade 8 in 2016/17 and Grade 10 in 2018/19, and a Covid cohort in Grade 8 in 2020/21 and Grade 10 in 2022/23. The cohorts are pooled and analysed through a multilevel multinomial logistic model with school-level random intercepts, random slopes for the Covid cohort, and provincial fixed effects. The outcome variable is upper-secondary track choice (academic, technical, vocational). The main independent variable is migration background, distinguishing native, mixed-origin, second-generation and first-generation students. An interaction term between migration background and cohort is added. Four models are estimated. Model 1 controls for gender, regularity of school progression, attendance of early childhood education. Model 2 additionally includes parental socioeconomic status. Models 3 and 4 further control for prior academic achievement, measured using students' lower-secondary grades in Italian and mathematics in Grade 8 (Model 3) and standardised test scores in the same subjects (Model 4). Preliminary findings Results show persistent ethnic stratification in track choice. In Model 1, second- and first-generation students are more likely than natives to enrol in technical and vocational tracks rather than academic ones, with stronger shifts towards non-academic tracks in the Covid cohort. In Model 2, controlling for parental socioeconomic background reduces these differences, but they do not disappear. The key findings emerge in Models 3 and 4, which account for prior achievement using alternative measures. When achievement is measured through lower-secondary grades (Model 3), Covid-by-migration interactions become statistically insignificant. However, when achievement is measured using standardised test scores (Model 4), significant post-Covid interactions persist, particularly for second-generation students, who show an increased likelihood of entering technical and vocational tracks rather than academic ones.

Aalto, A. M., Müller, D., & Tilley, J. L. (2023). From epidemic to pandemic: Effects of the COVID-19 outbreak on high school program choices in Sweden. Labour Economics, 82, 102346.

Azzolini, D., & Barone, C. (2013). Do they progress or do they lag behind? Educational attainment of immigrants' children in Italy: The role played by generational status, country of origin and social class. Research in Social Stratification and Mobility, 31, 82-96.

Ferrara, A., & Brunori, C. (2024). Immigrant generation, gender, and citizenship: evidence on educational track choices from Italy. Journal of Ethnic and Migration Studies, 50(6), 1549-1571.

van de Werfhorst, H., Zwier, D., Geven, S., Bol, T., & Haelermans, C. (2023). Social and academic embeddedness function as buffers against pandemic effects on schooling outcomes.

STUDENT VOICE AND DATA HERMENEUTIC TO FOSTER COLLECTIVE LEADERSHIP AND THEREFORE EDUCATIONAL JUSTICE. THE MONITORING, EVALUATION AND LEARNING OF TEACH FOR ITALY

Antonio Piscopo (Teach For Italy, Italy)

collective leadership | educational justice | data hermeneutic

What is the purpose of education? The answer to this question can go in very different directions, and mostly depends on the context an educational effort is engrained into and the goals it pursues, explicitly and implicitly. Defining a context and the sets of goals pursued there is also not an easy task. For sure the context - whatever metaphysics characterises it - influences education greatly. The opposite is also true, just less seen: education influences the context, mostly in the effort - in some cases consciously, in some probably not - of reproducing or consolidating it. Authors like John Dewey, those of the so-called "Frankfurter Schule" and Martha Nussbaum centred many of their reflections on understanding and describing these peculiar dynamics. This contribution to this panel aims to illustrate a pedagogical practice developed on one assumption: Democracies are not a given, and their constitutions are perishable products of history if the promises of equality of opportunities for every citizen and therefore of freedom - both positive and negative - made at their origins are not taken seriously. There are many factors that play a significant role in whether the foundational promise of equality, freedom and justice are kept or not, and to what degree. Education is one of these factors, and it can and should do more to make democracies and their promises attainable and sustainable. This is the reason why promoting equity of opportunities, justice, is key. Promoting educational justice in disadvantaged contexts is the mission of Teach For Italy. The practice I'll be presenting was designed and implemented to help the classrooms where Teach For Italy fellows teach in being places that foster student leadership, well-being and inclusion, while centering on "Student Voice" as one of the elements that constitute a Monitoring, Evaluation and Learning system. A Monitoring, Evaluation and Learning system that has the peculiarity of being an instrument for collecting data (quantitative and qualitative evidence) generated by students, as well as their parents and teachers, which serves the principle of a collective hermeneutic circle. All involved stakeholders are actively participating not just in the process of generating data, but also - and equally essentially - in interpreting them, making sense of them for the purpose of enhancing dialogue, sense of belonging, reflection, wellbeing - advanced citizenry capabilities. The paper ultimately argues that longitudinal data acquire democratic value when they enable institutions to recognize patterns of inequality, deliberate collectively about their meaning, and act intentionally to transform them. In this sense, tracing inequalities becomes a concrete pathway toward fostering democratic education.

Short Reference List
Berlin, I. (1969). Four Essays in Liberty. Oxford University Press.
Dewey, J. (1916). Democracy and Education. Macmillan.
Freire P. (1968). Pedagogy of the Oppressed. Penguin.
Gadamer, H.-G. (1960). Wahrheit und Methode. Mohr Siebeck.
Habermas, J. (1981) Theorie des Kommunikativen Handeln. Suhrkamp
Horkheimer, M., & Adorno, T. W. (1947). Dialektik der Aufklärung. Querido.
Luhmann, N. (1991/1992), Einführung in die Systemtheorie. Carl-Auer
Nussbaum, M. (2011). Creating Capabilities: The Human Development Approach. Harvard University Press.
Sen, A. (2009). The Idea of Justice. Penguin

SCHOOL ADMISSION PRIORITY RULES ACROSS COUNTRIES: DIFFUSION PATTERNS AND SEGREGATION EFFECTS

Andrea Pietrolucci (Università di Milano, Italy) · **Nathalie Vigna** (Università di Milano, Italy)

Educational policies | school segregation | longitudinal

Education systems have been reshaped in response to the social challenges of globalisation, including changing labour markets, migration dynamics, and processes of individualization (van de Werfhorst 2014). In this context, many countries have adopted quasi-market reforms in education (Ichilov 2012), inspired by economic theory (Friedman 1962; Chubb and Moe 1990) and by international organisations (Sellar and Lingard 2013). Neoliberal education policies have promoted

school autonomy, privatisation, and accountability (Levačić 1995; Clark 2009). These reforms have intensified competition among schools, encouraging strategies to attract or select higher-performing students. Among these strategies, school priority rules for admission have become increasingly important. Schools may use criteria such as prior achievement, recommendations from schools or parents, catchment-area requirements, and interest in specific programmes. However, the consequences of these rules for socio-economic segregation between schools remain insufficiently understood. This study examines the diffusion of school priority rules across countries, distinguishing between performance-based and residence-based criteria, and investigates their effects on socio-economic segregation between schools. It addresses four research questions: (RQ1) Are schools increasingly adopting performance-based and residence-based priority rules? (RQ2) Is the diffusion of these rules greater in countries where they were initially less widespread, suggesting convergence over time? (RQ3) Does the adoption of these policies increase socio-economic segregation between schools, and which type has the strongest effect? (RQ4) Do performance-based and residence-based rules have cumulative effects when adopted jointly? We use data from all eight waves of OECD-PISA, from 2000 to 2022. The analytical sample includes more than 122,000 schools in 72 countries, corresponding to 465 country-year observations. A school is defined as adopting priority rules when the principal reports that residence in an area or students' academic record is sometimes or always used as an admission criterion. To address RQ1, we describe the share of schools adopting each rule across PISA waves. For RQ2, we estimate regression models in which the change in the share of schools adopting these policies between T and T–1 is regressed on the share observed at T–1. For RQ3 and RQ4, we regress the level of segregation between schools on the share of schools adopting residence-based and performance-based rules. Segregation is measured using the dissimilarity index (Duncan and Duncan 1955) for students' ESCS, gender, and migrant background. These models include country fixed effects. Preliminary findings are presented for RQ1 and RQ2; analyses for RQ3 and RQ4 will be completed before the conference. Preliminary results show different diffusion patterns for the two rules. Residence-based rules remained stable, increasing from an average of 55% of schools in 2000-2009 to 60% in 2012-2022. By contrast, performance-based rules grew substantially, from 48–52% in 2003–2009 to 65% in 2015, before declining to around 55% in 2018 and 2022. Results for RQ2 indicate that both types of rules tend to spread more rapidly where prior adoption was lower, while growth is more limited where adoption is already widespread. This pattern is robust to nonlinear specifications, suggesting cross-country convergence in the diffusion of priority rules. Analyses will explore ceiling effects and geographical heterogeneity.

Chubb, J. E., & Moe, T. M. (1990). America's public schools: Choice is a panacea. The Brookings Review, 8(3), 4-12.

Clark, D. (2009). The performance and competitive effects of school autonomy. Journal of political Economy, 117(4), 745-783.

Duncan, O. D., & Duncan, B. (1955). A methodological analysis of segregation indexes. American Sociological Review, 20(2), 210–217.

Friedman, H. (1962). The role of Government in Education. In Capitalism and Freedom, Chapter VI. Chicago: University of Chicago Press.

Ichilov, O. (2012). Privatization and commercialization of public education: Consequences for citizenship and citizenship education. The Urban Review, 44, 281-301.

Levačić, R. (1995). Local management of schools: Analysis and practice. Open University Press.

Sellar, S., & Lingard, B. (2013). The OECD and global governance in education. Journal of Education Policy, 28(5), 710-725.

Van de Werfhorst, H. G. (2014). Changing societies and four tasks of schooling: Challenges for strongly differentiated educational systems. International Review of Education, 60(1), 123-144.

D.15

Urban Education, Gentrification and School Segregation: Implications for Education and Social Justice

PANEL CONVENORS: Marcel Pagès (Universitat de Barcelona, Spain); Xavier Bonal (Universitat Autònoma de Barcelona, Spain); Sheila Gonzalez (Universitat de Barcelona, Spain)

PANEL KEYWORDS: School Segregation, School Gentrification, Educational Inequalities

Cities have become central arenas where contemporary social tensions are concentrated, including widening inequality, persistent poverty, and growing socio-spatial polarization (Musterd et al., 2017). In these contexts, education systems face pressing patterns of segregation and inequalities (Bonal & Bellei, 2018) undermining the role of education in promoting social cohesion, equitable learning opportunities, and democratic participation. Moreover, processes of urban transformation and gentrification often exacerbate divisions, limiting the potential of education to act as a lever for social justice (DeSena, & Ansalone, 2009). This symposium, as part of the Thematic Axis 6, directly addresses the conference theme on the "multidimensionality of poverty" by examining how urban educational landscapes are reshaping educational experiences, identities and processes of teaching and learning in contexts of social and cultural heterogeneity. The session aims to explore the complex and interconnected relationships between urban transformation and educational inequality, as well as its broader implications for democracy and social cohesion. We welcome contributions that investigate: - The impacts of gentrification on school choice, enrolment dynamics, socio-economic composition and identities and experiences of educators, families and students - Mechanisms and consequences of school segregation and gentrification in urban settings - Desegregation initiatives, inclusive policies, and community-based practices designed to counteract these trends Bringing together empirical research, policy analysis, and critical theoretical perspectives, the panel seeks to open a space for debate on the opportunities and limits of education to confront structural injustices and foster democratic coexistence in rapidly changing urban environments.

IT DEPENDS ON WHERE YOU LOOK FROM: THE JOINT INFLUENCE OF RESIDENTIAL NEIGHBORHOODS AND SCHOOLS' SURROUNDING AREAS ON SCHOOL CHOICE

Quentin Ramond (Centre for Economics and Social Policy, Universidad Mayor, Chile) · **Cristóbal Ortiz** (Millennium Nucleus Insecurity and Urban Cohesion, Chile)

school choice | neighborhood effects | territorial stigma

Previous studies show that the characteristics of both families' residential neighborhoods (e.g., Burdick-Will et al., 2024; Candipan, 2020; Scandurra et al., 2020) and schools' surrounding areas (e.g., Bell, 2009; Bernelius et al., 2021; Hailey, 2025) influence school choice behavior, but few have analyzed these contexts simultaneously. In this article, we integrate research on neighborhood effects, territorial stigmatization, and school choice to advance the argument that the effect of school surroundings on enrollment decisions operates not only in absolute terms but also relative to families' place of residence. The neighborhoods in which families live, we suggest, may shape how they perceive and act upon the characteristics of schools' surrounding areas when making school choices. Importantly, we anticipate that these dynamics may vary by social class, given the salience of class in shaping perceptions of urban space and school choice strategies. Does the influence of schools' surrounding areas on enrollment decisions depend on families' residential contexts? Do these relative effects vary across social classes? To address these questions, we assemble a unique dataset that combines geocoded administrative data from the Chilean School Admissions System with several sources of information at the census block level. We examine how violence and deprivation levels around schools and students' homes jointly influence secondary school choice. We focus on two outcomes that capture the key stages of the school choice process: the likelihood of applying to a school and the ranking of applications. Results of our regression models indicate that absolute levels of violence and deprivation around schools reduce the likelihood of applying to a school and the probability that it is ranked higher. Families are also more likely to list and rank higher schools located in comparatively wealthier neighborhoods than their place of residence. The results for relative violence levels are mixed. Deprivation matters more in the construction of application lists, whereas violence has stronger effects in ranking decisions. These effects are more pronounced among high-SES students, and this class-based variation reflects not only structural differences in choice set attributes but also differences in preferences. A set of sensitivity analyses indicates that these findings are robust to the use of many alternative measures of school surroundings, choice sets, and model specifications. Overall, our findings

emphasize the interaction between schools' geographic surroundings and families' residential neighborhoods in understanding the link between spatial inequality and school choice. We suggest that the residential neighborhood serves as a baseline context from which parents form judgments about other neighborhoods and the schools located within them, ultimately influencing their enrollment decisions. Beyond school choice, the framework developed in this paper may improve how scholars study contextual effects on individual behavior, by considering the joint influence of the urban contexts in which people and institutions are embedded.

Bell, C. (2009). Geography in parental choice. American Journal of Education, 115(4), 493-521.

Bernelius, V., Huilla, H., & Lobato, I. R. (2021). 'Notorious schools' in 'notorious places'? Exploring the connectedness of urban and educational segregation. Social inclusion, 9(2), 154-165.

Burdick-Will, J., Gebo, L., & Williams, A. D. (2024). Anywhere but here: Neighborhood violence and local school preferences in Baltimore City. Sociology of Education, 97(1), 1-20.

Candipan, J. (2020). Choosing schools in changing places: Examining school enrollment in gentrifying neighborhoods. Sociology of Education, 93(3), 215-237.

Hailey, C. A. (2025). Choosing schools, choosing safety: How multiple dimensions of safety shape school choices. AERA Open, 11, 23328584251329899.

Scandurra, R., Zancajo, A., & Bonal, X. (2022). Opting out of neighbourhood schools: The role of local education markets in student mobility. Population, Space and Place, 28(5), e2542.

ELECTIVE BELONGING AND THE GENTRIFIER HABITUS: SCHOOL CHOICE, MORAL DILEMMAS, AND URBAN INEQUALITY

Xavier Bonal (Universitat Autònoma de Barcelona, Spain) · **Pablo Neut** (University of Barcelona, Spain)

Gentrification | elective belonging | displacement

This study investigates the role of gentrifying families in Barcelona's public schools, examining how their school choice practices intersect with broader processes of class reproduction and urban transformation. Drawing on the concept of a gentrifier habitus we argue that middle-class families' decisions cannot be reduced to pragmatic calculations of school quality. Rather, they engage in complex moral reasoning and risk management, navigating perceptions of safety, school reputation, and social fit while simultaneously constructing narratives about what counts as legitimate participation in school communities. These rationalities of school choice (Bonal et al. 2024) are deeply embedded in culturally and socially informed dispositions that reproduce class advantage. In gentrifying neighbourhoods, families actively assert elective forms of belonging, assuming the authority to represent the school and to define the norms of inclusion within both the educational community and the wider neighbourhood (Reay et al. 2011). This elective belonging generates a sense of entitlement for gentrifiers while simultaneously masking and reinforcing exclusion and displacement among long-term residents (Lipman, 2011). The paradox is striking: gentrifiers seek integration into local schools and neighbourhoods, yet their claims to representation and influence often undermine the participation and voice of historically established communities (Saporito & Sohoni, 2006). These dynamics illustrate how gentrification shapes public schooling beyond mere demographic shifts. While the presence of middle-class families may diversify urban schools numerically, the social and cultural influence they exert through elective belonging can entrench inequalities, privileging certain values, expectations, and forms of participation over others (Posey-Maddox et al., 2016). The interaction of risk management, moral reasoning, and classed rationalities in school choice highlights the subtle mechanisms through which urban inequalities are reproduced, even within institutions nominally open to all. By integrating insights from school choice, class reproduction, and urban sociology, this study underscores the paradox of integration and displacement. Inclusion for some—defined through self-authored belonging and assumed representation—coexists with marginalization for others, resulting in differentiated access to educational opportunities and reinforcing broader patterns of urban inequality. Understanding the elective rationalities of gentrifiers is thus essential for both research and policy aiming to address inequities in public schooling under conditions of rapid urban change.

Bonal, X., González, S., Montes, A., & Pagès, M. (2024). Navigating Educational and Urban Landscapes: Middle-Class School Choice Strategies in Local Education Markets. Journal of School Choice, 18(2), 255–280.

Lipman, P. (2011) The New Political Economy of Urban Education: Neoliberalism, Race, and the Right to the City. Routledge.

Posey-Maddox, L., Kimelberg, S. M. D., & Cucchiara, M. (2016). Seeking a 'critical mass': middle-class parents' collective engagement in city public schooling. British Journal of Sociology of Education, 37(7), 905–927.

Reay, D., Crozier, G., & James, D. (2011). White Middle Class Identities and Urban Schooling. Palgrave Macmillan.

Saporito, S., & Sohoni, D. (2006). Coloring Outside the Lines: Racial Segregation in Public Schools and Their Attendance Boundaries. Sociology of Education, 79(2), 81-105.

PARENTAL PREFERENCES AND THE REPRODUCTION OF SCHOOL SEGREGATION – EVIDENCE FROM A CHOICE EXPERIMENT LINKED TO REGISTER DATA

Andreas Alm Fjellborg (Uppsala University, Sweden) · **Håkan Forsberg** (Uppsala University, Sweden)

School choice | Segregation | Parental preferences

How do parental preferences for compulsory schools vary along ethnic, socioeconomic, demographic, and geographic lines? In particular, is school reputation equally important across groups, or does its salience vary systematically across the population and across different residential contexts? This study examines how key school attributes shape parental preferences in an educational landscape characterised by free school choice. We pay particular attention to the role of school reputation and assess whether its importance differs between groups defined by education, income, ethnic background, and residential context. Furthermore, we examine whether preference structures are homogeneous across areas with different socioeconomic and demographic compositions, or whether similar groups express different priorities depending on local context. To analyse parental preferences and their variation across background characteristics, we conducted a survey including a choice experiment (Davidson et al. 2022; Thompson 2024) and linked the responses to register-based data on place of residence, income, educational attainment, household composition, and labour market attachment. Parents' residential locations were identified on a 100 × 100 metre grid, and survey responses were linked to Swedish register data by Statistics Sweden. The survey was distributed to all households in two Swedish municipalities (N = 4,526 households) with a child about to enter compulsory school, nine months before school start and one month prior to the school choice deadline (response rate: 29%, n = 1,293 households). Access to full-population register data enables us to assess response patterns and potential representation bias across social groups. The choice data are analysed using Mixed Logit (MXL) models, allowing for random preference variation and systematic heterogeneity across respondents (Louviere, Flynn, and Carson 2010; McFadden and Train 2000). The results show strong preferences for proximity, experienced teachers, and municipal rather than private providers. Parents also express systematic preferences regarding the ethnic composition of schools. However, preferences are not evenly distributed across the population. The importance of ethnic composition and school reputation varies significantly with parental education and income. Highly educated and high-income parents place greater emphasis on their child attending the same school as friends, highlighting the role of pre-school peer networks in shaping subsequent school choices. These findings suggest that preference heterogeneity – particularly regarding school reputation and social composition – may contribute to sustaining or reshaping patterns of school segregation in systems with free school choice.

Davidson, Adrienne M., Samantha Burns, Delaine Hampton, Linda White, and Michal Perlman. 2022. 'Policy Frameworks and Parental Choice: Using Conjoint Analysis to Understand Parental Decision Making for Child Care'. Journal of Family Issues 43(5): 1335–63.

Louviere, Jordan J, Terry N Flynn, and Richard T Carson. 2010. 'Discrete Choice Experiments Are Not Conjoint Analysis'. Journal of Choice Modelling 3(3): 57–72.

McFadden, Daniel, and Kenneth Train. 2000. 'Mixed MNL Models for Discrete Response'. Journal of Applied Econometrics 15(5): 447–70. doi:10.1002/1099-1255(200009/10)15:5.

Thompson, Marissa E. 2024. 'The Effect of Academic Outcomes, Equity, and Student Demographics on Parental Preferences for Schools: Evidence from a Survey Experiment'. Social Forces 103(2)

ANALYSING SCHOOL GENTRIFICATION IN BARCELONA: OPERATING MECHANISMS AND IMPLICATIONS FOR PUBLIC POLICY

Andreu Termes (Institut Metròpoli, Spain) · **Pablo Neut** (Universitat de Barcelona, Spain) · **Nur Garcia-Borés** (Universitat Autònoma de Barcelona, Spain)

Urban gentrification | school gentrification | public policies

Urban gentrification is a global phenomenon that has physically and socially transformed 21st century cities. Although in recent years, several studies have addressed the relationship between gentrification and school segregation (e.g., Boterman, 2020), academic outcomes (e.g., Pearman and Steyer, 2023), and family participation (e.g., Posey-Maddox, 2014), the academic literature has tended to focus on Anglo-Saxon and Northern European environments, overlooking the specific characteristics of Southern European settings. Precisely, this presentation analyses school gentrification processes in Barcelona as an exploratory case study. The presentation is based on the GENTRED project, "The effects of gentrification on educational inequality" (Ref: PID2022-137183NB-I00), led by Dr. Xavier Bonal. Methodologically, the project is based on a mixed methodology, although this presentation will focus on the qualitative dimension of the analysis and fieldwork. This analysis is interpreted as a critical case study, to test theories and hypotheses in situations where they are more likely to be true (Yin, 2018). Based on this approach, different sources have been triangulated: documentary analysis (e.g., websites, school educational projects, promotional materials), interviews, and observations at open house events. The sample stratification followed complementary strategies: two Barcelona neighbourhoods have been identified with high rates of urban gentrification (López-Gay et al., 2021); in these neighbourhoods, six schools have been selected with changes in their composition similar to those observed in their neighbourhoods. The fieldwork included 52 interviews, with families (n=17), teachers (n=16), principals (n=15) and key informants from the administration (n=4); in addition, we conducted six observations in open days. The analysis describes the specific characteristics of urban gentrification in the city, especially transnational migrations and intensive touristification (Arbaci, 2019; Cocola-Gant and Lopez-Gay, 2020; Janoschka et al., 2014). These characteristics are shared with other urban areas in the Mediterranean. The analysis highlights that the specific characteristics of urban gentrification in the city strongly condition the dynamics of school gentrification. Furthermore, the article inductively identifies seven mechanisms that explain how school gentrification occurs: (1) the second-order competition strategies of schools in the process of gentrification; (2) school legitimation through a pro-diversity discourse; (3) the pedagogical legitimation of school change; (4) the work of delimitation and symbolic signaling; (5) social homophily as a mediator of school decisions and relationships; (6) pro-equity axiological dispositions; and (7) the moral rationalization and reconfiguration of the social identity of gentrifiers. We suggest that school gentrification has a primarily material basis, while cautioning to conceive school gentrification as a mere passive by-product of urban gentrification and segregation. On the contrary: school gentrification is actively (re)produced through the actions of various actors (schools, families and administrations), with an important degree of agency and reflexivity – especially on the part of those with greater cultural capital. The presentation concludes with a series of recommendations for public, urban, and educational policies to mitigate the adverse effects of school gentrification. Those recommendations are particularly applicable to similar urban contexts, i.e., Southern European cities affected by transnational migrations and intense touristification.

Arbaci, S. (2019). Paradoxes of segregation: Housing systems, welfare regimes and ethnic residential change in Southern European cities. John Wiley & Sons.

Boterman, W. R. (2020). School choice and school segregation in the context of gentrifying Amsterdam. Housing Studies, 37(5), 720-741.

Cocola-Gant, A., & Lopez-Gay, A. (2020). Transnational gentrification, tourism and the formation of 'foreign only'enclaves in Barcelona. Urban studies, 57(15), 3025-3043.

Janoschka, M., Sequera, J., & Salinas, L. (2014). Gentrification in Spain and Latin America—a critical dialogue. International journal of urban and regional research, 38(4), 1234-1265.

López-Gay, A., Sales-Favà, J., Solana-Solana, M., Fernández, A., & Peralta, A. (2021). El avance de la gentrificación en Barcelona y Madrid, 2011-2019: análisis socioespacial a partir de un índice de gentrificación. Estudios Geográficos, 82(291), e084.

Pearman, F. A., y Steyer, L. (2023). Gentrification, displacement, and academic achievement: A formal mediation analysis. Social Science Research, 115. https://doi.org/10.1016/j.ssresearch.2023.102905

Posey-Maddox L. (2014). When middle-class parents choose urban schools: Race, class, and the challenge of equity in public education. Chicago, IL: University of Chicago Press.

Yin, R. K. (2018). Case Study Research and Applications: Design and Methods (6th ed.). Sage Publications.

GENTRIFYING NEIGHBOURHOODS AND SCHOOLS COMPOSITION. DIVERSE OUTCOMES IN A TRANSFORMING CITY

Marta Cordini (Polytechnic of Milan, Italy) · **Andrea Parma** (Polytechnic of Milan, Italy)

gentrification | school composition | urban trasformations

Several cities have been intensively interested by processes of gentrification, often triggered or accelerated by important urban changes. The consequences of these transformations have gone also far beyond the housing and the neighbourhood dimensions, affecting also schools. The city of Milan have been interested in the last decade by several relevant urban transformations and important and scattered processes of gentrification, that have developed in a quasi-market educational system, characterized by an extensive freedom of choice, a high presence of private and subsidized school and a strong competition. This study explores the effects on the composition of local schools of urban and social transformations at neighbourhood scale, focusing on the case of Milan. The analysis takes into consideration neighbourhoods characterised by an increase in the share of residents with university degrees and employed as managers and professionals. The selection builds on socio-economic and demographic data at neighbourhood level. The five selected neighbourhoods are at different stages of the process of change that has been set in motion by different drivers such as housing estate projects, urban renovation or mega-events. The contribution then follows by analyzing trends in local school enrolment highlighting whether and to what extent the change in the socio-economic profile of the neighbourhood have led also to a change in the schools' composition. Results show a variety of outcomes as specific local educational landscape can affect the choice patterns of parents, the relationship among schools and with the surrounding territories. Overall the study highlights on one hand the need for further research on the relationship between urban trasformations and the reproduction of educational inequalities, and on the other hand it signals the need for a policy agenda that takes into account these intertwined consequences of urban changes at neighrbouhdoor and school level.

Mordechay, K., Mickey-Pabello, D., & Ayscue, J. B. (2023). Gentrification and Schools: Challenges, Opportunities and Policy Options.

Pearman, F. A. (2020). Gentrification, geography, and the declining enrollment of neighborhood schools. Urban Education, 55(2), 183-215.

Boterman, W. R. (2022). School choice and school segregation in the context of gentrifying Amsterdam. Housing Studies, 37(5), 720-741.

Caciagli, C. (2024). School choices and gentrification in late capitalist cities: the neighborhood as a distinction strategy of the middle class. In Research Handbook on Urban Sociology (pp. 285-298). Edward Elgar Publishing.

THE DESIRED, THE SAVIOUR AND THE INTRUDER: PUBLIC SCHOOLS' PERCEPTIONS AND LOGICS OF ACTION UNDER URBAN GENTRIFICATION

Nur Garcia-Borés (Universitat Autònoma de Barcelona, Spain) · **Marcel Pagès** (Universitat de Barcelona, Spain)

School perceptions | School's logics of action | School gentrification

With the advent of globalisation, many European cities are undergoing accelerated social and urban change, with urban gentrification emerging as a key process. In education, while early research showed that middle-class families historically tended to opt out of local schools in gentrifying areas, more recent studies reveal a shift in these patterns. In gentrified environments, some middle-class families are becoming increasingly inclined to enrol their children in local schools, driven by progressive narratives (Posey-Maddox et al., 2014; Freidus, 2019). However, less is known about how their arrival is experienced by school actors and how it translates into different logics of action (Van Zanten, 2009). This paper aims to address this gap with a focus on Barcelona, a city encompassing areas with a strong presence of urban gentrification (López-Gay et al., 2021), where the controlled choice system enables strategic behaviour within and beyond school choice. Adopting a qualitative approach, the study explores how gentrification processes affect school perceptions and logics of action. More specifically, it draws on a comparative case study of six public primary schools that have recently undergone substantial transformations linked to sharp urban changes. School rationalities are examined through the cross-analysis of semi-structured interviews with teachers and school leaders, as well as observations during schools' open days. Based on school actors' narratives, three drivers of educational change are identified, which vary across cases in both nature and influence. First, educational policies, operating both as constraints and catalysts for changes in school composition. Second, surrounding urban transformations, generally shaping opportunity structures for school change.

Third, schools themselves, promoting various internal and external strategies aimed at triggering specific educational changes. In this regard, the paper identifies three main perceptions through which school actors interpret the arrival of 'gentrified' families. First, these families are seen as the "desired" profile by schools experiencing low or declining middle-class enrolment despite their growing local presence. Second, schools that have strategically pushed for and increased middle-class enrolment often frame new families as "saviours" of the school. Finally, schools that receive this profile more passively tend to perceive them as "intruders", particularly when friction arises around intense forms of parental participation. These perceptions connect with particular logics of action, which are strongly shaped by the nature and intensity of schools' attraction of this new population. One logic, "resistance" -often coupled with sense of loss and nostalgia-, occurs when schools perceive declining middle-class appeal and are compelled, primarily by policy mandates, to include more disadvantaged students. Another, "accommodation", emerges in those schools that, primarily due to urban shifts, experience increased enrolment and participation from new middle-class families. A third, "conversion", arises when schools actively implement consistent strategies to promote themselves, attracting the attention of more affluent families and embracing transformation as a successful result of school renewal efforts. In conclusion, public schools perceive change in varied ways and develop diverse logics of action within gentrifying contexts. These findings reflect schools' agency and their capacity to interpret and respond to structural constraints, while also shaping educational dynamics.

Freidus, A. (2019). "A great school benefits us all": Advantaged parents and the gentrification of an urban public school. Urban Education, 54(8), 1121-1148.

Lopez-Gay, A., Sales-Fava, J., Solana-Solana, M., Fernandez, A., y Peralta, A. (2021). El avance de la gentrificacion en Barcelona y Madrid, 2011-2019: analisis socioespacial a partir de un indice de gentrificacion. Estudios Geográficos, 82(291), e084.

Posey-Maddox, L., Kimelberg McDonough, S., & Cucchiara, M. (2014). Middle-class parents and urban public schools: Current research and future directions. Sociology Compass, 8(4), pp. 446-456.

Van Zanten, A. (2009). Competitive arenas and schools' logics of action: a European comparison. Compare, 39(1), 85-98.

MIDDLE-CLASSES FACING DESEGREGATION AND DIVERSITY IN SCHOOLS: THE AMBIVALENCES OF SOCIAL MIXING POLICIES IN CATALONIA

Marcel Pagès (Universitat de Barcelona, Spain)

School segregation | school choice | middle classes

Recent school admission policies in Catalonia, particularly those based on reserved quotas for vulnerable students, have contributed to a significant reduction in school segregation. However, these measures have shown more limited effects in schools with a high concentration of socially vulnerable students. In this context, a group school enrolment policy has emerged as an innovative instrument aimed at reversing this trend. The policy allows groups of non-vulnerable families, mostly from middle-class backgrounds, to enrol together in entry grades of early childhood and secondary education in schools serving highly disadvantaged populations. The policy assumes that school choice may acquire a collective dimension and that some segments of the middle classes may be willing to choose socially diverse schools when this decision is made in group and under specific institutional conditions. Building on this context, this paper analyses how middle-class families who access socially disadvantaged schools become involved in and position themselves within school communities. More specifically, it examines the motivations underpinning these decisions, the social and emotional mechanisms shaping both school choice and school experience, and the organisational dynamics that emerge in schools following the arrival of these groups. More broadly, the paper contributes to debates on the role of middle-class families in desegregation policies and on the tensions that may arise between redistributive aims and processes of recognition and representation within school communities. While school choice has often been understood as an individualised strategy through which middle-class families mobilise resources to maximise educational advantage (Ball, 2003; Van Zanten, 2003), a growing body of research suggests that, under certain conditions, school choice may also incorporate moral, political, and normative considerations linked to equity, diversity, and commitment to public education (Wilson, 2021; Posey-Maddox et al., 2014; Freidus, 2019). From this perspective, school choice is approached here as a situated social practice in which educational rationalities, moral commitments, emotional responses, and dynamics of social distinction are articulated simultaneously. Methodologically, the paper draws on a qualitative research design combining in-depth interviews with families, school leaders, and policy actors, together with observation in school and community

spaces linked to the implementation of the policy. This approach makes it possible to analyse both the meanings families attach to their decisions and the institutional responses developed by schools. Findings show that participation in group school enrolments is shaped by a combination of normative commitments, emotional uncertainty, and collective dynamics. While many families frame their decision in terms of support for public education and social mixing, collective enrolment also helps reduce perceived risk and facilitates the mobilisation of social capital. At the same time, these processes may generate ambivalent effects within schools, including forms of social closure, differentiated patterns of participation, and organisational adaptations oriented toward retaining and attracting these families. Overall, the paper argues that group-based school enrolments may open innovative pathways toward school desegregation, but they also raise important questions about symbolic power, representation, and inequality within diverse school communities.

Ball, S. J. (2003). Class strategies and the education market: The middle classes and social advantage. Routledge.

Freidus, A. (2019). "A great school benefits us all": Advantaged parents and the gentrification of an urban public school. Urban Education, 54(8), 1121-1148.

Posey-Maddox, L., Kimelberg, S. M., & Cucchiara, M. (2014). Middle-class parents and urban public schools: Current research and future directions. Sociology Compass, 8(4), 446-456.

Van Zanten, A. (2003). Middle-class parents and social mix in French urban schools: reproduction and transformation of class relations in education. International Studies in Sociology of Education, 13(2), 107-124.

D.16

Meritocracy, Educational Inequalities and Democratic Transformations Across Contexts

PANEL CONVENORS: Orazio Giancola (Università di Roma "Sapienza", Italy)

PANEL KEYWORDS: meritocracy, inequality, democratic transformation

The panel explores the intersections between meritocracy, educational inequalities, and democratic transformations across diverse contexts, examining how educational practices, social perceptions, and public policies shape access, participation, and educational justice. Contributions address multiple dimensions: from the experiences of rural female students in China, navigating the tensions between enchantment and disillusionment with meritocracy, to the perceptions of British undergraduate students regarding meritocracy in elite higher education institutions; from inequalities and discrimination in Brazilian education, with reference to the notion of "racial democracy," to educational poverty in Abruzzo and the counter-practices implemented to address it. Additional contributions investigate governance and educational innovation in small schools in inner areas and propose new democratic paradigms for public education in multicultural societies, highlighting strategies to foster equity, inclusion, and active participation.

INEQUALITIES AND DISCRIMINATION IN BRAZILIAN EDUCATION: A 'RACIAL DEMOCRACY'?

Lucio Esposito (Fondazione Quarta - De Matteis ETS, Italy) · **Sandra Macedo** (Petrobras Rio de Janeiro) · **Sunil Kumar** (King's College London) · **De Matteis Alessandro** (Fondazione Quarta - De Matteis ETS, Italy)

Educational Inequalities | Discrimination | Racial Democracy

Racial miscegenation and the absence of a legal framework that explicitly discriminated against black people fuelled the idea of Brazil as a racial democracy (Freyre 1933), characterised by a "paradisiac innocence, with respect to differences of race" (Park 1942, p.xix). For over half a century, when claims of racial superiority and apartheid regimes seemed to be the norm across continents, the myth that races in Brazil coexisted harmonically was well spread worldwide (Telles 2004). While Freyre's writing offered formidable opposition to the spread of scientific racism in the 20th century (Skidmore 2002), it also fostered a romanticised view of Brazil as a country which had no racial problems. Race dynamics were, however, far from innocent. Skin colour patterned a range of socioeconomic inequalities in Brazilian society, challenging the long-standing perception of Brazil as a symbol of social justice with respect to race. Pervasive and persistent racial inequalities with low social mobility of non-white population came to be widely documented (Ribeiro 2006). Yet, for long time, the significance of racial disparities failed to be fully appreciated, as these were masked by, confounded with and blamed upon inequalities along other socioeconomic axes such as wealth and class – leading to an underestimation of the crucial role of race in shaping Brazilian society (Valente 2017). This paper examines racial inequalities in educational

attainment in Brazil. Specifically, we use multiple waves of national secondary-school exams data (N>9 million), and employ fixed-effect and Oaxaca-Blinder-decomposition regressions to investigate racial educational gaps between Blacks, Mixed-race and Whites. Beyond its size and coverage, our data is of particular significance as this exam plays a critical role for university admission. Aiming to increase access to higher education by allowing students to apply to universities across Brazil (Mello 2022), it is a vital tool to provide educational opportunities and enable social mobility in a country marked by striking socioeconomic inequalities. We find that outcomes are markedly lower for both Blacks and Mixed-race compared to Whites. Although a substantial portion of racial disparities can be attributed to socioeconomic status, racial inequalities persist after controlling for socioeconomic, demographic and contextual characteristics, as well as when looking at specific subsamples which are homogeneous across socioeconomic lines. We also find support for the so-called 'mulatto escape hatch' hypothesis, namely the existence of a significant difference in outcomes between Blacks and Mixed-race – originating in the latter's possible lower exposure to discrimination practices compared to Blacks. Mixed-race students have higher scores compared to Blacks: differences are small in magnitude but robust and statistically significant, and are more marked amongst those in higher socioeconomic strata as well as in Southeastern and Southern regions. In addition, over the decade under consideration, the Black-Mixed gap appears to have widened. Beyond the assessment of racial disparities in Brazilian education, our paper therefore also contributes to the methodological debate on whether to conceptualize race as a three-tiered or a binary (non-white-white) categorisation for the purposes of research and policy, illustrating that treating non-whites as a monolith can ignore important nuances.

Freyre, G. 1933. Casa-grande e senzala: formação da família brasileira sob o regime da economia patriarcal, 25ª. ed., Rio de Janeiro, José Olympio, 1987
Mello, Ursula. 2022. 'Centralized Admissions, Affirmative Action and Access of Low-Income Students to Higher Education'. American Economic Journal: Economic Policy 14 (3): 166–97.
Park, R. 1942. 'Introduction, in Donald Pierson', In Negroes in Brazil, by Donald Pierson. University of Chicago Press.
Ribeiro, Carlos Antonio Costa. 2006. 'Classe, raça e mobilidade social no Brasil'. Dados 49 (4): 833–73.
Skidmore, Thomas E. 2002. 'Raízes de Gilberto Freyre'. Journal of Latin American Studies 34 (1): 1–20.
Telles, Edward, and Stanley Bailey. 2013. 'Understanding Latin American Beliefs about Racial Inequality'. American Journal of Sociology 118 (6): 1559–95.
Telles, Edward E. 2004. Race in Another America: The Significance of Skin Color in Brazil. Princeton University Press.
Valente, Rubia R. 2017. 'The Vicious Circle: Effects of Race and Class on University Entrance in Brazil'. Race Ethnicity and Education 20 (6): 851–64.

EDUCATIONAL POVERTY IN ABRUZZO AND IMPLEMENTED COUNTER-PRACTICES

Adele Bianco (Università "G. d'Annunzio", Italy) · **Luca Santonetti** (Università "G. d'Annunzio", Italy)

Educational poverty | Early school leaving | Territorial disparities

This paper analyses educational poverty in the Abruzzo region. It begins by situating Abruzzo within the national and European context, drawing on the BES territorial reports for Abruzzo (ISTAT, 2025) and cross-referencing this data with national and European indicators of educational inequality (ISTAT, 2024–2025; EU Education and Training Monitor, 2025). The study then maps the structural dimensions of educational disadvantage in the region, revealing its liminal position: Abruzzo ranks last among the more developed Centre-North regions yet first among the more disadvantaged regions of the Mezzogiorno. Overall, its indicators compare favourably with those of the southern regions — most notably an early school leaving rate of 8%, which falls below the EU target of 9%. Second, narrowing the focus to the intra-regional level, the paper disaggregates the dropout rate variable to highlight significant internal disparities among Abruzzo's provincial capitals — particularly between the city of L'Aquila and peripheral areas — including disparities in the availability of early childhood education services (24.5% coverage, against the EU benchmark of 33%). Disparities between urban and rural areas are similarly examined, where the 33% threshold remains a distant target. The paper then turns to regional measures countering educational poverty, including interventions funded by the PNRR (84 institutions, €8.76 million). Notable examples include third-sector projects promoted by Con i Bambini and Openpolis (2022) and the community education model Voci di Cura. The quantitative and qualitative outcomes of these initiatives are assessed across several dimensions: skills and learning, early childhood service coverage, NEET rates by area and gender, adult participation in education, and both explicit and implicit dropout. A further issue the paper addresses is the considerable burden placed on families — and at times on individuals — in managing educational risk. Tackling educational poverty in Abruzzo therefore calls for interventions capable of building a collaborative network that integrates school institutions, third-sector

organisations, local welfare systems, and community stakeholders, operating through territorialised pedagogical models designed to counter the social reproduction of educational disadvantage. At the theoretical level, the paper draws on Bourdieu and Passeron's (1970) theory of cultural reproduction, Lareau's (2003) concept of concerted cultivation, the capability approach (Sen, 1999; Nussbaum, 2011), the educating community paradigm (Dewey, 1916; Frabboni, 2005), and recent literature on European learning cities and regions (OECD, 2013; UNESCO).

Bourdieu, P. & Passeron, J.-C. (1970/1992). Reproduction in Education, Society and Culture
Con i Bambini & Openpolis (2022). L'impatto del PNRR sulla povertà educativa in Abruzzo
Dewey, J. (1916). Democracy and Education
European Commission (2025). Italy — Education and Training Monitor 2025
Frabboni, F. (2005). Il laboratorio
ISTAT (2024–2025) — coperta da: ISTAT (2025). Indagine conoscitiva su povertà educativa e ISTAT (2022). Poverty Statistics
ISTAT (2025). Il BES dei territori 2025
Lareau A., Unequal Childhoods: Class, Race, and Family Life (2003)
Ministero dell'Istruzione (2022). Piano per la riduzione dei divari territoriali — implicito nel riferimento al PNRR (84 istituzioni, 8,76 milioni)
Nussbaum, M. (2011). Creating Capabilities
OCSE (2013). Skills Development and Training in SMEs
OCSE (2013). Synergies for Better Learning: An International Perspective on Evaluation and Assessment
Sen, A. (1999). Development as Freedom
UNESCO (2013). Beijing Declaration on Building Learning Cities
UNESCO Institute for Lifelong Learning – UIL (2015). UNESCO Global Network of Learning Cities: Guiding Documents
UNESCO-UIL (2017). Revitalizing Learning in Families and Communities: Proceedings of the 3rd UNESCO International Conference on Learning Cities, Cork, Ireland

BEYOND MARGINALITY - GOVERNANCE AND EDUCATIONAL INNOVATION IN SMALL SCHOOLS IN INNER AREAS

Chiara Zanoccoli (INDIRE, Italy) · **Laura Parigi** (INDIRE, Italy)

Inner areas | multigrade classes | local policies

The Italian education system is marked by profound territorial divides that affect students' access, educational quality, and learning outcomes. For over two decades, national and international surveys have highlighted the persistence of a fracture between the North and South of the country, which intersects with the divide between inner areas and urban centers. In these regions, declining birth rates, demographic aging, and migratory flows towards urban hubs generate a structural decrease in school enrollments, exposing small school facilities to the risk of closure and leading to an increase in multigrade classes. This study aims to analyze the organizational and pedagogical strategies implemented by schools with stable multigrade classes working in synergy with local authorities. The objective is to understand how such collaborations ensure the sustainability and functionality of educational outposts in fragile territories. Utilizing a case study methodology, the research identified five distinct experiences, structuring the analysis along two complementary dimensions: firstly, the analysis of local governance and the decision-making mechanisms adopted to address the demographic challenge; secondly, the analysis of the educational provision developed by schools, focusing on their capacity to innovate and diversify educational pathways to make them more aligned with local socio-territorial needs and, simultaneously, more attractive to families. The investigation intends to provide a comprehensive framework of the policies enacted at the local level, analyzing how schools can act as central players in policies aimed at countering territorial marginalization. Ultimately, the analysis will outline both the success factors attributable to the effectiveness of the institutional network and those linked to the pedagogical and didactic innovation put into practice by the school.

Parigi L. (2023). Insegnare nella pluriclasse. La didattica tra sapere pratico e ricerca. Brescia: Morcelliana Scholè.
R. Bartolini, C. Zanoccoli, G.R.J. Mangione, Atlante delle piccole scuole in Italia. Mappatura e analisi dei territori con dati aggiornati all'anno scolastico 2020/21, Firenze 2023.
Ball, S. J. (1993). What is Policy? Texts, Trajectories and Toolboxes. The Australian Journal of Education Studies, 13(2), 10-17.

ENCHANTMENT AND DISILLUSION: RURAL FEMALE STUDENTS NAVIGATING MERITOCRACY IN SMALL-TOWN CHINA

Ting Huang (University of Bristol, United Kingdom)

Gaokao | Rural female students | Diligence

In China, the Gaokao has become a universally accepted and legitimized educational selection mechanism and a crucial vehicle for meritocracy. As a result, 'education changes fate' has evolved into 'Gaokao changes fate' (Howlett, 2021) — the belief that diligence and academic effort can transform one's fate, particularly for rural students from disadvantaged backgrounds. Rural female students have historically been celebrated as the most diligent embodiment of this meritocratic ideal, outworking their male and urban counterparts in pursuit of upward mobility (Howlett, 2023; Gu and Jean Yeung, 2021; Wang, 2017). However, the ongoing devaluation of educational credentials and decreasing educational mobility have further eroded the myth that diligence for the Gaokao can change one's fate. In response, this study examines how rural female students experience, negotiate, and respond to the disillusionment of meritocracy in their daily school lives. This study draws on semi-structured interviews with 20 female students from two lowest-performing classes, a science track (n=10) and an arts track (n=10), in an elite county-level high school in central-southern China. Hence, the study finds that female students have developed different educational attitudes and strategies in response to their disillusionment with meritocracy. First, some students who believe in the value of education engage in covert studying, as showing effort openly carries negative social connotations and invites mockery. Second, some students skip exams to avoid confronting their poor performance. Third, others cheat in exams, not because they value education, but to meet parental expectations. Fourth, some students leave campus during self-study sessions — eating out, playing billiards, or visiting cafés — as a way of stepping away from school life. Finally, a small number remain enrolled but stop attending school and work outside instead, showing a complete rejection of the educational system.

Howlett, Zachary M. 2021. Meritocracy and Its Discontents : Anxiety and the National College Entrance Exam in China. Ithaca, NY: Cornell University Press.

Howlett, Zachary M. 2023. 'Diligent Daughters: Women's Educational Outperformance in Contemporary China'. Modern China 00977004231189852. doi:10.1177/00977004231189852.

Gu, Xiaorong, and Wei-jun Jean Yeung. 2021. 'Why Do Chinese Adolescent Girls Outperform Boys in Achievement Tests?' Chinese Journal of Sociology 7(2):109–37. doi:10.1177/2057150X211006586.

Wang, Lifang. 2017. 'Negotiating the Intersection of the Urban-Rural Divide and Gender in Contemporary China: Rural Female University Students'. Modern China 43(6):646–77. doi:10.1177/0097700417697395.

BEYOND A MERE SUBMISSION TO THE MERITOCRATIC DOXA: EXPLORING UNDERGRADUATE STUDENTS' PERCEPTIONS OF MERITOCRACY AT ELITE HIGHER EDUCATION IN ENGLAND

Rodolfo Benites (University of Bristol, United Kingdom)

meritocracy | higher education | doxa

Meritocracy is the belief that all individuals are responsible for and capable of activating their merit through hard work, enabling them to succeed in life (Littler, 2017). Several studies have documented how meritocratic beliefs are widely held in contemporary higher education, including the study of assumptions about who deserves to participate in and succeed in higher education (or in the most prestigious institutions) (Poulsen, 2026; Varriale and Franceschelli, 2025; Jin and Ball, 2019; Warikoo, 2018), or how far the values of excellence, prestige and success should drive higher education systems (Reeves and Friedman, 2024; Sandel, 2020). Less academic attention has been paid to how meritocratic beliefs are lived, experienced and interpreted by individuals during their academic journeys. In this paper, I draw on Pierre Bourdieu's concepts of habitus, field and doxa to examine how undergraduate students from different social-class backgrounds at an elite university in England experienced and made meaning of the dominant meritocratic doxa. The paper relies on primary data collected through an online questionnaire (n=450) and semi-structured, in-depth qualitative interviews (n=25) with working- and middle-class undergraduate students from diverse academic disciplines at one Russell-Group university in England. The paper presents partial findings from an ongoing mixed-methods comparative case study conducted at two universities in England aimed at exploring how meritocratic beliefs are reproduced at elite and non-elite universities. By focusing particularly on the concept of doxa (Bourdieu, 1999, 2000) (the set of beliefs and assumptions understood as

natural or 'taken-for-granted'), the paper uncovers the complex reflective and affective processes through which meritocratic experiences are interpreted. In doing so, it contributes to ongoing debates about how meritocratic beliefs are socially perpetuated and the prominent roles that elite and educational fields play in this process.

Bourdieu, P. (2000). Pascalian meditations. Stanford University Press.

Bourdieu, P. (1990). The logic of practice. Polity Press; B. Blackwell.

Jin, J., & Ball, S. J. (2019). Meritocracy, social mobility and a new form of class domination. British Journal of Sociology of Education, 41(1), 64–79. https://doi.org/10.1080/01425692.2019.1665496

Littler, J. (2018). Against meritocracy. Culture, power and myths of mobility (1st ed.). Routledge.

Poulsen, S. M. (2026). The Meritocratic Glass Ceiling: Students' Perception of Meritocracy in Two Highly Selective Study Programs With Opposing Gender Compositions. The British Journal of Sociology. https://doi.org/10.1111/1468-4446.70094

Reeves, A., & Friedman, S. (2024). Born to rule: The making and remaking of the British elite. Harvard University Press.

Sandel, M. J. (2021). The tyranny of merit. What's become of the Common Good? Picador.

Varriale, S., & Franceschelli, M. (2025). Meritocracy, Recognition and Double Consciousness: Why Black and Muslim Italians Move to (and Sometimes Leave) Post-Brexit Britain. The British Journal of Sociology. https://doi.org/10.1111/1468-4446.70064

Warikoo, N. (2018). What meritocracy means to its winners: Admissions, race, and inequality at elite universities in the United States and Britain. Social Sciences, 7(8). https://doi.org/10.3390/socsci7080131

WHO GETS IN AND WHY? RACE, CLASS AND ASPIRATION IN SOUTH AFRICA'S SCHOOLS

Samantha Kriger (Cape Peninsula University of Technology, South Africa)

School admissions politics | Post-apartheid schooling | Educational inequality

More than three decades after the end of apartheid, South Africa continues to grapple with enduring patterns of racial and class inequality within its schooling system. While national education policy formally commits to the principle of non-racial education, the persistence of white-majority enrolments in many former white schools raises critical questions about the democratic transformation of schooling. This study examines the micropolitics of school re-segregation in elite schools located in the affluent southern suburbs of Cape Town. The research forms part of a broader investigation into the politics of school admissions and seeks to explain how historically privileged schools sustain racial and socio-economic exclusivity despite the policy framework of post-apartheid democratic education. The study draws on a two-year qualitative investigation involving intensive interviews with principals and admissions officers from thirty former white schools. The sample was deliberately structured to include schools across a spectrum of socio-economic contexts, ranging from wealthy institutions with predominantly white enrolments and high school fees, to middle-class schools with smaller white majorities, and lower-middle-class schools that have experienced re-segregation as predominantly black institutions with relatively low school fees. This sampling strategy enabled comparative insights into how elite schools maintain racial and class privilege while other former white schools undergo demographic transformation. Data collection integrated multiple sources to capture the complex processes shaping admissions decisions. These included in-depth interviews with school administrators responsible for admissions, focus group discussions with teachers and parents, analysis of government enrolment data disaggregated by race, geographic analysis of school locations and socio-economic neighbourhoods, examination of admissions policy documents obtained from school records and websites, and interviews with estate agents who often influence parental school choice through residential "steering". Thematic analysis of interview transcripts and policy documents was combined with statistical analysis of enrolment patterns to develop a comprehensive understanding of how admissions processes operate in practice. Using the metaphor of a spiderweb, the study demonstrates how these mechanisms, often embedded in admissions policies, language requirements, feeder systems, and residential patterns, operate simultaneously and reinforce one another. While each instrument may appear neutral when considered individually, together they create a powerful structure that shapes access to elite schooling. Drawing on interest convergence theory, the study suggests that these micropolitical practices are sustained by broader macropolitical arrangements that emerged during South Africa's democratic transition. Within the broader theme of reimagining democracy in schools, the study highlights the tensions between formal democratic ideals and the lived realities of schooling structures that continue to reproduce inequality. The findings suggest that meaningful democratic renewal requires more than policy commitments; it demands critical engagement with the organisational and governance practices

that shape access to educational opportunity. By illuminating the micropolitical mechanisms through which privilege is reproduced, this study contributes to ongoing debates on how democratic participation, institutional accountability, and policy reform might foster more inclusive schooling environments in post-apartheid South Africa.

Jansen, J., & Kriger, S. (2020). Who gets in and why? Race, class and aspiration among South Africa's elite schools. UCT Press.

D.17

Rethinking Educational Inequalities and Democratic Practices

PANEL CONVENORS: Ilva Skulte (Riga Stradins University, Latvia); Alīna Romanovska (Daugavpils University); Mairita Folkmane (Rothko Museum)

PANEL KEYWORDS: educational inequalities, cultures, democracy

The panel explores educational inequalities and democratic practices, examining how policies, social contexts, and educational actions shape learning opportunities and participation. Contributions cover a range of topics: from school segregation, moving beyond purely quantitative analyses and proposing desegregation strategies informed by theoretical perspectives and empirical evidence, to the democratization of education in rural European areas, with a comparative analysis of policies, practices, and tensions in contexts of socio-political restructuring; from "education starting at home," investigating the role of intensive parenting as a moral boundary in the implementation of desegregation policies in Chile, to generativity and the public meaning of education through family-institution relationships. Additional contributions examine how neighborhood conditions influence educational opportunities in disadvantaged contexts, drawing on a Freirean approach, and explore participatory documentation as a civic infrastructure to promote inclusion and active participation.

"EDUCATION STARTS AT HOME": INTENSIVE PARENTING AS A MORAL BOUNDARY IN THE ENACTMENT OF DESEGREGATION POLICY IN CHILE

Gonzalo Hidalgo Bazan (University of Oxford, United Kingdom)

Parents | Intensive Parenting | School Segregation

This paper examines parental educational narratives amid the implementation of Chile's Inclusion Act, a reform designed to address key drivers of socioeconomic segregation in schools and recognised as one of the first explicit attempts to promote social mixing (Rojas et al., 2023). Research on its implementation suggest that the reform has had limited impact on the enrolment of low-income families (Honey & Carrasco, 2023; Sillard et al., 2018). Moreover, it has faced considerable resistance from parents, who experience the new system with anxiety and heightened perceptions of risk, feeling that the reform devalues capitals they previously mobilised in school choice processes (Carrasco et al., 2021; Hernández & Carrasco, 2022). Drawing on 47 interviews with 20 families whose children attend schools implementing the Inclusion Act in southern Santiago, this paper broadens analysis of parents' resistance to desegregation policies by showing how their understandings of 'good education' extend beyond formal schooling. Parents consistently emphasised that 'education starts at home', using this expression to describe intensive parenting practices marked by demanding physical and emotional labour, including ubiquitous presence, vigilant monitoring of schools, and acting as moral exemplars to transmit values such as effort and respect. Yet the importance parents attribute to 'what happens at home' contrasts with its perceived fragility. Many feared that this home-centred dimension of education could be undermined through contact with families they regard as lacking 'good' parenting – particularly from other social groups – reinforcing the value they place on socially homogeneous schools. Building on Collet & Tort's (2017) understanding of educations as plural, the paper extends analysis of families' enactment of desegregation policies by considering discourses beyond schooling that shape family-education relationships. It argues that parents' conflation of 'good education' and 'good parenting' underpins their preference for socially homogeneous schools. 'Good parenting' becomes a crucial moral boundary that reinforces individualised educational responsibility and limits dispositions toward social mixing.

Carrasco, A., Hernández, M., Honey, N., & Oyarzún, J. de D. (2021). School admission in Chile, new rules of the game, and the devaluation of Middle-class capitals. British Journal of Sociology of Education, 42(2), 179–195. https://doi.org/10.1080/01425692.2021.1882835

Collet, J., & Tort, A. (2017). Escuela, familias y comunidad. Editorial Octaedro, S.L.

Hernández, M., & Carrasco, A. (2022). The transition from a deregulated market to a centralised school admission system in Chile: Mapping middle-class responses to new school choice rules. Compare: A Journal of Comparative and International Education, 52(7), 1107–1124. https://doi.org/10.1080/03057925.2020.1851592

Honey, N., & Carrasco, A. (2023). A New Admission System in Chile and Its Foreseen Moderate Impact on Access for Low-Income Students. Educational Evaluation and Policy Analysis, 45(1), 108–133. https://doi.org/10.3102/01623737221093374

Rojas, M. T., Hernández, M., & Falabella, A. (2023). School desegregation policies in Chile: Tension between the market and non-selection regulation. In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Eds.), Education Markets and Segregation: Global Trends and Singular Experiences From Belgium and Chile (pp. 189–207). Springer.

Sillard, M., Garay, M., Troncoso, I. (2018). Análisis al nuevo sistema de admisión escolar en Chile: La región de magallanes como experiencia piloto. Calidad En La Educación, 49, 112–136. https://doi.org/10.31619/caledu.n49.578

GENERATIVITY AND THE PUBLIC MEANING OF EDUCATION: A SOCIAL PEDAGOGICAL PERSPECTIVE ON FAMILY-INSTITUTION RELATIONSHIPS

Vito Balzano (University of Bari Aldo Moro, Italy)

Generativity | Social pedagogy | Family-institution relationships

In contemporary educational debate, the relationship between families and educational institutions is most often discussed through the language of parental involvement, partnership, and shared accountability. While these perspectives have undoubtedly contributed to acknowledging the relevance of families in educational processes, they also tend to assume the institutional framework as the primary locus of education. Within this view, the family risks being interpreted mainly in terms of its degree of alignment with institutional expectations, rather than being recognised in its own pedagogical specificity. From a social pedagogical standpoint, this raises a more fundamental question concerning the educational meaning of the family as a generative space. Social pedagogy has long emphasised that education cannot be reduced to instruction or institutional provision alone but unfolds within relationships through which new generations are gradually introduced to a shared world. In this sense, the family represents the first context in which the asymmetrical responsibility of adults towards those who arrive in the world takes shape. This responsibility does not primarily consist in performing predefined functions, but in sustaining the conditions through which new subjects can find a place in an already existing symbolic and social horizon. Education, therefore, emerges here as a generative practice, rooted in the intergenerational continuity that allows the world to persist while remaining open to renewal. Reconsidering the notion of generativity within a social pedagogical framework, this reflection interprets generativity not simply as an individual developmental disposition, but as a relational and educational structure connected to the responsibility for the continuity of the human world. Such an interpretation resonates with broader pedagogical reflections that understand education as a response to the arrival of newcomers, whose presence calls for processes of transmission, recognition, and transformation. From this perspective, family generativity can be understood as a fundamental pedagogical condition that precedes institutional arrangements while also making them possible. This issue appears particularly relevant in late modern societies, where processes of individualisation and functional differentiation have profoundly reshaped both family life and educational institutions. In this context, the relationship between families and institutions is frequently organised around procedural and regulatory frameworks, which, although necessary, may obscure the deeper pedagogical significance of their encounter. A social pedagogical perspective makes it possible to bring this dimension back into view, highlighting how families and institutions participate, in different ways, in a shared generative responsibility. Reframing family-institution relationships through the lens of generativity allows us to move beyond an exclusively functional understanding and to recognise their common orientation towards the formation of subjects and the continuity of the social world. It also becomes possible to reconsider the public significance of family educational experience, not as a matter external to education, but as one of its essential conditions. By placing generativity at the centre of reflection, this paper seeks to contribute to current international discussions on education, social pedagogy, and democracy, proposing a social pedagogical perspective that understands educational relationships as generative practices through which society assumes responsibility for its own continuity and for the public meaning of education.

Arendt, H. (1958). The human condition. University of Chicago Press.

Biesta, G. J. J. (2006). Beyond learning: Democratic education for a human future. Routledge.

Biesta, G. J. J. (2013). The beautiful risk of education. Routledge.

Biesta, G. J. J. (2020). Risking ourselves in education: Qualification, socialization, and subjectification revisited. Educational Theory, 70(1), 89–104.

Erikson, E. H. (1963). Childhood and society (2nd ed.). Norton.
Honig, B. (2017). Public things: Democracy in disrepair. Fordham University Press.
Lorenz, W. (2008). Paradigms and politics: Understanding methods paradigms in social work research. British Journal of Social Work, 38(4), 625–644.
Masschelein, J., & Simons, M. (2013). In defence of the school: A public issue. E-ducation, Culture & Society.
McAdams, D. P., & de St. Aubin, E. (Eds.). (1998). Generativity and adult development. American Psychological Association.
Mollenhauer, K. (2014). Forgotten connections: On culture and upbringing. Routledge.
Rosa, H. (2019). Resonance: A sociology of our relationship to the world. Polity Press.
Säfström, C. A., & Biesta, G. (2011). A manifesto for education. Policy Futures in Education, 9(5), 540–547.
Taylor, C. (1992). The ethics of authenticity. Harvard University Press.
Tronto, J. C. (2013). Caring democracy: Markets, equality, and justice. New York University Press.

PARTICIPATORY DOCUMENTATION AS CIVIC INFRASTRUCTURE

Monica Amadini (Università Cattolica del Sacro Cuore, Italy)

Participatory-documentation | community | social justice

This contribution presents a community-based practice developed to counteract widening inequality, persistent poverty, and increasing socio-spatial polarisation. Through the Sguardi inSUStituibili initiative (promoted by CESPEFI – Centre for Family and Childhood Education Studies), it illustrates a participatory documentation process that, in 2024 and 2025, involved all educational institutions in a specific district of Brescia marked by socio-cultural complexity, segregation and high levels of vulnerability. As part of the broader SUS (Sustainable Urban Development) Strategy promoted by the Municipality of Brescia, participatory documentation served as a strategic tool to reinforce the role of schools as key institutions for social cohesion, equal opportunities, and democratic participation. In a highly marginalised area, schools recognised themselves not only as places of instruction but also as privileged observatories of inequality and catalysts of collective learning processes. Each social and educational actor in the area observes inequality from different and partial perspectives. Participatory documentation enabled these viewpoints to be connected, valuing both professional knowledge and everyday practices. Through the systematic collection of observations, narratives, educational materials, and qualitative evidence, it became possible to make visible the learning processes generated by the SUS project and to identify the changes emerging at both educational and community levels. The collected materials were discussed in teachers' meetings, assemblies, and community round tables, ultimately converging in a public event with local authorities and associations. This dialogic dimension nurtured a culture of transparency, open discussion, and shared responsibility, transforming the school into a genuine community laboratory—a place where democracy is enacted through collective interpretation of processes, reflection on choices, and evaluation of outcomes. The involvement of all actors in producing and interpreting documentation strengthened a sense of collective responsibility in addressing inequality. Documenting together means revealing what is often invisible: everyday educational processes, pedagogical decisions, students' real needs, and interactions between schools and their surrounding territory. This fosters a public culture grounded in dialogue and mutual accountability. Participatory territorial documentation also makes it possible to identify barriers and resources, recognises inequalities in access to educational opportunities, brings to light latent assets within the community, and gives visibility to innovative practices that exist but are not yet systematised. It is not conceived as a project for communication, but rather as a transformative device—an engine of social cohesion, a space for democratic participation, and a driver of shared growth for all institutions involved. Through joint reflection and continuous review, the initiative promoted pedagogical innovation and inclusion, turning the inequality-reduction project into a collective process of learning, evaluation, and civic action. By valuing the contributions of all participants, it helped steer the local education system toward greater equity and social justice. As the promoter and guardian of this territorial documentation process, the school strengthened its public legitimacy as a democratic institution. It assumed a role of cultural leadership within the educational community and presented itself to citizens as a space for dialogue, knowledge, and the collective construction of social justice.

Biesta, G.J.J. (2019). Obstinate education: Reconnecting school and society. Brill.
Biesta, G. (2011). Learning Democracy in School and Society. Springer.
Connell, R. (1993). Schools and Social Justice. Pluto Press.
Cousins, J. B., Whitmore, E. (1998). Framing participatory evaluation. New Directions for Evaluation, 80, 5–23.

Cremaschi, M. (2014). Università e città: Politiche, pratiche e progetti. FrancoAngeli.
De Leonardis, O., Mauri, D., & Rotelli, F. (2000). Lavorare con le comunità. Edizioni Gruppo Abele.
Fals-Borda, O., & Rahman, M. (1991). Action and Knowledge: Breaking the Monopoly with Participatory Action Research. Apex Press.
Fielding, M. & Moss, P. (2011). Radical Education and the Common School. Routledge.
Oliveira-Formosinho J., Sousa J. (2019). Understanding Pedagogic Documentation in Early Childhood Education – EECERA. Routledge.
Picchio, M., Di Giandomenico, I., Musatti, T. (2014). The use of documentation in a participatory system of evaluation. Early Years, 34(2), 133-145.
Reason, P., Bradbury, H. (Eds.). (2008). The SAGE Handbook of Action Research. SAGE.
Serbati, S. (2020). La valutazione e la documentazione pedagogica. Pratiche e strumenti per l'educatore. Carocci.

SCHOOL SEGREGATION: BEYOND NUMBERS. FROM THEORETICAL PERSPECTIVES TO AN EMPIRICAL EXPLORATION OF DESEGREGATION STRATEGIES

Greta Bolzoni (Università Cattolica del Sacro Cuore, Italy) · **Enrico Orizio** (Università Cattolica del Sacro Cuore, Italy) · **Katia Montalbetti** (Università Cattolica del Sacro Cuore, Italy)

school segregation | theoretical perspectives | desegregation strategies

A clear sign of inequity within current educational systems is school segregation, generally defined as the high concentration of a minority or disadvantaged group within a school or a classroom, relative to the presence of that same group in the surrounding area (Antonini, Argentin & Santagati, 2025; Cordini & Parma, 2025; Cordini & Ranci, 2025; Council of Europe, 2017). Originally conceptualized in the United States, a context historically shaped by significant migratory flows and residential segregation, this phenomenon has evolved into a global subject of analysis. Over time, diverse theoretical perspectives have converged in recognizing its complex and multifaceted nature. Furthermore, there is a broad consensus in identifying a plurality of drivers — ranging from family choices to the so-called 'educational landscape' (Cordini & Parma, 2025) — that interact across different cultural, social, and educational dimensions. Developing a comprehensive theoretical framework is essential for highlighting diverse interpretative perspectives. One approach prioritizes the quantitative dimension, defining the phenomenon numerically as a high concentration of disadvantaged students (Ranci, 2019). While seemingly straightforward, this definition raises significant conceptual issues regarding the meanings of 'disadvantage,' 'foreign background,' and 'socio-economic status', categories that are often intertwined. From another standpoint, a different reading focuses on the quality of the educational experience: school segregation occurs when the educational path provided and experienced within the school lacks quality (Zolletto, 2022). As such, to design effective counter-strategies that integrate multiple levels and dimensions, it is essential to adopt a broad analytical perspective. In 2022, the social enterprise Con i Bambini, as part of the Fondo per il contrasto alla povertà educativa minorile, issued the 'Vicini di scuola' call for proposals. This initiative supports projects aimed at reducing school segregation phenomena affecting minors aged 6–13. The call promotes interventions that ensure high-quality education even in the most complex contexts, with the medium-term goal of progressively rebalancing the social composition of schools. This objective is pursued by expanding the services available to minors and families, experimenting with educational practices that bridge the gap between schools and the extracurricular world, and fostering collaboration between schools with diverse student populations. Ultimately, these actions seek to encourage families to return to their local neighborhood schools, attracted by the quality of learning, relationships and educational experiences, as well as the strength of the services provided. As is increasingly common, the call for proposals required an external body tasked with the initiative's impact evaluation. Although this process is currently ongoing, the privileged position of the Center for Research on Education Policies (CeRiForm) at the Università Cattolica del Sacro Cuore, to which the authors belong, has enabled a preliminary reconstruction of the main desegregation strategies. Through a desk analysis of the 23 funded projects, this study explores the main approaches adopted to counteract segregation. From this perspective, it is particularly valuable to reflect on the secondary data acquired, placing them in dialogue with the conceptual framework described above.

•Antonini, G., Argentin, G., & Santagati, M. (2025). L'altra faccia della segregazione scolastica: Gli insegnanti di passaggio nelle classi ad alta concentrazione di studenti con background migratorio. Scuola democratica, speciale, 147-172.
•Cordini, M., & Parma, A. (2025). Scuole e territori: La segregazione scolastica a Milano. Bologna: Il Mulino.
•Cordini, M., & Ranci, C. (2025). Separati a scuola: La segregazione scolastica in Italia. Scuola democratica, speciale, 3-17.
•Council of Europe. (2017). Fighting school segregation in Europe through inclusive education: a position paper. Strasbourg: Council of Europe Commissioner for Human Rights.
•Ranci, C. (2019). Separati a scuola. La segregazione scolastica a Milano. Social Cohesion Papers, 1.

•Zolletto, D. (2022) Comunità educanti e complessità: Spunti in prospettiva pedagogico-interculturale. Formazione & Insegnamento, 20(2), 404-410.

NEIGHBOURHOOD CONDITIONS AND EDUCATIONAL OPPORTUNITIES IN A NORWEGIAN LOW-SES NEIGHBOURHOOD: A FREIREAN PERSPECTIVE

Hanne Eikefet Mikkelsen (Western Norway University of Applied Science, Norway) · **Rita Agdal** (Western Norway University of Applied Science, Norway)

Paolo Freire | Urban neighborhoods | Educational opportunities

Neighbourhood effects related to education are well documented in both Nordic and international research (Berg, 2021; Borgen & Zachrisson, 2025; Galster & Sharkey, 2017; Ljunggren & Orupabo, 2020; Markussen et al., 2024; Markussen & Røed, 2022, 2023; Mikkelsen & Agdal, 2024; Nieuwenhuis & Hooimeijer, 2016; Sharkey & Faber, 2014). Despite long-standing ambitions of equal educational opportunities (Blossing et al., 2014; Corall-Granados et al., 2025; Elstad, 2023; Mikkelsen & Agdal, 2024), socioeconomic inequality and urban segregation are increasing in Nordic cities (NOU 16:2020; Tunström & Wang, 2019). We explore how youth and professionals understand neighbourhoods for educational opportunities. This paper draws on qualitative interviews with young people living in low-socioeconomic-status (SES) neighbourhoods in a Norwegian city, and with professionals working with youth in the same areas. While most of the professionals live in other parts of the city and therefore do not encounter the neighbourhood in the same immediate way as the youth living there, they are familiar with these areas through their professional practice and voluntary engagement. There are significant differences in how professionals understand and perceive youth's living conditions. Some professionals occasionally invite youth to tell about issues such as racism and criticize other professionals for relying on assumptions rather than youths' own accounts and lived experiences. Although some professionals actively ask questions, they nonetheless have knowledge about the youth's lived experiences. While the youth themselves emphasize racism, violence, and poverty as central features of their everyday lives, professionals often frame these conditions differently. Poverty is frequently silenced, and assumptions about parents do not always correspond to the youth's own accounts. Whereas professionals tend to highlight language-related challenges, the young people describe the precarities of poverty and parents who are often unavailable because of unpredictable and unfavourable working hours. Professionals thus appear to orient themselves through pre-existing assumptions that may themselves be marked by antagonistic contradictions. Hesitation or discomfort in approaching these lived realities may cause them to miss crucial aspects of young people's experiences. Drawing on Paulo Freire's pedagogy (1970), we argue that this gap is not simply a matter of different perceptions, but also of which experiences are recognised as valid in pedagogical practice. Freire's understanding of dialogue, participation, and critical consciousness, highlights the need to move the relationship between professionals and youth from a subject–object to a subject–subject relation. From this perspective, the task of the professionals is to explore youth`s situation together with them. By starting from generative themes grounded in everyday life, youth and professionals may develop a more situated understanding of how structural conditions shape educational opportunities. Seen through Freire's pedagogy of hope, the problem is not only misunderstanding, but of pedagogy itself. When professionals do not see the concerns voiced by young people, they risk reinforcing alienation and closing opportunities for the development of critical consciousness. A more dialogical approach, grounded in young people's own lived experiences, may instead create conditions for less alienation and greater possibilities for action, choice, and transformation.

Berg, A. (2021). Klassetilpasset rådgivning i skolen. In M. N. Hansen & J. Ljunggren (Eds.), Arbeiderklassen (1. utgave. ed.). Cappelen Damm akademisk.

Blossing, U., Imsen, G., Moos, L., Blossing, U., Imsen, G., & Moos, L. (2014). Schools for All: A Nordic Model. In (pp. 231-239). Dordrecht: Springer Netherlands. https://doi.org/10.1007/978-94-007-7125-3_13

Borgen, N. T. & Zachrisson, H. D. (2025). How neighbourhood effects vary by achievement level. European sociological review, 41(2), 215-231. https://doi.org/10.1093/esr/jcae034

Corall-Granados, A., Rapp, A. C., & Smeplass, E. (2025). Nordic challenges related to exclusion and local responses in Swedish, Finnish, and Norwegian urban compulsory education. Education Inquiry, ahead-of-print (ahead-of-print), 1-32. https://doi.org/10.1080/20004508.2022.2163002

Elstad, E. (2023). The Evolution of Extended Universal Compulsory Schooling in Sweden, Norway and Denmark: Policy Borrowing and Path-dependent Processes. Nordic studies in education, 43(1), 94-110. https://doi.org/10.23865/nse.v43.5422

Freire, P. (1970). De undertryktes pedagogikk. Oversatt fra engelsk av Sissel Lie (1974). Ny utg. (2003). Gyldendal / De norske bokklubbene.

Galster, G. & Sharkey, P. (2017). Spatial Foundations of Inequality: A Conceptual Model and Empirical Overview. RSF: The Russell Sage Foundation Journal of the Social Sciences, 3(2), 1-33.

Ljunggren, J., & Orupabo, J. (2020). Moving beyond: narratives of higher educational aspirations among descendants of immigrants in vocational training. British Journal of Sociology of Education, 41(5), 701-716. https://doi.org/10.1080/01425692.2020.1776593

Markussen, S., Nareklishvili, M. & Røed, K. (2024). Overeducation and Economic Mobility. Economics of education review, 103, 102595. https://doi.org/https://doi.org/10.1016/j.econedurev.2024.102595

Markussen, S. & Røed, K. (2022). Inntektsulikhet og intergenerasjonall mobilitet. I L. Kjølsrød & I. Frønes (Red.), Det norske samfunn (8. utgave. utg., Bd. bind 2, s. 382-407). Gyldendal.

Markussen, S. & Røed, K. (2023). Are Richer Neighborhoods Always Better for the Kids? Journal of economic geography, 23(3), 629-651. https://doi.org/10.1093/jeg/lbac031

Mikkelsen, H. E. & Agdal, R. (2024). How Do Urban Neighborhoods Influence Educational Achievement? Nordic Journal of Urban Studies, 4(1), 1-21. https://doi.org/10.18261/njus.4.1.1

Nieuwenhuis, J. & Hooimeijer, P. (2016). The Association between Neighbourhoods and Educational Achievement, a Systematic Review and Meta-Analysis. Journal of Housing and the Built Environment, 31, 321-347.

NOU: 16. (2020). Levekår i byer. Gode lokalsamfunn for alle. https://www.regjeringen.no/no/dokumenter/nou-2020-16/id2798280/

Sharkey, P. & Faber, J. W. (2014). Where, When, Why, and for Whom do Residential Contexts Matter? Moving Away From the Dichotomous Understanding of Neighborhood Effects. Annual review of sociology, 40, 559-579.

Tunström, M., & Wang, S. (2019). The segregated city. A Nordic overview. N. C. o. Ministers.

PLACE, ART, AND COMMUNITY: BUILDING SOCIAL COHESION THROUGH THE CULTURAL COMMONS

Ilva Skulte (Riga Stradins University) · **Alīna Romanovska** (Daugavpils University) · **Mairita Folkmane** (Rothko Museum)

social cohasion · cultural commons · art based education

A place, understood as the geographic space inhabited by a diverse community, can be viewed as a cultural commons resource for art educators seeking to promote social cohesion through art-based education. Daugavpils is not only the birthplace of Mark Rothko but also the second-largest city in contemporary Latvia. Historically situated at the crossroads of different states, cultures, and economic traditions, the city has long functioned as a meeting point of diverse communities. Today, Daugavpils is home to a heterogeneous population representing a variety of cultural, linguistic, religious, and social groups. While this diversity constitutes a valuable social and cultural resource, it also presents challenges. Different communities often remain separated by historical narratives, stereotypes, prejudice, and limited opportunities for meaningful interaction. As a result, the absence of shared cultural ground can hinder inclusive communication, mutual trust, and effective social integration. In this context, the creation and activation of cultural commons—shared cultural spaces, practices, and resources accessible to all community members—may play an important role in reducing social tensions. One of the key institutions contributing to this process is the Mark Rothko Museum, a major cultural centre in Daugavpils. The museum not only preserves and promotes the artistic legacy associated with Rothko but also actively participates in Latvia's contemporary art life through international exhibitions, artist residencies, and cultural events. In addition to its exhibition program, the museum plays a significant educational role. Through a range of museo-pedagogical initiatives, it supports the development of cultural literacy among local youth and encourages active engagement with art. These workshops create opportunities for participants to critically reflect on artistic expression, explore issues of identity and perception, and develop their own creative abilities. This paper analyzes a series of youth workshops organized by the Rothko Museum in collaboration with Daugavpils University under the title "The Other in Art and Life." The workshops were designed as a creative intervention aimed at encouraging dialogue about identity, difference, and coexistence within a culturally diverse urban environment. Using an evaluation framework that considers inputs, activities, outputs, and outcomes, the study examines how participation in these workshops influenced young people's attitudes and interactions. Particular attention is given to indicators such as increased tolerance, improved cultural understanding, and enhanced intergroup communication. The findings suggest that the workshops created an environment for dialogue and collaborative creativity, enabling participants from different backgrounds to engage with one another in meaningful ways. By exploring artistic interpretations of "the Other," participants were encouraged to reflect on their own identities as well as on the perspectives of others within their community. As a result, the program contributed to strengthening intergroup understanding and tolerance among young people in Daugavpils. Furthermore, it supported the recognition and practical use of cultural commons (Bowers, 2009, Santagata et.al. 2011, Bertacchini, 2020) —shared

cultural experiences, narratives, and creative spaces—as a foundation for building social cohesion. In this way, the workshops demonstrate how art-based educational initiatives can foster a deeper awareness of collective identity while simultaneously respecting cultural diversity within the local community.

Bowers, C. (2009). Educating for a revitalization of the cultural commons. Canadian Journal of Environmental Education (CJEE), 14, 196-200.

Santagata, W., Bertacchini, E., Bravo, G., & Marrelli, M. (2011). Cultural commons and cultural communities. In Proc. 13th Biennial Conf. Int. Assoc Study Commons (pp. 1-14).

Bertacchini, E.E. (2020). Urban Heritage as Cultural Capital, District, and Commons: An Economic Perspective. In: Macrì, E., Morea, V., & Trimarchi, M. (Eds.) Cultural Commons and Urban Dynamics. Springer: Dordrecht, The Netherlands.

CONFERENCE STREAM

STREAM E

Citizenship, Participation and the Educational Commons

10 panels · 77 papers

SPECIAL EVENT

E.00

Citizenship Education and International Pupil Mobility

PANEL CONVENORS: Mattia Baiutti (Fondazione Intercultura ETS); Piero Valentini (ISTAT); Giuseppe Ricotta ("Sapienza" Università di Roma)

PANEL KEYWORDS: citizenship education, international student mobility, intercultural competence

Adjectives such as active, responsible, intercultural, and global outline a concept of citizenship that aspires to broaden the definition of citizenship established with the birth and development of nation states. From a pedagogical and didactic perspective, what skills are associated with this expanded citizenship? What teaching methods can be used to develop and assess them? Internationally, some contributions offer proposals in this direction. For example, consider the European Union's key competences (2018), the Council of Europe's competences for a culture of democracy (2018b), the OECD's global competence in PISA (2018), and UNESCO's global citizenship (2014, 2018). In Italy, the introduction of civic education (Law 92/2019) had, in some respects, revitalised the debate on citizenship education, although it has revealed gaps regarding the intercultural and international dimension (Scuola Democratica 2021). Are there opportunities to develop civic and citizenship education in schools that effectively combine democratic values with international and intercultural dimensions? Individual international pupil mobility is recognized as a resource for developing young people's intercultural competence (Barrett 2018), but how can its potential be integrated into citizenship education through innovative teaching approaches that engage not only the student participating in mobility but also the rest of his school class? The workshop will present the research project “Civic Education and International Student Mobility” by Fondazione Intercultura and Associazione “Per Scuola Democratica”. The project included variuous activities: a background study, a pilot study involving a group of schools and teachers, and a survey. The provisional agenda is as follows: One speaker will introduce the background research, providing a critical review of the scientific and policy landscape on civic and citizenship education, internationalisation and international student mobility, intercultural democratic competence. Two speakers will present the research underpinning the pilot project to be proposed to schools. Two speakers, based on the concrete experience of the pilot project carried out in schools, will share insights into the teaching approaches and organizational conditions that help schools integrate internationalization into civic education. Two further speakers will discuss the survey, examining the values of students who studied abroad with Intercultura. The workshop offers a coordinated overview of how international mobility and democratic citizenship can strengthen each other, and provides insights into the obstacles that schools face in this context.

REFRAMING INTERNATIONAL STUDENT MOBILITY FOR DEMOCRATIC AND GLOBAL CITIZENSHIP: FINDINGS FROM ACTION 2 – PHASE 1 OF THE NATIONAL RESEARCH PROJECT “CIVIC EDUCATION AND INTERNATIONAL STUDENT MOBILITY”

Giuseppe Ricotta (Sapienza Università di Roma, Italy) · **Valeria Damiani** (LUMSA University, Italy) · **Pietro Valentini** (ISTAT and Associazione "Per Scuola Democratica")

Democratic culture | Citizenship Education | International Pupil Mobility

The relationship between education and democracy has long been recognized as a foundational nexus for addressing the structural tensions of late-modern societies, from deepening inequalities to the erosion of civic trust. In the wake of global crises and widening socio-economic disparities, educational systems are increasingly called upon not only to transmit knowledge, but also to cultivate democratic culture, intercultural dialogue, and civic engagement. Within this framework, citizenship education is understood as a transformative process that equips students to confront complex and planetary challenges, fostering critical awareness, social responsibility, and commitment to justice. Against this backdrop, our contribution explores the educational potential of individual international pupil mobility as a lever for strengthening citizenship education and promoting social justice awareness. Drawing on findings from the research project Civic Education and International Pupil Mobility, conducted in Italy in 2022 by Fondazione Intercultura and Associazione Per Scuola Democratica, the study investigates the pedagogical and organizational conditions under which mobility experiences can contribute to the development of civic competences and global citizenship. The paper aims to contribute to a better understanding of the following thematic areas: a) how the international mobility experiences of a part of the students can offer promising potential for civic and citizenship education for all students; b) which conditions and risks should be considered by educational institutions intending to implement civic education programmes that significantly integrate international mobility experiences. The qualitative research design involved semi-structured interviews with headteachers (N=11) and field experts (N=10), alongside four focus groups with teachers from upper secondary schools in Northern, Central, and Southern Italy. Schools were selected based on their consolidated experience in student mobility

and/or civic and citizenship education initiatives. Data collection focused on four analytical dimensions: (1) the implementation of civic education; (2) the conceptualization of its international dimension; (3) the organization and management of outgoing mobility; and (4) the reintegration and educational valorization of students upon return. Findings reveal a persistent disconnection between individual mobility experiences and structured civic education pathways. In most cases, schools frame international mobility as a predominantly private undertaking, centered on the student and their family, with limited pedagogical spillover effects. Non-mobile students are rarely involved in reflective or dialogical processes that critically examine similarities and differences between sociopolitical contexts. Likewise, systematic strategies to integrate returnees' experiences into curricular activities or collective learning processes are largely absent. Overall, the study highlights the lack of coherent and institutionally embedded approaches linking international mobility with democratic and citizenship education. By identifying both critical gaps and promising practices, the final section advances actionable recommendations for educators and policymakers. These include the development of structured pre-departure and re-entry modules, whole-class reflective practices, and cross-curricular projects aimed at transforming mobility from an individual experience into a shared democratic learning opportunity. In doing so, the paper argues for a reconceptualization of international mobility as a strategic resource for fostering inclusive, participatory, and justice-oriented educational environments.

E.00 Citizenship Education and International Pupil Mobility

"SCHOOLS IN THE WORLD, THE WORLD IN SCHOOLS" INTEGRATING INTERNATIONAL STUDENT MOBILITY AND CIVIC EDUCATION: INSIGHTS FROM A PILOT PROJECT IN SECONDARY SCHOOLS

Giulia Pastori (University of Milan-Bicocca, Italy) · **Alessandra Maiorano** (University of Milan-Bicocca, Italy) · **Valentina Pagani** (University of Milan-Bicocca, Italy)

International student mobility | Civic education | Democratic and intercultural competences

This paper presents the implementation and preliminary outcomes of the pilot project "Schools in the World, the World in Schools", developed over three school years (2023–2026) in Italian upper secondary schools. The project involved 17 schools, 17 classes, around 20 teachers and approximately 340-370 students. Each participating class included at least one student taking part in the annual international mobility programme promoted by Fondazione Intercultura, whose experience abroad was used as a starting point for educational activities involving the entire class. The project explores how international student mobility can be integrated with civic education to promote democratic and intercultural competences among all students, not only those directly involved in mobility experiences. The pedagogical framework of the project draws on the Council of Europe's Reference Framework of Competences for Democratic Culture and is grounded in a research–action approach. Schools were accompanied by a team of researchers and facilitators in designing and experimenting with educational pathways that connect internationalisation with civic education, transforming the mobility experience of individual students into a learning resource for the entire class. The underlying hypothesis is that international mobility can foster democratic learning processes within the classroom, while civic education activities can deepen the educational impact of mobility experiences. The project was structured over three school years. The first year focused on activating curiosity and dialogue around cultural differences and experiences of international mobility, including the preparation of students who would leave for mobility programmes. The second year centred on classroom debates and exchanges with students abroad, as well as inquiry activities exploring issues related to the school and local community. The third year focused on collective reflection, public presentation of students' projects and participatory decision-making processes within the school. Learning activities included classroom discussions on global and social issues, dialogue with students abroad through digital tools, collaborative inquiry on school or community challenges, and the development of student-led projects aimed at improving aspects of school life or the local environment. Through these activities, the project aimed to strengthen students' democratic participation, intercultural awareness and engagement with contemporary social issues. The study combines quantitative and qualitative monitoring tools. A longitudinal student questionnaire administered over three years explores changes in democratic values, intercultural sensitivity, student agency and participation. Qualitative data include teachers' reflective diaries, facilitators' documentation of the co-design

process, materials produced by students, and focus groups with teachers and students. The analysis focuses on how the project was implemented across different school contexts and on the pedagogical and organisational conditions that facilitate or hinder the integration of internationalisation and civic education. More broadly, the project aims to generate insights into how international mobility can be transformed into a collective learning resource and to inform recommendations for scaling similar approaches in schools that may not have access to external facilitation. The presentation will also discuss the first results emerging from the ongoing analysis of the data collected during the pilot implementation.

E.00. Citizenship Education and International Pupil Mobility

CITIZENSHIP EDUCATION AND INTERNATIONAL PUPIL MOBILITY: THEORETICAL LINKS

Mattia Baiutti (Fondazione Intercultura ETS) · **Roberto Ruffino** (Fondazione Intercultura ETS)

citizenship education | global citizenship education | international pupil mobility

In the 2020/21 school year, the Italian Ministry of Education introduced Civic Education as a compulsory subject within the national curriculum. The framework identified a broad range of themes to be addressed, including the Constitution, sustainability, and digital citizenship. However, an explicit international dimension of citizenship remains largely absent. Therefore, Fondazione Intercultura and Scuola Democratica conducted the study 'Citizenship Education and International Pupil Mobility', which explores how individual mobility experiences in secondary education may foster global citizenship competences. One of the most innovative features of the study lies in its ambition to generate an educational impact not only on pupils directly involved in international mobility, but also on the wider school community. The research was structured in three phases, and this paper presents findings from the first phase, which focused on the conceptual background of the project. The main aim of this phase was to identify the theoretical connections between civic education, globalò citizenship and international pupil mobility. The paper adopts a theoretical approach based on desk analysis and offers a critical overview of the principal perspectives on citizenship education, global citizenship education, and international pupil mobility, with particular attention to their educational implications and outcomes. The central argument is that one of the main learning outcomes of international pupil mobility is the development of intercultural competence. This may be understood as a constellation of knowledge, skills, attitudes, and values, including appreciation of cultural diversity, respect for others' beliefs and worldviews, empathy, flexibility, adaptability, plurilingual competences, and cultural self-awareness. These components are also reflected in the Competences for Democratic Culture developed by the Council of Europe, which are regarded as a foundation for citizenship and civic education. From this perspective, the internationalisation of school education emerges as a promising pathway for rethinking citizenship education in contemporary schooling through an intercultural lens.

E.00. Citizenship Education and International Pupil Mobility

CROSSING BORDERS, TRANSFORMING ATTITUDES? A LONGITUDINAL STUDY ON CIVIC AND INTERCULTURAL DISPOSITIONS AMONG STUDENTS IN INTERNATIONAL MOBILITY PROGRAMS

Orazio Giancola (Università di Roma "Sapienza", Italy) · **Matteo Bonanni** (Università di Roma "Sapienza", Italy) · **Leonardo Piromalli** (IREF – Istituto di Ricerche Educative e Formative)

Citizenship education | International student mobility | Intercultural competence

This contribution presents the results of a longitudinal study conducted on a cohort of upper secondary school students who participated in a study abroad program promoted by Fondazione Intercultura. The research was designed to investigate whether and to what extent an international mobility experience influences students' civic and intercultural development over time. In the first phase of data collection, participants completed a structured questionnaire aimed at exploring a range of attitudinal and experiential dimensions. These included civic values and attitudes, openness toward cultural diversity, and selected aspects of the school experience. The instrument was designed to capture a baseline profile of

students prior to – or at the outset of – their mobility experience, providing a reference point against which subsequent changes could be measured. Following this initial phase, the same students were involved in a second round of data collection. This follow-up survey was built using an instrument developed in close coherence with the original questionnaire, ensuring conceptual and methodological continuity between the two measurement points. The response rate for the second wave stood at 33.3% relative to the first, a figure that reflects the inherent challenges of longitudinal panel designs, particularly when dealing with adolescent populations undergoing significant transitions. Despite this attrition, the paired dataset allows for meaningful analysis of individual-level changes across the dimensions under investigation. The analytical focus of the study centers on the relationship between transnational educational experiences and processes of civic and cultural socialization. Specifically, the research examines in what measure exposure to a different national context – with its distinct educational system, social norms, and cultural practices – contributes to shifts in students' openness to diversity, their sense of civic responsibility, and their disposition toward active participation in public life. The longitudinal design is a key methodological strength, as it enables researchers to move beyond cross-sectional snapshots and trace trajectories of change attributable, at least in part, to the mobility experience itself. The findings offer a nuanced contribution to the broader debate on citizenship education and international student mobility. They provide empirical grounding for understanding how living and studying abroad can function as a catalyst for the development of intercultural democratic competence – a set of values, attitudes, and skills increasingly recognized as essential for navigating multicultural societies and engaging as responsible global citizens.

This work is embedded within the wider research project Civic Education and International Student Mobility, promoted by Fondazione Intercultura and Associazione “Per Scuola Democratica”.

E.01

Bringing Elias Back To School (And Beyond): Figurational And Processual Perspectives On Education In Troubled Times

PANEL CONVENORS: Lorenzo Pedrini (Università Milano-Bicocca, Italy); Luca Bifulco (Università Milano-Bicocca, Italy)

PANEL KEYWORDS: Elias, Figuration, Functional democratization

Norbert Elias’ figurational theory represents a unique approach across social sciences. Conceptualizing reality as long-term processes of interdependence linking institutions with individual personality, the Eliasian legacy provides critical insights into the ambivalent role of education in contemporary (anti)democratic transformations of society (Gabriel, 2024). The ongoing nature of social processes, the notions of ‘tension balance’, ‘power’, ‘civilizing’ / ‘de-civilizing’ and ‘social habitus’ are pivotal in figurational analysis (Dunning, Hughes, 2013). In troubled times, with ‘functional democratization’ threatened by rising tensions, mistrust in rational-scientific thinking and polarization, ‘learning to think with Elias’ regains crucial importance (Delmotte, Górnicka, 2021). This panel brings Elias back to school – and beyond – to address three main issues: - How do the long-term and mid-term evolutions of educational systems contribute to the democratization of society and to the reduction of social inequalities? And to what extent does formal education fuel anti-democratic and unequal orientations? - In a period of endemic conflicts – social, global, military – how does curricular as well unofficial education participate in social pacification dynamics? - What are the socializing spaces and practices – especially targeting young people – that develop alongside formal educational and civil sphere and trigger divergent processes, from participation functional to civic life to populism and radicalism? We welcome contributions from sociology, anthropology, history, psychology, education and Law. Proposal of particular interest are those ones that combine Elias with alternative processual perspectives in order to shed light on how democratic and egalitarian dispositions are daily taught, transformed or eroded.

SCHOOL AS A FIGURATIONAL SURVIVAL UNIT: CIVIC HABITUS, SECOND GENERATIONS, AND DEMOCRATIC RESILIENCE IN CRISIS CONTEXTS

Stefano Costantini (Università degli studi di Firenze, Italy) · **Alon Helled** (Università degli studi di Torinoi, Italy)

habitus | generations | mediation

Contemporary schools operate within a growing structural tension: students do not share the same legal status of citizenship, and nationality lacks a single, widely accepted definition. This condition particularly affects second generations, often situated between multiple belongings, partial institutional recognition, and ambivalent social expectations. In this context, schools are called upon to reinterpret the res publica as a set of shared rules, affective orientations, and forms of

habitus capable of sustaining coexistence in increasingly heterogeneous societies. The transformations of sovereignty (Galli, 2019) and the rise of populism and anti-politics (Mastropaolo, 2005) signal a broader crisis of institutional mediation that also involves schools. From a figurational perspective inspired by Norbert Elias, these developments can be understood as reconfigurations of the chains of interdependence underpinning political life. Democratic crisis thus appears not as a sudden rupture, but as tension within civilizing processes, with the risk of decivilizing spurts and dynamics of decivilization (Delmotte, Górnicka, 2021). Within this framework, the school can be interpreted as a figuration-based survival unit: an institutional space through which society preserves the continuity of political integration under conditions of growing complexity. It plays a key role in the intergenerational reproduction of social order, bridging primary socialization and the formation of civic habitus. Delmotte and Duchesne (2024) show how national habitus begins to form in early family practices that naturalize belonging. School is the arena where such dispositions can be reworked in a civic-republican direction. For second generations, however, this transition may be discontinuous when implicit models of nationality conflict with plural identities. When schools lose legitimacy as spaces of mediation, particularistic affiliations—cultural, religious, or communal—may prevail over civic belonging. Students may feel insufficiently recognized as members of the political community and perceive school as a classificatory rather than emancipatory institution (Darmody and Smyth, 2023). European data indicate that students with a migrant background face higher risks of early school leaving (European Education Area, 2024). Systematic reviews (Di Lisio, Fernández and Serrano, 2025) highlight the combined effects of socioeconomic disadvantage, family cultural capital, and language barriers, while dialogical and collaborative practices significantly reduce dropout rates (García Carrión et al., 2025), strengthening interdependencies among schools, families, and communities. This contribution offers a theoretical-interpretive reconsideration, grounded in recent empirical research, of the school's role in sustaining the res publica. Democratic resilience (Helled, Pala, 2025) is conceptualized not as a moral quality but as a figurational property rooted in the stability and transformability of networks of interdependence and in the reflective continuity of civic habitus transmission. In times of democratic crisis, the school's task is not to produce immediate consensus, but to preserve the long-term conditions for possible political coexistence.

Darmody, M., & Smyth, E. (2023). Post-school pathways of migrant-origin youth in Europe. Abingdon: Routledge.

Delmotte, F., & Duchesne, S. (2024). Banal Nationalism for Babies: The Early. In International Comparisons in Learning and Education: Eliasian Perspectives, 81.

Delmotte, F., & Górnicka, B. (2021). Troubled Times: Editors' Introduction. In Norbert Elias in Troubled Times: Figurational Approaches to the Problems of the Twenty-First Century (pp. 1–15). Cham: Springer International Publishing.

Di Lisio, G., Fernández, M., & Serrano, I. (2025). Unveiling Vulnerability Determinants Among Migrant-Background Students: A Systematic Review. New Directions for Child and Adolescent Development, 2025(1), 2069119.

European Education Area (2024). Early school leaving in the EU; Cf.: https://education.ec.europa.eu/resources-and-tools/data-and-analysis-on-education-and-skills/key-trends-in-education/early-school-leaving-in-the-eu.

Galli, C. (2019). Sovranità. Bologna: Il Mulino.

García-Cid, A., Khalfaoui, A., Fernandez-Villardon, A., Fresno Anabo, I., Gutiérrez-Fernández, N., Santiago-Garabieta, M., ... & García-Carrión, R. (2025). Addressing underachievement and early school leaving in Europe: the role of institutional factors. Educational Review, 1–21.

Helled, A., & Pala, C. (2025). Adapting Nations: National Resilience Between Contemporary Statehood and Identity. Palgrave Macmillan.

Mastropaolo, A. (2005). La mucca pazza della democrazia. Nuove destre, populismo, antipolitica.

BEING ACTIVE OR BEING PERFORMATIVE? AN ETHNOGRAPHIC EXPLORATION IN HOW HIGH SCHOOL SHAPES THE DECENT SUSTAINABLE CITIZEN

Lorenzo Pedrini (Università Milano-Bicocca, Italy)

civic education | sustainability | youth

Within contemporary national States, the inclusion of environmental issues within governments' agendas, as well as the rise of collective actions to face climate change and ecological degradation, has favoured the emergence of what is defined as 'sustainable citizenship' (Micheletti et al., 2014). As a 'total relationship of being' among individuals, the State, the market, and civil society, the idea of sustainable citizenship underlies a 'lengthening in the chain of interdependence' (Dunning & Hughes, 2013) between social agents and institutions. In this broad process, education plays a pivotal role. Particularly, schools and formal pedagogies are increasingly involved in addressing the more pressing preoccupation of our time, with key functions in socializing younger generations into the complexities of contemporary citizenship and appropriate behavior (Gabriel, 2024). The Italian case is revealing. Law n. 92/2019 has introduced 'civic education' as a

mandatory subject in both primary and secondary schools. The curricula revolve around three main topics: "constitution and legality", "digital citizenship", and "sustainable development". Yearly, in each school, every class is required to implement educational activities on one of these topics, involving external stakeholders such as public authorities, associations and businesses. The present paper elaborates the findings of an ethnographic research conducted in ten secondary schools of Milan to examine various initiatives dedicated to sustainability education (2022-2025) (Pedrini et al., 2025). Adopting an Eliasian perspective (Law & Mennel, 2023), this contribution aims to interpret the teaching initiatives on sustainability as a small-scale civilizing process. Precisely, the analysis focuses on the discursive frameworks - e.g., 'Agenda2030', the 'Green Deal', and 'changemaking' - to which the observed projects refer, the techniques used to engage the younger generations, the practices of sustainability promoted, and the implicit construction of the figure of the desirable sustainable youth. The argument stresses how school pedagogies absorb and reframe the demands, keywords, and methods of youth climate movements (Boltanski & Chiappello, 2007), by turning social critique within a 'civilized' perspective oriented toward social consensus. This reframing channels any expression of conflict into the realm of barbarism. From this interpretation, it emerges the identity of the ideal youngster: a climate-conscious subject committed to act for democratic transformation of society through productive-performative engagement within existing capitalist relations. Moreover, a threefold 'ambivalence' – as integral to the critical Elias' conceptualisation of the civilizing process (Burkitt, 1996) – are higlihted: first, the top-down imposition of democratization that is supposed to originate from below; second, the system's capacity to appropriate every aspects of social critique and convey a 'new spirit' of (green) 'capitalism' (The Trilateral Commission, 2022); third, the contradiction between, on one hand, the demand for the individual's total responsibility regardless of social disadvantages and priviledges, and on the other, the denial of any call for systemic challenge. To conclude, while young people are expected, according to the established good manners, to learn to act decorously (Pavoni, Tulumello, 2023), governments legitimise authoritarianism as a dominant political culture, invest in society's militarisation, and support wars initiated by Western countries worldwide.

- Boltanski, L., & Chiappello, E. (2007). The new spirit of capitalism, London, Verso.
- Burkitt, I. (1996). Civilization and ambivalence. The British Journal of Sociology, 47(1), 135–150.
- Dunning, E., & Hughes, J. (2013). Norbert Elias and Modern Sociology: Knowledge, Interdependence, Power, Process. London, Bloomsbury.
- Gabriel, N. (ed) (2024). Environmentality in (food) sustainability education: an analysis of a pedagogic intervention in Italy, Discourse: Studies in the Cultural Politics of Education, 46:2, 119-131.
- Law, A., & Mennell, S. (eds). The Anthem companion to Norbert Elias. London: Anthem.
- Micheletti, M., Stolle, D., & Berlin, D. (2014). Sustainable citizenship: The role of citizens and consumers as agents of the environmental state. In A. Duit (Ed.), State and environment: The comparative study of environmental governance (pp. 203–236). Cambridge: MIT Press. Pavoni, A., & Tulumello, S. (2023).
- Pedrini, L., Romito, M., Domaneschi, L., & Navarini, G. (2025). Environmentality in (food) sustainability education: an analysis of a pedagogic intervention in Italy, Discourse: Studies in the Cultural Politics of Education, 46(2), 119-131
- The Trilateral Commission. (2022). A new spirit of capitalism: Toward more sustainable and inclusive economies. London: Hurst.

PROCESSES OF LEARNING FOR DEMOCRACY – DEVELOPING A DEMOCRATIC HABITUS

Norman Gabriel (University of Essex, United Kingdom)

Learning Processes | Democratic Habitus | Norbert Elias

This paper will argue that the relational concepts of John Dewey, a pioneer in the development of the concept of 'democratic education', can be integrated with Norbert Elias's argument on long-term processes of civilisation. Although Norbert Elias did not explicitly address educational practice or the role of education in society, he was deeply interested in the development of the social learning processes of young children and adults. One integral aspect of the civilising process is that young children should eventually grow up through their own self-regulation. I introduce Elias's important relational concept of love and learning to focus on the long-term individual civilising processes that young children undergo as they prepare for education in complex societies. The relation between love and learning is used as a sensitising concept to focus on the way in which young children's educational development is both a cognitive and affective process, one that enables us to integrate the findings from other disciplines apart from sociology, especially from psychoanalysis and developmental psychology. But how do processes of learning between adults and children relate to the development of a democratic habitus in learning between adults and children? To address this question, I compare Elias's framework with Dewey's account of education for democracy, focusing on the formation of democratic habits that are conducive to

processes of thinking together. These habits facilitate intelligent action by predisposing persons toward seeking out and taking account of the perspectives of others. Dewey discusses one such democratic habit, which he names 'the habit of amicable cooperation' which he defines this as a habit "to treat those who disagree ... with us as those from whom we may learn'. Such habits are formed through direct experiences with a democratic way of life in an educational environment which can facilitate the co-construction of educational encounters between teachers and children. However, in contemporary societies the potential for these democratic processes of learning to be developed and embedded can be 'blocked' by teachers in educational institutions where it is assumed that pedagogy is mainly a rational, conscious and deliberate process. According to Winnicott (1964: 202-3), 'The child, in learning to be civilised, naturally also feels frustrations acutely, and is helped in becoming civilised not so much by the teacher's precepts as by the teacher's own ability to bear the frustrations inherent in teaching'. Within this perspective, schools can be seen as anxious institutions where young children must exercise a more intensive and all-embracing control over their emotions. By refocusing on the unconscious processes of risk and uncertainty in the classroom, I will offer some suggestions for the 'good enough' school - a way beyond the dead-end approach of accepting or rejecting prescriptive advice on how to teach better or how to deal with 'difficult' pupils.

Winnicott, D.W. (1964). The child, the family, and the outside world. London: Penguin.

LEARNING IN THE CIVILIZING PROCESS: A CULTURAL-HISTORICAL AND ACTIVITY-THEORETICAL PERSPECTIVE

Aleksejs Šņitņikovs (Riga Technical University, Latvia)

civilizing process | cultural-historical theory | learning activity

Norbert Elias considered the plasticity of the human psyche and habitus a fundamental premise of his theory of the civilizing process. As he pointed out, history exists because of the human capacity to learn (Elias, 2010). However, Elias did not make learning a specific object of theoretical analysis, instead relying on general notions of social learning and the internalization of external constraints into internal restraints (Elias, 2001). For Elias, the concept of social learning was sufficient for his purposes, since the central problem in his investigations of the civilizing process was the formation of conscience – the superego – across different social strata and states in Europe. A particular line of Elias's research concerned the sociology of knowledge (Elias, 2009). Elias's lifelong interest in this subject culminated in his last book, The Symbol Theory (Elias, 2011), in which he discussed the long-term interconnections between knowledge, communication, and thinking. In this work he came close to understanding of what cultural-historical psychology conceptualizes as higher psychological functions, although this line of inquiry remained unfinished. A central argument of cultural-historical psychology is that higher psychological functions develop through the mastery of cultural means of mediation, such as language. Through mastering these means, individuals gain control over their own psychological processes. With the development of reflexivity, individuals become able to form psychological systems – what Vygotsky called "tertiary connections" – which enable willful, conscious, and relatively free behavior (Vygotsky, 1997). According to Vygotsky, children's psychological development occurs within specific social situations of development, and participation in educational institutions plays a crucial role in this process (Vygotsky, 1998). As young people master cultural forms of behavior, they become active subjects of learning and of their own psychological development. Experimental and ethnographic studies of cognitive skills conducted by Luria demonstrated that education and socialization foster the transformation of the psyche, leading to changes in the systemic and semantic organization of consciousness (Luria, 1976). Leont'ev further developed this perspective by proposing the concept of learning activity as a specific form of psychological development. In the learning process, individuals master ways of acting and operations with tools and signs that encapsulate the cultural-historical experience of humanity, thereby appropriating practical and theoretical skills developed throughout history (Davydov, 1996). Engeström later extended the concept of learning activity, arguing that in late modernity it has become a central form of activity through which learning subjects, including adults, can develop their intellectual and creative capacities by mastering existing systems of activity and generating new ones (Engeström, 2019). This paper argues that some of the key concepts from cultural-historical psychology and activity theory, such as higher

psychological functions, zone of proximal development and learning activity, help to better understand the role of education in the civilizing processes. These two approaches provide analytical tools for explaining how education contributed to functional democratization by specifying the learning mechanisms through which individuals acquire culturally mediated forms of self-regulation and autonomy, and how civilizing processes have continued in the twentieth and twenty-first centuries through institutionalized learning.

Davydov, V. V. (1996). Teorija razvivajushchego obuchenija [Theory of developmental education]. Moscow: Intor.
Elias, N. (2001). The Civilizing Process. Oxford: Blackwell.
Elias, N. (2009). Essays I: On the Sociology of Knowledge and the Sciences. Collected Works, vol. 14. Dublin: UCD Press.
Elias, N. (2010). The Society of Individuals. Collected Works, vol. 10. Dublin: UCD Press.
Elias, N. (2011). The Symbol Theory. Collected Works, vol. 13. Dublin: UCD Press.
Engeström, Y. (2019). Learning by Expanding. An Activity-Theoretical Approach to Developmental Research. Second edition. Cambridge: Cambridge University Press.
Luria A. R. (1976). Cognitive Development: Its Cultural and Social Foundations. Cambridge, Mass. and London: Harvard University Press.
Vygotsky, L. S. (1997). Problems of the Theory and History of Psychology. The Collected Works, vol. 3. New York: Springer.
Vygotsky, L. S. (1998). Child Psychology. The Collected Works, vol. 5. New York: Springer.

LEARNING DETACHMENT AND DEMOCRACY: UNDERSTANDING STUDENTS' EMOTIONAL RESPONSES TO CLIMATE AND CITIZENSHIP EDUCATION WITH ELIAS

Katharine Throssell (UClouvain, France) · **Florence Delmotte** (UClouvain, France)

detachment | climate education | citizenship education

@font-face {font-family:"Cambria Math"; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso-generic-font-family:roman; mso-font-pitch:variable; mso-font-signature:-536870145 1107305727 0 0 415 0;}@font-face {font-family:Aptos; panose-1:2 11 0 4 2 2 2 2 2 4; mso-font-charset:0; mso-generic-font-family:swiss; mso-font-pitch:variable; mso-font-signature:536871559 3 0 0 415 0;}p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-unhide:no; mso-style-qformat:yes; mso-style-parent:""; margin-top:0cm; margin-right:0cm; margin-bottom:8.0pt; margin-left:0cm; line-height:115%; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Aptos",sans-serif; mso-ascii-font-family:Aptos; mso-ascii-theme-font:minor-latin; mso-fareast-font-family:Aptos; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Aptos; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi; mso-font-kerning:1.0pt; mso-ligatures:standardcontextual; mso-fareast-language:EN-US;}.MsoChpDefault {mso-style-type:export-only; mso-default-props:yes; font-family:"Aptos",sans-serif; mso-ascii-font-family:Aptos; mso-ascii-theme-font:minor-latin; mso-fareast-font-family:Aptos; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Aptos; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi; mso-fareast-language:EN-US;}.MsoPapDefault {mso-style-type:export-only; margin-bottom:8.0pt; line-height:115%;}div.WordSection1 {page:WordSection1;} This contribution draws on Gilliam and Gullov's demonstration of the school as a key site for the civilising process (2024), extending this approach to specifically focus on the learning of "detachment". This article draws attention to the fact that, in his 1956 article of the same name, Elias introduces the continuum of human behaviour between involvement and detachment through the evolutions in human attitudes towards natural as compared to social events. Based on this, this article questions way schools approach the learning and teaching of contemporary crises, specifically climate education and citizenship education. It suggests that in both these curriculum areas, teaching is marked by attempts at Eliasian "detachment" and the evacuation of emotional engagement, in response to anticipated emotional reactions by students that are implicitly seen as problematic by educators (Bozec, 2018; Albion et al., 2025). In addition to education literature on the adequacy of these programmes and literature on the importance of affect in understanding democratic behaviour (Neuman et al., 2007; Neckel and Hasenfratz, 2021), this contribution draws on qualitative interviews in France and Belgium with young people themselves (age 10-17), to explore their perspective on involvement and detachment in this learning. Using this empirical approach, it asks whether the evacuation of emotional engagement in the pursuit of scientific, objective detachment in this learning has not contributed to the learning of disinterest, which may constitute a barrier to democratic engagement by young people. By extension, the article

explores how the "civilised armour" (Elias, 2012) and the pursuit of "high levels of detachment or objectivity"(Elias, 1956, p. 240) that students learn at school might in fact encourage emotional responses to contemporary crises, such as disinterest or even resentment, that are in tension with the engagement necessary for democracy.

Albion, P. et al. (2025) 'Teachers and sustainability education: exploring the views of Australian preservice and inservice teachers', The Australian Educational Researcher, 52(5), pp. 3287–3313. Available at: https://doi.org/10.1007/s13384-025-00852-2.

Bozec, G. (2018) 'La formation du citoyen à l'école : individualisation et dépolitisation de la citoyenneté', Lien social et Politiques, (80), pp. 69–88. Available at: https://doi.org/10.7202/1044110ar.

Elias, N. (1956) 'Problems of Involvement and Detachment', The British Journal of Sociology, 7(3), p. 226. Available at: https://doi.org/10.2307/587994.

Elias, N. et al. (2010) The civilizing process: sociogenetic and psychogenetic investigations. Rev. ed. Malden, Mass.: Blackwell.

Gilliam, L. and Gullov, E. (2024) 'Bringing Norbert Elias to School: Education and the Civilising Process', in N. Gabriel (ed.) International Comparisons in Learning and Education: Eliasian perspectives. London: Palgrave.

Neckel, S. and Hasenfratz, M. (2021) 'Climate emotions and emotional climates: The emotional map of ecological crises and the blind spots on our sociological landscapes', Social Science Information, 60(2), pp. 253–271. Available at: https://doi.org/10.1177/0539018421996264.

Neuman, W.R. et al. (eds) (2007) The affect effect: dynamics of emotion in political thinking and behavior. Chicago London: University of Chicago Press.

LEARNING AUTONOMY IN TROUBLED TIMES: HABITUS FORMATION AND FUNCTIONAL DEMOCRATIZATION IN ITALIAN ALPINE CLUB SCHOOLS

Alicia Chiodi (University of Trento, Italy)

Alpinism | Risk and embodiment | Non-formal learning

Alpinism may appear as a niche and "exotic" practice, yet it offers a paradigmatic lens through which to observe broader processes of democratization that have traversed modernity and are now re-emerging in contemporary troubled times. Historically, alpinism has been an elite activity, not only socially but also in terms of the highly specialized skills, knowledge and embodied competencies it requires for minimizing intrinsic risks. In recent years—particularly in the post-COVID era—the growing popularity of mountain environments has been accompanied by significant transformations: the diffusion of romanticized experiential imaginaries through social media, increased accessibility and commercialization of mountain practices, and the availability of new technologies that contribute to a perception of reduced risk. This has led to the emergence of new practitioners "perhaps better equipped than experienced" (Johnston and Edwards, 1994), in a context further complicated by climate change, which renders already fragile high-altitude environments increasingly unstable and demanding in terms of skills and judgement (Mourey et al., 2019a). In this context—also marked by growing mistrust in expert knowledge—revisiting Elias allows us to explore how dispositions such as autonomy, judgement and responsibility are not given but socially produced within specific configurations of learning and practice. Addressing the panel's question concerning how educational processes contribute to democratization, this paper examines the Italian case of alpinism schools within the Club Alpino Italiano (CAI), a state-recognized institution whose training activities operate as voluntary associations within the civil sphere. These schools constitute spaces of socialization in which shared values, forms of solidarity and civic belonging are produced, while simultaneously fostering embodied dispositions related to autonomy, responsibility and risk management. After briefly outlining the process of the quasi-sportivization of Italian mountaineering—which led to the emergence of CAI schools—and the subsequent process of democratization, both closely intertwined with broader Italian socio-political developments and reconstructed through documentary analysis, the paper draws on an enactive ethnography, complemented by visual and creative methods, to analyse alpinism and rock climbing courses as institutionalized yet non-formal sites of learning. It shows how instructors do not substitute action—as in traditional guided climbing—but contribute to the formation of an expert habitus capable of acting under conditions of uncertainty. In this sense, autonomy emerges not as an individual attribute, but as the outcome of a relational and processual configuration of interdependence. By integrating Elias's figurational approach with a focus on the material-natural environment - the paper conceptualizes risk-taking and management as an embodied, relational and socially mediated practice, rather than as an individual choice. It argues that expert knowledge does not eliminate uncertainty but enables practitioners to navigate it as an irreducible dimension of mountain environments in which zero risk does not exist. In doing so, the paper contributes to understanding how processes of functional democratization (Elias, 2012 [1970]) unfold within non-formal educational settings, through the embodied formation of subjects capable of responsible action.

Elias, Norbert (2012 [1970]). What is Sociology? Collected Works, vol. 5, University College Dublin Press.

Johnston, B. R., and Edwards, T. (1994). The commodification of mountaineering. Annals of tourism research, 21(3), 459-478.

Mourey, J., Marcuzzi, M., Ravanel, L., & Pallandre, F. (2019a). Effects of climate change on high Alpine mountain environments: Evolution of mountaineering routes in the Mont Blanc massif (Western Alps) over half a century. Arctic, Antarctic, and Alpine Research, 51(1), 176-189.

E.02

Children as Political Actors: Rethinking School, Agency, and Democracy

PANEL CONVENORS: Maria Giatsi Clausen (Queen Margaret University, Edinburgh); Marlies Kustatscher (Edinburgh University, Edinburgh); Kristina Konstantoni (Edinburgh University, Edinburgh)

PANEL KEYWORDS: children's agency, democratic education, resistance

This panel explores how children often act as political subjects within and beyond school, and how their participation, resistance, and everyday negotiations invite new ways of understanding democracy. Rather than viewing children as adults and citizens "in-waiting", we emphasize the diverse ways they already engage with power through dialogue, collective action and activism, subtle forms of resistance or subversiveness, and practices of meaning making. These actions challenge assumptions that political agency emerges only with maturity and reveal schools as contested spaces where democratic capacities are reproduced, constrained and, potentially, reimagined. Schools operate within hierarchical, surveillance-driven, and neoliberal structures that often privilege compliance and, at times, inequality. They also contain possibilities for agency, solidarity, and democratic expression. Children's responses, ranging from everyday infrapolitics to activism, highlight capacity to interpret, contest, and reshape their social worlds. Moreover, participatory and dialogic approaches to learning can open spaces where intergenerational relations become more reciprocal, enabling children to articulate concerns and analyse conditions. The panel invites contributions that expand the democratic imaginary to include children as active co-participants in civic life. We welcome papers from education studies, childhood studies, sociology, political philosophy, anthropology, psychology, social policy, critical pedagogy, occupational science, and related interdisciplinary fields, drawing on theory, empirical research, or policy analysis. The panel aligns with the themes such as as Childhood, Citizenship & Social and Cultural Justice, Pedagogical Practices, Democratic Participation & School Governance, as it stresses children's political agency and the democratisation of schooling.

CHILDREN AS COMMONERS BEYOND THE LIMITS OF CRITICAL PEDAGOGY

Stelios Pantazidis (University of Thessaly, Greece)

Educational commons | Freinet Pedagogy | Childhood Studies

Critical pedagogy has played a decisive role in challenging developmentalist and paternalistic constructions of childhood. By foregrounding dialogue, conscientisation and resistance, it repositioned children as thinking subjects capable of questioning domination and participating in democratic life. In doing so, it unsettled the notion of students as citizens in waiting and exposed schooling as a political space structured by power. This reorientation resonates with the recognition of children as rights holders in international frameworks such as the UN Convention on the Rights of the Child, particularly the right to participate in matters affecting them. Yet, despite its transformative ambitions, critical pedagogy often remains anchored in a model in which emancipation is achieved primarily through critical awareness and dialogic participation. While students may be invited to speak, reflect and contest injustice, the institutional architectures of schooling, including control over time, curriculum, spatial organisation, evaluation and legitimate knowledge, frequently remain intact. Political agency risks being framed as discursive expression without extending to shared governance of educational life, and participation risks becoming procedural compliance with rights discourse. This paper argues that moving beyond these limits requires a conceptual shift from participation to commoning. Drawing on theories of the educational commons, democratic governance and childhood studies, it proposes the figure of the child as commoner. The child as commoner is understood as a political actor engaged not only in critique but in the collective stewardship of social and pedagogical arrangements. Educational commons are conceptualised as relational and institutional processes through which communities co create and co regulate norms, responsibilities, uses of space and forms of knowledge production. Democracy, in this sense, exceeds voice or consultation and becomes an ongoing practice of negotiating authority, redistributing responsibility and collectively designing shared rules. Children's rights are approached not as abstract entitlements guaranteed from above, but as lived practices enacted through shared decision making and collective responsibility. Revisiting central themes in critical pedagogy such as dialogue, power and emancipation, the paper interrog-

ates their structural implications within contemporary neoliberal schooling. Without institutional reconfiguration, dialogic participation can be absorbed into managerial and performative logics, transforming critique into a pedagogical technique while leaving governance untouched. Commoning redirects attention to the material and organisational conditions that enable or constrain democratic co-determination. It foregrounds questions of who decides, under what conditions and through which collective mechanisms authority is exercised and redistributed. This shift demands that democracy be enacted as an experiential practice in the here and now. If children are to exercise their rights meaningfully and contest existing arrangements, they must encounter and reshape them within everyday educational environments. Political agency emerges through situated practices of reclaiming space, exercising parrhesia, co deciding rules, co learning knowledge and co configuring the rhythms of classroom life. Inspired by commons based and Freinet influenced traditions, democratic formation unfolds through repeated collective practices that rework authority and responsibility in daily interactions. Children are therefore understood not only as rights holders or critical subjects, but as co-governors shaping the commons of schooling.

Cappello, G., Siino, M., Fernandes, N., & Arciniega-Caceres, M. (2024). Educational commons: Democratic values, social justice and inclusion in education. Springer Nature.

Collet-Sabé, J., & Ball, J. S. (2022). Beyond School. The challenge of co-producing and commoning a different episteme for education. Journal of Education Policy, 1–16.

Kioupkiolis, A. (2023). Common education in schools. Gauging potentials for democratic transformation: A case study from Greece. Frontiers in Education, (8), 1209816.

Means, A., Ford, D. R., & Slater, G. (eds.) (2017). Educational commons in theory and practice. Palgrave Macmillan.

Pantazidis, S., & Bantiou, M. (2026). Commoning history education: Developing in-curriculum and beyond-curriculum thinking skills. Thinking Skills and Creativity, 102151. https://doi.org/10.1016/j.tsc.2026.102151

Pantazidis, S., & Moisiadou, S. (2025). Reclaiming education through commoning and critical action learning: Insights from Freinet teacher learning networks. Action Learning: Research and Practice, 1–19. https://doi.org/10.1080/14767333.2025.2510798

Pechtelidis, Y., & Kioupkiolis, A. (2020). Education as commons, children as commoners: The case study of the Little Tree community. Democracy and Education, 28(1), Article 5.

POLITICAL CAPABILITIES AND ENVIRONMENTAL JUSTICE AMONG SOCIALLY AND ECONOMICALLY MARGINALISED YOUTH IN QUÉBEC

Charles-Antoine Bachand (Université du Québec en Outaouais, Canada) · **Partick Joseph** (Universidade Federal da Integração Latino-Americana (UNILA), Brazil) · **Olivier Royer** (Université du Québec en Outaouais, Canada) · **Cassiopée Bouret** (Université du Québec en Outaouais, Canada)

youth agency · collective capabilities · environmental justice

This communication examines how socially and economically marginalized youth enact political agency in relation to socio-ecological crises. In line with the symposium's focus on youth as political actors, the study challenges the tendency to position young people as compliant and responsibilized future citizens rather than present participants in democratic life. It adopts a critical posture aimed at giving voice to youth, recognizing the diversity of their concerns, and exploring the spaces where they feel heard—as well as those where they experience frustration, invisibility, or political disregard (Gaudet et Caron, 2024). The presentation draws on preliminary findings from an ongoing collaborative research project conducted in the Outaouais region (Quebec, Canada). The research team has worked with youth centres, animation teams, and facilitated group discussions with young people aged 12 to 17 across urban, rural, and peri-urban sectors. In Quebec, youth centres (Maisons de jeunes) are non-profit community organizations dedicated to supporting adolescents aged 12–17 in becoming critical, active, and responsible citizens. Rooted in proximity-based and participatory approaches, they emphasize empowerment, voluntary and egalitarian relationships between youth and adults, and active involvement in decision-making processes. These spaces, therefore, offer a particularly fertile terrain for examining youth political agency beyond the formal structures of schooling (Cantin, 2023). Data collection followed a bricolage methodology (Kincheloe, 2001), combining dialogic activities, collective mapping, visual artifacts, informal conversations, and recorded group exchanges. This methodological flexibility was designed to respect the needs and specificities of each youth centre and the lived realities of participants, rather than imposing a uniform research protocol. The approach aligns with the project's commitment to epistemic justice and to recognizing youth as legitimate co-constructors of knowledge. Rather than presenting definitive findings, the paper reflects on emerging analytical directions. Initial discussions suggest

that youth articulate environmental concerns in ways closely intertwined with everyday experiences of inequality, territorial belonging, and recognition. The research pays particular attention to how youth describe moments of collective dialogue, instances of feeling politically ignored, and situations in which they perceive opportunities for action. Drawing on the capability approach (Deveaux, 2021), the study conceptualizes political capabilities as collectively constructed capacities to interpret shared conditions, deliberate about common concerns, and imagine transformative responses. By situating youth centres as democratic spaces beyond school, this contribution expands the democratic imaginary to include socially and economically marginalized youth as present political actors. Recognizing their voices, tensions, and forms of resistance is not merely descriptive; it constitutes a normative commitment to renewing democracy in contexts marked by deepening socio-ecological injustice.

Cantin, M. (2023). L'engagement civique des adolescents en Maisons de Jeunes : Une étude qualitative s'intéressant à la perception des jeunes et de divers acteurs du milieu [Essai doctoral inédit, Université du Québec en Outaouais]. https://di.uqo.ca/id/eprint/1523/

Deveaux, M. (2021). Poverty, Solidarity, and Poor-Led Social Movements (1re éd.). Oxford University Press. https://doi.org/10.1093/oso/9780190850289.001.0001

Gaudet, S., & Caron, C. (Éds.). (2024). Faire l'expérience de la démocratie : Les tiers-lieux de l'éducation à la citoyenneté des jeunes au Québec. Les Presses de l'Université d'Ottawa. https://press.uottawa.ca/fr/9782760341203/faire-lexperience-de-la-democratie/

Kincheloe, J. L. (2001). Describing the Bricolage : Conceptualizing a New Rigor in Qualitative Research. Qualitative Inquiry, 7(6), 679 692. https://doi.org/10.1177/107780040100700601

TOWARDS A THIRD SPACE WITHIN A MIDDLE SCHOOL: A QUEST FOR SUBJECTIVATION

Enrico Ieroncic (Università degli Studi di Verona, Italy)

Third Space theory | Subjectivation | Partecipatory Action Research

Article 12 of the United Nations Convention on the Rights of the Child offers a pivotal framework for recognizing children not as citizens-in-waiting, but as active political actors within their educational communities. This framework is fundamental to ensuring that rights are not merely stated but effectively practiced (Lundy, 2007). However, formal institutions often prioritize adult-led agendas and rigid hierarchical structures, effectively silencing students' capability to influence their own educational paths (Ingold, 2018). Recognizing these dynamics is vital for establishing an inclusive environment where children's perspectives are not just "heard", but become a primary force in shaping school life (Balloo, 2023; Gupta, 2015; Gutiérrez, 2011). This ongoing PhD research initiative centers on the co-construction of a "Third Space" (Bhabha, 2004; Tatham, 2025) within a middle school situated in the hinterland of Venice (Italy), a borderland region marked by marginalization and rich sociocultural diversity (Anzaldúa, 1987; hooks, 2009). Rather than a top-down intervention, this project conceptualizes the Third Space as a site of subjectivation—a vibrant arena where students' lived experiences and institutional school culture intersect and transform one another (Biesta, 2024, 2021). Our objective is to investigate how young people, acting as protagonists of their own development, exercise their agency to reshape knowledge and identity through an ecological perspective (Biesta and Tedder, 2007). We view the school as a space where subjectivation occurs through students' direct responsibility for decisions that impact their collective future, disrupting the conventional divide between formal education and students' life-worlds (Ingold, 2018; Rantavuori & Sannino, 2026). To realize these objectives, we adopt a participatory and horizontal methodology that breaks with traditional "extractivist" research (Mortari, 2016). A series of collaborative activities will engage teachers, students, and stakeholders not as subjects of study, but as co-researchers in shared brainstorming. This year we started the participant observation, the first round of collaborative semi-structured interviews with educational stakeholders, and interactive workshops with students to uncover the essence of the Third Space within this school (Sannino, 2010). The ongoing data analysis identifies both facilitators and potential challenges to sustain a thriving democratic space within the school context, encouraging all participants to critically reflect their interactions and power dynamics (hooks, 1994). We are dedicated to a longitudinal approach and anticipate our next collaboration with the school community to produce a comprehensive research report. This initiative will culminate in an in-depth podcast that features student reflections, thereby providing a platform to amplify their voices as the primary agents of pedagogical innovation. The ultimate objective of this work is to explore how acknowledging student agency transforms the school and how it contributes to institutional change towards democratic and inclusive learning environments. At this juncture in our ongoing research, we present our analysis of the initial round

of semi-structured interviews, alongside data derived from participant observations. This data encompasses the roles of educational stakeholders, the challenges faced by teachers, the ways in which students experience and navigate the school environment, and preliminary considerations regarding the Third Space within the middle school context.

Anzaldúa G. (1987). Borderlands/La Frontera: The New Mestiza. Aunt Lute books.

Balloo K. et al. (2023), «Exploring the identities of pathways educators through the lens of Third Space Theory». Pedagogy, Culture & Society, 32(5), 1549–1571. https://doi.org/10.1080/14681366.2023.2230986.

Bhabha K. Homi. (2004; 1994). The Location of Culture. Routledge Classics. DOI: 10.4324/9780203820551.

Biesta, G. (2024). «Desinstrumentalizando la educación. Teoría de la Educación». Revista Interuniversitaria, 36(1), 1-12. https://doi.org/10.14201/ teri.31487

Biesta, G. (2021). World-centered education. A View for the Present. Routledge

Biesta, G., Tedder, M. (2007). "Agency and learning in the lifecourse: Towards an ecological perspective". Studies in the Education of Adults. Vol. 39, No.2, pp. 132-149.

Gutiérrez K. D. (2011), «Developing a Sociocritical Literacy in the Third Space». Reading Research Quarterly, 43(2), 148-164.

Gupta A. (2015), «Pedagogy of third space: A multidimensional early childhood curriculum», Policy Futures in Education, Vol. 13(2) 260–272.

hooks b. (1994). Teaching to Transgress. Education as the Practice of Freedom. Routledge

hooks, b. (2009). Belonging: A Culture of Place. Routledge.

Ingold, T. (2018). Anthropology and/as Education. Routledge.

Lundy, L. (2007). "Voice" Is Not Enough: Conceptualising Article 12 of the United Nations Convention on the Rights of the Child. British Educational Research Journal, 33(6), 927–942. http://www.jstor.org/stable/30032800

Mortari, L. (2016). Cultura della ricerca e pedagogia. Prospettive epistemologiche. Carocci

Rantavuori, P., & Sannino, A. (2026). What Adolescents Find Engaging and Why the Content of Instruction Does Not Come Up: A Student-Centered Just Perspective on School Engagement. Teachers College Record: The Voice of Scholarship in Education, 127(11-12), 28-59. https://doi.org/10.1177/01614681251408929

Sannino A. (2010). «Teachers' talk of experiencing: Conflict, resistance and agency». Teaching and Teacher Education 26 (2010) 838-844, DOI:10.1016/j.tate.2009.10.021

Soja Edward W. (1996). Thirdspace: Journeys to Los Angeles and Other Real-And-Imagined Places. Blackwell

Tatham C. (2025). «A systematic literature review of Third Space theory in research with children (aged 4-12) in multicultural educational settings». Pedagogy, Culture & Society, 33:3, pp. 867-886. DOI: 10.1080/14681366.2023.2283798

CHILDREN AS POLITICAL SUBJECTS: INFRAPOLITICS, WAR OF POSITION AND DEMOCRATIC STRUGGLE IN SCHOOL

Maria Giatsi Clausen (Queen Margaret University, Edinburgh, United Kingdom) · **Lorena Elektra Clausen** (Independent youth scholar)

Children's political agency | Infrapolitics | War of position; Scholé

This co-authored paper, written by an adult scholar and a young person, examines children as present political actors whose everyday experiences in school reveal ongoing negotiations with power, authority and democracy. The collaboration itself is a deliberate enactment of the argument: that children are not citizens-in-waiting but legitimate co-producers of political knowledge. By sharing authorship, the paper seeks to live the democratic and intergenerational values it advocates. The paper argues that children already participate in political life through subtle acts of compliance, resistance, solidarity and collective action within and beyond formal schooling. Drawing on Ivan Illich's critique of institutionalized education and Foucault's analysis of discipline and surveillance, contemporary schooling is situated within neoliberal structures that normalize hierarchy, performance and compliance. At the same time, Václav Havel's notion of the "ideological excuse" helps illuminate how children strategically conform to institutional expectations in order to avoid sanction and preserve spaces of autonomy. The presentation will explore real-life examples of such ideological excuses, while privately disengaging, questioning or reinterpreting their experiences. Building on James C. Scott's concept of infrapolitics, the paper examines everyday forms of resistance, such as minimal compliance, quiet refusals, peer solidarities and selective participation, as "hidden transcripts" that coexist with public conformity. These practices reveal children's political literacy and their capacity to interpret and negotiate institutional power without necessarily engaging in overt confrontation. The paper also turns, briefly, to more visible collective struggles through Gramsci's distinction between "war of position" and "war of manoeuvre." Examples of war of position include sustained efforts to reshape school culture through student assemblies, curriculum discussions, and solidarity with teachers during disputes, as gradual attempts to transform common sense from within institutional spaces. In contrast, examples of war of manoeuvre include school occupations, coordinated walkouts and public protests. Such moments of direct confrontation expose the political character of schooling and disrupt established hierarchies.The paper focused more on "war of position". Engaging

critically with Hannah Arendt's call for the depoliticization of education, the paper argues that schools are inherently political in their organization of time, authority and recognition. As such, the paper advances the concept of the Scholé as an alternative democratic imaginary: reclaiming time and space for shared inquiry, dialogue and collective reflection beyond narrow productivity regimes. In this vision, children are not merely being prepared for democracy; they are already enacting it through infrapolitics, solidarities and collective struggles in contested educational spaces.

Arendt, H. (1998). The Human Condition (2nd ed.). Chicago: University of Chicago Press.
Foucault, M. (1995). Discipline and Punish. New York: Vintage.
Freire, P. (2005). Pedagogy of the Oppressed. New York: Continuum.
Gramsci, A. (1971). Selections from the Prison Notebooks. New York: International Publishers.
Havel, V. (1985). The power of the powerless. In J. Keane (Ed.), The Power of the Powerless. Armonk, NY: M.E. Sharpe.
Illich, I. (1971). Deschooling Society. New York: Harper & Row.
Scott, J. C. (1990). Domination and the Arts of Resistance. New Haven: Yale University Press.

RECONFIGURING POLITICAL PARTICIPATION: YOUTH ACTIVISM AS DECOLONIAL PEDAGOGY THROUGH THE LENS OF DOING SOCIETY

Marta Salinaro (University of Bologna, Italy) · **Maila Leoni** (University of Bologna, Italy)

youth activism | political participation | doing society

The dominant debate on youth citizenship continues to question young people's capacity to operate as autonomous and competent civic actors (Print, 2007; Wood, 2022), focusing on the characteristics that relegate them outside full citizenship rights: age, economic dependence on adults, and marginal social status (Biesta et al., 2009; Gordon, 2010; Kiilakoski, 2020). This entails that the democratic participation of younger generations is still frequently interpreted through the lens of crisis, apathy, or radicalisation (Loncle et al., 2018; Haidt & Lukianoff, 2018; Biffi, 2023). However, student mobilisations and forms of youth activism that traverse schools and universities at national and transnational levels show that the issue does not concern a decline in participation, but rather a profound transformation of its forms, languages, and spaces of expression (Bressant, 2020; Brennan et al., 2022; Pickard, 2019; Taft, 2010; Pitti, 2025). These practices propose counter-narratives that value young people as political subjects capable of critically interpreting the social, educational, and symbolic conditions in which they are situated, recognising them as crucial actors for social change (White & Wyn, 2008; Shah & Khan, 2023). Through the conceptualization of doing society (Eranti and Luhtakallio, 2024), this contribution proposes a pedagogical reading of youth activism as a practice of political learning and as a form of public pedagogy (Giroux, 2000; Biesta, 2012), questioning the role of formal educational contexts in processes of recognition, legitimation, or neutralisation of such experiences. Within this framework, a decolonial and intersectional reading allows us to analyse and understand how the coloniality of knowledge (Quijano, 2000; Walsh, 2012), supported by the current political landscape and contemporary ideologies, continues to shape curricula, educational practices, and the forms of participation recognised as valid. As a consequence, the voices of young people positioned at the margins due to cultural belonging, racialisation, gender, or class remain increasingly unheard. In this context, youth activism represents a political space for the recovery and construction of new knowledge capable of challenging dominant cognitive hierarchies and of valuing education in its democratic and transformative function. Reconsidering educational contexts in light of activist practices and decolonial epistemologies (Santos, 2014) therefore means recognising young people as co-producers of knowledge and as political interlocutors, restoring centrality to education as an inclusive relational space, a site of power negotiation, of belonging construction, and of democratic participation.

Biesta, G. (2012). Becoming public: Public pedagogy, citizenship and the public sphere. Social & Cultural Geography, 13(7), 683–697.
Biesta, G., Lawy, R., & Kelly, N. (2009). Understanding young people's citizenship learning in everyday life: The role of contexts, relationships and dispositions. Education, Citizenship and Social Justice, 4(2), 5–24.
Biffi, E. (2023). Oltre la retorica della partecipazione: I giovani e le nuove forme dell'agire politico. Encyclopedeia – Journal of Phenomenology and Education, 27(1S), 55–63.
Brennan, M., Dolan, P., & Smith, A. (2022). Introduction: Placing youth at the forefront of active citizenship for social justice. Education, Citizenship and Social Justice, 17(3), 205–209.
Bessant, J. (2020). Making-up people: Youth, truth and politics. Routledge.

Eranti, V., Luhtakallio, E., Boldt, G., Jokela, M., Junnilainen, L., Meriluoto, T., & Ylä-Anttila, T. (2024). Introduction: Doing society. In Youth participation and democracy: Cultures of doing society (pp. 1–25). Bristol University Press.

Giroux, H. A. (2000). Public pedagogy as cultural politics: Stuart Hall and the 'crisis' of culture. Cultural Studies, 14(2), 341–360.

Gordon, H. R. (2010). We fight to win: Inequality and the politics of youth activism. Rutgers University Press.

Haidt, J., & Lukianoff, G. (2018). The Coddling of the American Mind: How Good Intentions and Bad Ideas Are Setting Up a Generation for Failure. Penguin.

Kiilakoski, T. (2020). Perspectives on youth participation. Youth Partnership. https://pjp-eu.coe.int/documents/42128013/59895423/Kiilakoski_Participation_Analytical_Paper_final%252005-05.pdf/b7b77c27-5bc3-5a90-594b-a18d253b7e67

Loncle, P., Cuconato, M., Walther, A., & Parreira do Amaral, M. (Eds.). (2018). Youth participation in Europe. Policy Press.

Pickard, S. (2019). Politics, protest and young people: Political participation and dissent in 21st century Britain. Palgrave Macmillan.

Pitti, I. (2025). Still relevant? Youth as an analytical tool in studies on political participation (pp. 15–24).

Print, M. (2007). Citizenship education and youth participation in democracy. British Journal of Educational Studies, 55(3), 325–345.

Quijano, A. (2000). Colonialidad del poder, eurocentrismo y America Latina, in E. Lander (ed.), La colonialidad del saber: eurocentrismo y ciências sociales perspectivas latino-americanas, Buenos Aires: CLACSO, pp.201-245.

Santos, B. de S. (2014). Epistemologies of the South: Justice against Epistemicide. Routledge.

Shah, M. A., & Khan, Z. (2023). The role of youth activism in facilitating social change: A catalyst for transformation in the contemporary era. Qlantic Journal of Social Sciences and Humanities, 4(4), 1–11.

Taft, J. K. (2010). Rebel girls: Youth activism & social change across the Americas. New York University Press.

Walsh, C. E. (2012). Interculturalidad y (de)colonialidad: Perspectivas críticas y políticas. Visão Global, 15(1–2), 61–74.

White, R., & Wyn, J. (2008). Theorising youth. In R. White & J. Wyn (Eds.), Youth and society: Exploring the social dynamics of youth experience (2nd ed., pp. 3–13). Oxford University Press.

Wood, B. E. (2022). Youth citizenship: Expanding conceptions of the young citizen. Geography Compass, 16(12), 1–13.

TO BE OR NOT TO BE A CITIZEN: HOW CHILDREN WORK AROUND POLICIES THAT DISQUALIFY THEM AS LEGITIMATE ACTORS

Raphaël Godefroid (Aix-Marseille Université, France)

Citizenship | Children as political actors | legitimationstrategies

Using empirical material collected for my PhD thesis, this abstract aims at understanding the concrete actions of educations policies claiming to « teach citizenship » to children, inside and outside of schools and their receptions by children. In France, in the aftermaths of the terrorist attacks of 2015, successive governments put clear emphasis on the so-called « éducation à la citoyenneté » (citizenship education). This teaching was designed to form pupils, from an early age all the way through their majority, to become politically active citizen and to engage accordingly in society (Barrère & Martuccelli, 1998; Xypas, 2003; Bozec, 2016). However, this program remains very unclear on the real meaning of its aim. In this abstract, I will try to demonstrate two main points. Drawing on Patrick Rayou (2000), my work tries to show that the concept of citizenship, as intended in education policies, is notable for its vagueness and polysemy and should be regarded as a social and educational construct, whose definition is the subject of constant discussion and political wrestling. Among many points, public policies, both on national and local levels, have come short to provide a consensus on the topic of children political status in the making of policies regarding their direct environment. The question of children as political actors is therefore continuously unanswered and the political discourse is revolving around a voluntary blurring between a vision of children as future citizens and a vision of children as an actual citizen of the world in which he lives. Secondly, this vagueness in political definitions has had consequences in the research both in the field of political sociology and of education sociology: depending on the vision of citizenship that is mobilized, children are to be considered either as political actors with an agency (Garnier, 2015) or as passive publics of public policies. I propose an approach inspired by the work of James C. Scott (1990) that allows for the development of a 'hidden transcript' through which children, even in dispositifs (Foucault, 1993) that do not consider them as legitimate actors, present a critical discourse and seek to assert a certain number of positions. Using data from ethnographic observations, I will try to show how children develop resistance strategies in social relationships with adults that are more or less strict but always unequal.

Barrère, Anne, et Danilo Martuccelli. «La citoyenneté à l'école : vers la définition d'une problématique sociologique». Revue française de sociologie 39, n° 4 (1998): 651-71. https://doi.org/10.2307/3323005.

Bozec, Géraldine. L'éducation à la citoyenneté: politiques, pratiques scolaires et effets sur les élèves. CNESCO, 2016.

Foucault, Michel. Dits et écrits. 3: 1976 - 1979. Gallimard, 1994.

Garnier, Pascale. «L'"agency" des enfants. Projet scientifique et politique des "childhood studies"». Éducation et Sociétés 36, n° 2 (2015): 159-73. https://doi.org/10.3917/es.036.0159.

Rayou, Patrick. «L'enfant au centre. Un lieu commun "pédagogiquement correct"». In L'école dans plusieurs mondes, par Jean-Louis Derouet. Avec Institut national de recherche pédagogique. Pédagogies en développement. De Boeck université INRP, 2000.

Scott, James C., éd. Domination and the Arts of Resistance: Hidden Transcripts. Yale University Press, 1990.

Xypas, Constantin. «Introduction: Éducation morale ou éducation à la citoyenneté?» In Les citoyennetés scolaires. Education et formation. Presses Universitaires de France, 2003. https://doi.org/10.3917/puf.meiri.2003.01.0125.

E.04

Civic Education Between Formal And Substantive Democracy

PANEL CONVENORS: Lucia Ariemma (Università della Campania Luigi Vanvitelli, Italy); Andrea Millefiorini (Università della Campania Luigi Vanvitelli, Italy)

PANEL KEYWORDS: Democracy, Civic Education, Civic Participation

Democracy, understood not merely as an institutional structure but as a socio-cultural practice and an ethical-political horizon (Dewey; Habermas), requires citizens capable of critical reflectivity, informed participation, and an inclusive perspective. Within this framework, learning is not merely a transfer of knowledge, but it is a dynamic process of building active citizenship and developing skills for democratic co-existence. From this perspective, school is not merely a place of preparation for life; rather, it becomes "life" itself for teachers and students who inhabit and shape it (Dewey; Laporta). The panel will focus on analyzing the practices employed within the teaching of Civic Education as defined in Law 92/2019 and according to the guidelines of the Ministry of Education and Merit (MIM) dated September 7, 2024. The teaching of Civic Education, from its initial definition to the present day, and through various revisions, has consistently constituted a moment within the scholastic context for the reconstruction of knowledge about citizen education. The purpose of the panel is to discuss and explore potential approaches that are complementary to traditional teaching methodologies in Civic Education, methods which focus on civic participation, the centrality of the group and the community, also considering the perspective of onlife meeting environments (Floridi).

RELIGION AND CIVIC EDUCATION AT SCHOOL BETWEEN MISUNDERSTANDINGS AND OPPORTUNITIES

Andrea Avellino (Università di Roma La Sapienza, Italy)

Religious Literacy | Active Citizenship | School

The relationship between religion and civic education represents one of the most fertile—yet problematic—fields of inquiry in contemporary pedagogy. While Law 92/2019 and the recent MIM Guidelines (2024) emphasize the need to cultivate citizens capable of navigating a pluralistic and "onlife" society, the presence of religious phenomena within the school context often oscillates between generative possibilities and profound misunderstandings. The possibility lies in the potential of religion to serve as a "reservoir of meaning" and an ethical compass. In a democracy understood as a socio-cultural practice, knowledge of religious traditions provides the tools for "critical reflectivity" and the construction of an identity open to alterity. However, this potential frequently clashes with structural misunderstandings: The overlap between civic instruction and confessional indoctrination. The difficulty of mediating between absolute religious values and democratic relativism. Emerging tensions in multicultural classrooms, where the "religious fact" can become a barrier rather than a bridge. With the atypical status of religious teaching in Italy, can the religion teacher teach civic education? This paper intends to explore how the teaching of religion (or the treatment of religious facts within pluralistic contexts) can integrate with Civic Education methodologies to promote a democratic coexistence that is truly inclusive. If school is "life itself", understanding diverse faiths and value systems becomes a key tool for decoding contemporary social complexity. Through a comparison of educational models, the discussion intends to demonstrate that religious literacy is an essential prerequisite for conscious citizenship, capable of integrating the spiritual dimension into a shared ethical-political horizon.

BORGIA Guglielmo, Civic education in the school to educate young people in civil and democratic cooperation, in Formazione & Insegnamento, XVIII/II (2020), 570–577.

Asad, T. (2003). Formations of the Secular: Christianity, Islam, Modernity, Standford University Press.

Cousin, G., & Jenkins, C. (2018). Religious Literacy in Policy and Practice, Bristol University Press.

Dewey, J. (2013). A Common Faith., Yale University Press.

Giorda, M., & Saggioromo, A. (2011). La materia invisibile. Storia e investimenti dell'insegnamento della religione a scuola, EMI

Losanno A. (2021), Il sistema educativo scolastico: educazione alla cittadinanza e ruolo dell'insegnamento della religione cattolica, Quaderni di diritto e politica ecclesiastica, Rivista trimestrale, 2, pp. 529-543.

Losito B. (2021), Educazione civica e alla cittadinanza. Approcci curriculari e didattici e ambienti di apprendimento, Scuola Democratica, Learning for Democracy n.s., pp. 189-201.

Mazzola R. (2022), Esame della disciplina dell'insegnamento della religione cattolica alla luce del "Rapporto annuale 2019" dell'Istat, Credere oggi, 1(5), pp. 59-70.

Monzon G. (2022), La competenza religiosa nell'IRC, IF PRESS: Morolo (FR).

Moscato M.T. (2015), Educazione religiosa e competenze di cittadinanza, Studium educationis, anno XVI, n.3, pp. 19-33.

DEMOCRACY, EDUCATION, AND CENTRALIZATION IN A POST-SOCIALIST CONTEXT: THEORETICAL TRIANGULATION AND FIRST FINDINGS FROM CROATIA

Monika Pažur (Faculty for Teacher Education University of Zagreb, Croatia) · **Nikola Tomašegović** (Faculty of Humanities and Social Scientist University of Zagreb, Croatia)

Democracy-as-education | Formal and substantive democracy | Post-socialist context

At its most basic level, democracy signifies "power of the people," grounded not only in majority rule but also in individual responsibility for the collective good. Beyond its institutional dimension, democracy is understood as a dynamic and evolving social process that continuously negotiates individual freedom, equality, solidarity, and the rule of law (Dahl, 1989; Rohmann, 1999). It functions simultaneously at individual and societal levels, requiring a delicate balance between personal autonomy and belonging to a community (Perotti, 1994). When equality and solidarity compete with individual liberty, the central liberal-democratic question arises: is a sustainable balance between these values possible (Sorensen, 2008)? Education is crucial in mediating this balance. Democracy depends on the political knowledge, civic awareness, and participatory capacities developed throughout life (Dewey, 1916). Schools and universities therefore represent key arenas where democracy is either enacted as a lived practice or reduced to formal procedures. Inclusion, understood as the meaningful participation of all those affected by decisions (Young, 2002), becomes a defining criterion of democratic quality. Democratic development unfolds across interconnected dimensions—policies, cultures, and practices (Booth & Ainscow, 2002)—which together shape the everyday experience of democracy within institutions. To reconstruct how these dimensions have been conceptualized across disciplines, we conducted a narrative systematic meta-analysis of more than 200 scientific and professional publications from pedagogy, political science, sociology, anthropology, and history. Through theoretical triangulation and qualitative content analysis, recurring themes, categories, and conceptual patterns were identified. The analysis revealed three dominant conceptual strands of democracy in relation to education: (1) democracy as institutional-legal governance focused on rights, representation, and formal structures; (2) democracy as participatory culture emphasizing voice, dialogue, shared responsibility, and relational power; and (3) democracy as transformative practice linked to moral responsibility, social justice, and active citizenship. These strands, often treated separately within disciplinary boundaries, were integrated into an analytically unified triangulated model conceptualized as "democracy-as-education." This model understands democracy as simultaneously structural, cultural, and pedagogical. Applying this triangulated model to the Croatian post-socialist context reveals a significant tension. While democratic institutions and legal frameworks have been formally established since the 1990s, centralized governance structures and hierarchical administrative traditions persist. Findings of previous research indicate that democracy is predominantly interpreted as a legal-institutional arrangement rather than as a participatory culture (Pažur, 2019). Student voice, shared governance, and local community influence remain limited, suggesting that democratic culture and practice lag behind formal policy commitments. The imbalance between structural democratization and cultural-pedagogical transformation reflects historically rooted asymmetries of power typical of post-socialist societies. This paper presents first-year findings from the Croatian research project "Gordian Hub of Croatian Democracy: How to Untangle It?" (DEMOhub). By situating empirical observations within a theoretically triangulated and historically grounded framework, the study demonstrates how democracy–education relations unfold across four interconnected levels: national policy, local governance, educational institutions, and individual actors. By bridging theory and empirical analysis, the study contributes to a deeper understanding of how democracy can move from formal adoption toward lived practice in centralized, post-socialist contexts.

Booth, T., & Ainscow, M. (2002). Index for inclusion: Developing learning and participation in schools. CSIE.

Dahl, R. A. (1989). Democracy and its critics. Yale University Press.

Dewey, J. (1916). Democracy and education. Macmillan.

Pažur, M. (2019). The relationship between democratic school leadership and democratic school culture in the perception of primary school teachers (Doctoral dissertation). University of Rijeka, Faculty of Humanities and Social Sciences. Retrieved from https://urn.nsk.hr/urn:nbn:hr:186:372237

Perotti, A. (1994). The case for intercultural education. Council of Europe.

Rohmann, C. (1999). A world of ideas: A dictionary of important theories, concepts, beliefs, and thinkers. Ballantine Books.

Sorensen, G. (2008). Democracy and democratization: Processes and prospects in a changing world (3rd ed.). Westview Press.

Young, I. M. (2002). Inclusion and democracy. Oxford University Press.

INSIDE THE CLASSROOM AND OUTSIDE THE NATION: ADDRESSING THE EPISTEMIC GAP BETWEEN HISTORY AND CIVIC EDUCATION IN ITALIAN UPPER-SECONDARY SCHOOLS

Alessia Frola (University of Bristol, United Kingdom)

History and Civic Education | Racialisation | Italianness

In Italy, access to full civic belonging remains deeply shaped by the citizenship regime based on jus sanguinis (Law 91/1992). As a result, many young people who were born in Italy or arrived at a young age remain legally classified as foreigners, profoundly shaping their material relationship to rights, recognition, and belonging. These dynamics are mirrored within the school system itself, where students without Italian citizenship are addressed as future members of the Italian community and socialised into the values and responsibilities associated with civic participation, while remaining excluded from the rights that full legal status entails. The classroom thus becomes a paradoxical space in which young people are symbolically socialised into full membership while empirically positioned as outsiders. Literature has shown how national identity has been historically shaped through racialised distinctions, including colonial imaginaries and North-South divides (Giuliani & Lombardi-Diop, 2013). When these historical processes remain marginal within educational narratives, students are encouraged to develop civic competencies without fully confronting the histories that structure contemporary inequalities and exclusions. Consequently, schools actively reproduce a distinction between "unmarked" Italians and "foreigners," categories that frequently map onto racialised hierarchies of belonging. This presentation examines how racialised Italianness, understood as an analytical assemblage that embeds cultural and political horizons, is produced and contested at the intersection of history and civic education in Italian upper-secondary schools. These tensions reveal an epistemic gap between the two domains: while civic education aims to promote democratic participation and inclusive belonging, history curricula often reproduce narratives of national innocence and cultural homogeneity that leave little room to critically address racialisation and the historical construction of Italianness. The paper explores how civic education laboratories and participatory learning activities can help address this gap, fostering more critical and equitable forms of civic formation for students. Drawing on Foucauldian approaches to discourse (Bacchi & Bonham, 2014; Foucault, 1972), Hall's (2017) conceptualisation of race as a floating signifier, and assemblage thinking (Deleuze & Guattari, 1987), the study approaches Italianness as a contingent formation continuously produced and negotiated through educational knowledge and practice. To investigate how these processes operate within schooling, the research combines critical discourse analysis of ministerial curricula and directives with ethnographic fieldwork in upper-secondary schools in Turin. Particular emphasis will be placed on the role of participatory workshops conducted with fourth- and fifth-year students, using methods such as problem-based learning and scenario-based discussions. The workshops invited students to critically engage with questions of belonging and historical responsibility. By bringing historical narratives into dialogue with civic questions of equity and participation, these activities sought to address the epistemic gap between history and civic education identified earlier. Preliminary findings suggest that dominant narratives of national innocence and normative whiteness produce epistemic silences around colonial histories and contemporary racial hierarchies. At the same time, moments of hesitation, discomfort, and debate reveal the pedagogical potential of civic education as a space where taken-for-granted narratives of national identity can be critically examined and reimagined.

Bacchi, C., & Bonham, J. (2014). Reclaiming discursive practices as an analytic focus: Political implications. Foucault Studies, 17, 173–192. https://doi.org/10.22439/fs.v0i17.4298

Deleuze, G., & Guattari, F. (1987). A thousand plateaus: Capitalism and schizophrenia (B. Massumi, Trans.). University of Minnesota Press.
Foucault, M. (1972). The archaeology of knowledge (A. Sheridan Smith, Trans.). Pantheon Books.
Giuliani, G., & Lombardi-Diop, C. (2013). Bianco e nero: Storia dell'identità razziale degli italiani. Mondadori Education.
Hall, S. (2017). The fateful triangle: Race, ethnicity, nation. Harvard University Press.

DESIGNING AS A FRAMEWORK FOR EDUCATING FOR CHOICE

Stefania Maddalena (University Suor Orsola Benincasa of Naples, Italy) · **Fernando Sarracino** (University Suor Orsola Benincasa of Naples, Italy)

Digital Citizenship | Decisional Autonomy | Reflective Thinking

Educating for choice represents a central pillar of digital citizenship, defined by the Guidelines for the Teaching of Civic Education as an individual's capacity to interact consciously and responsibly with technological developments (Ministero dell'Istruzione e del Merito [MIM], 2024). In a context marked by the "fragmented society" and infobesity, the mere availability of a vast amount of data does not guarantee more rational decisions; on the contrary, it often induces users to passively follow the initial options proposed by algorithms without undertaking a deeper critical analysis (Ariemma & Sarracino, 2025). In terms of "decision science", educating for choice means stimulating the activation of System 2 -slow, deliberate, and analytical thinking - in order to oversee the rapid and often biased intuitions of System 1, which operates automatically and with minimal effort (Kahneman, 2011). Decisions are, in fact, often profoundly influenced by emotions and non-objective parameters such as stereotypes and preconceptions, which act as powerful cognitive "shortcuts" (Berthoz, 2004). The uncontrolled expansion of the web and the proliferation of digital services have generated an information overload that, paradoxically, hinders decision-making processes: an excess of options causes bewilderment, unease, and dissatisfaction (Ricci et al., 2011). Consequently, we are inclined to delegate our choices to recommender algorithms, "black boxes" that, by limiting exposure to divergent perspectives and reinforcing pre-existing biases, allow us to reach a choice quickly and with satisfaction (Ariemma & Sarracino, 2025; MIM, 2024). Was it, however, a true choice? To respond to these challenges, schools must adopt a transversal perspective and laboratory-based methodologies that promote experiential learning and the ability to integrate and re-elaborate digital content in a personal way (MIM, 2024). The teaching of civic education must therefore evolve towards an "Algorithmic Pedagogy" (or AI Literacy), which equips students with the critical tools to evaluate the reliability of sources and understand the principles regulating data flow (Pasta & Rivoltella, 2022). Educating for choice means transforming students from passive consumers into responsible protagonists, capable of exercising their decisional autonomy through the critical recomposition of knowledge and the activation of deliberate thought. This contribution illustrates the evolution and pedagogical aims of an educational path focused on the "choice" enacted with students of the Degree Course in Educational Sciences. This path starts from the construct of "designing" understood as a pedagogical device to transform interaction with technology from passive consumption into an act of intentional and critical construction. Teaching how to design thus becomes an exercise in active digital citizenship, as it requires students to evaluate the reliability of sources, manage their own identity, and understand the ethical implications of their own productions. Through design, choice is no longer an option endured among alternatives suggested by an algorithm; instead, it becomes the critical synthesis of a process of knowledge recomposition, in which the student learns to govern information flows rather than being passively contaminated by them.

Ariemma, L., & Sarracino, F. (2025). Educare alla "scelta" nell'era della frammentazione. Ricerche Pedagogiche, 59(236-237), 91-108.
Kahneman D. (2011), Pensieri lenti e veloci, Mondadori.
Berthoz, A. (2004). La scienza della decisione. Codice edizioni.
Ministero dell'Istruzione e del Merito [MIM]. (2024). Decreto Ministeriale n. 183 del 7 settembre 2024. Adozione delle Linee guida per l'insegnamento dell'Educazione civica.
Pasta, S. (2023). Diventare cittadini onlife. In P. C. Rivoltella, A. Villa, & F. Bruni (a cura di), Curricoli digitali. Nuove intelligenze nuovi diritti (pp. 36-47). Franco Angeli.
Pasta, S., & Rivoltella, P. C. (a cura di). (2022). Crescere onlife. L'educazione civica digitale progettata da 74 insegnanti-autori. Scholé.
Ricci, F., Rokach, L., & Shapira, B. (2015). Recommender systems: Introduction and challenges. In F. Ricci, L. Rokach, B. Shapira, & P. Kantor (a cura di), Recommender systems handbook (pp. 1-34). Springer.
Roncaglia, G. (2018). L'età della frammentazione. Cultura del libro e scuola digitale. Laterza.
Rossi, P. G., & Sarracino, F. (2015). Macro e micro progettazione supportata dalle tecnologie. In V. Midoro (a cura di), La scuola ai tempi del digitale. Istruzioni per costruire una scuola nuova (pp. 139-149). Franco Angeli.

MAPPING CIVIC EDUCATION IN ITALY: A NATIONAL STUDY ON STUDENT ENGAGEMENT AND HUMAN RIGHTS EDUCATION FROM NURSERY TO UPPER SECONDARY SCHOOLS

Augelli Alessandra (Università Cattolica del Sacro Cuore, Italy) · **Pagliai Valentina** (Università Cattolica del Sacro Cuore, Italy)

Civic Education | Human Rights | Citizenship

Between April and October 2025, the Permanent Observatory on Civic Education 'Prof. Franco Anelli', created through collaboration between the Catholic University of the Sacred Heart and the Robert F. Kennedy Foundation of Italy Onlus Association, conducted the first quantitative survey at the national level to observe the current situation in relation to organisational and teaching methodology, human rights issues, student participation, family and community involvement, and teacher training processes. The survey involved more than 4,000 teachers from nursery, primary and lower secondary schools to upper secondary schools, distributed throughout educational institutions across the country. This contribution aims to shed light on the section of the research that specifically analysed the role of students and to share the findings on the participation of children and adolescents, the issues and methodologies they favour, the learning paths they develop, and the ways in which they develop civic awareness, exercise citizenship, and promote human rights. In light of the data and related analyses, meaningful directions, significant experiences and desirable changes are outlined.

DEWEY J. (1916), Democracy and Education: an introduction to the philosophy of education. New York, The Macmillan Company.

FREIRE P. (1970), Pedagogia do oprimido, Montevideo, Paz e Terra.

INGUAGGIATO C., YEMINI M., KHAVENSON T. (2025), A scoping review of research on school-age youth activism in global citizenship education, in «Prospects», 55, pp.143–164.

MALAVASI P., (2020), Insegnare l'umano. Milano, Vita e Pensiero.

MARITAIN J. (2001, ed. or. 1969), Per una filosofia dell'educazione. Brescia, Editrice La Scuola.

MORIN E. (1999), La testa ben fatta. Riforma dell'insegnamento e riforma del pensiero. Milano, Raffaello Cortina.

NUSSBAUM M. C. (2010), Not for profit: Why democracy needs the humanities. Princeton, Princeton University Press.

NUZZACI A., ORECCHIO F. (2022), Skills, rights and civic democracy: Citizenship education between equity, equal opportunities and learning., in «Formazione & Insegnamento», 20(2), pp. 129–143.

TRIANI P. (2018), La collaborazione educativa. Brescia, Scholé.

VARRICCHIO A. (2022), Diritto alla partecipazione di bambini, bambine, ragazzi e ragazze. In «Rassegna Bibliografica Infanzia e Adolescenza. Percorso tematico La partecipazione di bambini e bambine, ragazzi e ragazze alle attività che li riguardano», 3/22. Firenze, Istituto degli Innocenti.

DWELLING IN DEMOCRACY: SCHOOL, INFOSPHERE AND COMMUNITY PARTICIPATION

Gennaro Balzano (Università degli Studi di Messina, Italy)

Democracy | Civic Education | Onlife citizenship

In contemporary pedagogical debate, democracy can no longer be conceived solely as an institutional form or as a set of normative devices; rather, it must be understood as a daily cultural practice, as a relational experience that takes shape within the concrete contexts of social life. In the perspective of John Dewey, democracy was already conceived as a "mode of associated living," while in Jürgen Habermas it assumed the features of a public sphere grounded in communicative action and in the possibility of shared rational deliberation. Today, however, this theoretical horizon is undergoing a profound transformation: the progressive integration between the analogical and the digital dimensions radically reshapes the spaces, times, and modalities of democratic experience. Drawing on Luciano Floridi's view, according to which the distinction between online and offline now appears conceptually outdated, this contribution proposes interpreting contemporary citizenship as an "onlife" experience embedded within the infosphere; that is, not a parallel or secondary space with respect to social reality, but a structural dimension within which identities, relationships, and forms of participation are redefined. Citizenship thus assumes an informational configuration and is exercised through data, platforms, algorithms, dynamics of visibility, and processes of technological mediation that affect the construction of consensus and the organization of dissent. In light of this transformation, the teaching of Civic Education (Law 92/2019 and the Ministerial Guidelines) must be reconsidered beyond a predominantly content-based approach. The risk of an overly traditional perspective is that it fails to grasp the actual processes through which public opinion is formed and participation is exercised today. Phenomena such as disinformation, digital polarization, and algorithmic profiling cannot be regarded as marginal to the education of citizens; on the contrary, they represent sensitive arenas in which the quality of

democracy is at stake. Three main lines of development are therefore proposed. First, the promotion of critical competences capable of questioning sources, understanding dynamics of manipulation, and being aware of mechanisms of algorithmic amplification. Second, a careful analysis of new forms of digital participation, balancing the expansion of the public sphere with the risks of superficial or merely performative engagement. Third, the need for algorithmic awareness enabling individuals to understand how technological architectures shape civic experience. From this perspective, the school emerges not merely as a place for instruction about digital citizenship, but as a laboratory in which democracy is effectively inhabited and practiced, including within the hybrid environments that characterize contemporary society. Educating for citizenship today therefore means educating individuals to inhabit the infosphere responsibly, so that democracy does not shrink to a set of formal procedures, but becomes a concrete experience of conscious participation and shared community responsibility.

Dewey, J. (1916). Democracy and Education. New York, NY: Macmillan.
Dewey, J. (1927). The Public and Its Problems. New York, NY: Holt.
European Commission. (2018). Council Recommendation on Key Competences for Lifelong Learning. Brussels: Official Journal of the European Union.
Floridi, L. (2014). The Fourth Revolution: How the Infosphere Is Reshaping Human Reality. Oxford: Oxford University Press.
Floridi, L. (2015). The Onlife Manifesto: Being Human in a Hyperconnected Era. Cham: Springer.
Habermas, J. (1962). The Structural Transformation of the Public Sphere. Neuwied: Luchterhand.
Habermas, J. (1981). The Theory of Communicative Action (Vols. 1–2). Frankfurt am Main: Suhrkamp.
Law 92/2019. (2019). Introduction of Civic Education Teaching in Schools. Italian Parliament.
Ministero dell'Istruzione. (2020). Linee guida per l'insegnamento dell'educazione civica. Rome: MIUR.
OECD. (2021). 21st-Century Readers: Developing Literacy Skills in a Digital World. Paris: OECD Publishing.
Sunstein, C. R. (2017). #Republic: Divided Democracy in the Age of Social Media. Princeton, NJ: Princeton University Press.
UNESCO. (2021). Reimagining Our Futures Together: A New Social Contract for Education. Paris: UNESCO.

DECONSTRUCTING THE ALGORITHMIC PARADOX: CO-WRITING AND CRITICAL AI LITERACY IN EARLY PRIMARY EDUCATION

Fernando Sarracino (Università Suor Orsola Benincasa, Italy) · **Lucia Ariemma** (Università della Campania "Luigi Vanvitelli")

co-writing AI Primary Education

In accordance with the 'Guidelines' issued by the Italian Ministry of Education (MIM, 2024), the teaching of civic education in primary schools - structured around three interconnected conceptual pillars: the Constitution, Sustainable Development, and Digital Citizenship - is established as a cross-curricular and foundational pedagogical paradigm, aimed at the holistic development of the individual and the citizen. Its transversal nature implies that educators are required to integrate citizenship content within their specific teaching pathways, transcending the logic of fragmented knowledge to promote a unified and critical understanding of social and institutional reality. The 'on-life' reality (Floridi, 2017) in which we are immersed is increasingly integrated with Artificial Intelligence (AI) devices that act as invisible mediators: through the massive analysis of behavioural data, they filter information to steer user choices (Susser et al., 2019). This generates informational isolation that reinforces pre-existing biases and restricts encounters with diversity. The use of subtle persuasion techniques (nudges) and probabilistic calculations enables AI to anticipate and co-create individual desires, transforming apparent freedom of choice into a pre-channelled path (Zuboff, 2019). This scenario delineates a paradox of individual autonomy and raises crucial ethical questions regarding the transparency of systems that, by operating silently, redefine the boundaries of human agency and access to reality. Given these premises, it is evident that, from primary school onwards, there is an urgent need to structure Artificial Intelligence (AI) education within the framework of Civic Education. This aligns with the digital citizenship pillar, which addresses the necessity of cultivating informed technology users capable of navigating virtual spaces with critical discernment. An early approach allows pupils to be transformed from passive consumers of algorithmic suggestions into conscious citizens, capable of recognising the probabilistic and non-deterministic nature of such technologies, thereby ensuring the preservation of free and pluralistic access to reality (Panciroli & Rivoltella, 2023). Without specific algorithmic literacy, children risk growing up within "filter bubbles" which, by catering exclusively to prior preferences, drastically limit encounters with otherness and divergent thinking. Therefore, educating on AI from primary school means deconstructing this paradox of individual autonomy by making explicit the silent mechanisms that redefine the boundaries of human will (Ranieri et al., 2023). The following contribution presents a

didactic experiment conducted with children in Year 1 and Year 2 of primary school in the metropolitan area of Naples. The project was structured around a co-writing activity (Lowry et al., 2004; Tinajero & Rojas-Drummond, 2012; Storch, 2019; Coccimiglio & Ranieri, 2023; Tsatsou-Nikolouli, 2025; Martins et al., 2025), followed by a comparison with AI. The latter was utilised as an alternative device to enable children to detect the adherence (or lack thereof) of algorithmic choices to the proposed text and the extent to which these diverged from the choices made by the children themselves, thereby highlighting AI biases.

Bruni, F. (A cura di). (2023). Curricoli digitali. Nuove intelligenze nuovi diritti. FrancoAngeli.

Coccimiglio, C., & Ranieri, M. (2023). Scrivere con l'Intelligenza Artificiale. Un'esperienza di co-writing nella scuola primaria per lo sviluppo del pensiero critico e creativo. Italian Journal of Educational Technology, 31(2).

Floridi, L. (2017). La quarta rivoluzione. Come l'infosfera sta trasformando il mondo. Raffaello Cortina Editore.

Lowry, P. B., Curtis, P., & Lowry, M. R. (2004). Building a Taxonomy and Nomenclature of Collaborative Writing to Improve Interdisciplinary Research and Practice. Journal of Business Communication, 41(1), 66-99.

Martins, M., Teixeira, M., & Faneca, R. M. (2025). Shaping the future of collaborative writing in educational settings: Emerging trends and research opportunities. Journal of Education, 13(1), 243–271.

Ministero dell'Istruzione e del Merito (MIM). (2024). Decreto Ministeriale n. 183 del 7 settembre 2024. Adozione delle Linee guida per l'insegnamento dell'Educazione civica.

Panciroli, C., & Rivoltella, P. C. (2023). Pedagogia algoritmica: Per una riflessione educativa sull'intelligenza artificiale. Scholé.

Ranieri, M., Cuomo, S., & Biagini, G. (2023). Scuola e intelligenza artificiale: Percorsi di alfabetizzazione critica. Carocci.

Storch, N. (2019). Collaborative writing. Language Teaching, 52(1), 40–59.

Susser, D., Roessler, B., & Nissenbaum, H. (2019). Invisible influence: Artificial intelligence and the ethics of adaptive choice architectures. Columbia Science and Technology Law Review, 20(1).

Tinajero, K., & Rojas-Drummond, S. (2012). Escritura colaborativa en alumnos de primaria: Un modo social de aprender juntos. Revista Mexicana de Investigación Educativa, 17(52), 217–245.

Tsatsou-Nikolouli, S. (2025). Collaborative creative writing and improving interpersonal relationships in primary school: The case of primary schools in Greece. International Journal of Advanced Multidisciplinary Research and Studies, 5, 301–304.

Zuboff, S. (2019). Il capitalismo della sorveglianza: Il futuro dell'umanità nell'era dei nuovi poteri. LUISS University Press.

CIVIC FORGETTING AND CIVIC AMNESIA AS ELEMENTS OF CONSOLIDATION OF NEW DEMOCRATIC ELITES

Bohdan Szklarski (University of Warsaw, Poland)

transformation elite amnesia

In democracies which have emerged after authoritarianism development of new elites is a part of the process of transformation. We can observe certain stages in that process. At first there is concern about the role of the outgoing authoritarian elites in the new system and a plan for their replacement. It is followed by the search for the new elites, naturally coming from the amateur ranks of "democratic" opposition. Then we witness the process of professionalization of the new elites. This professionalization usually means a second replacement, this time the first generation of new democratically elected elites leaves the stage replaced by policy entrepreneurs who treat civic values instrumentally. In the background of this process of elite replacements we witness the gradual fading of the civic values from the aspirational role as noble alternatives to the authoritarian rule, to the role of a façade covering brutal power games over narrow interests. It might be said that when it comes to the significance and usage of civic values among the political elites the process of democratic transformation resembles that of semantic forgetting till it reaches the stage of civic amnesia. The process of civic forgetting has its spillover effect into the sphere of civic education of young people who become new political cadres. The purpose of this text is to describe the stages and scope of civic forgetting, explain its causes and consequences for the character and prospects of new post-authoritarian democracy.

Claude Proeschel, Andrea Szukala, Reinhold Hedtke, The Transformation of Civic and Citizenship Education: Challenges to Educational Governance, Agency and Research - An Introduction, Journal of Social Science Education, Volume 16, Number 4, Winter 2017, DOI:10.4119/jsse-847

James A. Banks, Failed Citizenship and Transformative Civic Education, Educational Researcher, Vol. 46 No. 7, pp. 366–377,

Chad Hoggan, Paul E Mabrey III, Tetyana Hoggan-Kloubert, Transformative Civic Education in Democratic Societies, Michigan State University Press, 2023

DOI: 10.3102/0013189X17726741

FORMAL CIVIC EDUCATION AND DEMOCRATIC EDUCATION THROUGH DIRECT EXPERIENCE WITHIN THE SCHOOL PLACE : A PRODUCTIVE TENSION OR VIRTUOUS INTERPLAY?

Marcelline Lejeune (UCLouvain, Belgium) · **Ivan Haverlant** (UCLouvain, Belgium) · **Marie Verhoeven** (UCLouvain, Belgium) · **Reuchamps Min** (UCLouvain, Belgium)

School democracy | civic education | democracy education

Formal Civic Education and Democratic Education Through Direct Experience Within the School Place : a Productive Tension or Virtuous Interplay? A Qualitative Survey in 10 French-speaking Belgian Schools. Building on the results on a one-year sociological research on school democracy pedagogical practices and devices in French-speaking Belgium, our contribution focuses on the relationship between formal civic and democratic education (formal teaching of rights, institutions, and rules of citizenship distributed across various subjects) and democratic education through practice (direct experience of participation, actual engagement in projects, speaking out, collective decision-making). In relation to the theme of this symposium, our contribution seeks to broaden the analytical lens by examining the interplay between formal education practices and the concrete participatory devices designed to foster the direct experience of democracy in schools (a dimension which has been politically promoted in French-Speaking Belgium in recent years, since the “Pacte pour un Enseignement d’Excellence” was voted). Based on a qualitative survey conducted in ten (primary and secondary) schools, through observations, in-deph interviews with principals, teachers, and focus groups with students, we demonstrate that these two approaches coexist to varying degrees in schools without ever fully harmonizing. These ten schools were grouped into four clusters based on their degree and modalities of implementation of democratic principles, highlighting the tensions, obstacles, and dynamics at work in contrasting settings. To the question of formal democratic education and education through action, our research reveals that these two approaches constitute a dialectical tension that runs deep in the way all schools conceive, organize, and implement democracy. This tension manifests itself in very different ways depending on the contexts observed. The contexts in the schools in the first cluster (those that are relatively new to democratic issues) focus mainly on formal learning; civic language is used, but opportunities to practice democracy remain marginal or symbolic. In intermediate configurations, projects exist but are not always linked to formal learning or existing mechanisms. In the most advanced schools, the two approaches mutually reinforce each other: participatory mechanisms are used as venues for civic learning, and formal learning gives reflexivity to lived practices. This virtuous interplay produces both firmly rooted learning and experienced notions of lived democracy.

/

HISTORICAL MEMORY AND NEW RIGHTS IN CIVIC EDUCATION THE VENTOTENE MANIFESTO AS A LABORATORY OF EUROPEAN CITIZENSHIP

Vincenzo del Giudice (University of Suor Orsola Benincasa, Naples. Italy)

historical memory | civic education | teacher training

The teaching of civic education is universally recognised as a key driver in the formation and education of constitutionally aware citizens. In recent decades, new pedagogical challenges have emerged in this field, and consequently new opportunities have arisen. These have been addressed both through Law No. 92/2019, which introduced a specific curricular subject with a substantial number of teaching hours, and through the successive national guidelines, the most recent of which were issued by Decree No. 183 of 7 September 2024. The new guidelines identify three fundamental conceptual pillars: the Constitution, economic development and sustainability, and digital citizenship. They acknowledge that the study of civic education can no longer be confined solely to the dimension of civil rights but must extend to multiple aspects of social life, including technological development and environmental issues. It is therefore necessary to reflect on whether the pursuit of these new educational objectives risks overshadowing another aspect that, even in the recent past, has been considered fundamental by several members of the scientific and civic community (for example, Aldo Moro). In particular, it is worth considering whether the educational project, even in the absence of explicit guidance, should continue to value the historical phases that have shaped the evolution of our society. This contribution therefore

aims to analyse whether, and to what extent, it is beneficial to integrate both a historical-critical approach and an ethical-critical perspective into the teaching of civic education. This analysis also incorporates the viewpoints of students—future teachers—attending the Laboratory of Planetary Citizenship and Environmental Sustainability Education offered within the Primary Education Degree Programme at Suor Orsola Benincasa University of Naples. The exploratory study is prompted by a reflection on what aspects of the Ventotene Manifesto remain relevant today—such as the values of freedom, rights and democracy, cooperation among states, European integration, and solidarity among peoples—and proceeds to critically examine some of the major contemporary challenges, including the crisis of the European Union, the resurgence of nationalism, armed conflicts, and climate change.

Ariemma L. (2016). La scuola come "palestra di democrazia" e di educazione alla cittadinanza. In Labriola G.M. (ed), La città come spazio politico. Tessuto urbano e corpo politico: crisi di una metafora, Napoli: Editoriale Scientifica, pp. 411-431.

Cambi F. (2011). Cittadinanza per il futuro: quale formazione? In Corsi M. (a cura di). Educare alla democrazia e alla cittadinanza. Lecce: Pensa MultiMedia.

Morin E. (2000). La testa ben fatta. Riforma dell'insegnamento e riforma del pensiero. Milano: Cortina.

Nussbaum M.C. (2011). Non per profitto. Perché le democrazie hanno bisogno della cultura umanistica. trad.it., di R. Falcioni. Bologna: Il Mulino.

Sirignano F.M. (2015). Per una pedagogia della politica. Roma: Editori Riuniti.

Zagrebelsky, G. (2012). Fondata sulla cultura. Arte, scienza e Costituzione. Torino: Einaudi.

INCLUSIVE CITIZENSHIP AND THE ECOLOGY OF RELATIONSHIP: EDUCATING FOR OTHERNESS THROUGH THE CINEMATIC MEDIUM

Lucia Ariemma (Università della Campania Luigi Vanvitelli, Italy) · **Fernando Sarracino** (Università degli Studi Suor Orsola Benincasa, Napoli)

Civic Education | Intercultural Education | Primary School Teachers

The integration of the Guidelines for Teaching Civic Education (MIM, 2024) with the paradigms of intercultural pedagogy establishes an educational horizon in which citizenship is no longer perceived as the mere acquisition of legal notions. Instead, it is understood as a relational praxis grounded in the recognition of otherness. The convergence of these two fields is primarily expressed through the transcendence of a monocultural vision of law and coexistence, proposing a model of "inclusive citizenship". The first pillar of the Guidelines, centred on the knowledge of the Constitutional Charter, aligns with intercultural pedagogy through the valorisation of Articles 2 and 3; by enshrining the inviolability of human rights and both formal and substantive equality, these articles mandate the overcoming of all ethnic, religious, or social barriers. In this sense, civic education becomes the elective ground for exercising "cognitive decentring" (Abdallah-Pretceille, 1996) — a pivotal capacity in intercultural reflection that enables individuals to move beyond cultural self-referentiality to embrace a plurality of perspectives as a constituent element of democracy. Parallel to this, the second thematic core regarding sustainable development and global citizenship projects individual responsibility onto a supranational scale, requiring a critical reading of global interdependencies inherent to the intercultural approach. According to Milena Santerini (2017), intercultural education for global citizenship represents the necessary evolution of the traditional concept of civic belonging, transcending the boundaries of the nation-state to embrace a planetary dimension consistent with the objectives of the 2030 Agenda. The author posits that the second pillar of the Guidelines for Civic Education should not be understood as a simple repertoire of ecological best practices, but as a pedagogical device aimed at forming a citizen capable of inhabiting complexity and interdependence, thereby promoting an "ecology of relationship" that protects both the environment and anthropological diversities. Within this framework, empathy assumes a fundamental gnoseological role: it is interpreted not as a vague sentiment of proximity, but as an "intercultural competence" that allows for the recognition of the other in their full dignity, surpassing mechanisms of exclusion and identity barriers (Portera, 2020; 2022). Santerini emphasises how empathy acts as the engine of decentring — the ability to view the world through different cultural lenses — which is an essential condition for understanding global challenges, from the climate crisis to migration, not as isolated phenomena but as nodes in a network involving the whole of humanity. Ethical responsibility is indissolubly linked to this empathic dynamism, transforming awareness into civil action. Building upon these premises, a research-training programme was developed for prospective primary school teachers. Based on film analysis as a pedagogical device (Malavasi et al., 2005), this programme constitutes an elective strategy for translating the theoretical tenets of cognitive decentring and the ecology of relationship into concrete didactic practices. The activity,

structured according to the paradigm of reflexivity, intended to utilise the filmic medium not as a mere illustrative aid, but as a "laboratory of gazes" capable of fostering the empathic posture and ethical responsibility that should characterise the teaching profession (Sozio, 2025).

Abdallah-Pretceille, M. (1996). Vers une pédagogie interculturelle. Anthropos
Santerini, M. (2017). Da stranieri a cittadini. Educazione interculturale e mondo globale. Mondadori Education.
Tarozzi, M. (2015). Dall'intercultura alla giustizia sociale. Franco Angeli.
Malavasi, P., Polenghi, S., & Rivoltella, P. C. (a cura di). (2005). Cinema, pratiche formative, educazione. Vita e Pensiero.
Mortari, L. (2020). Educare alla cittadinanza. La cura del bene comune. Carocci.
Ministero dell'Istruzione dell'Università e della ricerca (MIUR) (2014). Linee guida per l'accoglienza e l'integrazione degli alunni stranieri.
Ministero dell'Istruzione e del Merito (MIM) (2024). Decreto Ministeriale n. 183 del 7 settembre 2024. Adozione delle Linee guida per l'insegnamento dell'Educazione civica.
Portera, A. (2020). Manuale di pedagogia interculturale. Nuova Edizione. Laterza.
Portera, A. (2022). Educazione e pedagogia interculturale. Il Mulino.
Sozio, A. (2025). Educare allo sguardo. Per una pedagogia del cinema. Edizioni Universitarie Romane.

CULTURAL HERITAGE, SCHOOL, MUSEUM: EDUCATIONAL PRACTICES TO PROMOTE ACTIVE CITIZENSHIP AND DEMOCRATIC PARTICIPATION

Laura Landi (Università di Modena e Reggio Emilia, Italy) · **Chiara Pelliciari** (Civic Museums of Reggio Emilia)

Civic Education | participation | widespread education

This contribution presents Una Settimana al Museo (A Week at the Museum), an established educational initiative developed by the Civic Museums of Reggio Emilia, in which school classes temporarily relocate their learning environment within the museum's collections for an entire week. The project aligns with the emerging construct of Widespread Education and moves beyond the conventional logic of the school visit, proposing instead an immersive, co-designed educational experience in which the museum functions as an extended and shared learning environment, capable of fostering authentic dialogue across past, present, and future. The extended timeframe of the experience proves particularly well-suited to the demands of citizenship education and democratic participation. Sustained immersion in the museum space allows students to engage with complex constructs — rights, identity, participation, responsibility, and democratic coexistence — exploring their plurality of meanings and their inherently problematic dimensions. Cultural heritage and museum artefacts serve as catalysts for reflection and dialogue, enabling a form of learning that connects historical understanding, personal experience, and contemporary context. This approach resonates with the framework of Global Citizenship Education (GCED) as defined by UNESCO (2025), which emphasises the development of knowledge, skills, values, and attitudes that empower learners to act as responsible global citizens. Similarly, the European Declaration on Global Education to 2050 (GENE, 2022) calls for educational practices that nurture critical thinking, active participation, and a sense of shared responsibility across local and global dimensions. The initiative also aligns with the aims of Civic Education as established by Italian Law 92/2019 and elaborated in the Guidelines issued by the Ministry of Education and Merit (MIM) on 7 September 2024, which foreground the formation of conscious, participatory, and democratically engaged citizens. The contribution focuses on the experience of lower secondary school classes at the Museo del Tricolore in Reggio Emilia — a symbolic site of Italian institutional history, where the Italian flag was born in 1797. In this context, historical heritage becomes an occasion to interrogate the meanings of citizenship and democracy, connecting collective memory with contemporary questions of rights and civic participation. The proposed activities promote active and participatory learning. Through autonomous exploration of museum spaces, engagement with historical sources and documents, narrative construction, and structured collective discussion, students are involved in processes of inquiry and interpretation. Simulation activities and guided debate invite students to engage with questions of community life, practising listening, negotiation, and shared decision-making — competencies central to both GCED and civic education frameworks. Observations gathered during the activities indicate that students tend to perceive the museum, following this experience, as a welcoming and meaningful space in which diverse modes of learning and participation become

possible. The project demonstrates how the dialogue between school, cultural heritage, and local territory can contribute to building educational contexts oriented towards the formation of critically aware and democratically engaged citizens — positioning cultural heritage as a strategic educational resource for the twenty-first century.

Baldriga, I, (2020), Estetica della cittadinanza. Per una nuova educazione civica, Le Monnier Università, Firenze.

Campanini, R., & Pelliciari, C. (2022). Il progetto “Scuola IN Museo”: da risorsa nella pandemia a opportunità per un cambiamento educativo e culturale. Museologia Scientifica Memorie, 22, 23-28.

Cardarello R., Antonietti M. (2019): Osservare per progettare. In Nigris E., Balconi B., Zecca L. (Eds.): Dalla progettazione alla valutazione didattica. Progettare documentare e monitorare (pp. 179-206). Pearson, Milano

Dewey, J. (1930). Democracy and education: An introduction to the philosophy of education (Vol. 8). New York: Macmillan.

Hooper-Greenhill, E. (1994): Museums and their Visitors. Routledge. London & New York

Landi, L., Jornet, A., Bertolini, C. & Esteban-Guitart, M. (2025): “Scuola Diffusa” y educación ampliada como práctica socio-educativa para la inclusión. Un estudio cualitativo. In: Revista Electrónica Interuniversitaria de Formación del Profesorado, 28(1), (pp.77-92) 169

Landi, L., Pelliciari, C., & Campanini, R. (2025). Cittadinanza Globale in Museo: l’educazione al patrimonio come strategia per la comprensione del mondo contemporaneo. In Didattica dell'Educazione alla Cittadinanza Globale (pp. 141-170). Koinè.

Mascheroni, S. (2011): Per un’educazione al patrimonio culturale. La mediazione educativa nei musei e nel territorio. FrancoAngeli

Landini A., Campanini R., Pelliciari C. (2024): La Scuola In Museo: un’alleanza rinnovata e inclusiva per una cittadinanza consapevole. In Muscarà M., Poce A., Re M., Romano A. (Eds): Heritage Education Cittadinanza e Inclusione I. (pp. 77-88). Edizioni ETS

Sitografia

GENE (2022): The European Declaration on Global Education to 2050. Dublin https://static1.squarespace.com/static/5f6decace4ff425352eddb4a/t/65cbd5b4dbd08357e1f86d56/1707857361786/GE2050-declaration.pdf

ICOM (2019): Resolutions adopted by ICOM’s 34th general assembly https://icom.museum/w p-content/uploads/2019/09/Resolutions_2019_EN.pdf

UNESCO (2015): Recommendation concerning the Protection and Promotion of Museums and Collections, their Diversity and their Role in Society adopted by the General conference at its 38th Session (Parigi, 17 novembre 2015) https://unesdoc.unesco.org/ark:/48223/pf0000246331

UNESCO (2025): Global Citizenship Education https://www.unesco.org/en/global-citizenship-peace-education/need-know

E.07

Learner Voice for Democratic Learning

PANEL CONVENORS: Thomas Murray (Aontas Ireland's National Adult Learning Organisation, Ireland); Philip Finn (Aontas Ireland's National Adult Learning Organisation, Ireland)

PANEL KEYWORDS: Learner Voice, Democratic Learning, Adult Education

Learner Voice centres adult learners in policy and decision-making by offering appropriate ways of listening to their concerns to develop more supportive educational experiences and relationships. Learner Voice seeks to extend long-standing values of dialogue, equality, and empowerment in adult education beyond the classroom into institutional and policy-making domains (Fielding, 2010). Learner Voice emerges as a vital space for 'bottom-up' participation (See Beresford, 2016), one in which learners can articulate recognitions and misrecognitions and challenge wider social, cultural and economic inequalities (Fleming, 2021). At stake is what Gert Biesta (2016) has called 'democratic learning', the education that flows from participating in constructing a common life together. This panel invites papers seeking to engage with critical questions for Learner Voice advocates. How do adult education systems listen to adult learners? How do they act on what learners say? What are the implications for democracy - in our education systems and in our society – of learner participation in decision-making? What does it mean to adult learners to make their recognitions and misrecognitions known? What are the implications of not listening to Learner Voice? We welcome comparative perspectives aimed at sharing diverse Learner Voice theories and practices. From accredited learning to popular education, we are interested in discussing how Learner Voice takes shape in specific adult learning spaces and policy systems. From policy consultation through participatory budgets to popular assemblies, what institutional forms might voice take? To what extent can we have confidence in meaningful participation, substantive change, and democratic learning?

FROM PASSIVE RECIPIENTS TO CO-CREATORS: LEARNERS' VOICES SHAPING EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD) IN IRISH HIGHER EDUCATION INSTITUTIONS (HEIS)

Hayette Bellakehal (South East Technological University (SETU), Ireland) · **Niamh O`Brien** (South East Technological University (SETU), Ireland) · **Carol O`Byrne** (South East Technological University (SETU), Ireland) · **Michelle Maher** (South East Technological University (SETU), Ireland)

Learners` Voices | Education for Sustainable Development (ESD) | and Higher Education Institutions (HEIs)

In response to global uncertainties, UNESCO (2020) positioned Education for Sustainable Development (ESD) as a critical framework to prepare learners for economic and socio-ecological crises. However, this goal often faces institutional barriers. Fundamentally, ESD is based on "transformative learning", where education goes beyond conveying facts to empowering students to shift perspectives and take meaningful action (Mezirow, 2000; Sterling, 2011). While ESD is theoretically rooted in transformative agency, current institutional models frequently treat students as passive recipients of information rather than active partners in a democratic "educational commons". Hierarchical decision-making risks reducing the student's role to a mere statistic, obstructing the participatory engagement needed for genuine democratic learning (Biesta, 2016)—a process essential for strengthening dialogue, equality, and empowerment in society. This study investigates learners' perspectives on sustainability in Irish Higher Education Institutions (HEIs) and the factors influencing their engagement. The first phase adopted a qualitative inquiry to capture diverse viewpoints on ESD, revealing key themes of engagement, dialogue, and equality. These insights informed the development of a quantitative measurement scale for ESD, guiding the survey design and contributing to its subsequent validation. The resulting framework offers a practical diagnostic tool for Irish HEIs to assess learners' engagement with ESD. This research adopts a constructivist grounded theory orientation with an exploratory sequential mixed methods design to develop an integrated theory rooted in learners' voices. In the first phase, semi-structured interviews (n=18) and a focus group discussion (n=4) were conducted with undergraduates from two campuses of one Irish HEI. The analysis followed an inductive, data-driven approach, capturing the richness and complexity of students' perspectives without imposing pre-existing theories. The qualitative data were analysed using reflexive thematic analysis guided by grounded theory principles of iterative coding, constant comparison, and theory generation from emerging data. Codes were grouped into survey domains, and learners' direct quotes informed the development of survey items. The survey will later be administered across five university campuses to test and validate insights on a larger scale. Findings reveal that sustainability evokes diverse, often conflicting perspectives, from scepticism and frustration to hopelessness. Many learners perceive sustainability as unattainable due to systemic financial constraints, fostering a sense of "infeasibility" that limits participatory engagement.

Participants also highlighted a tension between authentic sustainability and dominant capitalist priorities, noting that institutional narratives often prioritise reputational sustainability and economic growth over deeper structural transformation. This suggests that learners' voices navigate a landscape of "misrecognition," typically marginalised by market-driven agendas. The results suggest that to support democratic learning, ESD needs to move beyond hierarchies and uphold shared values of responsibility, stewardship, and equity. By cultivating critical thinking to navigate complex power structures, HEIs can enable students to transform passive frustration into active, agentic participation in shaping a sustainable common life. This study makes a methodological contribution through an assessment framework co-created with learners to centre their voices at the heart of institutional ESD evaluation. This participatory instrument provides a concrete solution, enabling Irish and international HEIs to assess learners' needs effectively and move beyond tokenistic engagement.

Biesta, G. (2016) The beautiful risk of education. London: Routledge.
Mezirow, J. (2000) Learning as transformation: Critical perspectives on a theory in progress. San Francisco, CA: Jossey-Bass.
Sterling, S. (2011) Sustainable education: Re-visioning learning and change. 2nd edn. Bristol: Green Books.
UNESCO (2020) Education for sustainable development: A roadmap. Paris: UNESCO. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000374802 (Accessed: 11 February 2026).

FROM VOICE TO BELONGING: REIMAGINING UNIVERSITY COMMUNITY THROUGH DIALOGUE TABLES

Giulia Elardo (University of Padua, Italy)

learner voice | critical pedagogy | dialogue tables

The quality of intergenerational relationships has undoubtedly changed. Educational relationships—such as those between parents and children or teachers and students—have taken on new forms in response to the transformations characterising contemporary society, including the advent of the internet, new media, and artificial intelligence (Jandrić, 2017). In this context, the adult world appears to be finding it increasingly difficult to respond adequately to the demands and needs of younger generations. This is evident in the growing number of anxious parents who turn to specialists and manuals (Haidt, 2024), teachers who often feel frustrated by their perceived inability to understand youths (Cickovska, 2022), and policy measures of questionable effectiveness aimed at addressing youth violence (such as recent proposals to introduce metal detectors in schools). Adults frequently appear inadequate, presenting themselves either as fragile caregivers or oscillating between extremely controlling and highly indulgent attitudes, often unable to express dissent or set limits. Such approaches risk fostering a sense of uncertainty among young people and a weakened adherence with reality, resulting in increased fragility in managing relationships and social challenges. These dynamics contribute to the gradual withdrawal of many adolescents and young adults from the public sphere and to a diminished capacity to imagine themselves as active citizens within a democratic society (Giroux, 2014). Increasingly absorbed by their smartphones, young people risk becoming subjugated by social media, influenced by the myth of perfection and the anxiety generated by systems of capitalist efficiency. In this scenario, some turn to "alternative listeners" (e.g. AI-based tools acting as psychological supports) to address their doubts and questions. Others respond by engaging in "social and digital detox" practices, while still others demonstrate a strong commitment to proactivity in areas such as peace and sustainability. As educators, we cannot remain silent in the face of the multifaceted requests for listening expressed by young people. Among the experiences that higher education can offer, dialogical practices emerge as powerful tools for empowerment, critical awareness, and democratisation. The research project presented in this paper is situated within this framework. Drawing on critical–emancipatory pedagogy (Denzin & Lincoln, 2023) and a bottom-up participatory approach, the study employed a qualitative research design centred on a series of five focus groups—referred to as "dialogue tables"—with students enrolled in Educational Sciences degree programmes at several Italian universities. The aim was to explore students' attitudes towards personal and collective participation by foregrounding their voices and concerns. The dialogue tables were facilitated by the researcher using an interview guide developed from the thematic analysis of responses to a questionnaire administered in spring 2025 (n of responses= 580). Each dialogue table lasted approximately two hours and engaged participants in discussion around five generative themes. The project sought to create a shared dialogical space

in which students could collectively reflect on practical issues that directly affect their lives as individuals and citizens. This practice aims to support the development of dialogical skills, autonomy in decision-making, and responsibility towards others, in line with the goal of cultivating humanity (Nussbaum, 2006).

Cickovska, E. (2022). Influence of educators' perception of gen z students in higher education. Horizons - International Scientific Journal, 31(2), 53-64. https://doi.org/10.20544/HORIZONS.A.31.2.22.P04

Denzin, N.K., Lincoln, Y.S., Giardina, M.D., Cannella, M.S. (2023). The SAGE Handbook of Qualitative Research (6th ed.). Sage.

Giroux, H.A. (2014). "Punishment Creep and the Crisis of Youth in the Age of Disposability". In Anthony, J., Nocella II., Priya Parmar, David, Stovall (Edited by), From Education to Incarceration: Dismantling the School-to-Prison Pipeline 453, pp. 69-85. Peter Lang.

Haidt, J. (2024). La generazione ansiosa. Come i social hanno rovinato i nostri figli. Milano: Rizzoli.

Jandrić, P. (2017). Learning in the edge of digital reason. Sense Publishers

Nussbaum, M. (2006). Coltivare l'umanità. I classici, il multiculturalismo, l'educazione contemporanea. Carocci

ADULT EDUCATION AND DEMOCRATIC LEARNING: LISTENING TO LEARNER VOICE

Thomas Murray (AONTAS Ireland's National Adult Learning Organisation, Ireland)

learner voice | democracy | adult education

Drawing on the work of Antonio Gramsci and Paulo Freire, Marco Pitzalis (2024) has proposed that emancipatory projects to counter neoliberalism require research that interrogates the education system 'from below'. It follows that democratic dialogue demands 'epistemic justice', a critique-movement against and beyond power-holders' symbolic violence of classification, categorisation, and devaluation 'from above'. Acknowledging this challenge, to what extent might Learner Voice foster democratic dialogue between academia, policy makers and practitioners in adult education? The following paper explores this question through the lens of a single case study: the National Further Education and Training Learner Forum (NFLF) of Ireland. The NFLF is one of the largest and most enduring Learner Voice projects in Europe. Since the first national forum was held in 2016, the NFLF has engaged and listened to over 14,000 adult learners. Each year, the NFLF brings together hundreds of adult learners across Ireland to ask their views of and satisfaction with their experience of Further Education and Training (FET). Its purpose is to ensure that FET meets the needs of adult learners today and continues to do so in future. AONTAS, Ireland's National Adult Learning Organisation, is responsible for the NFLF, collaborating with the state's 16 Education and Training Boards to host regional forum events. AONTAS documents Learner Voice through both regional and national reports, and further utilises these findings as an evidence-base for advocacy to influence national policy. In the context of multiple, intersecting crises of ecology, economy, and society, fostering democratic practice and conviction in adult education acquires renewed urgency. Arguably, the NFLF creates a space within which to embed 'democratic learning', the learning that flows from participating in constructing and maintaining a common life (Biesta, 2016, 104). Reflecting on the work of the NFLF offers us an opportunity to consider the quality of dialogue among diverse actors in the adult education system, assessing its fundamental character as well as associated challenges and opportunities. The present paper highlights both the potential for transformative change that arises when we listen deeply to adult learners and the necessity of institutions to make voice effective. In doing so, the paper speaks to diverse, interdisciplinary scholarship in the fields of citizen participation, participatory social policy and transformative student voice (Clancy and Murray, 2025; Murray and Brennan, 2023; Angus et al., 2013; Fielding, 2010).

Angus, L., Golding, B., Foley, A. & Lavender, P. (2013). Promoting learner voice in VET: Developing democratic, transformative possibilities or further entrenching the status quo? Journal of Vocational Education and Training, 65, 560-574.

Biesta, G. (2016). Good Education in an Age of Measurement: Ethics, Politics, Democracy. London: Routledge.

Clancy, S., and Murray, T. (2025). Chapter 12: Community, university, and democracy in Ireland and the UK: a dialogue. In Research Handbook on Adult Learning and Education, Cheltenham, UK: Edward Elgar Publishing, pp. 141-150.

Fielding, M. (2010). The Radical Potential of Student Voice: Creating Spaces for Restless Encounters. The International Journal of Emotional Education, 2(1), 61–73.

Murray, T., and Brennan, R. (2023). 'The People, the Spaces, the Talking!' Igniting Community-Based Higher Education. Studies in the Education of Adults, 57(1), pp. 37–58.

Pitzalis, M. (2024, June 2). 'Education and/for Social Justice' [Plenary Address]. Conference of Scuola Democratica, 2024, University of Caligiari, Sardinia.

NAVIGATING DIGITAL BARRIERS: IMPLICATIONS FOR INCLUSION INTO LIFELONG LEARNING.

Kevin McCabe (Dublin College Balbriggan (Adult Education Service), Ireland)

Lifelong Learning | Neoliberalism | Online Course Application Systems

This abstract addresses the issue of adult learners with limited digital skills applying online for courses with Adult Education Services (AESs). AESs meet the educational needs and goals of a highly diverse student body (Grover and Miller, 2016). This diversity is reflected in AES course provision, including but not limited to: professionally accredited courses, English language courses, literacy courses, and community education courses. In the Republic of Ireland (ROI), adults are directed to a website called Further Education and Training Course Hub (FETCH) to apply for lifelong learning courses. FETCH was launched in 2016 with the intention of making adult education more accessible (Mitchell, 2016) and is aligned with governmental pledges to make lifelong learning inclusive of all adults (DFHERIS, 2020). This digitisation of the course application process epitomises how digital systems are rapidly replacing their analogue predecessors (Pihlainen et al., 2021). However, these digital systems place adults at risk of social exclusion if they do not possess the requisite skills to use them fully (Enright, 2023). Some adults require an alternative to digital forms (Anrijs et al., 2023). Almost 50% of respondents to a literacy survey in the ROI know an acquaintance who requires digital device support (DFHERIS, 2021). Notably, some adult learners attending digital literacy classes can still require support when using apps or the internet outside of the classroom (AONTAS, 2025). Furthermore, AESs have a responsibility to respond to learner needs at the local level (DES, 2000) and an ability to develop appropriate procedures for current and prospective students (Ross-Gordon et al., 2017). Yet, policy-compliance issues can hamper initiatives to broaden participation in lifelong learning (Clain, 2016). Moreover, neoliberal policies and practices have taken root in European education (Schmoelz, 2023). Notably, equity through the neoliberal lens has been reconstructed in economic, efficiency, and performance-measurement terms, while it does not address the causal factors of inequality, thus further alienating marginalised learners (Mikelatou and Arvanitis, 2021). Consequently, digitally vulnerable adult learners are expected to use a 'top-down', neoliberal-esque course application process that is not informed by their needs, which can in turn become an institutional barrier (Sualehi, 2023) for those adults who cannot complete the form. The impact of using such systems on said adults includes privacy concerns (Mesa, 2023; Tokovska et al., 2023), disempowerment (Hill et al., 2015), exclusion (Seifert et al., 2018), and stress (Nimrod, 2017). However, digital services have the capacity to be 'bottom-up' and designed around the needs of end users via consultation with them (Savoldelli et al., 2014; Tokovska et al., 2023). I advocate that the Learner Voice should be meaningfully heard in discussions and decisions about course applications systems. Not listening to adult learners who have difficulty in navigating, or concerns with, digital application processes risks excluding them from lifelong learning altogether. This could potentially create a Matthew Effect wherein those who successfully completed courses before will continue to do so, and those who experience challenges with course applications will not reap the benefit of lifelong learning (Van Nieuwenhove and de Wever, 2021).

Anrijs, S., Mariën, I., De Marez, L. and Ponnet, K. 2023. Excluded from essential internet services: examining associations between digital exclusion, socio-economic resources and internet resources. Technology in Society. 73, pp.102-211.

AONTAS, 2025. AONTAS Learner Voices Across Ireland: The National FET Learner Forum Report 2024 – 2025. Available at: https://www.aontas.com/wp-content/uploads/2025/11/AONTAS-Learner-Voices-Across-Ireland-Report_Final.pdf

Clain, A. 2016. Overcoming barriers in lifelong learning: moving towards ET2020 Goals. Revista Romaneasca pentru Educatie Multidimensionala. 8, pp.51-66.

Department of Education and Science. 2000. Learning for Life: White Paper on Adult

Education. [Online]. Dublin: Department of Education and Science. [Accessed

26 January 2025]. Available from: https://www.gov.ie/pdf/?file=https://assets.

govie/79055/f36653c3-3035-41ec-9838-4674a1939f94.pdf#page=null

Department of Further and Higher Education Research Innovation and Science. 2020. Future FET Transforming Learning. The National Further Education and Training (FET) Strategy. [Online]. Dublin: Department for Further and Higher Education Research Innovation and Science. [Accessed 26 January 2025]. Available from: https://www.solas.ie/f/70398/x/64d0718c9e/solas_fet_strategy_web.pdf

Department of Further and Higher Education Research Innovation and Science. 2021. Adult Literacy for Life: A 10-Year Adult Literacy, Numeracy and Digital Literacy Strategy. [Online]. Dublin: Department for Further and Higher Education Research Innovation and Science. [Accessed 26 January 2025]. Available from: https://www. adultliteracyforlife.ie/f/120607/x/133e8d1481/15607_all_strategy_web.pdf

Enright, T. 2023. The importance of digital citizenship for adult learners. Fine Print. 46(3), pp. 8-11.

Grover, K.S. and Miller, M.T. 2016. Leadership in adult education agencies: imperatives for a new century. Journal of Adult Education. 45(2), pp.8-19.

Hill, R., Betts, L.R. and Gardner, S.E. 2015. Older adults' experiences and perceptions of digital technology: (dis)empowerment, wellbeing, and inclusion. Computers in Human Behavior. 48(48), pp.415-423.

Mesa, D. 2023. Digital divide, e-government and trust in public service: the key role of education. Frontiers in Sociology. 8, pp.1-12.

Mikelatou, A. and Arvanitis, E. 2021. Pluralistic and equitable education in the neoliberal era: paradoxes and contradictions. International Journal of Inclusive Education. 27(14), pp.1611-1626.

Mitchell, P. 2016. New one-stop hub for further education and training courses. [Online]. [Accessed 30 January 2025]. Available from: https://educationmatters.ie/new-onestop-information-hub-will-cover-education-training-courses

Nimrod, G. 2017. Technostress: measuring a new threat to well-being in later life. Aging and Mental Health. 22(8), pp.1086-1093.

Pihlainen, K., Korjonen-Kuusipuro, K. and Kärnä, E. 2021. Perceived benefits from nonformal digital training sessions in later life: views of older adult learners, peer tutors, and teachers. International Journal of Lifelong Education. 40(2), pp.155-169.

Ross-Gordon, J.M., Rose, A.D. and Kasworm, C.E. 2017. Foundations of adult and continuing education. San Francisco: Jossey-Bass.

Savoldelli, A., Codagnone, C. and Misuraca, G. 2014. Understanding the e-government paradox: learning from literature and practice on barriers to adoption. Government Information Quarterly. 31, pp. S63-S71.

Schmoelz, A. 2023. Digital humanism, progressive neoliberalism and the European digital governance system for vocational and adult education. Journal of Adult and Continuing Education. 29(2) pp. 735-759.

Seifert, A., Hofer, M. and Rössel, J. 2018. Older adults' perceived sense of social exclusion from the digital world. Educational Gerontology. 44(12), pp.775-785.

Sualehi, S.H. 2023. (Some) adults left behind: digital literacy and the working learner. New Directions for Adult and Continuing Education. 2023(179), pp.67-77

Tokovska, M., Ferreira, V.N., Vallušova, A. and Seberíni, A. 2023. E-Government—the inclusive way for the future of digital citizenship. Societies. 13(6), pp.141-155.

Van Nieuwenhove, L. and De Wever, B. 2021. Why are low-educated adults underrepresented in adult education? Studying the role of educational background in expressing learning needs and barriers. Studies in Continuing Education. 44(1), pp.1-18.

DISABILITY, SOCIAL JUSTICE AND THE POWER OF LEARNER VOICE

Philip Finn (AONTAS, Ireland)

learner voice | democracy | disability

Disability is neglected both in terms of applications of social justice perspectives and in what an understanding of disability can bring to these perspectives (Mladenov 2016). Fraser (1996) contends that social justice requires 'parity of participation' through redistribution, recognition and representation. In the realm of education, Learner Voice offers a space in which these goals can be pursued and realised by centring the agency of learners as active participants and partners in educational processes rather than as objects of policy and pedagogy (Dowdall, Sheerin, and O'Reilly 2019). Learner Voice aims to extend the values of democracy, equality and empowerment central to adult education practices from the classroom into institutional and decision-making domains (Fielding 2010). People with disabilities face a significant risk of poverty, high unemployment rates, and lower educational attainment levels than the general population, as well as stigma and discrimination (EDF 2022), which undermines a 'parity of participation'. Compounding this is an extra 'cost of disability' in their everyday lives due to navigating society with a disability. To what extent then can Learner Voice respond to the redistributive, symbolic and representative inequalities faced by learners with disabilities? The paper utilises mixed method research carried out by AONTAS, the Adult Learning Organisation, as part of the National Further Education and Training (FET) Learner Forum (NFLF) in Ireland. The NFLF is carried out annually and the project is one of the largest of its kind in Europe. Between October 2024 and May 2025, the NFLF included a total of 98 focus groups incorporating 778 learners and 1858 survey respondents across 10 regional Education and Training Boards. The NFLF operates on a Learner Voice basis providing opportunities for learners to articulate their experience of FET to inform evidence-based advocacy to influence national policy. As such, the NFLF aims at 'democratic learning' (Biesta 2016) by providing mechanisms for learners to participate in, and shape, their world. By attending to these opportunities and challenges faced by a sub-set of research participants, learners with disabilities, we can unpack the environmental and symbolic supports necessary to enhancing participation in adult education. In doing so the paper returns to Fraser (1995) to distinguish between the affirmative practices correcting inequalities and transformative practices aiming deeper structural changes, and the potential of the NFLF as a space 'in-against-and beyond' (Holloway 2010) the policy context in which it operates.

Biesta, G. (2016). Good Education in an Age of Measurement: Ethics, Politics, Democracy. London: Routledge.

Dowdall, L. Sheerin, E., and O'Reilly, N. (2019). 'The National Further Education and Training (FET) Learner Forum: The Benefits and challenges of Transforming Learner Voice into Policy Change.' The Adult Learner: The Irish Journal of Adult and Community Education. Pp.148-165.

European Disability Forum (EDF). (2022). Poverty and Social Exclusion of Persons with Disabilities. Brussels: European Disability Forum.

Fielding, M. (2010). 'The Radical Potential of Student Voice: Creating Spaces for Restless Encounters.' The International Journal of Emotional Education, 2(1):61-73.

Fraser, N. (1995). 'From Redistribution to Recognition? Dilemmas of Justice in a 'Post-Socialist' Age.' New Left Review 212: 68-93.

Fraser, N. (1996). 'Social Justice in the Age of Identity Politics: Redistribution, Recognition and Participation.' The Tanner Lectures on Human Values. Stanford University, April 30-June 2.

Holloway, J. (2010). Crack Capitalism. London: Pluto Press.

Mladenov, T. (2016). 'Disability and Social Justice.' Disability and Society, 31(9):1226-1241.

DEMOCRATIC PARTICIPATION IN LEARNING CITIES. LEARNING FESTIVALS AS EDUCATIONAL COMMONS

Carmel Berendi (ASEM Lifelong Learning Research Network)

learning cities | lifelong learning | participation

In recent years, the concept of Learning Cities has emerged as a significant policy and practice framework for strengthening democratic participation through lifelong learning. Developed within the policy architecture of the UNESCO Institute for Lifelong Learning and the UNESCO Global Network of Learning Cities, the learning city approach places learners and communities at the centre of local lifelong learning ecosystems. UNESCO policy frameworks emphasise that learning opportunities should respond to the needs, aspirations, and lived experiences of citizens, thereby fostering inclusive participation and social cohesion (UIL, 2015; UIL, 2021). This paper explores how Learner Voice is enacted within learning city ecosystems through the practice of learning festivals, which represent distinctive civic spaces where adult learners, educators, civil society organisations, and local authorities collaboratively shape lifelong learning opportunities. Learning festivals are typically developed through participatory processes in which programme themes and activities emerge from learners' interests, community initiatives, and local organisations. In this way, they provide concrete mechanisms for bottom-up participation and democratic engagement in adult learning. (O Tauma, 2016) The study investigates how learner needs and experiences influence the design and organisation of learning festivals and related lifelong learning initiatives in selected European learning cities. The comparative study adopts a qualitative approach across three national contexts: Cork and Limerick (Ireland), Pécs and Szombathely (Hungary), and Trieste and Cividale del Friuli (Italy). These cities represent diverse yet interconnected examples of learning city development within European lifelong learning policy networks. (UIL, 2017) Methodologically, the research employs autobiographical inquiry in the form of in-depth qualitative interviews with adult learners, organisers of learning festivals, and coordinators of local lifelong learning initiatives. By foregrounding the lived experiences of participants, the study explores how learners perceive recognition, participation, and agency within these learning ecosystems. Particular attention is given to how learner input shapes programme design, institutional collaboration, and community engagement in local learning initiatives. The paper also situates these practices within their broader socio-political context. In several contemporary societies, opportunities for participatory democracy are under pressure due to increasing political centralisation and democratic backsliding. In such contexts—illustrated for example by recent developments in Hungary—spaces for civic participation within formal political structures may be narrowing. Lifelong learning initiatives embedded in local communities, such as learning festivals, can therefore acquire additional significance as alternative arenas of democratic participation, where citizens can articulate their voices, share experiences, and actively contribute to shaping the social and cultural life of their communities.(Németh, 2019) By examining learning festivals as spaces of democratic participation, the paper contributes to debates on learner's voice and democratic learning in adult education. It argues that learning city initiatives can function as educational commons, where citizens co-create learning opportunities and where participation in learning becomes intertwined with participation in civic life.

Berendi, C. Longworth, N. (2025). From Vision to Action: Lifelong Learning in Cities in Global Perspectives on Learning Cities (O Tauma, S. Agbessi,E. Nylon, T. eds.) Springer Nature

Carlsen, A., & Yang, J. (2019). Learning Cities and the SDGs: A Guide to Action. UNESCO Institute for Lifelong Learning.

Németh,B., Berendi, C. (2025). The Role of the University of Pécs in Turning the Learning City Concept into Reality: Bridging University Lifelong Learning to Learning Cities Through Innovation, Cooperation and Development, (O Tauma, S. Agbessi,E. Nylon, T. eds.) Springer NatureNémeth, B. (2019) Learning Cities. Participatory-focused Community Development in Adult and Lifelong Education. Sisyphus - Journal of Education

Neylon, T. (2016). Case Study 06 Ireland – Cork. In R. Valdes-Cotera, N. Longworth, K. Lunardon, M. Wang, S. Jo & S. Crowe (Eds.), Unlocking the Potential of Urban Communities. Case Studies of Twelve Learning Cities (pp. 72-84). Hamburg: UIL.

Osborne, M., Kearns, P., & Yang, J. (2013). Learning cities: Developing inclusive, sustainable and healthy cities. International Review of Education.

Ó Tuama, S. (2016). Cork Learning City: Building a Community Wide Learning Environment. Personal- und Organisationsentwicklung, 3-4(11), 78-83.

UNESCO Institute for Lifelong Learning (2015). Guidelines for Building Learning Cities.

UNESCO Institute for Lifelong Learning (2021). UNESCO Global Network of Learning Cities Strategy 2021–2024.

E.08

Music and Anthropology a Synergistic Dialogue in School Autonomy: Is It Possible to Co-construct Permanent Values of Active Citizenship?

PANEL CONVENORS: Marta Villa (Department of Sociology and Social Research, University of Trento); Carlo Centemeri (Independent researcher and Classical Music editor for Radio Popolare Milano)

PANEL KEYWORDS: music, anthropology, Active Citizenship

The panel invites interdisciplinary contributions exploring critical intersection of music, anthropology, and education as a tool to promote democratic pedagogical practices. Starting from the guidelines that define democracy as a plural and situated cultural phenomenon, we argue that musical practices offer a specific lens for understanding different historical periods, current social dynamics, and collective construction of meaning in diverse communities: they can be used as ethnographic sources to understand the relationship between power, culture, and cultural product (Zagrebelsky 2014). The panel will welcome both ethnographic studies and practical, participatory approaches that analyze how the production, performance, and reception of music within educational contexts function as arenas for negotiation, power dynamics, and the co-construction of values (Bagaskara et al. 2024). We intend to investigate music not merely as content, but as a methodological tool that reveals existing hierarchies, identities, and structures of belonging (Centemeri 2017). Furthermore, we will critically address the role of institutional autonomy in facilitating or hindering the integration of musical practices into curriculum. How can educational autonomy be utilized to favor the inclusion of music education at all levels of instruction, promoting the recognition of the inherent knowledge and historico-social understanding within diverse musical traditions? What tensions emerge between the democratic promise of music education, understood as a space for critical citizenship, and the constraints of public accountability and standardization? How can music education, read through the critical lens of cultural anthropology, form citizens capable of relating to the cultural products they will encounter throughout their lives?

CD AS CONNECTION DEVICE

Stefano Vaia (Coro Tridentum, Italy) · **Giuseppe Calliari** (Coro Tridentum, Italy)

Choir laboratory | alpine traditional music | connection device

This contribution aims to present the experience of the Tridentum choir-laboratory, founded in Trento (Italy) in 2017 and devoted to the historical repertoire of Alpine polyphonic singing (Labanca et al. 2020). Over the past year, the Tridentum choir-laboratory has been producing a CD intended as an opportunity to refine interpretative choices through a process that questions vocality, phrasing, and the relationship with the traditional text. This cultural project simultaneously encourages critical observation from different disciplinary perspectives. Alongside the collective work of studying and recording the songs, professionals invited to share in the experience are producing contributions that will be collected in a forthcoming volume. In this way, a compact disc takes on the broader and more significant role of a Connection Device. Choral practice within the Tridentum choir-laboratory becomes a form of active citizenship education. The choir functions as a pedagogical and social space in which collective musical production becomes a site for negotiating meanings, shared responsibilities, and reciprocal listening. From this perspective, choral practice involves not only the singers—who are called upon to exercise cooperation, coordination, and participation—but also the audience, which through listening participates in a process of cultural and symbolic construction. Choral practice thus becomes an educational device capable of activating forms of cultural citizenship both in the performative dimension and in that of reception, showing how music can operate as a space for civic education and critical reflection (Schütz 2015).

Labanca N. et al. (a cura di) (2020), I cori alpini. Musiche, testi, esperienze, storia, Unicopli, Milano
Schütz A. (2015) Fare musica insieme. Uno studio sulle relazioni sociali, Armando Editore, Roma

THE SELF-MANAGED ORCHESTRA: A CIVIC EDUCATION PROJECT IN LOWER SECONDARY SCHOOL

Andreina Re (Istituto Comprensivo Roveredo in Piano, Italy; Associazione Antropolis, Italy)

musicking | active citizenship | participatory composition

This paper analyzes the "Self-Managed Orchestra" project, developed within my school's Music Department following the introduction of Civic Education as a cross-curricular subject (Law no. 92, August 20, 2019). This regulation mandates that the subject should not be restricted to a single discipline but should emerge from the synergy of the entire Class Council through shared competence goals. Moving beyond a purely content-based perspective—which often reduces Civic Education to the study of symbols or celebratory texts—this project distances itself from a notionistic approach. Instead, it embraces the spirit of the 2018 National Guidelines and New Scenarios, which promote "Arts for Citizenship" as tools for fostering active and aware citizens. The teaching unit enables third-year students (Grade 8) to experience firsthand the weight of individual and collective responsibility. The methodological approach is based on the deconstruction of the vertical hierarchy typical of traditional orchestras, placing all operational decisions in the hands of the students to perform a collective piece within a set timeframe. This model draws on Christopher Small's concept of "Musicking," which defines music not as an object but as a relational and social action capable of shaping interactions between individuals. Through process observation, this study documents critical phases of negotiation: Repertoire Selection: Students mediate between identity-based tastes and technical feasibility, transforming the choice into a democratic act. Peer Tutoring: The establishment of "section leaders" redefines group dynamics, promoting informal learning and exposing—in a rare way—the "underground life of the classroom" (Benadusi, 2012). Collective Arrangement: Participatory composition redefines the "cultural product" as a synthesis of the group's demands, turning musical practice into an exercise in micro-politics (Laes et al., 2025). Through participant observation, musical practice is reinterpreted as a space of resistance against the pressures of evaluative standardization. It promotes a socio-historical understanding of music-making as an act of democratic co-creation and an awakening of power dynamics. Ultimately, the Self-Managed Orchestra addresses the challenge of forming citizens capable of critically inhabiting conflict.

MIUR (2018),Indicazioni Nazionali e Nuovi Scenari.
MIM (2024),Linee Guida per l'insegnamento dell'Educazione Civica.
Small, C. (1998). Musicking: The Meanings of Performing and Listening, Wesleyan University Press.
Benadusi, M. (2012). La scuola in pratica. Prospettive antropologiche sull'educazione, Firenze, Editpress.
Laes T., Biesta G., Westerlund H. (2025). The trasformative Politics of Music Education, Routledge.

"FOUNDED ON CULTURE": SINGING AS A PRACTICE OF ACTIVE CITIZENSHIP BETWEEN EDUCATIONAL AUTONOMY AND INCLUSIVITY.

Elisa Luppi (Armonicà, Italy)

Choral singing | educational autonomy | active citizenship

The contribution moves from the idea of a Republic "founded on culture," interpreting Articles 3, 9, and 33 of the Italian Constitution. While Article 9 entrusts the Republic with the promotion of culture, Article 3 clarifies its substantive dimension by committing public institutions to remove the obstacles that limit full participation in social and cultural life; Article 33, finally, safeguards the freedom of art and teaching, opening a space of pedagogical autonomy within which artistic practices may assume a public and democratic function (Zagrebelsky 2014). Within this framework, music is understood not merely as a disciplinary subject, but as a situated cultural practice capable of generating relationships, constructing shared meanings, and making visible the relational dimension of citizenship. Through the experience of the association Armonicà (Trentino), the paper analyzes collective singing as a device of inclusion and co-construction of enduring values (Freire 1970). The programmes developed – addressed to participants aged 7 to 80, including people with disabilities – integrate vocal technique, bodily awareness, theatrical expression, and choral work, configuring the group as a community of practice: a place where equality is not assumed but constructed through mutual listening, cooperative discipline, the valorization of differences, and shared responsibility for a common work. These practices have been implemented not only within the associative context but also in institutional music education settings, particularly at

the music school of Riva del Garda, where educational autonomy has made it possible to experiment with inclusive and interdisciplinary pathways. The case presented aims to contribute to the debate on the tensions between the democratic promise of music education and processes of standardization, proposing music as an educational common good and as a cultural infrastructure of active citizenship.

Freire, P. (1970). Pedagogia degli oppressi. Milano: Mondadori
Zagrebelsky, G. (2014). Fondata sulla cultura. Arte, scienza e Costituzione. Torino: Einaudi.

THE ROLE OF MUSIC IN THE EDUCATION OF CHILDREN AND YOUNG PEOPLE: TOWARDS THE PROMOTION OF A CONSCIOUS CULTURE AND CITIZENSHIP

Marianna Setti (Associazione Coro Polifonico Castelbarco, Italy)

music education | primary school | cultural transmission

My aim is to provide a critical and reasoned account of my work both as a primary school teacher and as a choir director, which allows me to observe and experience the many benefits that arise from musical practice. Both in classroom work and within the structured setting of a children's choir, it is clear how music can be regarded as an educational and social endeavour. Music is thus interpreted and utilised as a vehicle for transmitting values, both in terms of content—thanks to the lyrics used in choral practice—and from a social and well-being perspective: the importance of listening, respect and observing rules. Music is a catalyst for cognition, participation and collaboration: working together to achieve a common goal, recognising one's individuality within the group and strengthening the sense of belonging to a community (Caon, Lobasso 2008). Observing music-based activities with children and teenagers reveals just how much music can act as a facilitator in the teaching of academic subjects. I will therefore present the pilot study conducted for my undergraduate thesis in two primary school classes: the aim of the research was to examine whether music-based teaching activities can facilitate foreign language learning compared to more traditional methods, and thus act as a facilitator (Degrave 2019). Between April and May 2019, a short teaching intervention was carried out at the Mori-Brentonico Institute (TN), in which music was integrated with linguistic content and activities. It was noted that music triggered significant language memorisation processes, as these were linked to the tonal, affective and emotional dimensions (Dolean 2016).

Caon, F. & Lobasso, F. (2008). L'utilizzo della canzone per la promozione e l'insegnamento della lingua, della cultura e della letteratura italiana all'estero, Studi di Glottodidattica, 1, 54-69.
Degrave, P. (2019). Music in the Foreign Language Classroom: How and Why?, Journal of Language Teaching and Research, 10 (3), 412-420.
Dolean, D. D. (2016). The effects of teaching songs during foreign language classes on students' foreign language anxiety. Language Teaching Research, 20 (5), 638-653.

MUSICAL INSTRUMENT STUDY IN ADOLESCENCE AS A PATH TOWARDS ACTIVE CITIZENSHIP: THE CASE OF MUSIC HIGH SCHOOLS IN ITALY

Federico Bagnasco (Liceo Classico e Musicale Cavour Torino, Italy)

music high school | study of a musical instrument | civics

Established in 2010, music high schools (licei musicali) are currently the benchmark in Italy for structured and recognized music studies in adolescence, including as a possible pre-academic path following the 1999 reform of "Conservatori di Musica" (Italian musical academy). The music curriculum includes two or three hours per week of individual afternoon instrument lessons. The uniqueness of this type of high school within the secondary school system allows us to investigate and explore how the study and practice of an instrument during adolescence can be a vehicle for growth, not only individual but also social: such a growth focuses on a pluralistic and collaborative community vision, in which multiple individuals 'concert' in a shared direction; it allows to conceive a multi-perspective reading of the surrounding world, with empathy and sensitivity, and to overcome obstacles with determination and perseverance. In this context, the study of the musical instrument is also connected with the transversal skills of reference for active citizenship and civic education.

Studying an instrument requires each student to organize their activity and time through slow gestures, repetition, patience, attention to detail, method, and discipline (far different from the “smart society”, in which today students are living). In the same way, it allows them to face with their own emotional or even physical insecurities, and the instrument becomes a way to bring out and discover parts of themselves. Instrumental practice, in comparison with the repertoire, as well as in improvisational practice (mentioned in the National Guidelines concerning the specific learning objectives of music high schools), develops students' creativity, problem-solving and adaptation skills, and curiosity. The study of music typically involves both rational and emotional aspects (for this reason it has frequently been the object of neuroscience studies), connecting different ways of thinking and thus allowing the ability to envisage more personal solutions and perspectives. However, the study of music is also an opportunity to be “other than oneself” (as is the case with theater), to experience distant worlds and poetics, and above all, it is an opportunity to perceive oneself in relation to others, to listen to others. Specifically, ensemble music (developed in music high schools as part of the school curriculum in morning lessons and through various extracurricular activities) becomes an opportunity to listen to and understand others, and to share a common idea. It allows students to be part of social dynamics, which may involve different systems and relationships between individuals, with different roles and responsibilities. This experience, in relation to the age group typically in transition and change from youth to adulthood, helps to promote a dimension of democratic participation among young people.

Decreto 7 ottobre 2010, n. 211 (G.U. n. 291 del 14/12/2010)
https://www.gazzettaufficiale.it/eli/id/2010/12/14/010G0232/sg
Liceo musicale e coreutico (piattaforma Unica)
https://unica.istruzione.gov.it/portale/it/orientamento/guida-alla-scelta/dal-sistema-integrato-0-6-anni-al-secondo-ciclo-di-istruzione/scuola-secondaria-di-secondo-grado/liceo/musicale-e-coreutico
Linee guida per l’insegnamento dell’educazione civica
https://www.mim.gov.it/documents/20182/0/Linee+guida+Educazione+civica.pdf/9ffd1e06-db57-1596-c742-216b3f42b995
Anna Maria freschi, Roberto Neulichedl, Metodologia dell’Insegnamento strumentale, Edizioni ETS, 2012
Gemma Fiocchetta (a cura di) Licei Musicali e Coreutici Italiani Rapporto 2016, Editoriale Anicia Srl

CHORAL PRACTICE AND PARTICIPATION BETWEEN IDENTITY AND OPPORTUNITY: TWO COMPARATIVE CASE STUDIES FROM LOMBARDY AND TRENTINO

Marta Villa (University of Trento, Italy)

Choral practice | comparative ethnography | democratic community

Choral practice constitutes a privileged space of cultural participation in which individuals and groups build forms of belonging, learn shared practices, and negotiate collective meanings. This experience is not merely a musical activity but also a social context in which forms of cooperation, mutual recognition, and participation in the cultural life of the community develop. Choral practice can also be interpreted as a form of cultural literacy through which individuals acquire tools to recognize, interpret, and attribute meaning to the cultural products they encounter throughout their lives. Participation contributes to the development of an interpretive competence that allows individuals to orient themselves critically within the symbolic systems of their community, thus constituting an important dimension of citizenship formation (Turino 2008). The choir can therefore be interpreted as a community of practice, a social space in which learning, the transmission of knowledge, and the construction of identity occur through both shared participation in a common activity and processes of situated learning, in which musical and relational competences gradually develop within collective practice (Lave & Wenger 1991). This contribution is based on twenty years of research conducted through methods typical of anthropological inquiry and complemented by a component of autoethnography, which values the researcher’s direct involvement within the practice under study as a tool for analysis and critical reflection (Ellis, Adams & Bochner 2011). Choirs are observed as micro-communities comparable to the villages traditionally studied in anthropology: circumscribed social spaces in which it is possible to analyze from within forms of organization, systems of relationships, collective rituals, and the processes through which belonging is constructed. The comparison between two case studies is conceived as an exercise in comparative ethnography aimed at highlighting how different configurations produce distinct modes of participation. The study compares two geographically close contexts characterized by different

forms of organization and participation: Lombardy and Trentino. In the Lombard context, choral practice tends to take the form of a community of practice oriented toward identity and group stability: joining a choir often implies exclusive and long-term participation, fostering strong collective identification and lasting social bonds. In the Trentino context, by contrast, a more fluid and network-based model of participation emerges, in which singers with recognized competences may participate in multiple ensembles and actively negotiate their presence and musical trajectories. This comparison highlights a tension between two different modes of participation: on the one hand, a model based on identity-based belonging and group stability; on the other, a model characterized by mobility, multiple affiliations, and greater individual autonomy. Which of these forms of participation proves more effective in fostering processes that contribute to the construction of active citizenship? Through this open question, the contribution proposes to examine choral practice as a space in which dynamics of belonging and negotiation emerge, reflecting on the role of such practices in educational contexts as sites of participation, social formation, and the construction of democratic values.

Ellis, C., Adams, T. E., & Bochner, A. P. (2011). Autoethnography: An Overview. Forum: Qualitative Social Research, 12(1).
Lave, J., & Wenger, E. (1991). Situated Learning: Legitimate Peripheral Participation. Cambridge: Cambridge University Press.
Turino, T. (2008). Music as Social Life: The Politics of Participation. Chicago: University of Chicago Press.

BROADEINING ACCESS TO BASIC MUSIC EDUCATION: THE TRENTINO EXPERIENCE

Silvia Sacchetti (University of Trento, Italy)

music education system | cultural co-production | individual motivation and wellbeing

Drawing on the personal outcomes of students and band members observed during two distinct research projects involving the Music School System (SMT) of the Autonomous Province of Trento, this paper presents the characteristics of the primary music education production system. This system contributes to such results through a model of public and private-cooperative co-production. The study outlines student objectives, the genres studied versus those listened to, and their motivations (Deci, 1975; Ben-Ner and Putterman, 1998). It further explores the quality of established relationships (Gui and Stanca, 2010) and the environments where student creativity best flourishes (Dewey, 1916). Outcomes are also analysed in terms of accessibility (geographical, demographic, and socioeconomic) and used to delineate the traits of the cultural production system shaped by Trentino's 1987 provincial law on culture. It must be noted, however, that music schools are not an alternative to other educational entities; rather, they represent a service production model that is complementary to other musical institutions. Cultural volunteering, for instance, constitutes a fundamental pillar of the cultural democratization project. It offers a vital point of access to music—especially folk and community music—facilitated by a widespread network of band and choral associations supported by local administrations (Sacchetti, Diani, 2022; Diani, Sacchetti, Trulli, Schiavo 2024). Band and choral training projects involve the SMTs alongside the federations of bands and choirs. These collaborations also extend to compulsory schooling through ensemble music and choral projects. Furthermore, several SMTs are currently developing partnerships with the Bonporti Conservatory of Trento and Riva del Garda. This plurality of actors and the collaborations—both active and potential—represent a significant resource for the region's musical vitality. They reflect a wide array of aspirations and needs, ranging from professionalizing opportunities in higher education to relational and personal growth in the majority of other cases.

Ben-Ner, A., Putterman, L. (Eds.). (1998). Economics, values, and organization. Cambridge University Press.
Deci, E.L. (1975). Intrinsic motivation. New York, NY: Plenum.
Dewey, J. (1916). Democracy and Education: An Introduction to the Philosophy of Education. Macmillan.
Diani, M., Sacchetti, S., Trulli, T., Schiavo, L. (2024). Il senso di fare coro. Rapporto di ricerca. Università di Trento, Quaderni del Dipartimento di Sociologia e Ricerca Sociale.
Gui, B., e Stanca, L. (2010). Happiness and relational goods: well-being and interpersonal relations in the economic sphere. International Review of Economics, 57, 105–118.
Sacchetti S., Diani M. (2022). Il senso di fare banda: Le bande musicali all'interno della comunità trentina, Euricse Working Papers, 123/22, Trento.

THE KINGDOM OF COMPETENCE: THE CHOIR AS A MIRROR OF SOCIETY BETWEEN VICE AND VIRTUE

Enrico Correggia (Conservatorio "A. Steffani" di Castelfranco Veneto, Italy)

University Choir · Mirror of Society · Cooperation

Nothing that begins in such division is likely to end well. (Charles II: The Power and the Passion) The choir represents a highly heterogeneous social ensemble. It brings together individuals from entirely different backgrounds, possessing disparate ideas, perspectives, and skill sets. While this is true of choral singing in general, such characteristics are even more pronounced within university choirs (Van der Sandt J., Nardi C. 2024). By their very nature, these groups are subject to rapid turnover and draw from a much wider variety of origins than those typically found in standard cultural associations. The choir is a perfect mirror of society. Individual tensions and seemingly insurmountable differences of opinion may exist; yet, to achieve the collective goal - the creation of an intangible sound as a conduit for beauty - all energies must converge towards concord. This pursuit requires two essential elements: the conductor's clear artistic vision and the quality of listening (Correggia 2025). To be brought into existence, sound requires silence, and it is within silence that listening finds its fertile ground. Every chorister is aware of their specific role within the composition. A role defined by rests, moments of prominence, and, above all, cooperation (Pearce E. et al. 2015). Meanwhile, the conductor bears the responsibility of providing a definitive interpretation, instructing the ensemble, and governing the community. Drawing on a case study of the University of Trento Choir, I aim to reflect on how the teachings of the choral world can contribute to developing a better, more attentive, and more efficient society. Conversely, I intend to examine how a dysfunctional society can transmit vices and misconceptions which ultimately hinder the attainment of choral objectives.

Correggia E. (2025). L'ideazione di un programma: pensieri sparsi sulle scelte artistiche. In Choraliter, 77.
Pearce E. et al. (2015). The ice-breaker effect: Singing mediates fast social bonding. In Royal Society Open Science 2(10). DOI: 10.1098/rsos.150221
Van der Sandt J., Nardi C. (2024). The benefits of choral singing: A study of Italian university choirs (2018–19). In International Journal of Community Music, 17(1), 61–86.

UNDERSTADING EACH OTHER'S OWN NOISE: EXCHANGING KNOWLEDGE ABOUT MUSIC BETWEEN GENERATIONS

Carlo Centemeri (Independent researcher, classical music editor for Radio Marconi, classical music editor for Radio Popolare) · **Francesca Mulas** (Independent researcher, author for Rotoclassica-Musica-Le Salon Musical-L'Ape musicale, member of ANCM)

Music · school · integration

Teaching music history is frequently understood as talking about the past; however, the process of learning (every kind of) history should aim to know the past to understand the present. Our work proposes a practice approach, suitable to any kind of music, where generations can meet in exchanging information about their generation's own music, their musical tastes and the reasons behind them, to create a link where the history of music is not about remembering a golden past, but it's a tool to create comparison between experiences from the past and the present, to assure a deeper knowledge of every musical language and to strengthen the link between different tastes. Sharing as many tools as possible and comparing similar situations we can enhance knowledge and comprehension. Through this process, a stronger integration between generations, cultures, and citizens can be achieved.

Bennet, Andy "Music, Style, and Aging: Growing Old Disgracefully?" Temple univ. pr 2013
"Youth Culture, Popular Music and the End of 'Consensus" edited by The subcultures network, Routledge, 2025

E.09

Spaces of Commons in Education: Learning Democracy through Practices of Togetherness

PANEL CONVENORS: Stelios Pantazidis (University of Thessaly, Greece); Yannis Pechtelidis (University of Thessaly, Greece)

PANEL KEYWORDS: Spaces of commons, Educational commons, Commoning democracy

This panel explores commons in (non) formal educational settings as an alternative synthesis of practice and theory, where spatial and relational practices challenge the institutional, disciplinary, hierarchical, and market-driven structure of society while strengthening democracy. Emerging from a view of learning as a collective and affective process that transcends individualized achievement and competitiveness, the panel foregrounds spaces of commons as fluid environments shaped through processes of commoning, where knowledge, care and responsibility circulate horizontally among participants. These spaces include schools, museums, libraries, community centers and other cultural and public environments. Within such spaces, democracy is not approached as a distant ideal to be taught but unfolds through commoning as a lived practice, continually enacted and materialized within shared practices of togetherness. Through these everyday encounters, the "ambience of the commons" is sustained, an atmosphere where practical aesthetics becomes a site of cultivation of democratic relationships among equals. Drawing on childhood and youth studies, the panel also problematizes how educational commons creates the conditions for children and youth to act as present citizens and political subjects. In this sense, it goes beyond participation, bolstering shared responsibility in shaping how things are done and decided. The panel raises a central question: How does the commoning of educational, cultural and public spaces generate new imaginaries of democracy as practices of togetherness on an equal footing? Through theoretical and empirical contributions, the panel invites interdisciplinary perspectives to discuss how shaping space as a commons transforms both learning and living together thereby deepening democracy.

LIBRARIES AS A PLACE FOR EDUCATIONAL COMMONS

Antoine Henry (Lille University, France)

Educational Commons | learning territory | social hub

Inspired by the principles of Educational Commons (De Lissovoy, 2011; Pechtelidis, 2020), this research explores the evolving role of libraries in fostering learning environments that extend beyond the traditional confines of the school. It's an opportunity for us to think about Education not only within schools, but also in other places where children can learn, experiment, contribute and share. Libraries are increasingly becoming vital social hubs and incubators for innovation, offering spaces for children and young people to learn, experiment, contribute, and share. This proposal investigates how these libraries are echoing the ideals of an Educational Commons, creating opportunities for participatory learning and community engagement. This proposal will focus on two cases in France where libraries are experimenting innovative approaches related to educational commons. Their experiments contribute to the transformation of libraries as a social hub, further from their traditional missions: With eXperium, Lilliad (Lille University Learning Center) is performing an important scientific mediation (more than 10 000 children were concerned) and transforming the way students are practising the library. From its start, the Petite Bibliothèque Ronde is about children's literature and how to create a space for them. By actively involving artists and with people under constraints (children/people in detention facilities), the library is working on key concepts like democracy, inclusion and access to reading. Libraries are deeply related to their territory meaning that this place could be an opportunity to create space where the initial "doing things together" also means creating spaces to rediscover this "common moral and political socialization of all children and young people."(Laval, 2006) In this perspective, we are working on a "learning territory" (Gwiazdzinski & Cholat, 2019) where education performs within and outside School.

De Lissovoy, N. (2011). Pedagogy in Common : Democratic education in the global era. Educational Philosophy and Theory, 43(10), 1119-1134. https://doi.org/10.1111/j.1469-5812.2009.00630.x

Gwiazdzinski, L., & Cholat, F. (2019). Territoires Apprenants. Elya Editions.

Laval, C. (2006). Les deux crises de l'éducation. Revue du MAUSS, 28, 96-115.

Pechtelidis, Y. (2020). Educational Commons. In Critical Reflections on the Language of Neoliberalism in Education. Routledge.

CONNECTING LOCAL PRACTICES OF EDUCATIONAL COMMONS WITH SYSTEMIC TRANSFORMATION: THE LIBCOMMON CASE

Yannis Pechtelidis (University of Thessaly, Greece) · **Stelios Pantazidis** (University of Thessaly, Greece)

Libraries | Educational commons | Commoning democracy

This presentation examines educational commons as an alternative pedagogical and political paradigm that reconfigures learning as a collective, relational, experimental, and democratic process. Challenging individualized, competitive, and market-oriented models of education, it conceptualizes education not as a private good but as a common good and a shared social practice grounded in processes of commoning. Educational commons extend beyond the notion of shared resources to encompass dynamic practices through which communities collectively govern knowledge and learning, spaces, and social relations. Through horizontal decision-making, shared responsibility, and co-creation of knowledge, educational environments are transformed into sites of democratic experimentation, where learning becomes affective, collaborative, and socially embedded. The presentation highlights the significant contribution of the Laboratory of Sociology of Education at the University of Thessaly in advancing the study of educational commons both theoretically and empirically. Drawing on European and national research projects, the Laboratory has systematically explored how practices of commoning emerge within schools, youth spaces, and cultural institutions such as museums and libraries. These projects investigate children's and young people's participation in collective governance, the potential of collaborative structures to address educational inequalities, and the ways institutional cultures can shift toward more inclusive and democratic forms. Central to the presentation is the Libcommons project, which serves as the main empirical case study. Libcommons explores how public, school, and academic libraries can function as commons-based educational infrastructures, repositioning them from passive repositories of knowledge to active hubs of collaborative learning and democratic participation. By fostering structured partnerships between higher education institutions and libraries, the project bridges formal and non-formal education and promotes innovative pedagogical practices. Within this framework, libraries are reimagined as living ecosystems in which students, educators, librarians, and local community actors co-design learning activities, co-produce knowledge, negotiate shared norms, and cultivate collective stewardship. This approach supports the development of key competencies for contemporary societies, including civic engagement, participatory citizenship, intercultural dialogue, critical thinking, digital literacy, and lifelong learning. At the same time, the presentation critically engages with the tensions between grassroots commons-based initiatives and macro-level educational policies. By situating Libcommons within national and European policy frameworks, and drawing from the theories of hegemony and post-hegemony, it examines how dominant policy discourses both enable and constrain the scaling of commoning practices. This micro-macro perspective allows for a nuanced discussion of the conditions under which educational commons can be sustained, institutionalized, or transformed without losing their participatory ethos. Drawing on insights from childhood and youth studies, the presentation foregrounds children and young people as present political subjects rather than future citizens. In commons-based educational environments, participation moves beyond tokenistic inclusion toward shared authority and collective responsibility, fostering democratic subjectivities grounded in collaboration, mutual recognition, and care. Overall, the presentation argues that educational commons operate as laboratories of democracy, where everyday practices of togetherness generate new imaginaries of learning, citizenship, and institutional life. By combining theoretical reflection with empirical evidence from Libcommons and related projects, it contributes to broader debates on how local practices of commoning can be connected to processes of systemic educational transformation.

Bollier, D., & Helfrich, S. (Eds.). (2019). The wealth of the commons: A world beyond market and state. Levellers Press.

Moss, P. (2019). Alternative narratives in early childhood: An introduction for students and practitioners. Routledge.

Pantazidis, S., & Bantiou, M. (2026). Commoning history education: Developing in-curriculum and beyond-curriculum thinking skills. Thinking Skills and Creativity, 102151. https://doi.org/10.1016/j.tsc.2026.102151

Pantazidis, S., & Moisiadou, S. (2025). Reclaiming education through commoning and critical action learning: Insights from Freinet teacher learning networks. Action Learning: Research and Practice, 1–19. https://doi.org/10.1080/14767333.2025.2510798

Pechtelidis, Y., & Kioupkiolis, A. (2020). Education as commons, children as commoners: The case study of the Little Tree community. Democracy and Education, 28(1), Article 5.

Pechtelidis, Y, Raditsa, S, Sarakenidou, S, Dimitriadou S (2023). The rhizomatic learning process of educational commons. In MS. Khine (ed). Rhizomatic learning: poststructural thinking to nomadic pedagogy (pp 179–197) Routledge.

BRIDGING FORMAL AND NON-FORMAL LEARNING AS EDUCATIONAL COMMONS: THE INTEGRATION OF THE DELIVERY MUSEUM AND SCUOLA DIFFUSA IN REGGIO EMILIA

Laura Landi (Università di Modena e Reggio Emilia, Italy) · **Iride Sassi** (Officina Educativa, Municipal Educational Services) · **Claudia Landini** (IC Einstein (Reggio Emilia)) · **Chiara Pelliciari** (Civic Museums of Reggio Emilia) · **Sharon Venturelli** (Officina Educativa, Municipal Educational Services) · **Irene Lonidetti** (IC Einstein (Reggio Emilia)) · **Chiara Bertolini** (Università di Modena e Reggio Emilia, Italy)

Museum Education | Widespread Education | collaborative learning environments

This contribution examines an attempt to sustain pedagogical innovation through the deliberate integration of two complementary learning experiences situated at the intersection of formal and non-formal education in Reggio Emilia, Italy: the Delivery Museum (DM) and Scuola Diffusa (SD), a form of Widespread Education. Research conducted by the Centro di Ricerca su Insegnanti ed Innovazione Didattica (CERIID) at the University of Modena and Reggio Emilia has documented the effectiveness of out-of-school learning experiences in enhancing student motivation, promoting meaningful learning, supporting inclusion and democratic participation to learning, and fostering students' metacognitive awareness. However, a recurring challenge remains: the effects of such experiences tend to fade once students return to the routines of school life, and teachers find it difficult to sustain more participatory and democratic pedagogical approaches in classroom settings. In December 2025, Reggio Emilia Civic Museums brought thirty objects to a primary school (DM), creating a freely accessible space in which classes were invited to organise learning activities around museum artefacts and to reflect on curatorial practices. In January 2026, one class subsequently participated in SD — organised by Officina Educativa, the educational department of the Municipality of Reggio Emilia — spending a week immersed in an architecture exhibition, engaging in observation, inquiry, and collaborative reflection alongside teachers and educators through processes of co-researching, co-designing, and co-teaching. The educators from the Museum and Officina Educativa, the classroom teachers, and a CERIID researcher collectively designed the integration of the two experiences. To make the connection explicit for students, a mosaic from DM was brought into the SD exhibition space. Adults anticipated that students would recognise both experiences as inquiry-based, and anticipated reflection on "design" as a shared process across contexts. Following SD, the researcher conducted two focus groups with students, investigating their perceptions of learning, peer relationships, and metacognitive strategies. The photovoice methodology was employed to explore students' representations of the wonder of learning, the beauty of knowing, the challenges of learning, and the strength of collaborative inquiry. Results indicate that students recognised skills developed in DM — observation, inquiry, collaborative problem-solving — as directly transferable to SD. Both image sets were drawn upon in the photovoice activity, confirming the meaningfulness of each context. Notably, certain concepts, such as the beauty of knowing, were more frequently represented through DM imagery. Students demonstrated an emerging capacity to identify and articulate strategies for enhancing their own understanding. Moreover, they recognized the power of learning in groups, with both adults and peers. Exchanging ideas, changing points of view, asking and answering questions collectively, emerged as ways not only to enhance understanding and learning, but also to discover the marvel of knowledge and buster motivation for all. For teachers, the collaborative design of research instruments deepened their understanding of students' learning processes and enriched their observational practices. Reflective dialogue among all adult participants generated renewed pedagogical insight into how teaching methodologies might be transformed to foster more participatory and democratic approaches to learning.

Asquini, G. (2018). La ricerca-formazione: temi, esperienze, prospettive. FrancoAngeli

Bertolini, C. et al. (2024). Il Delivery Museum: tra dentro e fuori la scuola per innovare la didattica. In Cantieri aperti e scuole in costruzione (pp. 258-263). FrancoAngeli.

Bertolini C., Zini A., Landi L. (2025). Osservare la scuola in museo. MeTis-Mondi educativi. Temi, indagini, suggestioni, 15(1): 164-185.

Braun V., Clarke V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2): 77-101.

Campanini, R., Landini, A., Pelliciari, C., Scipione, L., Vezzani, A., & Zini, A. (2024). Nuovi spazi e nuovi tempi tra scuola e museo. SCUOLA E CITTADINANZA DEMOCRATICA, 258-263.

Campanini M., Bertolini C., Landi L. (2025). Scuola diffusa (widespread school) in Reggio Emilia and its effect on teaching methodologies and classrooms relations. In Proceedings of the Third International Conference of the journal Scuola Democratica (vol. I, pp. 797-805). Roma: Associazione “Per Scuola Democratica”.

Cannella, G. et al. (2023). La scuola diffusa. Spazi, didattica, interprofessionalità. Analisi dell'esperienza di Reggio Emilia. INDIRE

Creswell J. (2013). Qualitative Inquiry and Research Design. Los Angeles: Sage.

Jorring, A. H. Et al. (2020). Swings and roundabouts? Pupils' experiences of social and academic well-being in education outside the classroom. Education 3-13, 48(4), 413-428.

Iglesias Vidal E. et al. (2024). School Leadership Dimensions that Foster the Development of Learning Ecosystems. The cases of the "Scuola Diffusa" (Reggio Emilia, Italy) and "Interseccions" (Catalonia, Spain). Journal of Pro-fessional Capital and Community, 10(2): 137-152.

International Commission on the Futures of Education. (2021). Reimagining our futures together: a new social contract for education. UNESCO

Landi L. et al. (2025). "Scuola Diffusa" y educación ampliada como práctica socio-educativa para la inclusión.: Un estudio cualitativo. Revista Electrónica Interuniversitaria de Formación del Profesorado, 28(1): 77-92. https://dx.doi.org/10.6018/reifop

Passy R. et alii (2019). Integrating outdoor learning into the curriculum: An exploration in four nations. Curriculum Perspectives, 39: 73-78.

Rinaldi C., Giudici C., Krechevsky M. (eds.). (2011). Making learning visible: Children as individual and group learners. Reggio Emilia: Reggio Children.

EDUCATIONAL COMMONS AND YOUTH ACTIVISM: REINTERPRETING PROCESSES OF CHANGE IN RURAL SCHOOLS THROUGH A BOURDIEUSIAN LENS

Mauro Giardiello (University of Roma Tre, Italy) · **Rosa Capobianco** (University of Roma Tre, Italy)

youth activism | education as common good | school

Bourdieu's theoretical perspective has almost always been employed to interpret the processes that reproduce inequalities. This contribution, however, aims to explore the possibility of applying the Bourdieusian model to the analysis of transformation processes, situating it within the paradigm of education as a common good (Laval and Vergne, 2021). In literature, the paradigm of education as a common good is understood as a process that redefines the educational experience, structuring itself through participatory and co-design practices that enhance subjectivization. The aim of this paper is to understand how practices of "educational commons" can foster youth activism (Conner et al. 2024) and foster individual and community change in rural areas affected by depopulation and community fragmentation. Using the categories of field, habitus, and cultural capital, we analyze how the transformation of the educational model produces a reconfiguration of the educational field through the attempt to subvert the rules of the game and the dominant doxa. This process involves a restructuring of young people's habits, challenging the hierarchies of epistemic and symbolic power and the vested interests of dominant social groups. This implies a shift in their positions as legitimate agents of knowledge capable of interpreting, producing, and disseminating processes of change. The study applies this theoretical framework to a revealing case study of a school located in a rural community in southern Italy (Giardiello and Capobianco, 2026). The research, based on a qualitative approach, analyzed the film club project using unstructured interviews with the teacher who conceived the project and with families, and focus groups with students. The results show that education as a common good can not only be a transformative tool, redefining young people's capital and habits, but also allows us to observe the emergence of forms of resistance stemming from an adult-centric culture and limitations related to the difficulties in creating synergistic and non-self-referential networks among community stakeholders.

Conner, J.; Elegon, U.; Cohen, A. K. (2024). "Introduction: youth activism in a context of global uncertainty and biographical precarity." Handbook on Youth Activism. Cheltenham / Northampton, MA: Edward Elgar Publishing, xix–xxxv.

Giardiello, M and Capobianco, R. (2025). Education as a common good and youth activism to regenerate rural communities, International Journal of Educational Research, 134.

Laval C., Vergne F. (2021).Education Démocratique. La RévolutionScolaire à Vénir, Paris, La Découverte.

SCHOOLS AS INFRASTRUCTURES FOR COMMUNITY COMMONING: PARTICIPATION, SHARED SPACES AND COMMUNITY DEVELOPMENT IN NORWEGIAN MUNICIPALITIES

Rita Agdal (Western Norway University of Applied Sciences, Norway)

commoning | asset-based community development | governance

Schools as Infrastructures for Community Commoning: Participation, shared spaces and community development in Norwegian municipalities Educational research increasingly explores the idea of the commons as a way of understanding collective responsibility for learning, knowledge and democratic life. Yet less attention has been paid to how practices of "commoning" may emerge around schools as part of broader community development processes. Commoning is understood here as collective practices through which communities organise, maintain and govern shared resources and social

relations (McGinnis & Ostrom, 2014). In the cases explored here, young students identify resources in their neighbourhoods and invite residents to participate in activities, collaboration, and collective stewardship of emerging community spaces. The paper asks under what conditions school-based participation processes led by children and youth can develop into collective practices resembling commoning in local communities. The study draws on collaborative research with Norwegian municipalities that have experimented with asset-based community development (ABCD) (Kretzmann & McKnight, 1993) approaches to strengthen child and youth participation in local communities (Agdal et al., 2019). Through participatory action research and long-term collaboration between researchers and municipal practitioners, the study analyses a set of initiatives where school pupils and youth groups engaged in identifying local resources, initiating activities, and mobilising residents around community projects. The findings suggest that school-based participation processes can sometimes evolve into collective practices resembling commoning, where local actors jointly organise activities, develop meeting places, and take shared responsibility for maintaining community initiatives. Young people not only participated in decision-making but also mobilised peers and adults, organised activities, and contributed to the development of meeting places and shared initiatives in their neighbourhoods, bridging activities in and around the schools. However, the cases also demonstrate that such processes are fragile and uneven. Sustained collective practices were more likely to emerge when three conditions converged: mobilization led by young people, connector roles and facilitation within municipal organisations, and access to accessible spaces where networks could develop through discussions and activities over time. Schools and other public facilities often functioned as initial infrastructures that enabled these practices to develop. These conditions enabled the gradual formation of communities of practice around shared initiatives, a key feature of commoning processes. The paper contributes to discussions on commons and education by highlighting how school-centred participation may extend into neighbourhood contexts and support emerging practices of commoning, linking educational participation with broader processes of democratic community development. The cases also speak to broader debates on the drivers and constraints of commoning. While some perspectives emphasise commoning as emerging primarily outside or in opposition to formal institutions, others explore how institutional arrangements may support commons-based practices. The Norwegian cases suggest that in welfare-state contexts, public infrastructures and facilitative municipal roles may act not only as potential constraints but also as enabling conditions for children and youth-driven collective practices and emerging forms of commoning.

Agdal, R., Midtgård, I. H., & Meidell, V. (2019). Can Asset-Based Community Development with children and youth enhance the level of participation in health promotion projects? A qualitative meta-synthesis. International Journal of Environmental Research and Public Health, 16(19). https://doi.org/10.3390/ijerph16193778

Kretzmann, J. P., & McKnight, J. L. (1993). Building communities from the inside out: a path toward finding and mobilizing a community's assets. Center for Urban Affairs and Policy Research, Northwestern University.

McGinnis, M. D., & Ostrom, E. (2014). Social-ecological system framework: initial changes and continuing challenges. Ecology and Society, 19(2), 30.

Midtgard, I. H., & Agdal, R. (2022). Asset-Based Community Development (ABCD) som verktøy i samskaping av folkehelse. Tidsskrift for Velferdsforskning, 25(4), 1-19. https://doi.org/10.18261/tfv.25.4.7

Ward, S. (2021). Using theory-based evaluation to understand what works in Asset-Based Community Development. Community Development Journal, 58(2), 206-224. https://doi.org/10.1093/cdj/bsab046

LIBRARIES AS EDUCATIONAL COMMONS FOR DEMOCRATIC CULTURE AND INCLUSIVE LEARNING

Arnau Palou (University of Vic, Spain) · **Eduard Ramírez** (University of Vic, Spain) · **Jordi Collet** (University of Vic, Spain) · **Jasmina Cumeras** (University of Vic, Spain)

Libraries | educational commons | democratic culture

At a time of democratic backsliding, widening inequalities, and growing barriers to knowledge access, public institutions face the challenge of creating environments where participation and shared responsibility are experienced rather than proclaimed. This communication asks: how can public libraries function as commons-based infrastructures that embed democracy in everyday learning practices? The analysis draws on findings from the European Union Erasmus + funded project LibCommon (Universities and Libraries as Commons-Based Innovative Environments for Learning, Civic Engagement and Democracy). Methodologically, the communication presents a qualitative case study from the Catalan context, combining semi-structured interviews with cultural policy experts and field visits to two contrasting library models: the Biblioteca Gabriel García Márquez in Barcelona and the Bibliobuses of the Xarxa de Biblioteques Municipals de Barcelona.

The comparative approach enables an examination of how commons-based principles are operationalised across fixed and mobile infrastructures. The Biblioteca Gabriel García Márquez exemplifies institutional openness through participatory and inclusive design. Initiatives such as Ràdio Maconda, a professional community radio studio enabling collective cultural production, demonstrate how libraries can redistribute cultural authority, lower symbolic barriers, and foster co-creation. Through project-based methodologies supported by professional equipment and staff facilitation, users create podcasts and radio programmes on cultural, social and literary topics. The studio collaborates with schools and local groups, hosting interviews, book-club productions and youth-led projects. This initiative expands literacy beyond traditional format, strengthens media literacy and fosters civic engagement, transforming the library into a platform for collective expression.Radio Maconda also increases participation among diverse groups and reinforce the library's role as an inclusive, socially responsive cultural hub. The Bibliobús model, by contrast, embodies territorial inclusivity by extending professional library services to small and rural municipalities lacking permanent infrastructure. Bibliobus are mobile library services operating in the province of Barcelona since 1995. They travel along pre-established routes to serve 152 small and rural municipalities, typically with populations with less than 3,000 inhabitants. Many of these towns lack the resources to maintain a permanent library. As a travelling cultural hub, it reduces geographic and economic inequalities while sustaining local participation through coordinated activities with schools and community actors. Taken together, the cases reveal two interconnected dimensions of democratic culture: ensuring that institutions are open to diverse publics and actively reaching those otherwise excluded. That is, that public libraries understood as common goods can become "Palaces for the people" (Klinenberg, 2019). However, the findings also highlight a deeper governance question: democracy in libraries is not secured solely through universal access, but through participation in defining norms, priorities, and collective meanings. The public value of commons libraries therefore lies in their capacity to respond to collective needs, reduce social and cultural inequalities, and sustain shared civic spaces where differences are negotiated rather than segregated. That is, rather than simply providing access or support, libraries are called upon to cultivate commons-based infrastructures based on values of shared governance, co-creation, mutual care, and democratic participation. By conceptualising libraries as commons-based civic infrastructures, this research contributes to debates on public institutions, inequality, and everyday democracy

Collet-Sabé, J., & Ball, S. J. (2023). Beyond school: The challenge of co-producing and commoning a different episteme for education. Journal of Education Policy. 38(6), 895-910. https://doi.org/10.1080/02680939.2022.2157890

Collet-Sabé, J., & Ball, S. J. (2024). Without School: Education as Common(ing) Activities in Local Social Infrastructures – An Escape from Extinction Ethics. British Journal of Educational Studies, 72(4), 441–456. https://doi.org/10.1080/00071005.2023.2298776

Klinenberg, E. (2018). Palaces for the people: How social infrastructure can help fight inequality, polarization, and the decline of civic life. New York, NY: Crown Publishing Group.

Palou, A., Ursin, P. A., & Demanet, J. (2024). Social inequality in skills: Exploring the moderating role of EAs related to socio-economic differences in non-cognitive and cognitive outcomes. European Journal of Education, 00, e12670. https://doi.org/10.1111/ejed.12670

Pechtelidis, Y., & Kioupkiolis, A. (2020). Education as commons, children as commoners: The case study of the Little Tree community. Democracy and Education, 28(1), 1–11.

Pechtelidis, Y. (2023). Realistic utopias of the commons in education. In International Perspectives on Educating for Democracy in Early Childhood: Recognizing Young Children as Citizens. Edited by Stacy Dezutter. London and New York: Routledge.

LEARNING TOGETHER IN PUBLIC SCHOOL: CONVIVIALITY AND THE PEDAGOGY OF THE COMMONS

Stavroula Stoumpou (University of Thessaly, Greece)

Pedagogy of the commons | Conviviality | Public school

This study re-envisions the role of public school through the Pedagogy of the Commons approach (De Lissovoy, 2011; Pechtelidis, 2023; Pechtelidis et al. 2023). At its core lies the notion of conviviality, the art of coexisting in equality and reciprocal interdependence (Illich, 1973; Les Convivialistes, 2014; Bollier & Helfrich, 2019). The research sought out to explore whether, and to what extent, counter-hegemonic pedagogical practices and forms of commoning can unfold within public education, and how schools may function as sites that host such practices without abandoning their institutional character. Adopting a critical action-research design (Kemmis et al., 2014), nine sixth-grade primary school students participated in an extracurricular program where they co-designed Educational Escape Rooms. This collective endeavor

fostered practices of co-creation, peer learning, and shared decision making. Data, collected through participant observation, reflective focus groups, a field diary, and pedagogical artefacts, were thematically analyzed (Braun & Clarke, 2006). Findings reveal the potential of convivial commoning as a pedagogical process within public school. Students cultivated collectivity, while conflicts served as opportunities for preserving and strengthening relationships, thereby establishing a positive and engaging atmosphere.

Bollier, D., & Helfrich, S. (2019). Free, fair, and alive: The insurgent power of the commons. New Society Publishers.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

De Lissovoy, N. (2011). Pedagogy in common: Democratic education in the global era. Educational Philosophy and Theory, 43(10), 1119–1134. https://doi.org/10.1111/j.1469-5812.2009.00630.x

Les Convivialistes. (2014). Convivialist manifesto: A declaration of interdependence. Global Dialogues, (3). https://doi.org/10.14282/2198-0403-GD-3

Illich, I. (1973). Tools for conviviality. Calder and Boyars.

Kemmis, S., McTaggart, R., & Nixon, R. (2014). The Action Research Planner: Doing Critical Participatory Action Research. Springer. https://doi.org/10.1007/978-981-4560-67-2

Pechtelidis, Y. (2023). Realistic utopias of the commons in education. In International Perspectives on Educating for Democracy in Early Childhood (pp. 88–101). Routledge. https://doi.org/10.4324/9781003229568-7

Pechtelidis, Y., Kozaris, I., Pantazidis, S., & Botonaki, A. (2023). Sowing the Seeds of Commons in Education: Three Case Studies from the Horizon Project 2020 SMOOTH. Social Sciences, 12(10), 581. https://doi.org/10.3390/socsci12100581

TODDLER'S NARRATIVE COMMONS IN AESTHETIC LITERACY EVENTS: DEMOCRACY AS A WAY OF LIFE IN EARLY CHILDHOOD EDUCATION AND CARE

Robert Lecusay (Stockholm University, Sweden) · **Liselott Mariett Olsson** (Malmö University, Sweden)

toddlers | narrative commons | aesthetic literacy events

Pedagogue and philosopher John Dewey defined democracy as more than a societal system where citizens make choices and express their opinion (Dewey 1916). He defined democracy in terms of an ongoing co-construction of a communicative culture, "a way of life", in education and society (Dewey 1939). In an important reading of Dewey's work, James Carey (1989) draws out the shared root of the words common, community, and communication: persons live in community by virtue of what they hold in common, and communication is the process by which they come to hold things in common. The task of early childhood education and care (ECEC) is thus to create a way of life that accommodates the ongoing, communicative co-construction of common culture, knowledge, and values across generations. To promote such a way of life in ECEC today is challenging. Across large parts of the world, ECEC is since long subject to a forceful commodification that erodes democracy, equity and inclusion in education (Roberts-Holmes & Moss 2021; Vandenbroeck, Lehrer & Mitchell 2024). In Sweden, these values are now framed as problems to be solved through children's early acquisition of the national language – a logic that reduces communication to transmission, education to instrumental teaching of cognitive linguistic skills, and that, remarkably, lacks scientific grounding and risks undermining the very democratic, equitable and inclusive practices it claims to promote (Lecusay, Olsson & Nilsson, in press; Olsson, Lecusay & Dalsgaard 2023). To counter this, we draw on an on-going government-funded project designed to study how children's narratives and commons may be stimulated in what we call Aesthetic Literacy Events (ALEs) – playful explorations of language that activate both body and mind and that carry the potential of enhancing both children's cognitive language-development and more equitable and inclusive education (Olsson, Lecusay & Dalsgaard 2023). We focus on one of the project's constituent studies concerning the development and field-testing of a philosophical-pedagogical theory of ALEs. This includes educational commons theory (Pechtelidis & Kioupkiolis 2020; Cappello et al. 2024; Olsson, Lecusay & Nilsson 2024), philosophical perspectives on language and social formation (Bergson 1896/1988; Deleuze & Guattari 2004) as well as cultural-psychological theories of children's narratives (Bruner 1991, Nelson 1996). These theoretical perspectives, we argue, make it possible to understand even the youngest children – toddlers' – development of narratives and creation of commons as intertwined and co-emergent processes that may be stimulated in ALEs. We make this case through examples from fieldwork in Swedish preschools where we engaged with toddlers' everyday activities as a way of field-testing and refining our developing theoretical framework. Through vignettes of a group clay activity and a moment of playful, humorous interaction, we show how toddlers' narrative activity and creation of commons constitute moments in

which culture, knowledge, and values are communicated and co-constructed. This takes place in preschools that through including elements of ALEs in their daily activities have managed to create a way of life that may constitute a space of togetherness in which democracy is not taught but lived.

Bergson, H. (1896/1988). Matter and Memory. New York: Zone Books

Bruner, J. (1990). Acts of Meaning. Cambridge, MA: Harvard University Press.

Cappello, G., Siino, M., Fernandes, N. and Arciniega-Carceres, M. (2024) (eds.). Educational Commons - Democratic Values, Social Justice and Inclusion in Education. UNIPA Springer Series. University of Palermo: Springer.

Carey, J. W. (1989). A cultural approach to communication. In Communication as culture: Essays on media and society (pp. 1–22). Boston: Unwin Hyman.

Deleuze, G. and Guattari, F. (2004). A Thousand Plateaus: Capitalism and schizophrenia. London: Continuum.

Dewey, J. (1916). Democracy and Education – An introduction to the philosophy of education. New York: MacMillan.

Dewey (1939). Creative Democracy – The task before us. In John Dewey and the Promise of America, Progressive Education, Booklet, No. 14, American Education Press.

Lecusay, R., Olsson, L. M., & Nilsson, M. (in press). Inequalities and Inclusion in Swedish Early Childhood Education and Care: A policy analysis. International Journal of Child Care and Education Policy.

Nelson, K. (1996). Language in Cognitive Development – Emergence of the mediated mind. New York: Cambridge University Press.

Olsson, Lecusay & Nilsson (2024). Children and Adults Explore Human Beings' Place in Nature and Culture: A Swedish case-study of early childhood commons for more equal and inclusive education. In G. Cappello, M. Siino, N. Fernandez, M. Arciniega-Cáceres Educational Commons - Democratic Values, Social Justice and Inclusion in Education. UNIPA: Springer.

Olsson, Lecusay & Dalsgaard (2023). From proof-of-concept to scale in the study of aesthetic literacy-events for cognitive language-development and equal and inclusive early childhood education and care: Designing a research program. Research proposal. Stockholm: Swedish Research Council.

Pechtelidis, I. and Kiuopkiolis, A. (2020) Education as commons, children as commoners: The case-study of the Little Tree community, Democracy & Education, 28 (1), 1-11. http://democracyeducationjournal.org/home/vol28/iss1/5

Roberts-Holmes, G., & Moss, P. (2021). Neoliberalism and Early Childhood Education: Markets, Imaginaries and Governance (1st ed.). London & New York: Routledge.

Vandenbroeck, M., Lehrer, J., Mitchell, L. (2023). The Decommodification of Early Childhood Education and Care - Resisting Neoliberalism. London & New York: Routledge.

THE EDUCATIVE COMMUNITY AND EDUCATIONAL COMMONS: A PROCESSUAL ANALYSIS OF CHANGE IN A CONTEXT OF URBAN VULNERABILITY

Gianna Cappello (University of Palermo, Italy) · **Marianna Siino** (LUMSA University, Italy)

educational commons | impact evaluation | urban vulnerability

This paper engages with the debate on the relationship between education and democracy, arguing that the democratic relevance of educational processes cannot be reduced to individual outcomes alone, but also concerns participation, shared responsibility and cooperation within local contexts. From this perspective, the paper presents an evaluative study on the impact of the Comunità Educante Evoluta (CEE) project, implemented in the Zisa-Danisinni area of Palermo, to explore the conditions under which an educational intervention may generate transformations that outlast the project and open up the possibility of forms of educational governance oriented to the common good. The case is situated in an urban context marked by structural vulnerability and educational poverty, understood not as immediate conditions, but as the outcome of layered historical, urban and relational processes. Theoretically and methodologically, the paper adopts a processual and relational perspective on social change, consistent with a theory-based, realist and qualitative approach to evaluation. Within this framework, impact is not conceived as a linear causal relationship between intervention and outcome, but as a complex, gradual and multilevel process reconstructed through plausible attribution, generative mechanisms and contextual conditions (Abbott, 2016; Archer, 2015; Giddens, 1984; Pawson, 2016; Westhorp, 2018). Accordingly, the research design distinguishes between micro, meso and macro levels in order to capture transformations in the experiences of children and families, in the professional repertoires of educational actors, and in the network and governance configurations of the local area. The methodological strategy employs tools capable of capturing change in its experiential, symbolic, relational and temporal dimensions. Findings show that the most relevant effects of the intervention do not primarily lie in measurable school outcomes, but in cultural shifts, relational transformations and reorientations of educational practices. At the macro level, the study highlights a process through which education is redefined as a shared responsibility, no longer understood in exclusively school-centred terms. At the meso level, stronger forms of collaboration emerge among schools, practitioners, families and local actors. At the micro level, change takes shape through processes of recognition, motivation, trust and empowerment, leading to shifts in the ways subjects relate to

others, to themselves and to educational experience. The educative community thus emerges as a lived relational configuration. At the same time, the study highlights the fragility of these processes. Change is recognised as real, yet not fully stabilised: it remains exposed to contextual discontinuities, actor variability and the lack of stable institutional arrangements capable of sustaining it over time. From this perspective, the paper reads the CEE case as a threshold between project-based educational action and educational commons. Rather than documenting an established commons, the evaluation makes visible the conditions under which practices of educational commoning may consolidate over time. In this sense, the case study shows how democracy is constructed within educational practices, and how participation, togetherness and shared responsibility may emerge within processes of building an educative community, while remaining exposed to the risk of reversibility in the absence of recognition and institutionalisation (Cappello et al., 2024; Cappello & Siino, 2023).

Abbott, A. (2016). Processual sociology. University of Chicago Press.

Archer, M. S. (2015). Generative mechanisms transforming the social order. Springer.

Cappello, G., Siino, M., Fernandes, N., & Arciniega-Caceres, M. (Eds.). (2024). Educational Commons: Democratic values, social justice and inclusion in education. Springer.

Cappello, G., & Siino, M. (2023). Educational commons. Pratiche educative di comunità, disuguaglianze e partecipazione. FrancoAngeli.

Giddens, A. (1984). The constitution of society: Outline of the theory of structuration. Polity Press.

Pawson, R. (2016). The science of evaluation: A realist manifesto. Sage.

Westhorp, G. (2018). Understanding mechanisms in realist evaluation. Evaluation, 24(1), 56–72. https://doi.org/10.1177/1356389017748076

OUR CARNIVAL!: CHILDREN LEARNING AND LIVING DEMOCRACY THROUGH BEING INVOLVED IN LOCAL AUTHORITY DECISION MAKING

Emmy Papanastasiou (Democritus University of Thrace, Greece) · **Efthymia Penderi** (Democritus University of Thrace, Greece) · **Katerina Gioftsali** (Democritus University of Thrace, Greece) · **Ioulia Ntousi** (Democritus University of Thrace, Greece) · **Sophia Voudilaki** (Democritus University of Thrace, Greece)

Citizenship | Democracy | Early Childhood Education

One of the main contemporary issues in education is facilitating every child to develop democratic citizenship, as it is important to have an active participation in decision making based on its maturity and interest in matters of its everyday experience (Correia et al., 2022; Pechtelidis, 2018). The importance of such participation and acquisition of democratic values is underscored in National Constitutions and Educational Curricula in alignment with the Convention on the Rights of the Child. Participatory and democratic pedagogy is based on the notion of the "child as a citizen of today" supporting the idea that children can have a role in the development of community practices through not only becoming visible, but also being involved in decision-making processes. Despite the rising interest in young children as active citizens, their participation in local authorities' decisions is still limited. This paper presents an educational program, implemented in several early childhood educational settings in Alexandroupolis, Greece, as part of the teacher students' internship program in the 4th year of their studies in the Department of Educational Studies in Early Childhood, at Democritus University of Thrace. The intervention was based on an educational project-based scenario, which student teachers developed with their academic mentors and revised taking into account kindergarten teachers' input and children's ideas. Children were facilitated to be actively engaged in the life of their community, proposing ways to enrich the municipality's carnival celebrations for the following year. Their proposals were sent to the mayor for consideration. This way, children embodied an alternative discourse of their agency, that constructing them as active, competent, informed and interested citizens. Being engaged in a lived practice of democratic participation within shared spaces of togetherness, they enacted democratic practices and were empowered to feel that they could make a difference to their community. The presentation concludes with suggestions regarding more inclusive interactions between children and local governing bodies.

Correira, N., Aguiar, C. & Consortium PARTICIPA (2022). Children's right to participate: The Lundy model applied to early childhood education and care. The International Journal of Children's Rights, 30, 374–401. http://dx.doi.org/10.1163/15718182-30020010

Pechtelidis, Y. (2018). Heteropolitical pedagogies: Citizenship and childhood – Commoning education in contemporary Greece. In C. Baraldi & T. Cockburn (Eds.), Theorizing childhood: Citizenship, rights and participation (215-237). Springer International Publishing

LEARNING TO BELONG? A QUALITATIVE CRITICAL INQUIRY INTO SPACES UNDERGOING URBAN REGENERATION

Alessia Polidori (University of Milano-Bicocca, Italy)

urban regeneration | public pedagogy | adult learning and education

European policies often frame urban public spaces as key sites for political and social development (European Commission, 2025). Space – and cities more specifically – it is argued, have become increasingly important to how we live, how economies work and how power functions. Furthermore, recent policy and theory-based frameworks on Adult Learning and Education (ALE) recognise citizenship education and civic participation as core dimensions of lifelong learning (UNESCO Institute for Lifelong Learning, 2022; UNESCO, 2021). Urban space thus emerges as an environment for informal learning that is practical, embodied, and relational (Grummell, 2010; Livingstone, 2001, 1999). From this perspective, learning takes place, that means it always happens "in location" (Colley, Hodkinson, & Malcolm, 2003; Lave & Wenger, 1991), even beyond formal educational circuits and settings. Participatory-oriented theories in adult education further suggest that informal learning is inseparable from a sense of belonging. To learn entails being part of, becoming a legitimate participant and member, while belonging itself requires to learn norms, values, identities related to the context to which we belong (Lave & Wenger, 1991). However, according to a critical perspective space is never neutral, but rather an entagled network of historical, cultural and social relationships (Massey, 2005): understanding space therefore requires critically questioning how it is represented, who has access to it, and who holds the power to construct discourses and thus to construct knowledge about it. Urban regeneration processes provide a particularly revealing key case in which to examine these dynamics, as they actively reshape the material, symbolic and normative conditions of (public) space. The contemporary phenomenon of regeneration is frequently framed in policy discourses as a participatory and inclusive process of spatial transformation, involving various actors in a multilevel engagement, fostering civic and democratic education. Yet experiences of belonging and legitimacy are unevenly distributed, and inclusion and participation often remain rhetorical (Barron, 2022; Trawalter et al., 2021; Fincher et al., 2014). My research aims to investigate the conditions under which belonging, or a sense of distance or alienation, is learnt and reconfigured in public spaces undergoing urban regeneration, and how this shapes perceptions to be part of, or marginal to, collective urban life. The research is based on an in-depth interpretative case study (Yin, 2018; Merriam, 1989) combining ethnographic observation, walking interviews and focus groups with differently positioned participants involved in a regeneration process in a medium-sized city in northern Italy. Initial findings highlight a number of tensions: between the perceived openness of the space and its actual accessibility, between civic imaginaries of public space and forms of private management, and between rhetoric and effective participation in public affairs, resulting in the perception of limited influence and disengagement. By analysing belonging as a form of informal learning embedded in spatial experience and transformation, this research contributes to rethinking urban regeneration as a public pedagogy (Biesta, 2012). In this sense, it becomes a formative setting in which to develop a language of critique and possibility and where dispositions towards participation and civic agency can be encouraged-learnt or discouraged-taught.

Barron, C. (2022). How exclusion from the public and private realm can negatively effect adolescents' sense of community belonging. Irish Journal of Psychological Medicine, 39(2), 155–162. https://doi.org/10.1017/ipm.2021.19

Biesta, G. (2012). Becoming public: Public pedagogy, citizenship and the public sphere. Social & Cultural Geography, 13(7), 683–697. https://doi.org/10.1080/14649365.2012.723736

European Commission. (2025). Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: An EU agenda for cities – Driving growth and prosperity (COM(2025) 739 final). European Commission.

Fincher, R., Iveson, K., Leitner, H., & Preston, V. (2014). Planning in the multicultural city: Celebrating diversity or reinforcing difference? Progress in Planning, 92, 1–55. https://doi.org/10.1016/j.progress.2013.04.001

Grummell, B. (2010). Filtering informal learning in everyday life: Invoking ordinariness and moving to civic engagement. International Journal of Lifelong Education, 29(5), 565–579. https://doi.org/10.1080/02601370.2010.512805

Lave, J., & Wenger, E. (2009). Situated learning: Legitimate peripheral participation. Cambridge university press.

Livingstone, D. W. (1999). Exploring the Icebergs of Adult Learning: Findings of the First Canadian Survey of Informal Learning Practices. Canadian Journal for the Study of Adult Education, 13(2), 49–72. https://doi.org/10.56105/cjsae.v13i2.2000

Livingstone, D. W. (2001). Adult's Informal Learning: Definitions, Findings, Gaps and Future Research.

Massey, D. B. (2005). For space. SAGE.

Merriam, S. B. (1989). Case study research in education: A qualitative approach (2. print). Jossey-Bass.

Trawalter, S., Hoffman, K., & Palmer, L. (2021). Out of place: Socioeconomic status, use of public space, and belonging in higher education. Journal of Personality and Social Psychology, 120(1), 131–144. https://doi.org/10.1037/pspi0000248

UNESCO Institute for Lifelong Learning. (2022). Citizenship education: Empowering adults for change. Fifth global report on adult learning and education (GRALE 5). UNESCO.

UNESCO (2021). Yeonsu declaration for learning cities: Building healthy and resilient cities through lifelong learning. UNESCO Global Network of Learning Cities.

Yin, R. K. (2018). Case study research and applications: Design and methods (Sixth edition). SAGE.

CHILDREN AS SOCIAL ACTORS IN HERITAGE EDUCATION PRACTICES: CO-CONSTRUCTION OF KNOWLEDGE IN REAL-WORLD LABS

Ludovica Sebastiano (Free University of Bozen-Bolzano, Italy) · **Simone Seitz** (Free University of Bozen-Bolzano, Italy) · **Francesca Berti** (Free University of Bozen-Bolzano, Italy) · **Sonia Cabral Matos** (Free University of Bozen-Bolzano, Italy) · **Ingrid Kofler** (Free University of Bozen-Bolzano, Italy)

Heritage Education | Childhood Studies | Educational Design-Based Research

The present contribution suggests heritage education as a field for promoting citizenship practices among children. It highlights its potential to cultivate their awareness as social and cultural actors capable of generating change within their everyday environments, while encouraging their active participation in and engagement to the common good. In its most recent conceptualization, heritage education is understood as a participatory process, oriented toward the co-construction of knowledge about what is recognized as heritage, rather than the mere transmission of information (Del Gobbo et al., 2018; De Nicola & Zuccoli, 2016). Within this framework, heritage is no longer conceived as a set of fixed assets, but as a social and cultural process, continuously transformed and re-signified (Smith, 2006), shaped by the interplay between past, present, and future. Accordingly, heritage is not a self-evident given; rather, it acquires meaning in relation to the futures that are imagined and negotiated (Harrison et al., 2023). Also, international agendas (UNESCO 2003; CoE, 2005) attach central relevance to the role of society in identifying, meaning-making, and care for heritage, sustaining a progressive democratization in this field (Cirino, 2017). However, children's voices regarding heritage remain significantly under-researched (Ginzarly & Srour, 2021; Smith, 2013), highlighting the need to explore their relationship with it. From a relational and intergenerational perspective (Moran-Ellis, 2021; Eßer et al., 2016), children are understood as competent social actors who actively participate in the co-construction of heritage in dialogue with adults (Sebastiano et al., 2025). Based on these considerations, this contribution presents an interdisciplinary study that combines educational and design research, with the aim of gaining a deeper understanding of how children reflect and co-construct heritage. The methodological framework adopted is Educational Design-Based Research (van den Akker et al., 2006, McKenney & Reeves, 2012), which conceptualizes research objects as epistemic, processual, and unfinished, requiring iterative processes of shared exploration and reflection to co-construct knowledge. This perspective resonates with the understanding of heritage as a collective and socially situated phenomenon, continuously shaped through social practices between subjects as well as between subject and material (Reckwitz, 2003). The ongoing empirical study, conducted in shape-by diversity area, within non-formal educational settings, involves children aged 8-12 in Real-World Labs (Parodi et al., 2023). These are conceived as creative and dialogic environments, where participants are engaged as active actors. Through material-based stimuli, introduced to render the otherwise abstract concept of heritage more accessible and tangible, children are invited to explore, negotiate, and co-construct their understandings of heritage in relation to shared individual and collective experiences. From this perspective, RWLs are framed as transformative and democratic spaces where heritage becomes a means to reflect on what is recognized as meaningful in the present, identify common goods, imagine possible futures, and experiment with practices of care (Sebastiano, 2025). By including children's perspectives within processes of heritage co-construction, this contribution proposes an understanding of heritage education as a democratic, participatory, and future-oriented practice, capable of nurturing situated forms of participation and citizenship in increasingly complex socio-cultural contexts characterized by superdiversity (Vertovec, 2023).

Cirino, P. (2017). Le parole delle convenzioni. Note a margine. In D. Parbuono & F. Sbardella (Eds.), Costruzione di patrimoni. Le parole degli oggetti e delle convenzioni (pp. 127–149). Pàtron Editore

CoE. (2005). Framework Convention on the Value of Cultural Heritage for Society. Council of Europe Treaty Series.

De Nicola, A., & Zuccoli, F. (Eds.). (2016). Paesaggi culturali... Nuove forme di valorizzazione del patrimonio: Dalla ricerca all'azione condivisa. Maggioli.

Del Gobbo, G., Galeotti, G., & Torlone, F. (2018). Le valenze educative del patrimonio culturale: Riflessioni teorico-metodologiche tra ricerca evidence based e azione educativa nei musei. Aracne.

Eßer, F., Baader, M. S., Betz, T., & Hungerland, B. (Eds.). (2016). Reconceptualising agency and childhood: New perspectives in childhood studies. Routledge, Taylor & Francis Group. https://doi.org/10.4324/9781315722245

Ginzarly, M., & Srour, F. J. (2021). Unveiling children's perceptions of World Heritage Sites: A visual and qualitative approach. International Journal of Heritage Studies, 27(12), 1324–1342. https://doi.org/10.1080/13527258.2021.1977374

Harrison, R., Dias, N., & Kristiansen, K. (Eds.). (2023). Critical Heritage Studies and the Futures of Europe. UCL Press.

McKenney, S., & Reeves, T. C. (2012). Conducting Educational Design Research. Routledge.

Moran-Ellis, J. (2021). Future-proofing childhood studies? If we can't predict the future, can we at least prepare for it? In R. Braches-Chyrek (Ed.), The Future of Childhood Studies (1st ed., pp. 8–22). Verlag Barbara Budrich

Parodi, O., Steglich, A., & Bylund, J. (2023). Real-world lab. In T. Philipp & T. Schmohl, Handbook transdisciplinary learning (pp. 287-296).

Reckwitz, A. (2003). Grundelemente einer Theorie sozialer Praktiken: Eine sozialtheoretische Perspektive. Zeitschrift für Soziologie 32(4), 282-301

Sebastiano, L. (2025). Re-discovering urban spaces through heritage: children's experiences/ Riscoprire gli spazi urbani attraverso il patrimonio: l'esperienza dei bambini e delle bambine. QTimes, Journal of Education, Technology and Social Studies. 3(2025), pp. 303–314.

Sebastiano, L., Berti, F., Seitz, S. (2025). Children as cultural actors: participation and active citizenship through Heritage Education. Proceedings of the Third International Conference of Scuola Democratica. Education and/for Social Justice. Vol. 1: Inequality, Inclusion, and Governance (pp. 589–596). Associazione "Per Scuola Democratica".

Smith, L. (2006). Uses of Heritage (Repr). Routledge.

Smith, L. (2013). Taking the Children: Children, Childhood and Heritage Making. In K. Darian-Smith & C. Pascoe (Eds.), Children, Childhood and Cultural Heritage (pp. 107–125). Routledge.

UNESCO. (2003). The basic text of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage.

Van den Akker, J., Gravemeijer, K., McKenney, S., & Nieveen, N. (2006). Introducing educational design research. In Van den Akker, J., Gravemeijer, K., McKenney, S., & Nieveen, N. (Eds.), Educational Design Research (pp. 15-19). Routledge. https://doi.org/10.4324/9780203088364

Vertovec, S. (2023). Superdiversity: Migration and Social Complexity. Taylor & Francis.

SPACES AND TIMES OF DEMOCRATIC EDUCATION

Sergio Leali (LAIF - L'Associazione Istruzione Famigliare, Italy)

Spaces of Commons | Democracy | Unschooling

Democracy presupposes the recognition of others and participation in the decision-making and management processes of social life. For this to be achieved, intention in these directions and the concrete possibility of its occurrence are necessary. Recognition of others is closely linked to cultural awareness, ethical solidarity, ongoing study, and an organic educational focus on these presuppositions. Democratic participation refers to the involvement of the individual in their physical and spiritual reality. The democratic process therefore unfolds on two levels: the spiritual and the material-physical; these two levels intersect in continuous meaningful interactions. Can it therefore be thought that learning democracy is, or should be, limited to a specific context? Rather, since it is a learning process that extends well beyond the time of "compulsory education", it requires methods, times, and places that can encompass the complexity of reality. Transcending the narrow confines of formal education is an automatic consequence of this concept. Informal and non-formal learning thus come into play (Vezzola, 2020). This new paradigm deconstructs the categories of learning times and life, and the places where they occur (Leali 2025). The places themselves, both material and immaterial, are open to an educational-planning interpretation and use that positions them as providers of (democratic) meaning (Rossi, 2018). The paper aims to investigate the adequacy of contemporary "material and immaterial spaces" within the context of the democratic evolution of societies (Augé, 2009). At the same time, it will be illustrated how unschooling seams to be more suitable than others to develop the democratic presuppositions and the opportunities that informal and non-formal learning and "spaces of commons" can offer learners.

Vezzola N. (2020), Apprendimento naturale - Homeschooling e Unschooling, Roma: Armando Editore

Leali S. (2025), Homeschooling - Una scelta consapevole oltre gli slogan, Firenze: Terra Nuova Edizioni

Augé M. (2009), Non luoghi, Milano: Elèuthera

Rossi A. (2018), Architettura della città, Milano: Il Saggiatore

E.11

The Child is a Citizen: Democratic Experience, Participation and Rights in the Early Age

PANEL CONVENORS: Emiliano Macinai (Università di Firenze, Italy); Rossella Certini (Università di Firenze, Italy)

PANEL KEYWORDS: Childhood, Citizenship, Democracy

The panel is proposed for the section: 6. Inclusion, Difference, Equality, Diversity, Citizenship, and Social and Cultural Justice in the Education–Democracy Nexus Since the early twentieth century, the theme of education for citizenship represents one of the foundational pillars of progressive pedagogy. The thought and experience of John Dewey continue to be an essential reference for understanding the role that democratic education can play in the social and political inclusion of children. At the same time, the extension of human rights to childhood, which was consolidated at the end of the twentieth century, has introduced a new horizon for pedagogical planning, starting from the idea of the child as citizen (Moro, 1991). With these premises in mind, and referring to the topic of the call "Childhood: Building the Foundations of Active Citizenship from Early Age," the panel aims to gather contributions that focus on the following thematic issues: 1) deepening and revitalizing, according to Dewey's theoretical perspective (1899), the principle of "democratic experience"; 2) pedagogical perspectives in the Convention on the Rights of the Child (1989) and the child oriented approach in education; 3) reflections, projects, and experiences of democratic education based on the principles of Inclusion, Diversity, Equality, and Citizenship dedicated to childhood. The goal is to offer a multidisciplinary space to rethink the connection between education and democracy, recognizing "childhood" as a generative space for rights, relationships, and genuinely democratic practices.

DEMOCRATIC EXPERIENCE AND PRAXIS

Dimitris Alexakis (University of Crete, Greece)

John Dewey | democratic experience | communication

For John Dewey democracy is not just a form of government but "a mode of associated living" (Dewey 1916, 93). So education for democratic citizenship should not be limited to the knowledge of certain political institutions and procedures, but it concerns children's experience of living in a democratic community. Moreover, according to John Dewey "experience is primarily an active-passive affair" (Dewey 1916, 147) and not cognitive. Thus, the question that arises is what kind of activities should children undergo in order to have a democratic experience in their school community. In this paper, I argue that in his early writings John Dewey gives emphasis to productive work and he supports that the schools fail to be transformed in democratic communities because of the lack of it (Dewey 1897). This is one of the reasons why Laboratory School's curriculum was organized based on certain occupations of constructive work, such as cooking, carpeting and weaving. This early perspective seems to overlook the significance of communication to democratic experience. As Honneth & Farrell (1998) note, the disregard of communication is due to the wider disregard of the necessity of an autonomous political sphere. In his work after 1916, John Dewey makes a communicative turn (Biesta 2006) and he develops a richer analysis about human communication as the peculiar way of human interaction and its importance in democratic communities. However, his distance from actual pedagogical experimentation didn't allow him to elaborate how this new notion of communication can be integrated in pedagogical practices. Although scholars such as Stitzlein (2020) have already indicated how we can integrate Dewey's notion of communication in the teaching process, I argue that Dewey's analysis can also help us to recognize the importance of communication beyond teaching as it concerns the whole arrangement of school's everyday life. Moreover, I argue that following Dewey's thought on the interrelation between children's activities and democratic experience in school communities, we should be critical to his exclusive emphasis on constructive work and employ our pedagogical imagination in order to integrate care-work in the pedagogical procedures.

Biesta, G.G., (2006). "Of all affairs, communication is the most wonderful: The Communicative Turn in Dewey's Democracy and Education". In D.T. Hansen (Eds.), John Dewey and Our Educational Prospect (pp. 23-68). New York Press.

Dewey, J. (1897). My Pedagogic Creed. In J.A. Boydston (Eds.), John Dewey: The Early Works, 1882-1898, v. 5. (pp. 84-95). Southern Illinois Univ. Press.

(1916). Democracy and Education. In J.A. Boydston (Eds.), John Dewey: The Middle Works, 1899-1924, v. 9. Southern Illinois Univ. Press.

Honneth, A. & Farrell J.M.M. (1998). Democracy as Reflexive Cooperation: John Dewey and the Theory of Democracy Today. Political Theory, 26 (6), 763-783.

Stitzlein, S. (2020). Learning How to Hope. Reviving Democracy through our Schools and Civil Society. Oxford University Press.

PLAYING TOGETHER TO BUILD NEW DEMOCRATIC AND INCLUSIVE WORLDS: THE EXPERIENCE OF OFFICINA KOINÈ

Claudia Ciccardi (Università Milano Bicocca, Italy) · **Paola Zonca** (Università degli Studi di Torino, Italy)

open-ended play ECEC participation

From early childhood, education for democratic citizenship can be understood not only as a value to be transmitted but as a lived and shared experience. From this perspective, the paper presents the experience of Officina Koinè, a Children and Families Center created as a participatory laboratory of democratic education based on unstructured play. The pedagogical approach adopted by Officina Koinè is grounded in the idea that play - when it is free, non-directive, and intergenerational - constitutes an inclusive language that foster and generate participation, relationship and shared meaning-making, thus becoming a concrete practice of citizenship for both children and adults (Biffi, 2023). This experience fits within a theoretical framework that considers learning and democratic education as social and cooperative experiences (Dewey, 1916; Elia, 2021). At Officina Koinè, educators, children, parents, and “adulti di casa” share play spaces built through the use of unstructured and open-ended materials, devoid of any specific prescribed function. This methodological choice fosters universal accessibility and the absence of hierarchies and predetermined uses, allowing each participant to contribute to the construction of the experience according to their own possibilities, languages, and cultures (Antonacci, 2023). Play thus becomes a democratic device that enables the renegotiation of roles, knowledge, and positions, opening up more horizontal and inclusive relationships. In addition to outlining the pedagogical approach adopted by the service, the paper aims to present and analyze the evidence emerging from observations conducted during play experiences, from focus groups with parents and educators, and from co-reflection sessions activated within the working group (Dalberg et al., 2024). From these moments of participation, several recurring dimensions emerge: play as a space to fostering relation; open-ended materials as facilitators of cooperation, negotiation, and divergent thinking; adult participation as an opportunity for mutual learning; and the construction of a sense of community belonging even among culturally and socially diverse families (Moss, 2012). The extension of the project into the city’s public spaces- through the experience of Officina Urbana, which brings unstructured play into squares and parks- also shows how play can reconfigure the everyday places of citizens into inclusive and accessible environments (Granata, 2021; Nuti, 2024). This experience engage families distant from formal educational services and foster a sense of participation and belonging. From this perspective, unstructured and open-ended play emerges as a cultural and political practice to counter educational models centered on performance and measurability, opening spaces for imagination and co-learning and foster the possibility for children and adults to recognize themselves as active members of a community, rather than merely as users or consumers of services (Biesta & Montà, 2023). The paper therefore seeks to offer a reflection on the role of open-ended play as a democratic experience in early childhood, proposing Officina Koinè as an example of how education can become a generative practice for new inclusive worlds, in which childhood is not only the recipient of rights but a living space for building new democratic possibilities.

Antonacci, F. (2023). Il gioco nei contesti educativi 0-6. In Accanto a bambine e bambini. Questioni e prospettive per educare nello 0-6 (pp. 79-94). Parma: edizioni Junior.

Biesta, G. J., & Montà, C. C. (2023). Oltre l'apprendimento: un'educazione democratica per umanità future.

Biffi, E. (2023). Il ruolo dei diritti dell'infanzia nell'educazione 0-6. In Accanto a bambine e bambini. Questioni e prospettive per educare nello 0-6 (pp. 13-22). Parma: edizioni Junior.

Dewey, J. (1916) Democrazia e educazione

Dahlberg, G., Moss, P., & Pence, A. (2024). CIEC colloquium: Reflections on Beyond Quality at 25 years. Contemporary Issues in Early Childhood, 25(1), 131–145.

Elia G., (2021), L’educazione alla politica come esercizio di cittadinanza e fiducia nel futuro, in Attualità Pedagogiche, Vol. 3 - n. 1, Università degli Studi di Salerno.

Granata E., (2021), Placemaker. Gli inventori dei luoghi che abiteremo, Einaudi, Torino.

Moss, P. (2012). Experimenters, critical thinkers and democrats: The role of educators in a world of conflicting alternatives. Keynote ISSA-DECET.

Nuti, G. (2024). Bambini in città. La partecipazione dell’infanzia nell’esperienza di un sindaco. In Voci d'infanzia. Milano: Franco Angeli.

CHILDREN'S EQUALITY RIGHTS: THE RELEVANCE OF EDUCATIONAL GUIDANCE FROM THE FIRST STAGES OF LIFE

Dalila Maria Esposito (University of Florence, Italy)

educational guidance | childhood | diversity

Educational guidance, as a key tool for the academic and educational success of every student, plays a fundamental role in deconstructing gender stereotypes and prejudices that still limit and influence the life choices of young people today. The current reality of children's and adolescents' rights is the result of a slow and difficult historical process of transformation that has changed the image of childhood from a marginal, misunderstood and ignored age to a specific stage of human life in which the unfinished child finally becomes a subject of law and a social actor. In order to legitimise their voices, children should not be considered passive recipients of education but active agents involved in shaping the context in which they live, as well as their own development. The right of children to express themselves and their potential translates into the creation of educational pathways that promote autonomy, critical thinking and the ability to make conscious choices. In this sense, with the help of educational guidance, children are encouraged to explore their interests, recognise and overcome stereotypes, and embrace their inclinations, thus promoting balanced and inclusive growth. Within the framework of the rights and equal opportunities of children and adolescents, guidance is a key tool for ensuring that everyone has a fair path to personal and professional growth and development, free from inequality and discrimination. An intersectional approach recognises the complexity of the guidance process, highlights its dimensions and multiple aspects and ensures alignment with educational policies and teaching activities. This promotes flexible and personalised guidance, valuing individual and collective experiences. Promoting guidance pathways from childhood onwards is essential to ensure that everyone has the same rights and opportunities to education and work, fostering greater awareness of oneself, one's abilities and one's aspirations.

Biemmi, I., Mapelli, B., (2023). Pedagogia di genere. Educare ed educarsi a vivere in un mondo sessuato. Mondadori: Milano.
Bobbio, A., (2020). Pedagogia dell'infanzia. Morcelliana Scholé: Brescia.
Cambi, F. (2005). Le pedagogie del Novecento. Laterza: Bari.
Del Gobbo, G., Frison, D., Galeotti, G., (2021). Early Career Education. Strategie e prospettive di orientamento. Pensa MultiMedia: Lecce.
Donà, A. (2007). Genere e politiche pubbliche. Introduzione alle pari opportunità. Mondadori: Milano.
Guglielmini, G., Batini, F. (a cura di) (2024). Orientarsi nell'orientamento. Bologna: Il Mulino.
Luciano, E. (2023). Tra adulti e bambini. Le relazioni educative nei contesti 0-6. Franco Angeli: Milano.
Macinai, E. (2013). Pedagogia e diritti dei bambini. Uno sguardo storico. Carocci: Roma.
Rantala, A., Heikkilä, M. (2020). Agency, guidance and gender. Interrelated aspects of early childhood education settings, in Education 3-13. International Journal of Primary, Elementary and Early Years Education, Vol. 48, n. 4, pp. 483-493.
Toffano Martini, E. (2007). Ripensare la relazione educativa. Pensa MultiMedia: Lecce.

BEYOND FORMAL PARTICIPATION: ENACTING AGENCY THROUGH ASSEMBLIES AND DECISION-MAKING IN THE CO-DESIGN OF SCHOOL SPACES

Anna Rita Piazza (Università degli Studi di Firenze, Italy)

Agency | Participatory decision-making | Co-design of school spaces

In contemporary educational debates, the concept of agency has become a recurring keyword in reflections on democratic education and childhood. Often interpreted as an intrinsic quality of the child or as an individual competence to be fostered, agency risks being framed as a neutral and transferable attribute, almost independent of the relational and institutional conditions that make its enactment possible. Starting from the idea of children as citizens in the present, agency is situated within a broader reflection on democratic experience in early educational contexts. Rather than being reduced to the transmission and acquisition of civic values or formal competences, it concerns the construction of conditions that enable meaningful participation and shared action. In this perspective, agency does not simply coincide with the possibility of choice or self-expression; rather, it entails participation in processes that generate recognisable effects within one's own context, in this case the school environment. The empirical core of this contribution consists of participatory workshops conducted as part of a doctoral research project involving primary and lower secondary school

classes. These workshops, focused on the co-design and transformation of school spaces, are analysed not so much in terms of their design outcomes, but rather through the decision-making processes that underpin them. A central role is played by student assemblies, understood as pedagogical devices for public deliberation. During these moments, proposals developed within small groups are presented, discussed, and collectively reformulated. The assembly thus becomes a space where dynamics of leadership, conflict, alliance, and mediation are made visible, and where decisions are not reduced to simple voting procedures but are constructed through argumentation, negotiation, and engagement with concrete constraints, such as safety regulations involved in modifying school spaces. It is within the assembly space that agency emerges as a situated practice: not merely the individual expression of preferences, but participation in a collective process capable of shaping shared decisions. The comparative analysis shows that, despite similar declared objectives, participatory practices produce different outcomes depending on the context. In some cases, agency takes the form of an increased awareness of the possibility of influencing one's environment; in others, it assumes a more transformative dimension, challenging spatial and organisational arrangements predefined by adults. These are not different forms of agency, but situated enactments, shaped by school culture and social context. Furthermore, a gap emerges between the principles of democratic education and everyday practices: participation is often reduced to choices within pre-defined boundaries, resulting in predominantly formal experiences. Agency thus appears not as an acquired condition, but as a process that depends on the organisational and relational conditions that make it possible. From this perspective, early educational contexts can be understood as spaces in which democratic participation is not assumed, but constructed through concrete and shared practices.

Baraldi, C. (2005). Bambini e società. Carocci.

Biffi, E. (2020). Infanzia e giustizia sociale: bambine e bambini fra diritti e capacità. In E. Macinai & I. Biemmi (Eds.), I diritti dell'infanzia in prospettiva pedagogica: Equità, inclusione e partecipazione a 30 anni dalla CRC (pp. 44–55). FrancoAngeli.

Neill, A. S. (2022). I ragazzi felici di Summerhill (Original work published 1960). Red Edizioni.

Giannachi, G. (2021). Chi decide chi partecipa? Ripensare l'epistemologia della partecipazione. Connessioni Remote. https://doi.org/10.13130/connessioni/15263

Grion, V., & De Vecchi, G. (2016). Educazione alla cittadinanza: riflessioni su un'esperienza condotta in una scuola primaria italiana. Foro de Educación, 14(20), 327–338.

https://www.redalyc.org/pdf/4475/447544536016.pdf

Strongoli, R. C. (2018). Formare l'autoeducazione. Rappresentazioni metaforiche per una democrazia agita in contesti scolastici. Formazione & Insegnamento.

https://ojs.pensamultimedia.it/index.php/siref/article/view/3106

Weyland, B. (2018). Progettare scuole insieme. Tra pedagogia, architettura, design. Guerini Scientifica.

RIGHT TO INTERCULTURAL CHILDHOOD: TOWARDS A SOCIO-PEDAGOGICAL COMMITMENT IN AN INTERCULTURAL, INTERSECTIONAL AND DECOLONIAL PERSPECTIVE

Zoran Lapov (University of Florence, Italy)

intercultural childhood | epistemic justice | intercultural intersectional and decolonial perspective

In order to ensure justice and well-being in social, cultural, political, economic, and other spheres of human life, it is necessary to start by guaranteeing epistemic justice from an early age (Fricker, 2007). This principle is achieved in segments and realised in stages, and in order to get there, it is essential to allow young users of knowledges and practices inherent in human diversity to experience childhood, and subsequently their adult and democratic citizenship as interactive, participatory, and constructive experiences. To be achieved, this goal certainly requires training and educational programmes that should find support in a pedagogy built on a perspective that branches out into three lines of action: intercultural, intersectional, and decolonial (Mignolo & Walsh, 2018). Thereby, the present reflection aims to explore avenues of a socio-pedagogical commitment that proves capable of promoting epistemic justice in both formal and informal contexts of personal growth, so that children can experience an intercultural childhood and, therefrom, a more equitable, more supportive, more inclusive, possibly peaceful, hence more broadly intercultural citizenship.

Banks, J.A. (1995). Multicultural Education and Curriculum Transformation. Journal of Negro Education, 64(4), 390–400.

Borghi, R. (2020). Decolonialità e privilegio. Pratiche femministe e critica al sistema-mondo. Milano: Meltemi.

Bourdieu, P., Passeron, J.C. (1972). La riproduzione. Elementi per una teoria del sistema scolastico. Rimini: Guaraldi.

Catarci, M. (2008). Decolonizzare l'educazione. Strategie e proposte per una didattica interculturale. In M. Fiorucci (a cura di), Una scuola per tutti. Idee e proposte per una didattica interculturale delle discipline (pp. 68–81). Milano: FrancoAngeli.

Crenshaw, K. (1989). Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics. University of Chicago. Legal Forum. 8(1), 139–167.

Davis, D.J., Brunn-Bevel, R.J., Olive, J.L. (Eds.) (2015). Intersectionality in Educational Research. New York: Routledge.

Fiorucci, M. (2020). Educazione, formazione e pedagogia in prospettiva interculturale. Milano: FrancoAngeli.

Fricker, M. (2007). Epistemic Injustice: Power and the Ethics of Knowing. Oxford: Oxford University Press.

Gay G., Culturally Responsive Teaching: Theory, Research, and Practice, Teachers College Press, New York & London 2000.

Gorski, P.C. (2008). Good intentions are not enough: a decolonizing intercultural education, Intercultural Education, 19(6), 515–525. https://doi.org/10.1080/14675980802568319

Gundara, J.S. (2000). Interculturalism, Education and Inclusion. London: Paul Chapman.

Illich, I. (1971). Deschooling Society. New York: Harper & Row.

Lapov, Z. (2019). Laboratorio interculturale per l'inclusione: verso una modellizzazione pedagogica. Ricerche pedagogiche, LIII(211), 75–94.

Lapov, Z. (2024). Incorporare interculturalmente: la diversità socioculturale nei processi formativi. Civitas Educationis. Education, Politics, and Culture, 13(1), 197–214.

Mignolo, W.D., Walsh, C.E. (2018). On Decoloniality: Concepts, Analytics, Praxis. Durham & London: Duke University Press.

Panikkar, R. (2002). Pace e interculturalità. Una riflessione filosofica. Milano: Jaca Book.

Tagore, R. (1961). Towards Universal Man (ed. by K. Humayun and B. Bhabani). London: Asia Publishing House.

Walsh, C.E. (2018). 3. Interculturality and Decoloniality. In W.D. Mignolo, C.E. Walsh, On Decoloniality. Concepts, Analytics, Praxis (pp. 57–80). Durham, NC, and London: Duke University Press.

PEDAGOGICAL PROFESSIONALISM AS A PROMOTER OF INCLUSION AND RIGHTS AT SCHOOL: A CASE STUDY IN TUSCANY

Christian Distefano (University of Florence, Italy)

Tuscan Inner Area | School Pedagogist | Inclusion

The classification of a territory as an inner area implies the recognition of specific socio-territorial characteristics and structural criticalities that may hinder local development processes and affect the quality of life of the resident population, particularly that of children. In Italy, this category includes territories characterized by geographical marginality, socio-economic and educational fragility, and a significant distance from the main centres providing essential services, especially in the fields of education, healthcare and transportation. With the aim of counteracting these dynamics of territorial marginalization and the phenomena of depopulation and social exclusion, in 2013 the National Strategy for Inner Areas (SNAI) was launched, promoted by the Italian Agency for Territorial Cohesion within the framework of the 2014–2020 European Structural and Investment Funds programming (Agenzia per la Coesione Territoriale, 2021). At the national level, the Strategy identified 72 inner areas characterized by low population density and a high ageing index. Within the context of the Tuscany Region, three inner areas were selected, including the Unione dei Comuni della Val di Bisenzio (Vaiano, Vernio and Cantagallo, in the province of Prato), which also presents significant criticalities in the educational and school sector. Indeed, according to surveys conducted in recent years, the school population shows a significant percentage increase in girls and boys with Special Educational Needs within the two Comprehensive Institutes in the area. Due to these school and territorial vulnerabilities, these students risk becoming particularly exposed to phenomena of social exclusion and to a lack of adequate attention and responses to situations of fragility. If the school represents a place of educational care (Certini, Distefano, 2024; Mortari, 2025) and democratic participation (Dewey, 1951) - offering everyone the opportunity to "bring out" their own uniqueness and welcoming, with appropriate tools, the many possible situations of childhood vulnerability (also in respect of everyone's right to education) - then it has the responsibility to include within its staff professional figures capable of promoting both social and individual well-being, as well as inclusive practices (Crispiani, 2022; Iori, 2018; Miatto, 2023; Premoli, 2024; Premoli, 2025). About this perspective, a doctoral research project was conducted in the territories of Vaiano, Vernio and Cantagallo, experimenting the inclusion of a pedagogist within school and local contexts in order to promote targeted and multi-perspective interventions aimed at preventing and counteracting possible forms of school marginalization and social exclusion, while expanding everyone's opportunity to take part in the entire educational process through appropriate tools and within a democratic framework (Legge 27 dicembre 2017, n. 205; Legge 15 aprile 2024, n. 55; Ministero dell'Istruzione, dell'Uni-

versità e della Ricerca, 2020). This contribution, after providing an overview of the school-territorial criticalities of the Unione dei Comuni della Val di Bisenzio, aims to present the main results of the research in order to promote reflections on the need to introduce pedagogical professionals within Italian school contexts.

Agenzia per la Coesione Territoriale. (2021). Strategia nazionale aree interne. https://www.agenziacoesione.gov.it/strategia-nazionale-aree-interne/

Certini R., Distefano C., Educational Care: From Pedagogical Practice to Research and Professional Training Tool, in Canals-Botines M., Medina-Casanovas N., Writing for Inclusion, Peter Lang, Berna, 2024

Crispiani P. (a cura di), Il profilo professionale del pedagogista. Quadro epistemologico della Professione Professionale e della formazione del Pedagogista, Itard, Ancora, 2022

Dewey, J. (1951). Democrazia e educazione. Firenze: La Nuova Italia.

Iori, V. (Ed.). (2018). Educatori e pedagogisti: Senso dell'agire educativo e riconoscimento professionale. Trento: Erickson.

Legge 27 dicembre 2017, n. 205. (2017). Bilancio di previsione dello Stato per l'anno finanziario 2018 e bilancio pluriennale per il triennio 2018–2020. Gazzetta Ufficiale della Repubblica Italiana. https://www.gazzettaufficiale.it/eli/gu/2017/12/29/302/so/62/sg/pdf

Legge 15 aprile 2024, n. 55. (2024). Disposizioni in materia di ordinamento delle professioni pedagogiche ed educative e istituzione dei relativi albi professionali.

Miatto E. (a cura di), Il pedagogista nella scuola. Sfide e prospettive, Roma, Studium, 2023.

Ministero dell'Istruzione, dell'Università e della Ricerca. (2020). Protocollo d'intesa con le associazioni dei pedagogisti ed educatori per la promozione della figura del pedagogista scolastico. https://www.miur.gov.it/-/protocollo-intesa-attivazione-progetti-finalizzati

Mortari L., A scuola. L'arte di educare, Mimesis, Milano, 2025

Premoli S., voce Pedagogista, in Simeone D. (a cura di), Dizionario di Pedagogia generale e sociale, Scholé, Brescia, 2024

Premoli S., Professione pedagogista. Lo sguardo pedagogico nelle pratiche di coordinamento, consulenza e supervisione, FrancoAngeli, Milano, 2025

THE RIGHT TO FEEL: MUSICAL IMPROVISATION AS A PRACTICE OF DEMOCRATIC PARTICIPATION IN EARLY CHILDHOOD

Ester Giamberini (University of Florence)

Music | Childhood | Rights

Contemporary debates on early childhood education increasingly recognize children as active citizens capable of participation and meaning-making within democratic communities and entitled to exercise their rights within educational contexts (Commissione Europea, 2021; Consiglio d'Europa, 2022). However, educational practices often privilege the cognitive and linguistic dimensions of democratic experience, while the sensory, emotional, and relational foundations of it remain marginal (UNESCO, 2021; Nussbaum 2010). Drawing on Luigina Mortari's reflections on freedom and education, democracy requires citizens capable of thinking and acting in unexpected ways. As Mortari argues, "Totalitarianism asserts itself only by depriving citizens of their capacity to invent new worlds, because democracy vitally requires citizens who think in unexpected ways and who cannot be found -either in thought or in action- where those who hold power would like them to be in order to govern them" (Mortari, 2018, p. 106). Starting from this reflection, the paper explores the meaning of feeling and the right to feel as fundamental educational dimensions for the construction of democratic citizenship from early childhood. Article 31 of the UN Convention on the Rights of the Child recognizes children's right to participate freely in cultural and artistic life (United Nations, 1989). Yet this right should not only be interpreted as access to cultural activities, but also as the opportunity to develop the capacity to perceive, express, and interpret emotions, relationships, and experiences through shared artistic practices. In this perspective, feeling means being present: inhabiting the time of experience and developing that relational sensitivity that makes free and responsible action within a shared space possible (Dewey, 1934; Biesta, 2013; Mortari, 2015). The capacity to think and act in unexpected ways -identified by Mortari as a vital condition for democracy- finds a meaningful pedagogical analogy in the practice of musical improvisation. Making music together can be understood as a genuine training ground for presence, where individuals immerse themselves in the vital flow of plural relationality through which each person shapes their humanity (Small, 1998; Branca, 2012; Zbranca et al., 2022; Higgins 2024). The relational dimension of making music clearly emerges playing together: through this process, musicians gradually learn to "breathe in unison," building a form of shared attunement (Murakami & Ozawa, 2019). In this sense, musical experience -particularly collective improvisation- offers a unique pedagogical context for developing what can be described as micro-democratic competences that sustain children's participation in shared social life: attentive listening, the ability to suspend one's own intervention, openness to the unexpected, responsiveness to others, and the co-construction of meaning within a shared process. Improvisation re-

quires participants to remain present in the unfolding moment and to respond through gestures, sounds, pauses, and silences, practicing democratic relationality (Consiglio d'Europa, 2018; Bertinetto, 2021; Eurydice 2025). This contribution therefore argues that collective musical improvisation can function as an early pedagogical laboratory of democratic participation, where children experience -through listening, responsiveness and co-creation- the relational competences that sustain democratic life, cultivating aware citizens capable of engaging creatively with the sonic and social worlds they inhabit (Cambi, 2016).

Bertinetto, A. (2021). Estetica dell'improvvisazione. Il Mulino.

Biesta, G. J. (2014). Il bellissimo rischio dell'educazione. Raffaello Cortina Editore.

Branca, D. (2012). L'importanza dell'educazione musicale: Risvolti pedagogici del fare bene musica insieme. Studi sulla formazione, 15(1), 85–102.

Bremmer, M., & Nijs, L. (2019). Embodiment in early childhood music education. In Young, S., & Ilari, B. (Eds.), Music in early childhood: Multi-disciplinary perspectives and inter-disciplinary exchanges (pp. 87–102). Springer. https://doi.org/10.1007/978-3-030-17791-1_6

Bottero, E., & Carbone, I. (2003). Musica e creatività: La didattica di Giordano Bianchi. FrancoAngeli.

Cambi, F. (2016). Formarsi tra le note. Per una filosofia dell'educazione musicale. Anicia.

Commissione Europea. (2021). Strategia dell'UE sui diritti dei minori. Publications Office of the European Union.

Commissione Europea/EACEA/Eurydice. (2025). Citizenship education at school in Europe. Publications Office of the European Union.

Consiglio d'Europa. (2018). Quadro di riferimento delle competenze per una cultura democratica: Volume 1. Contesto, concetti e modello. Council of Europe Publishing.

Consiglio d'Europa. (2022). Strategia del Consiglio d'Europa per i diritti del minore (2022–2027): I diritti dei minori in azione: dall'attuazione continua all'innovazione. Council of Europe Publishing.

Dewey, J. (1934). Art as experience. Minton, Balch & Company.

Higgins, L. (2024). Thinking community music. Oxford University Press.

Immordino-Yang, M. H., & Damasio, A. R. (2007). We feel, therefore we learn: The relevance of affective and social neuroscience to education. Mind, Brain, and Education, 1(1), 3–10. https://doi.org/10.1111/j.1751-228X.2007.00004.x

Lansdown, G. (2005). The evolving capacities of the child. UNICEF Innocenti Research Centre.

Meirieu, P. (2015). Fare la scuola, fare scuola: Democrazia e pedagogia. FrancoAngeli.

Mortari, L. (2015). Filosofia della cura. Raffaello Cortina Editore.

Mortari, L. (2018). A scuola di libertà: Formazione e pensiero autonomo. Raffaello Cortina.

Murakami, H., & Ozawa, S. (2019). Absolutely on music: Conversations. Einaudi.

Nussbaum, M. C. (2010). Not for profit: Why democracy needs the humanities. Princeton University Press.

Percy-Smith, B., & Thomas, N. (2010). A handbook of children and young people's participation. Routledge.

Small, C. (1998). Musicking: The meanings of performing and listening. Wesleyan University Press.

UNESCO. (2021). Reimagining our futures together: A new social contract for education. International Commission on the Futures of Education.

United Nations. (1989). Convention on the Rights of the Child. United Nations Treaty Series, 1577, 3.

Zbranca, R., Dâmaso, M., Blaga, O., Kiss, K., Dascşl, M. D., Yakobson, D., & Pop, O. (2022). CultureForHealth Report. Culture's contribution to health and well-being. A report on evidence and policy recommendations for Europe. CultureForHealth. Culture Action Europe. https://www.cultureforhealth.eu

BETWEEN DEMOCRACY AND AUTONOMY: EDUCATING FOR THE SOCIETY OF THE FUTURE

Gabriele Lugaro (CED Centro per l'Educazione al Digitale A.P.S., Italy)

democracy childhood resistance

Can autonomy serve as the guiding principle for educating for democracy? Drawing on the teachings of John Dewey, Lamberto Borghi believed that education should have the task of fostering freedom, sociality, and universality, as well as autonomy of thought and volition, while avoiding any form of indoctrination or brainwashing. Education toward this autonomy represented "a living experience of democratic life," arguing that "in a school where the thoughts and volitions of students are cultivated according to these forms of freedom, I already glimpse a democratic society in the making" (1952). Borghi also wondered how schools could fulfill their mission in a world suffering from the "constant, growing, and systematic pressure of governments, parties, and economic groups" that work "to create subjects, soldiers, partisans, or to develop technical skills in a specific branch of production—fragments of men and non-men" (1952). His words remain highly relevant today: schools continue to be a battleground for economic and political interests, and even when educational institutions are established that are autonomous and independent of institutionalized power structures, they fail to guarantee the "universality" envisioned by Borghi. In the postwar period, the pedagogical debate he engaged in with Dina Bertoni Jovine proves extremely valuable for reflecting on today's schools, their influences, and their prospects. Jovine, following in the footsteps of Suchodoloski's socialist pedagogy and Gramsci's thought, criticized pedagogical activism for an excess of spontaneity and a tendency to focus solely on the current needs of students, based on the conviction that

"education limited to the present was at the same time the best preparation of the student for the future" (1957). The pedagogical vision put forward by Jovine, on the other hand, considered it fundamental to link the education of the child with the perspectives of pedagogy and socialist political thought: to view "man in a concrete way, in a specific place in history (...) at the crossroads of the incessant struggle of the new against the old (...) The problem of choosing cultural values rises to the importance of a major social issue; the orientation of individuals depends on general solutions" (1957). We live in a society permeated and governed by the special interests of large financial, technological, and military conglomerates, while politics—having progressively lost the influence it once held in the days when Borghi and Jovine were writing—flounders helplessly, attempting to exert an ideological influence on the school system that is increasingly shaped by the spread of "democracies." What cultural values can we promote to educate for democracy? Can we truly foster autonomy in today's society? What experiences of democracy can we offer to children in 2026, shielding them from the influence of neoliberal, authoritarian, and war-driven economic policies? By attempting to synthesize the thought of L. Borghi and D.B. Jovine, we will identify some trajectories, imagining democratic and participatory experiences free from the interests of large private monopolistic groups and authoritarian ideology, while attempting to outline renewed resistant pedagogical and democratic approaches (2022).

Dewey J., Esperienza e educazione, Raffaello Cortina Editore, 2014
Borghi L., La città e la scuola, Eléuthera, 2000
Jovine D.B., Principi di Pedagogia Socialista, Editori Riuniti, 1977
Giroux Henry A., Pedagogia della Resistenza, ea Anicia, 2022

UNSCHOOLING FOR DEMOCRACY - DEMOCRACY FOR UNSCHOOLING

Nunzia Vezzola (LAIF (L'Associazione Istruzione Famigliare), Italy)

Unschooling | Democracy | Citizenship

Unschooling is often seen as a sort of escape from school, which is mainly considered as a guarantee for democracy. As a consequence, unschooling is mostly perceived as an anti-democratic form of education, as a way to avoid social duties, solidarity, respect for institutions, and the social dimension in general, as a way to keep away from what is "different" and from the difficulties and challenges you face at school. This might be caused by a misunderstanding or a lack of knowledge about unschooling. In fact, being per definition a child-led and non-coercive learning path (Holt 1967), unschooling can be seen as a democratic approach to education, where learning happens naturally (Vezzola, 2020) through life experiences in everyday society, by encouraging participation in daily decisions, collaboration, and social awareness and by nurturing fairness, respect, and empathy (Piffero, 2019). Children learn from an early age that their voices matter and this prepares them for lifelong engagement and social justice. In this way, children are recognized as present-day citizens who can make decisions and are encouraged to engage in community action and social responsibility. So, children can experience a democratic, respectful, negotiation- and participation-based way of growing, learning and relating to people from very different backgrounds, conditions and origins (Leali, 2025). This paper aims to show some experiences of democratic education based on the principles of equality and citizenship in unschooling.

Holt, J. (1967), How children learn, Da Capo Press, Boston
Piffero E. (2019), Io imparo da solo, Firenze: Terra Nuova Edizioni
Vezzola N. (2020), Apprendimento naturale - Homeschooling e Unschooling, Roma: Armando Editore
Leali S. (2025), Homeschooling - Una scelta consapevole oltre gli slogan, Firenze: Terra Nuova Edizioni

E.12

Democratic Participation, Commons and Inclusion in Education

PANEL CONVENORS: Barbara Mazza (University of Sapienza, Italy)

PANEL KEYWORDS: Democratic Participation, Commons, Inclusion

The panel explores democratic participation, commons, and inclusion in educational contexts, examining how innovative practices can promote active citizenship, sharing, and equal opportunities. The contributions cover various areas: from the use of sport as a political-cultural provocation and pedagogical tool to rethink criteria of humanity, including experiments and challenges arising from enhanced games, to the role of sports educators as engaged intellectuals in disinterested education; from the use of digital and virtual technologies to rethink inclusion in sports education, to Paralympic sport and inclusive governance, highlighting practices and perspectives of local actors in an Italian pilot project. Further contributions analyze youth policies as drivers for urban regeneration and social innovation in the Mediterranean context, with the "Galattica" case in Puglia, and youth social innovation practices as processes of commoning in the inner areas of Basilicata, investigated through a multi-sited ethnographic approach.

SPORT AS POLITICAL-CULTURAL PROVOCATION AND PEDAGOGY FOR NEW CRITERIA FOR HUMANITY: THE EXPERIMENT AND THREAT OF ENHANCED GAMES

Luca Bifulco (Università degli Studi di Napoli Federico II, Italy) · **Alberto Maria De Mascellis** (Università degli Studi di Udine, Italy)

Enhanced Games | sport canon | human criteria

This paper reflect on Enhanced Games and their ambition to bring about value and cultural transformation, which includes the idea of developing an underlying pedagogy for humanity and its relationship with technical and scientific development. The contribution is based on a thematic analysis (Topic Modeling) and discursive analysis of the journalistic representation of this sports movement, given an acquired knowledge domain based on the deepening of official documents about the phenomenon. Enhanced Games are a mega-sporting event in which athletes are invited to achieve the best performance ever recorded in three specific areas – swimming, track & field, and weightlifting – with the possibility of taking substances considered doping in official competitions, if this is declared and under the supervision of medical teams. From a political and cultural view, the Enhanced Games organization aims to challenge and redefine various canonical principles of sport, while openly positioning itself within its commercialized and spectacularized dimension. Behind this proposal to redefine the sporting canon lies a broader political and cultural challenge. Enhanced Games occupy a liminal area where the boundaries between different conceptual and social categories are called into question: natural and artificial, morality and dishonesty, health and disease, performance and amateur sport, legality and illegality, individual and system, right and obligation, freedom and coercion, innovation and conservation, honor and dishonor. While the project aims to highlight the social and conventional nature of these categories, it also seems to reveal a specific political and ideological orientation, with political-economic implications. Thus, "The First Declaration on Human Enhancement" emphasizes individual freedom and full sovereignty over one's own body, autonomy from coercion, and the right to take calculated risks, in compliance with national laws and health protection. It also emphasizes the need to promote technical and scientific innovation and to support the continuous development of human potential, while maintaining transparency and fairness in sports competition. These positions seem to reflect the influence of currents of thought that are not neutral from a cultural, economic, political, and social perspective. In its current plans, the organization of the Games – presenting itself as a pioneering group in human development – proposes socialization based on a new set of values and renewed human criteria, indirectly promoting an unstoppable change in the reinvention of society. Against a cultural backdrop based on innovation, technical-scientific solutionism, and libertarianism, it proposes – through the field of sport – a cultural reform of the relationship between technology and personal and social development, suggesting a meta-morphosis of social, legal, institutional, political, regulatory, and relational practices, primarily in the sporting context, but fundamentally useful for a cultural pedagogy with a broader social impact. That is to say, a value system – representative of certain political and economic elites – celebrating technical rationality, trust in ingenuity and technical-scientific

innovations to solve humanity's challenges, growth without constraints, individual liberation, the consecration of criteria of effectiveness and productivity, indirectly redesigning the framework of civil and citizenship rights and duties, as well as the relationship with technology and its risks.

Andrews, D. L. (2019). Making sport great again: The uber-sport assemblage, neoliberalism, and the Trump conjuncture. Palgrave Macmillan.

Andrews, D. L., & Silk, M. L. (2018). Sport and neoliberalism: An affective-ideological articulation. The Journal of Popular Culture, 51(2), 511–533.

Arun, R., Suresh, V., Veni Madhavan, C. E., & Murthy, N. (2010, June). On finding the natural number of topics with latent Dirichlet allocation: Some observations. In Pacific-Asia Conference on Knowledge Discovery and Data Mining (pp. 391–402). Springer.

Boykoff, J. (2014). Celebration capitalism and the Olympic Games. Routledge.

Cao, J., Xia, T., Li, J., Zhang, Y., & Tang, S. (2009). A density-based method for adaptive LDA model selection. Neurocomputing, 72(7–9), 1775–1781.

Clarke, A., & Clarke, J. (2015). Highlights and action replays: Ideology, sport and the media. In J. Hargreaves (Ed.), Sport, culture and ideology (pp. 62–87). Routledge.

Deveaud, R., SanJuan, E., & Bellot, P. (2014). Accurate and effective latent concept modeling for ad hoc information retrieval. Document numérique, 17(1), 61–84.

Jelodar, H., Wang, Y., Yuan, C., Feng, X., Jiang, X., Li, Y., & Zhao, L. (2019). Latent Dirichlet allocation (LDA) and topic modeling: Models, applications, a survey. Multimedia Tools and Applications, 78, 15169–15211.

Jhally, S. (1984). The spectacle of accumulation: Material and cultural factors in the evolution of the sports/media complex. Critical Sociology, 12(3), 41–57.

Lindgren, S. (2024). Critical theory of AI. Polity.

Negara, E. S., Triadi, D., & Andryani, R. (2019). Topic modeling Twitter data with latent Dirichlet allocation method. In 2019 International Conference on Electrical Engineering and Computer Science (ICECOS) (pp. 386–390).

Rinehart, R. E. (1998). Players all: Performance in contemporary sport. Indiana University Press.

Sage, G. H. (1998). Power and ideology in American sport: A critical perspective. Human Kinetics.

Sewart, J. J. (1987). The commodification of sport. International Review for the Sociology of Sport, 22(3), 171–192.

Walsh, A. J., & Giulianotti, R. (2001). The sporting mammon: A normative critique of the commodification of sport. Journal of the Philosophy of Sport, 28(1), 53–77.

Whitson, D. (1984). Sport and hegemony: On the construction of the dominant culture. Sociology of Sport Journal, 1(1), 64–78.

Yang, S., & Zhang, H. (2018). Text mining of Twitter data using a latent Dirichlet allocation topic model and sentiment analysis. International Journal of Computer and Information Engineering, 12(7).

CITIZEN SCIENCE AS A BRIDGE BETWEEN SCIENCE EDUCATION AND DEMOCRACY EDUCATION

Ville Johannes Mäki (University of Jyväskylä, Finland)

Citizen science | Science education | Democracy education

Citizen science as a concept and practice has gained a lot of interest in the 21st century. Citizen science is commonly understood as voluntary public participation in scientific research by non-professional citizens. This participation can include gathering data for research, interpreting and analysing data or co-creating the whole research with scientists (Bonney et al., 2009). One of the defining features of citizen science is that participating citizens are not themselves the subject of study (Open Science Coordination in Finland, Federation of Finnish Learned Societies, 2022). Alongside citizen science there is also citizen social science and citizen humanities. In my own work I understand citizen science in the Finnish context where the word "tiede" (science) covers all the different academic disciplines. Therefore, my usage of the word citizen science contains also citizen humanities and citizen social science. Citizen science has been seen to contain great potential for conducting science education in both informal and formal settings (see e.g. Bonney et al., 2009; Lüsse et al., 2022). In the context of formal education citizen science can for example provide a way to foster critical thinking and problem-solving (Shah & Martinez, 2016) as well as to enhance multidimensional understanding of the relevance of science (Lüsse et al., 2022). In the research concerning different educational aspects of citizen science there has also been discussion about the democratic possibilities of science education based on citizen science (see e.g. Mueller & Tippins, 2012; Gray et al., 2012; Oesterle et al., 2019). These studies have given a critical look to themes such as community, power-relations, local knowledge, nature of participation, critical agency, and the role of marginalized students. In my own work I want to join this discussion by studying citizen science through the lenses of democracy education (see e.g. Männistö, 2020; Rautiainen et al., 2023). Democracy education contains the notion that democracy should be included to education in three different ways. The practice of education should be democratic, the content of education should be about democracy (i.e. critical understanding about society), and the relationship between schools and larger society should be interactional (Männistö & Fornaciari, 2017; Tomperi & Piattoeva, 2005). In my research I will

compare these three aspects of democracy education with notions raised in the earlier studies concerning citizen science and science education. My goal is to broaden our understanding about the relationship between citizen science, democracy and education, and offer new insights on how citizen science could act as a form of democracy education.

Bonney, R., Ballard, H., Jordan, R., McCallie, E., Phillips, T., Shirk, J., & Wilderman, C. C. (2009). Public Participation in Scientific Research: Defining the Field and Assessing Its Potential for Informal Science Education. A CAISE Inquiry Group Report. https://files.eric.ed.gov/fulltext/ED519688.pdf

Gray, S. A., Nicosia, K., & Jordan, R. C. (2012). Lessons learned from citizen science in the classroom. a response to" the future of citizen science.". Democracy & Education, 20(2), 14. https://doi.org/10.65214/2164-7992.1076

Lüsse, M., Brockhage, F., Beeken, M., & Pietzner, V. (2022). Citizen science and its potential for science education. International Journal of Science Education, 44(7), 1120–1142. https://doi.org/10.1080/09500693.2022.2067365

Mueller, M. P., & Tippins, D. J. (2012). Citizen Science, Ecojustice, and Science Education: Rethinking an Education from Nowhere. In B. J. Fraser, K. G. Tobin, & C. J. McRobbie (Eds.), Second International Handbook of Science Education (p. 865-882). Springer.

Männistö, P. (2020). The state of democracy education in Finnish primary school-education. University of Jyväskylä.

Männistö, P., & Fornaciari, A. (2017). Demokratiakasvatuksen lähtökohdat ja perusperiaatteet. In P. Männistö, M. Rautiainen, & L. Vanhanen-Nuutinen (Eds.), Hyvän lähteillä: Demokratia- ja ihmisoikeuskasvatus opetustyössä (p. 36–55). University of Jyväskylä, Department of Teacher Education.

Oesterle, J., Upadhyay, B., Brown, J.C., & Vernon, M. (2019). Citizen Science: A Path to Democratic and Sociopolitically Conscious Science. In P. Trifonas (Eds.), Handbook of Theory and Research in Cultural Studies and Education (p. 779–808). Springer International Handbooks of Education. Springer, Cham. https://doi.org/10.1007/978-3-030-01426-1_28-1

Open Science Coordination in Finland, Federation of Finnish Learned Societies (2022) Recommendation for citizen science. Committee for Public Information and Federation (TJNK) of Finnish Learned Societies (TSV), Responsible Research series 13:2022. https://doi.org/10.23847/tsv.445

Rautiainen, M., Hiljanen, M., & Tallavaara, R. (2023). Education for democracy and democratic citizenship. In N. Mård, & S. Klausen (Eds.), Developing a Didactic Framework Across and Beyond School Subjects. Cross- and Transcurricular Teaching (p. 197–209). Routledge. https://doi.org/10.4324/9781003367260-18

Shah H. R., & Martinez L. R. (2016). Current Approaches in Implementing Citizen Science in the Classroom. Journal of Microbiology & Biology Education 17(1), 17–22. https://doi.org/10.1128/jmbe.v17i1.1032

Tomperi, T., & Piattoeva, N. (2005). Demokraattisten juurten kasvattaminen. In T. Kiilakoski, T. Tomperi, & M. Vuorikoski (Eds.), Kenen kasvatus?: Kriittinen pedagogiikka ja toisinkasvattamisen mahdollisuus (p. 247–286). Vastapaino.

NOT TECHNICIANS OF KNOWLEDGE BUT INTELLECTUALS FOR A DISINTERESTED EDUCATION IN SPORT

Castagno Giovanni (Esquilino Fc ASD, Italy)

Hegemony | social change | public space

It's difficult to measure the contribution that an intellectual like Antonio Gramsci made to the development of political thought during the twentieth century. Even under the most extreme conditions, the Sardinian philosopher managed to advance a series of lines of inquiry that became central to the historical and sociological disciplines. But above all, by his example, Gramsci demonstrated how an intellectual who truly wanted to take responsibility for being consistent with his own ideas should act. We also owe to him the idea that theory and practice must be intimately linked in any process of social transformation. And at the heart of this conviction is the reasoning put forward in notebook number 12 of the work carried out in prison, which laid the foundation for a more comprehensive reflection on the relationship between politics and pedagogy, and between pedagogy and militancy. This framework provides a very broad framework in which the intimate relationship that Gramsci believed had to be established between those who performed an educational role (the teacher, as we would say today) and those who found themselves in the position of receiving stimuli (the student) emerges, demonstrating how this relationship was much more complex than was generally perceived within the organizations of the workers' movement. The relationship between school, democracy, the construction of socialism, the economy, and culture were framed in those pages within a comprehensive, rather than unilateral, vision of education, because Gramsci was seeking to organize a complex political-educational framework and to imagine the role that school could play for those who cared about the defeat of fascism and the affirmation of socialism. This reflection is crucial if we apply it to the world of sport, because it helps us understand how negative and unacceptable, for anyone who cultivates the desire to see our society transformed in a progressive direction, the idea that one can separate these closely related spheres is. Educating informed citizens is a goal that cannot be separated, except at great cost, from an athlete's development, regardless of the technical level one aims to help them achieve. The value of sport and the possibilities for transforming or reproducing what already exists are part of a dialectic that is too often resolved by penalizing a global vision and instead affirming a partial and very limited specialization, the social and political costs of which are very high. Only by freeing

ourselves from this vision and from a "technical" approach to sport will we be able to build contexts not exclusively devoted to the reproduction of what already exists, but instead functional to its transformation. Through Gramsci and others many authors who have been inspired by his work in various ways, we will attempt to demonstrate how it is even more important today than ever before to reclaim a space within a phenomenon that is becoming pervasive in our society, whose consequences in terms of cultural and political regression are, in our opinion, devastating.

Alberto Burgio, Gramsci. Il sistema in movimento, Derive approdi, Roma 2014
Ben Carrington, Marxism, Cultural Studies and Sport, Taylor and Francis, 2008
Henry Armand Giroux, Teachers as Intellectuals. Toward a Critical Pedagogy of Learning, Bergin and Garvey Press, Westport, 1988
Henry Armand Giroux, Critical Pedagogy, The State, and the Struggle for Culture, State University of New York Press, Albany, 1989
Sergio Giuntini, Pugni chiusi e cerchi olimpici. Il lungo '68 dello sport italiano, Odradek, Roma 2009
Antonio Gramsci, Quaderni dal carcere, a cura di V. Gerratana, Einaudi, Torino, 1975
Cyril Lionel Robert James, Beyond a Boundary, Duke University press, 2013
Cyril Lionel Robert James, Non si scherza con la rivoluzione. Marx e Lenin ai Caraibi, Ombre corte, Verona 2017
Chuck Korr e Marvin Klose, Molto più di un gioco. Il calcio contro l'apartheid, Iacobelli editore, Roma 2009
Nicola Porro, Sociologia del calcio, Carocci editore, Roma 2008

YOUTH POLICIES AS DRIVERS FOR URBAN REGENERATION AND SOCIAL INNOVATION IN THE MEDITERRANEAN CONTEXT: THE CASE "GALATTICA" IN PUGLIA, ITALY

Domenico Emiliano (Università degli Studi di Bari Aldo Moro, Italy)

Youth Policies | Urban Regeneration | Social Innovation

In the contemporary Mediterranean context, marked by rapid socio-economic transformations and brain drain; it is crucial to understand how to support young people in becoming agents of change. In this regard, youth policies contribute to evolving the welfare system from a traditional protective form toward an innovative and enabling one (Minervini, 2016). They play a fundamental role in providing personal and professional growth opportunities for young people who currently face increasingly significant challenges such as unemployment, social exclusion, inequalities, job insecurity, and mental health issues. This contribution reconstructs the evolution of youth policies in the Puglia Region, focusing particularly on "Galattica – Rete Giovani Puglia" as a paradigm of collaborative governance and participatory urban regeneration. Through a sociological lens, the study investigates the socio-spatial transformations of the measure, drawing from the theoretical corpus of third places (Oldenburg, 1989) and third spaces (Bhabha, 1994; Soja, 1996)—viewed as spaces of cultural hybridity where identity, belonging, and social justice are negotiated. The methodology adopts a mixed-methods approach based on the principles of realistic evaluation, combining focus groups with policy makers, semi-structured interviews with 9 regional youth workers, documentary analysis, and a multiple case study. This top-down logic allows for the reconstruction of strategies, challenges, and opportunities emerged during the first implementation cycle of the measure, providing a privileged perspective on governance mechanisms and implementation processes to understand "what works, for whom, in what circumstances, and why" (Pawson & Tilley, 1997). The Galattica policy represents the evolution of Puglia's regional urban regeneration strategies, activating 96 local "Nodes" as proximity spaces for providing information, orientation, and support, following a logic of co-design and shared governance based on the suspension of traditional institutional rules. Through the thematic mapping of 1,519 events promoted in local plans and 172 regionals program activities designed to meet identified local needs, the research categorizes five intervention clusters: economic and professional empowerment; rights and social inclusion; civic participation and active citizenship; personal development and well-being; culture, creativity, and sustainability. Preliminary results highlight a transformative impact, such as socio-spatial changes and youth empowerment but also reveal governance challenges. In conclusion, this research intends to contribute to the debate on collaborative governance models in public policy, highlighting how experimenting with innovative forms of co-design can generate more effective solutions for the territorial and collective needs of young people navigating the phase currently defined as "emerging adulthood" (Arnett, 2000). Through a sociological reflection on the Apulian model, the study explores the transformative potential of youth policies in countering the marginalization

and commodification of urban space, highlighting how investing in the human and social capital of new generations can trigger urban regeneration processes capable of responding to the contemporary challenges of youth unemployment and the crisis of democratic participation.

Pawson, R., & Tilley, N. (1997). Realistic Evaluation. London: Sage Publications;
Oldenburg, R. (1989). The Great Good Place: Cafes, Coffee Shops, Community Centers, Beauty Parlors, General Stores, Bars, Hangouts, and How They Get You Through the Day. New York: Paragon House;
Soja, E. W. (1996). Thirdspace: Journeys to Los Angeles and Other Real-and-Imagined Places. Oxford: Blackwell;
Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. American Psychologist, 55(5), 469–480;
Minervini, G. (2016). La politica generativa: Pratiche di innovazione sociale nelle città. Roma: Carocci Editore;
Bhabha, H. K. (1994). The Location of Culture. London: Routledge.

PARALYMPIC SPORT AND INCLUSIVE GOVERNANCE: PRACTICES AND PERSPECTIVES OF LOCAL ACTORS IN ITALIAN PILOT STUDY

Giovanna Russo (University of Bologna - Dept. Education Studies, Italy) · **Matteo Bottani** (University of Bologna - Dept. Education Studies, Italy)

territory | inclusion | Paralympic Sport

In the current institutional and scientific debate on the relationship between sport and disability in Italy, there is a growing need to strengthen coordination between public, private and third sector actors through more robust territorial analysis (Cerbara, 2024). Statistical evidence shows that people with disabilities continue to experience structural disadvantage, often associated with more acute forms of material deprivation than the rest of the Italian population (Istat, 2019; UISP, SVIMEZ and Sport e Salute, 2023). In this context, disability cannot be defined exclusively in relation to the oppression caused by physical barriers, the spatial organisation of territories, or as a product of stigmatising representations, the result of categorising stereotypes produced by social, political and cultural processes of normalisation (Vadalà, 2013; Oliver, 2015; Travaglini, 2020) oriented towards integration rather than inclusion. While acknowledging the concrete limiting role of architectural structures, it is argued that it is the disabling power inscribed in dominant social models (Lettieri, 2013; Oliver, 2015) that determines the conditions of access, recognition and participation in democratic life. Within this scenario, marked by a broader crisis of democracy and the ability of individuals to influence decision-making processes (Oliver, 2015), Italian Paralympic sport takes on a dual significance. On the one hand, it reflects the discrimination faced by people with disabilities, as evidenced by the persistent lack of adequate facilities and limited participation in collective sporting life. On the other hand, it represents a field of innovation and experimentation for people with disabilities, in which, through shared and co-designed sporting activities, they are able to develop alternative forms of disabled subjectivity (Roets and Braidotti, 2012; Abrams, 2015), dismantling the myth of autonomous individuality and social utility (Vadalà, 2013; Travaglini, 2020), enhancing the capacity for action (Mura and Zurru, 2013; Oliver, 2015; Beneduce and Taliani, 2021) and determining processes of self-recognition freed from stigmatising and stereotypical views of disability (Jarman et al., 2002). Furthermore, sport has a unique ability to influence urban spaces: the need for dedicated infrastructure makes sport a privileged area for implementing inclusive and sustainable policies capable of generating positive effects that go beyond the initial objectives. Sport and disability are a strategic field of action for building, together with the communities concerned, a shared and self-determined culture of inclusion. In this context, the paper presents the initial results of a pilot study conducted in Italy, aimed at exploring the perspectives and practices of local actors involved in organising sporting activities for people with disabilities, with the aim of contributing to the definition of more effective and participatory models of inclusive governance.

Abrams, T. (2015). Heidegger, subjectivity, disability. Subjectivity, 8(3), 224–242.
Beneduce, R., & Taliani, S. (2021). Agency, soggettività, violenza: Vite di traverso, figure del riscatto. Antropologia, 8(1 NS), 7–26.
Cerbara, L. (2024). Indagine telematica su Sport e disabilità. https://www.irpps.cnr.it/wp-content/uploads/2025/03/Rapp_Risultati-preliminari-indagine-telematica.pdf
Istat. (2019) Conoscere il mondo della disabilità. Persone, Relazioni, Istituzioni. Roma, Istat. (available as pdf https://www.istat.it/produzione-editoriale/conoscere-il-mondo-della-disabilita-persone-relazioni-e-istituzioni/)
Jarman, M., Lamp, S., Mitchell, D., Nepveux, D., Nowell, N., & Snyder, S. (2002). Theorising Disability as Political Subjectivity: Work by the UIC Disability Collective on political subjectivities. Disability & Society, 17(5), 555–569. https://doi.org/10.1080/09687590220148522

Lettieri, T. (2013). Geografia e Disability Studies: Spazio, accessibilità e diritti umani. Italian Journal of Disability Studies, 1(1), 146.

Mura, A., & Zurru, A. L. (2013). Identità, soggettività e disabilità. Processi di emancipazione individuale e sociale. Milano: FrancoAngeli. https://www.francoangeli.it/Ricerca/Scheda_Libro.asp?CodiceLibro=292.2.140

Oliver, M. J. (2015). CAPITALISMO, DISABILITÀ E IDEOLOGIA: UNA CRITICA MATERIALISTA DEL PRINCIPIO DI NORMALIZZAZIONE. Norma e normalità nei Disability Studies. Riflessioni e analisi critica per ripensare la disabilità, 2. Italian Journal of Disability Studies.

Roets, G., & Braidotti, R. (2012). Nomadology and Subjectivity: Deleuze, Guattari and Critical Disability Studies. In D. Goodley, B. Hughes, & L. Davis (A c. Di), Disability and Social Theory (pp. 161–178). Palgrave Macmillan UK. https://doi.org/10.1057/9781137023001_10

Travaglini, A. (2020). Inclusione, normalità e disabilità: Una rilettura secondo i Disability Studies. Medical Humanities & Medicina Narrativa, Rivista di pedagogia generale e sociale, 137. https://www.aracne-editrice.it/pdf2/97888255332559.pdf

UISP, SVIMEZ, SPORT e SALUTE (2023). L'OFFERTA DI IMPIANTI E SERVIZI SPORTIVI NELLE REGIONI ITALIANE. Fabbisogni della pratica sportiva. (available as pdf https://www.uisp.it/nazionale/files/principale/2023/RicercaUISP_2023_STAMPA.pdf)

Vadalà, G. (2013). La rappresentazione della disabilità tra conformismo e agire politico. Disability Studies. Emancipazione, inclusione scolastica e sociale, cittadinanza, 125–148.

YOUTH SOCIAL INNOVATION AS A PROCESS OF COMMONING IN THE INNER AREAS OF BASILICATA: A MULTI-SITED ETHNOGRAPHY

Miriam Matteo (University of Salerno (Italy), Italy)

youths | social innovation | inner areas

When bottom-up social innovations emerging within civil society arise in response to collective needs that are not met by institutions or the market (Moralli, 2019; 2022), they can evolve into processes capable of reshaping collective imaginaries, social representations, and dominant rhetorics. In particular, when such practices become rooted in local contexts, they may contribute to the creation of spaces of sharing and cooperation that take on the characteristics of social and educational commons. Drawing on an exploratory study of the practices and processes of social innovation promoted by young people under 35 living in Basilicata (South of Italy) and active in third sector organizations engaged in the social regeneration of the region's inner areas, this contribution investigates how these initiatives generate spaces of collective learning, shared responsibility, and democratic participation. The analysis follows the young promoters of these initiatives through a multi-sited ethnography (Marcus, 1995), exploring practices, processes, and narratives of social innovation both on site and online, and observing how they contribute to the construction of forms of commoning within local territories. The choice of Basilicata is linked to the fact that it is the southern Italian region experiencing the highest demographic decline (-7.4% in 2023, Svimez 2024) and the highest percentage of inner areas (Vespasiano, 2023), which are often characterized by difficulties in accessing essential services (education, healthcare, infrastructure) and by limited employment opportunities. In this context, some youth-led initiatives promote practices of territorial regeneration that transform social and cultural spaces into environments of sharing, learning, and collective care. Against a dominant narrative that portrays these territories as "points of escape," the young people involved reinterpret them as "vanishing points" from which to imagine and practice new forms of cooperation. Through these practices, local spaces become contexts in which knowledge, responsibility, and participation circulate horizontally among participants, contributing to the construction of democratic imaginaries grounded in the co-production of collective solutions. The contribution therefore proposes to interpret youth social innovation practices in inner areas as processes of commoning that generate forms of collective learning and new practices of democratic citizenship in marginalized territories.

Marcus, G. G. E. (1995). Ethnography in/of the World System: The Emergence of Multi-Sited Ethnography. Annual Rewiew of Antropology, Vol. 24, pp. 95-117.

Moralli, M. (2019). Innovazione sociale. Pratiche e processi per ripensare le comunità. FrancoAngeli: Milano.

Moralli, M. (2022). L'ABC dell'innovazione sociale. Bologna University Press: Bologna.

Svimez – Associazione per lo sviluppo dell'industria nel Mezzogiorno. (2024). Rapporto Svimez 2024. L'economia e la società del Mezzogiorno. Svimez. https://www.svimez.it/rapporto-svimez-2024/

Vespasiano, F. (2023). La questione delle aree interne. Riflessioni sociologiche. FrancoAngeli: Milano.

E.13

Democratic Practices, Expansive Learning and the Commons in Education

PANEL CONVENORS: Magdalini Kolokitha (University of Thessaly, Greece); Angeliki Lazaridou (University of Thessaly, Greece)

PANEL KEYWORDS: Democratic Practices, Expansive Learning, Commons

The panel explores democratic practices, expansive learning, and the commons in educational contexts, examining how innovative experiences and laboratories can promote participation, shared responsibility, and social transformation. The contributions cover various areas: from cultivating democratic education in schools through playful learning and children's agency, to the contradictions and staff mobility that emerge when open classrooms become closed, observed in early childhood change laboratories; from change laboratory experiences with practitioners working with severely marginalized populations in Varese, to the reconceptualization of social intervention with children and families, shifting from individual and reactive approaches to systemic and participatory strategies. Further contributions investigate expansive learning within civic movements, fostering democratic activation, deliberation, and advocacy to address socio-ecological crises, as well as school principals' governance practices in emergency contexts, transforming bureaucracy and standard procedures into commoning practices.

WHEN OPEN CLASSROOMS CLOSE: CONTRADICTIONS, STAFF MOBILITY, AND EXPANSIVE LEARNING IN A KINDERGARTEN CHANGE LABORATORY

Daniele Morselli (Free University of Bolzano, Italy)

Change Laboratory interventions | systemic contraddictions | expansive learning

This contribution analyses how a kindergarten engaged in a Change Laboratory (CL) intervention navigated intertwined expansive and regressive learning cycles while attempting to implement an open-classroom model. Grounded in CHAT, contradictions are historically accumulated structural tensions that drive transformation (Engeström, 2015). Rather than surface conflicts, contradictions operate at different levels: primary within components, secondary between components, tertiary between old and emerging models, and quaternary between interacting activity systems. These tensions may generate transformative agency, yet they may also produce resistance and regression when not collectively worked through (Sannino, 2010). The RQ is: How did layered contradictions, intertwined with staff mobility, shape expansive and regressive learning cycles during the implementation of an open-classroom model in a kindergarten? After a two-year relocation due to renovation works, the school reopened in September 2024 in a building architecturally designed for open classrooms. Teachers initially attempted to implement open spaces but quickly reverted to closed sections. This revealed a secondary contradiction between spatial tools and entrenched organisational rules (Morselli & Weyland, 2025), confirming that architectural change alone does not transform pedagogical practice. Between March and June 2025, the CL facilitated collective analysis of mirror data and surfaced primary contradictions embedded in the traditional model, particularly tensions between inclusive pedagogical values and segmented routines. Teachers jointly modelled an open-classroom object of activity, initiating an expansive cycle. However, staff turnover in September 2025 altered the subject collective, intensifying tertiary contradictions between the emerging model and residual habits. The arrival of new children further amplified secondary contradictions between object, rules and division of labour. A legionella outbreak in November caused a quaternary contradiction between the school and public health authorities. When the school re-opened in February 2026, tensions deepened. Divergent pedagogical models—particularly different child's conceptions and the newly arrived children's acclimatisation—clashed with the practical management of everyday routines. In February 2026, a decisive refusal to reopen shared spaces marked a regressive turning point. In agreement with three teachers strongly committed to the model, it was decided to suspend further implementation and resume CL sessions in September, when a central opponent of the reform would retire. This case demonstrates that expansive learning is fragile when contradictions around the pedagogical object remain only partially elaborated. Architectural redesign and procedural innovation cannot substitute for explicit negotiation of the underlying image of the child and the corresponding pedagogical model. Second, the study highlights that staff mobility can intensify contradictions by destabilising collective memory and fragmenting transformative agency (Haapasaari et al., 2016). Sustainable democratic innovation requires sustained dialogical spaces in which competing pedagogical visions can be made explicit and worked through. The findings suggest

that more sustained CL cycles and explicit discussion of the image of the child are necessary conditions for consolidating expansive learning in early childhood education. Rather than viewing regression as failure, the study reframes it as part of the historical movement through which educational change unfolds.

Engeström, Y. (2015). Learning by expanding: An activity-theoretical approach to developmental research (2nd ed.). Cambridge University Press. https://doi.org/10.1017/CBO9781139814744

Haapasaari, A., Engeström, Y., & Kerosuo, H. (2016). The emergence of learners' transformative agency in a Change Laboratory intervention. Journal of Education and Work, 29(2), 232–262. https://doi.org/10.1080/13639080.2014.900168

Morselli, D., & Weyland, B. (2025). Transitioning to open classrooms in Italian kindergartens: A Change Laboratory approach to expansive learning. Sustainability, 17(18), 8413. https://doi.org/10.3390/su17188413

Sannino, A. (2010). Teachers' talk of experiencing: Conflict, resistance and agency. Teaching and Teacher Education, 26(4), 838–844. https://doi.org/10.1016/j.tate.2009.10.021

SCHOOL PRINCIPALS' DISASTER PREPAREDNESS GOVERNANCE: FROM BUREAUCRACY TO COMMONING PRACTICES

Magdalini Kolokitha (University of Thessaly, Greece) · **Angeliki Lazaridou** (University of Thessaly, Greece)

Preparedness | Commoning Practices | Disaster Governance

This paper examines the realisation of official school disaster preparedness directives through principals' practices, framed by an educational commons perspective to discuss the formulation of disaster governance in schools. Theoretically, this paper aims to contribute and develop the evolving argument related to educational commons (Pechtelidis, 2020) by focusing on the areas of disaster education and policy related realisation. Focusing on the Greek policy context, at the commencement of each academic year, all primary and secondary schools are furnished with an official directive entitled "Implementation of Civil Protection and Civil Defense Guidelines in School Units." (MofERAS, 2024) School units are thereby obligated to operationalize these guidelines, with principals charged with formulating, executing, and enacting emergency protocols addressing critical incidents, such as fires, extreme weather events, technological disasters, and Chemical, Biological, Radiological, and Nuclear (CBRN) incidents. Drawing on qualitative data from eight purposively sampled principals at public primary and junior high schools in flood-affected areas (diverse by location, size, and socioeconomic profile), this study explores how they interpret, adapt, and implement national guidelines. Data from two 2.5-hour focus groups fostered discussions on policy comprehension, enactment, leadership efficacy, and support gaps, structured around four themes: policy implementation, performance, responsibility/emotions (readiness, efficiency, effectiveness), and recommendations. Inductive thematic analysis (Creswell, 2014; Bryman, 2016) revealed educational commons as a performed but not recognised practice by the school principals, refocusing the discussion from bureaucratic policy implementation and policy realisation to enacted practices based on educational commons, even though they are not recognised as such. The data highlight the shifting focus from bureaucratic compliance to emergent, collective governance in disaster preparedness governance.

Bryman, A., 2016. Social research methods. 5th ed. Oxford: Oxford University Press.

Creswell J., 2014. Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.). Thousand Oaks, CA: Sage.

Ministry of Education, Religious Affairs and Sports (MofERAS), 2024. "School Unit Internal Regulation and Memorandum of Actions for the Management of Fires, Extreme Weather Events, Technological Disasters, and CBRN Incidents," Greece.

https://pelop.pde.sch.gr/wp-content/uploads/%CE%95%CE%A3-%CE%9A%CE%91%CE%9D%CE%9F%CE%9D%CE%99%CE%A3%CE%9C%CE%9F%CE%A3.pdf

Pechtelidis, Yannis, (2020). «Reclaiming the Commons of Education: The Interdependence of Social Actors, Pedagogy and the Common Good», Educational Philosophy and Theory, Vol. 52, Issue. 4 (2020), pp. 349-358.

A CHANGE LABORATORY EXPERIENCE WITH PRACTITIONERS WORKING WITH SEVERELY MARGINALIZED POPULATIONS IN VARESE

Stefano Bonometti (Università dell'Insubria, Italy) · **Alessia Tabacchi** (Università Cattolica del Sacro Cuore, Italy) · **Livia Cadei** (Università Cattolica del Sacro Cuore, Italy) · **Letizia Ferri** (Università dell'Insubria, Italy) · **Daniela Germi** (Comune di Varese) · **Elena Imperiali** (Comune di Varese) · **Emanuele Serrelli** (Università Cattolica del Sacro Cuore, Italy)

Change Laboratory | Marginalization | democratic space

The Change Laboratory (Virkkunen & Newnham, 2013), developed within the theoretical framework of Cultural-Historical Activity Theory (CHAT), is an interventionist methodology aimed at promoting expansive learning, collective transformation, and organizational innovation in complex social and work activity systems (Engeström, 1987; Engeström & Sannino, 2021; Engeström et al., 1999). It supports collective processes of analysis and transformation through the surfacing and elaboration of structural contradictions that traverse object-oriented activity systems (Engeström et al., 2024), while also functioning as a dialogic, reflective, and democratic space for adult learning. This contribution presents an experience of the Change Laboratory implemented within the Working Table/Groupon Severe Social Marginalization of the Municipality of Varese (Bonometti & Ferri, 2025). The process involved approximately thirty actors engaged in services for individuals at high risk of marginalization, providing a context for adult education grounded in informal and interprofessional exchange. From this perspective, the laboratory served not only as a device for organizational development but also as a democratic learning space in which subjects from diverse organizations negotiated meanings, made systemic contradictions visible, and constructed a shared object of work. The intervention, conducted between November 2024 and February 2025, consisted of six sessions facilitated by five researchers from the University of Insubria and the Catholic University, under the scientific supervision of A. Sannino. The primary objective was to transform the local approach to severe marginalization through the co-design of innovative solutions, grounded in a systemic and historically situated analysis of emerging issues. The process aimed at a reconceptualization of the shared object of activity, redefining marginalization no longer as an individual condition to be addressed fragmentarily, but as a systemic, relational, and territorially constructed object. This cultural and conceptual reconfiguration fostered the emergence of a collective agency —understood as the subjects' capacity to take control of their activity—oriented toward transforming practices and inter-service relations. A central methodological pillar was the principle of double stimulation: selected empirical data (critical episodes, problematic cases, documentary evidence) were returned to participants to make systemic contradictions visible and stimulate reflective processes oriented toward change (Sannino, 2016). Participants identified tensions between established practices and complex, changing needs, highlighting service fragmentation, weak interorganizational integration, and the absence of a shared strategic vision. Historical analysis and examination of concrete cases clarified the systemic nature of the issues, while the activity triangle model enabled analysis of relations among subjects, tools, rules, community, division of labor, and object. On this basis, the group outlined a zone of proximal development and co-designed innovative responses: a dynamic mapping of territorial resources, a multidimensional and multi-agency team, and a physical coordination space among public and private actors. These outcomes can be read as concrete mediations of collective agency and as indicators of a new democratic capacity for interorganizational action. Overall, the Varese case illustrates how the Change Laboratory, in interprofessional contexts of adult education, can support processes of conceptual redefinition akin to concept formation in the wild, democratic learning, and the construction of new territorial coalitions.

Botha, L. R. (2017). Changing educational traditions with the Change Laboratory. Education as Change, 21(1), 73–94. https://doi.org/10.17159/1947-9417/2017/861

Cadei, L., Serrelli, E., Tabacchi, A. (2024). La competenza educativa nel lavoro d'équipe come risorsa evolutiva a servizio del territorio. Cultura Pedagogica e Scenari Educativi, 2, pp. 34-42.

Engeström, Y. (1987). Learning by expanding: An activity-theoretical approach to developmental research. Helsinki: Orienta-Konsultit.

Engeström, Y., Brunila, M. & Rantavuori, J. (2024). The politics of expansive learning. A study of two social movements. In A. Levant, K. Murakami, M. McSweeney (Eds.), Activity theory. An introduction. Stuttgart.

Engeström, Y., Miettinen, R., & Punamäki, R.-L. (Eds.). (1999). Perspectives on activity theory. Cambridge: Cambridge University Press.

Engeström, Y., & Sannino, A. (2021). From mediated actions to heterogenous coalitions: Four generations of activity-theoretical studies of work and learning. Mind, Culture, and Activity, 28(1), 4-23. https://doi.org/ 10.1080/10749039.2020.1806328

Ferri, L., & Bonometti, S. (2025). Varese: Rethinking for transformation – A partnership between the municipality and the university for educational and social innovation. QTimes, XVII(3), 278–290.

Milani, M., Rasmussen, P., & Bussi, M. (2024). Research Handbook on Adult Education Policy, Edward Elgar Pub.

Morselli, D. (2021). A three-levels analysis of double stimulation in a Change Laboratory. Journal of Workplace Learning, 33(7), 505–522.

Sannino, A. (2022). Transformative agency as warping: How collectives accomplish change amidst uncertainty. Pedagogy, Culture & Society, 30(1), 9–33. https://doi.org/10.1080/14681366.2020.1805493

Sannino, A., & Engeström, Y. (2017). Co-generation of societally impactful knowledge in Change Laboratories. Management Learning, 48(1), 80–96.

Serrelli, E., & Tabacchi, A. (2025). Affrontare le transizioni negli Ambiti Territoriali Sociali: Ripensare la competenza e l'accompagnamento nell'équipe multiprofessionale. In M. Parricchi & P. Malavasi (Eds.), Educazione Territori Natura (pp. 223–228). Pensa MultiMedia.

Sità, C., Di Masi, D., & Petrella, A. (2023). Le città visibili: La ricerca trasformativa nei laboratori territoriali. Padova University Press.

Virkkunen, J., & Newnham, D. S. (2013). The Change Laboratory: A Tool for Collaborative Development of Work and Education. Rotterdam: Sense Publishers.

RECONCEPTUALIZING SOCIAL INTERVENTION WITH CHILDREN AND FAMILIES FROM INDIVIDUAL AND REACTIVE TO SYSTEMIC AND PARTICIPATORY. A CHANGE LAB

Diego Di Masi (University of Torino, Italy) · **Chiara Sità** (University of Verona, Italy)

Interprofessional Collaboration | Concept formation | Expansive learning

Background In the Italian child protection system, Pronto Intervento Minori (PIM) offers the first response to emergency situations involving children and families (homelessness, undocumented families, transition to residential care for children in severe risk). Bronfenbrenner (1979; 2005) connects learning and development to ecological transitions. In the bio-ecological model, changes in relations, roles, and activity have a high developmental potential. However, the critical point experienced by professionals in the PIM's activity is the risk to operate in a routine, merely reactive way, and to reduce both children and family agency, and creative space for professionals. Following a major reorganization of emergency social interventions in the municipality, the PIM working group has launched a Change Lab (Virkkunen, Newnham, 2013) with two researchers to better define its approach and function within the welfare system in Milan. Aims The research aims to explore the reconceptualization of the motive of PIM during a Change Lab using the lens of expansive learning and concept formation in the wild (Engestrom, 2024). Methods The data collection and analysis followed two interconnected lines. An ethnographic research using observation of team meetings, document analysis, interviews and focus groups with key stakeholders (PIM team, social workers from the municipality, psychologists, coordinators, local welfare manager, consultants from the municipality, educators and psychologists working in residential care, and a mother) was aimed at both describing the organizational culture of PIM and identifying key elements that could be used as second stimuli during the Change Lab sessions. The Change Lab sessions, recorded and analyzed through content analysis aimed to identify the emerging conceptualizations of PIM's work. CL entailed: the historical analysis of PIM and its changes due to new global phenomena (migration, wars...) that have shaped the identity and functions of PIM over the years; analysis of current professional practice and its challenges. Results During the Change Lab sessions, professionals recognize a distance between their work and the current representation of themselves and their organization as "emergency experts" whose intervention is limited to responding quickly to immediate, mostly instrumental needs. Exploring the actors' experience and trajectories during this phase led the group to work on a new conceptualization: while previous narratives defined PIM as an "emergency room" focused on providing first aid and referring the "patient" to a social care service once stabilized, the new conceptualization describes PIM professionals as actors who take care not only for individual needs but also for the developmental potential of systems during transitions, thus re-defining their motive and positioning from an individually-targeted, reactive and deficit-focused model to an activity system that is participatory and "collaboratively responsive" (Edwards et al., 2009). This concept engages professionals in a reconceptualization of their work as a systemic action that can sustain a democratic reconfiguring of the social care system in the city, starting from the most challenging transitions experienced by children and families.

Bronfenbrenner U. (1979), The Ecology of Human Development. Experiments by Nature and Design, Cambridge, MA, Harvard University Press.

Bronfenbrenner, U. (2005), Making Human Beings Uman. Bioecological Perspectives on Human Development, Thousand Oak, SAGE.

Edwards A. (2011), Building common knowledge at the boundaries between professional practices: Relational agency and relational expertise in systems of distributed expertise, International Journal of Educational Research, Volume 50, Issue 1, 33-39.

Edwards, A., Daniels, H., Gallagher, T., Leadbetter, J. and Warmington, P. (2009), Improving Inter-Professional Collaborations: Multi-Agency Working for Children's Wellbeing, Routledge, London.

Engeström, Y., Miettinen, R., & Punamäki-Gitai R. L. (1999) (eds.) Perspectives on activity theory, Cambridge University Press, New York

Engeström, Y. (2024), Concept Formation in the Wild, Cambridge University Press.

Glisson, C. and Hemmelgarn, A. (1998), "The effects of organizational climate and interorganizational coordination on the quality and outcomes of children's service systems", Child Abuse and Neglect, Vol. 22 No. 5, 401-421.

Virkkunen, J., Newnham, D.S. (2013), The Change Laboratory. A Tool for Collaborative Development of Work and Education, SensePublishers, Rotterdam

EXPANSIVE LEARNING IN CIVIC MOVEMENTS: DEMOCRACTIC ACTIVATION, DELIBERATION, AND ADVOCACY TO CONFRONT SOCIO-ECOLOGICAL CRISES

Mattia Favaretto (Free University of Bozen-Bolzano, Italy)

expansive learning | civic movements | socio-ecological governance

Cities facing socio-ecological crises increasingly rely on civic initiatives to articulate alternative developments. Venice exemplifies these dynamics. Over recent decades, overtourism, environmental degradation, and the commodification of public spaces have threatened the social and ecological survival of the Venetian lagoon. In response, civic movements have sought to reconfigure the relationship between the city and its wetland ecosystem. Yet these initiatives often remain fragmented and face resistance from institutional and commercial actors. In Venice and elsewhere, research rarely examines the learning processes through which civic actors develop heterogeneous coalitions capable of addressing such complex challenges. This study therefore investigates how democratic processes emerge through expansive learning in civic movements confronting socio-ecological crises. The research draws on Cultural-Historical Activity Theory (CHAT), particularly its fourth-generation focus on coalitions of activities addressing shared societal challenges. Empirically, it is conducted as a formative diagnosis of Venice's civil society, combining participatory engagement with qualitative analysis. An embedded case design focuses on three civic movements addressing interconnected issues: Coordination No Incinerator (environmental health and industrial pollution), Poveglia for Everybody (commoning of abandoned public islands), and High Residential Tension (housing justice and opposition to touristification). Data include documentary materials, observations in sixty-one meetings, and twenty-five interviews. The analysis reconstructs how these movements organise around contested socio-ecological challenges and how their activities expand through coalition-building across social sectors and governance levels. The findings show that civic activities emerge in relation to distinct object regions such as environmental degradation, housing unaffordability, and the mismanagement of public assets. Civic engagement often begins through the contestation of public policies and economic interests affecting common goods and the ecosystem. These conflicts reveal systemic contradictions in local governance and stimulate collective learning. Civic movements initiate expansive learning by reframing local problems as cross-sectoral and multilevel challenges, enabling cooperation with scientists, public officials, and policy advocates. Through these processes, heterogeneous coalitions form and develop shared understandings of the challenges they confront. Across the cases, democratic dynamics become visible through three interconnected processes: activation, as civic actors mobilise around shared socio-ecological concerns; deliberation, as coalition partner remodel problems and solutions; and advocacy, as these coalitions coordinate action to influence institutional agendas and public debate. By sharing contradictions and co-developing new practices, civic and institutional actors progressively align their work around emerging collective objects. Examples include collaborations on environmental biomonitoring, proposals for the co-management of public islands, and civic campaigns addressing tourism regulation. These developments show how expansive learning within civic movements can generate new democratic capacities and contribute to the transformation of socio-ecological governance. Building on this diagnostic work, the research outlines prospective formative interventions aimed at supporting the long-term development of these coalitions. The proposed post-doctoral project advances this agenda by examining how fourth-generation formative interventions can support new models of socio-ecological governance. It seeks to examine and sustain the civic movement advocating the legal personhood of the Venice Lagoon. The study focuses on heterogeneous coalitions of civic, institutional, and scientific actors learning to represent ecosystems politically and legally, enabling democratic innovation in socio-ecological governance.

Engeström, Y. (2015). Learning by Expanding: An Activity-Theoretical Approach to Developmental Research. Cambridge University Press.

Engeström, Y. (2024). Concept formation in the wild. Cambridge University Press. https://doi.org/10.1017/9781009030021

Engeström, Y., & Sannino, A. (2021). From mediated actions to heterogenous coalitions: Four generations of activity-theoretical studies of work and learning. Mind, Culture, and Activity, 28(1), 4–23. https://doi.org/10.1080/10749039.2020.1806328

IDRA (2025). Italy Citizen Declaration: Rights of the Venice Lagoon. Eco Jurisprudence Monitor. https://ecojurisprudence.org/initiatives/venice-italy-citizen-declaration-rights-of-the-venice-lagoon/

Munaretto, S., & Huitema, D. (2012). Adaptive Comanagement in the Venice Lagoon? An Analysis of Current Water and Environmental Management Practices and Prospects for Change. Ecology and Society, 17(2). https://doi.org/10.5751/ES-04772-170219

Pelizzon, A. (2025). Ecological Jurisprudence. Springer Singapore. https://doi.org/10.1007/978-981-96-0173-8

Sannino, A. (2022). Transformative agency as warping: how collectives accomplish change amidst uncertainty. Pedagogy, Culture & Society, 30(1), 9–33. https://doi.org/10.1080/14681366.2020.1805493

van Mierlo, B., & Beers, P. J. (2020). Understanding and governing learning in sustainability transitions: A review. Environmental Innovation and Societal Transitions, 34, 255–269. https://doi.org/10.1016/j.eist.2018.08.002

CULTIVATING DEMOCRATIC EDUCATION IN SCHOOLS: PLAYFUL LEARNING AND CHILDREN'S AGENCY

Maria Barbara Donnici (Fondazione Reggio Children, Italy) · **Bruna Elena Giacopini** (Fondazione Reggio Children, Italy)

children's agency · democratic education · inquiry-based learning

This contribution examines how children and adults exercise political and democratic agency within schools through Reggio Emilia-inspired pedagogical experiences. Central to this idea is recognizing also children as active citizens whose questions encourage reflection and reveal their capacity to influence social life and regenerate the desire to learn. The investigation involves three Italian public primary school classes where children engaged in inquiry-based processes on identity, inclusion, and democratic participation. Their projects highlight the visible impact of children's voices and actions beyond the school community. The main focus is how democratic values, such as recognition of the uniqueness of every voice, respect for diversity, interdependence, and the right to take risks and revise one's thinking, are enacted in daily classroom life. Teachers, inspired by John Dewey's principles, create environments in which democracy is experienced rather than merely described. Adults support children's playful inquiry and reflective discussions, enabling experimentation and dialogue as legitimate ways of learning. This approach recognizes children as active participants in meaning-making and social negotiation, capable of influencing micro-societies within classrooms and broader school communities. Methodologically, this study adopts a practice-based, qualitative approach focused on teachers' experiences. By analyzing materials shared by teachers, it explores how democratic values are enacted in everyday classroom activities. Besides relying on direct observation or intervention with children, the research draws on teachers' accounts of inquiry-based projects on identity, inclusion, and democratic participation, underlying both the strategies employed and the ways children's agency and participation were perceived and supported. The findings reveal that democracy emerges in everyday school life: children observe differences, ask questions, negotiate meaning, and recognize the legitimacy of multiple voices. Playfulness and shared inquiry are central pedagogical tools, fostering creativity and collaborative decision-making. In addition to this, intergenerational dialogue enables children to articulate concerns and develop capacities for collective agency and give adults the opportunity for a deeper understanding of different perspectives. These experiences challenge assumptions that political participation and civic competence arise later in life, showing that intentional pedagogical choices can transform schools into microcosms of democratic society. By situating children as co-participants in civic life, this work contributes to positioning the role of schools in democratic engagement. It makes visible how participatory and reflective educational practices cultivate active citizenship for both students and educators, showing that democracy can be both learned and enacted through everyday classroom experiences.

Cagliari, P., Castagnetti, M., Giudici, C., Rinaldi, C., Vecchi, V., & Moss, P. (2016). Loris Malaguzzi and the schools of Reggio Emilia: A selection of his writings and speeches, 1945-1993. Routledge.

Dewey, J. (1916). Democracy and education: An introduction to the philosophy of education. Macmillan.

Göthson, H. (2016). Teachers are essential to democracy. Innovations in Early Education: The International Reggio Emilia Exchange,(23), 1, 20-25.

Moss, P., & Urban, M. (2010). Democracy and experimentation: Two fundamental values for education. Bertelsmann Stiftung.

CONFERENCE STREAM

STREAM F

Inclusion, Neurodiversity and the Politics of Care

11 panels · 117 papers

F.01

Ageing with Disability, Life Projects and Democratic Citizenship: Rethinking Special Pedagogy for Older Adults

PANEL CONVENORS: Filippo Gomez Paloma (University of Cassino and Lazio Meridionale, Italy); Claudia Maulini (University Parthenope, Napoli); Enrico Miatto (Iusve, Mestre (Ve)); Chiara Gentilozzi (University Giustino Fortunato, Benevento); Antonio Cuccaro (University Niccolò Cusano, Roma)

PANEL KEYWORDS: AWD, self-determination, Life Project

Democratic education is lifelong and must include older adults who have lived with disability since childhood or early adulthood. Ageing with disability (AWD) raises specific challenges: early onset of frailty, fragmented welfare systems, and the risk of "double vulnerability" due to ageism and ableism. The panel addresses AWD as a crucial testing ground for the education–democracy nexus. Building on international frameworks (UN CRPD, EU Disability Strategy) and recent reforms that introduce individualized, participatory life projects, the panel explores how special pedagogy can translate rights into everyday practices of inclusion for older persons with disabilities. Particular attention is given to self-determination as a human right and pedagogical principle, the design of "Life Project" that integrate social, educational and care dimensions, and the role of communities and long-term care services in sustaining quality of life and active citizenship in later life. We welcome theoretical, empirical and methodological contributions that: (a) analyse AWD between disability and ageing studies; (b) explore narratives of older persons with disabilities and their families, including co-ageing and "voicelessness"; (c) investigate community-based and intergenerational practices, as well as digital and technological inclusion, that counter isolation and institutionalization; (d) discuss professional training for educators and practitioners as democratic "brokers" between law, services and everyday life. The panel aims to gather scholars and practitioners from pedagogy, sociology, social work and gerontology to reframe ageing with disability not as a mere problem of care, but as a time of citizenship, learning and participation.

THE EXCESSIVE OBJECT OF AGEING WITH DISABILITY: CRISIS OF PEDAGOGICAL MODELS OF DEVELOPMENT AND REFRAMING OF THE LIFE PROJECT

Riccardo Sebastiani (Link Campus University, Italy) · **Sara Pellegrini** (Link Campus University, Italy)

Disability Ageing Autonomy

The contribution approaches Ageing with Disability (AWD) not as a specialist topic, but as a critical lens. When duration truly enters the scene rather than remaining a biographical detail, core educational categories reveal their normative character. Development, conceived as cumulative progression; education, framed as preparation for adulthood; autonomy, equated with independence: these concepts hold only as long as the life course appears linear. AWD disrupts this linearity and compels theory to make explicit what usually remains implicit, the assumption that adulthood represents stability and dependency merely an incident to be corrected. AWD compels us to acknowledge that vulnerability is not a deviation from a presumed "normal" course of life, but an ordinary dimension of human experience that may re-emerge or intensify along trajectories rarely unfolding in linear ways. From this awareness, it becomes difficult to treat autonomy as a boundary separating those deemed "fit" to participate in social contexts from those excluded. Such a distinction cannot be demonstrated or validated objectively; rather, its substance takes shape within the web of relationships and material conditions surrounding the person. When discontinuity and fragmentation within service systems weaken support structures, choice may remain formally recognized yet lose substance in lived experience. It becomes a procedurally sound formulation that struggles to withstand the pressures of everyday life. Self-determination, though strongly affirmed in normative frameworks, risks remaining unprotected, asserted at the level of principles, yet fragile precisely at the moments when it most requires safeguarding. AWD unsettles a long-standing and largely unexamined assumption, namely the idea that development coincides with an orderly progression in which competencies accumulate over time, as if life followed an upward trajectory. When attention shifts to lived realities and their dynamics, this image begins to falter and life paths reveal interruptions and discontinuities. At that point, attempts to reduce development to measuring what has been "accumulated" become inadequate, and a new urgency emerges: to understand what enables continuity to be sustained, and how transitions can be navigated without losing the supports holding experience together. What ultimately makes the difference is not so much the increase in skills, nor their certification, but the possibility of remaining within the spaces that shape one's life, dwelling, relationships, education, work, participation, even when circumstances fracture or reconfigure. As long as the implicit normative horizon presupposes a linear, autonomous, stable life trajectory, largely free from disruption, vulnerability, dependency, ageing, and illness tend to be regarded as exceptions to be managed, or as

problems to be contained or corrected. AWD redirects attention precisely to this point: not to what is declared, but to what endures over time. It compels us to ask whether a person is able to remain within social contexts, to make decisions, to participate, and not to be excluded when life becomes more fragile.

Curto, N., Frioni, C., & Marchisio, C. M. (2025). "Mancava proprio l'esistente": Comuni fragili da sfondo a figura nella progettazione personalizzata in attuazione della Convenzione ONU sui diritti delle persone con disabilità. Italian Journal of Special Education for Inclusion, 13(2), 64–71. https://doi.org/10.7346/sipes-02-2025-05

Marchisio, C. M. (2025). Il progetto di vita come dispositivo di capacitazione pedagogica: Dai fondamenti teorici agli assetti metodologici. Education Sciences & Society, (2), 174–188. https://doi.org/10.3280/ess2-2025oa21039

Taddei, A. (2019). La pedagogia speciale tra sguardi filosofici e pratiche metodologiche: prospettive emancipatorie. Italian Journal of Special Education for Inclusion, 7(1), 67–78. https://doi.org/10.7346/sipes-01-2019-07

VIRTUAL MUSEUMS AS PEDAGOGICAL INFRASTRUCTURES FOR INCLUSION AND DEMOCRATIC PARTICIPATION IN LATER LIFE

Alessia Sozio (Unipegaso, Italy) · **Rolando Fiore** (MIM, Italy) · **Tonia De Giuseppe** (Università Giustino Fortunato, Benevento, Italy)

Virtual museum · cultural participation · intergenerational learning

We present a small-scale pedagogical experiment focused on a visit to a virtual museum, designed as an inclusive educational environment that encourages participation, recognition, and democratic belonging among older adults with disabilities or social vulnerability. Within the field of Special Pedagogy, the project reimagines the museum visit as a community-based educational practice where access to cultural experiences becomes a means to counteract isolation, passivity, and marginalization. The theoretical framework is based on a bioecological perspective, which posits that development and participation are shaped by the dynamic interaction between individuals and their relational, institutional, and cultural environments (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 2006). From this view, the virtual museum serves as a meso-level pedagogical space linking personal biography, digital mediation, and community life. This idea is further supported by Berthoz's concept of simplexity, emphasizing the need to create learning environments that make complex concepts accessible through adaptive, meaningful, and embodied mediation (Berthoz, 2012). The intervention is also guided by the neuroeducational and embodied approach developed within the ECS framework, which highlights the interconnectedness of body, cognition, affect, and context in inclusive learning (Gómez Paloma & Damiani, 2021). The virtual visit extends beyond digital reality to become an embodied-relational experience, structured through guided interaction, narrative activation, and reflective participation. Reflecting on simplex didactics and educational technologies reinforces this perspective by emphasizing the pedagogical value of digitally mediated environments in fostering active participation, meaningful interaction, and the development of transversal skills, rather than merely offering passive consumption (Di Tore, 2020). Within this framework, and consistent with inclusive pedagogical approaches rooted in relational care and participatory accessibility, inclusion is viewed not as a compensatory response to deficits but as an ecological and existential condition related to the quality of educational settings, recognition of subjectivity, and the capacity for genuine participation in shared cultural life (Corona & De Giuseppe, 2017; De Giuseppe, 2024). At the policy level, the project aligns with current European, international, and national frameworks that acknowledge the educational and social importance of cultural participation. "Culture and Health report: Time to Act" advocates for stronger integration of cultural policy, wellbeing, and public inclusion, while the WHO scoping review "What is the evidence on the role of the arts in improving health and well-being?" (Fancourt & Finn, 2019) provides solid evidence that arts participation significantly contributes to quality of life, social connectedness, and overall wellbeing. In Italy, this approach is further reinforced by the recent alignment between the Ministry of Culture and the Ministry of Health. Methodologically, the pilot involves a small group of older adults and may include younger participants in a structured intergenerational activity. The process includes pedagogical reception, brief digital support, an accessible and dialogic virtual visit, and a final co-narrative exercise. The expected outcomes focus on strengthening cultural agency, digital confidence, intergenerational exchange, and recognizing cultural access as a practice of democratic citizenship in later life.

Berthoz, A. (2012). Simplexity: Simplifying Principles for a Complex World. New Haven: Yale University Press.

Bronfenbrenner, U. (1979). The Ecology of Human Development. Cambridge, MA: Harvard University Press.

Bronfenbrenner, U., & Morris, P. A. (2006). The bioecological model of human development. In R. M. Lerner (Ed.), Handbook of Child Psychology (6th ed.). Hoboken, NJ: Wiley.

Corona, F., & De Giuseppe, T. (2017). La Flipped inclusion, tra impianto teoretico e didattica sperimentale di aula aumentata per una didattica inclusiva. Pedagogia Più Didattica, 3(1).

De Giuseppe, T., & Francese, F. (2024). Flipped Inclusion and Pedagogical Care in Existential Liminalities: to be there, beyond Ipseity in the unity of the" we". Journal of Inclusive Methodology and Technology in Learning and Teaching, 4(2sup).

Di Tore, S., Aiello, P., Sibilio, M., & Berthoz, A. (2020). Simplex didactics: promoting transversal learning through the training of perspective taking. Journal of e-Learning and Knowledge Society, 16(3), 34-49.

Fancourt, D., & Finn, S. (2019). What is the evidence on the role of the arts in improving health and well-being? A scoping review. Copenhagen: WHO Regional Office for Europe.

Gómez Paloma, F., & Damiani, P. (2021). Manuale delle Scuole ECS. The Neuroeducational Approach. La sfida del cambiamento educativo per il benessere e l'apprendimento. Brescia: Scholé.

Ministero della Cultura. (2026, February 5). La prescrizione dell'arte come cura, Borgonzoni: "Passato oggi in Conferenza Stato-Regioni Protocollo MiC-Salute". Roma: Ministero della Cultura. © 2021 MiC - Pubblicato il 2026-02-05 15:51:57 / Ultimo aggiornamento 2026-02-05 15:53:39

ALGORITHMIC CITIZENSHIP IN AGEING: ARTIFICIAL INTELLIGENCE, COGNITIVE DELEGATION AND THE DEMOCRATIC RIGHTS OF OLDER PERSONS WITH DISABILITIES

Monica Di Domenico (University of Salerno, Italy) · **Fabrizio Schiavo** (Indire) · **Pio Alfredo Di Tore** (University of Cassino and Southern Lazio)

algorithmic citizenship | ageing with disability | cognitive delegation

With the progressive embedding of generative artificial intelligence in social and institutional life, the question of who retains the epistemic agency necessary to participate authentically in democratic processes acquires growing pedagogical relevance. This contribution examines the intersection of ageing, disability and AI from the perspective of Special Education and philosophy of education, arguing that older persons with disabilities represent a privileged vantage point from which to observe a structural dynamic, particularly in contexts of digital access to healthcare services, welfare provision and public information, where the immediate availability of AI-generated responses may reduce genuine cognitive engagement, producing a condition in which discursive fluency tends to replace the active construction of knowledge and judgement. Drawing on the concept of algorithmic citizenship (Di Tore et al., 2024) and on the foundational insight of McLuhan and de Kerckhove that media function as cognitive environments reshaping the conditions of knowledge (de Kerckhove, 1995; McLuhan, 1964), the paper argues that generative AI reconfigures the socio-technical conditions within which democratic participation, self-determination and the construction of life projects become possible or constrained. When AI systems anticipate needs, pre-formulate choices and smooth the cognitive friction necessary for deliberation, they risk replacing inclusive design with forms of structural cognitive delegation— a subtle yet decisive erosion of the right to think and decide. The analysis is situated within the framework of the United Nations Convention on the Rights of Persons with Disabilities (CRPD, 2006), which recognises legal capacity and political participation as non-negotiable dimensions of human dignity throughout the life course. In this context, Special Education is called to move beyond functional accessibility towards what the paper conceptualises as epistemic accessibility: the design of AI-mediated environments that support older persons' capacity to question and reinterpret their understanding of the world. This reorientation is developed in dialogue with Latour's actor-network theory (2005) and with the Foucauldian notion of dispositif (1980), in order to examine how AI systems constitute regimes of visibility that may open or close the space for deliberation. From a methodological standpoint, the paper adopts a theoretical–conceptual approach, developing its argument through a critical engagement with philosophical and pedagogical literature as well as science and technology studies, in dialogue with perspectives on algorithmic explainability in education (Selwyn, 2019; Williamson, 2019) and with disability studies addressing life projects and citizenship in later life (Priestley, 2003; Simplican et al., 2015). The paper concludes by proposing pedagogical principles for the design of AI in contexts of disability in later life: the preservation of deliberative space, the recognition of embodied cognition as a constitutive dimension of democratic agency (Varela et al., 1991), the promotion of intergenerational digital solidarity, and the recognition of education in later life as an infrastructure for critical participation. Against a reductive assistive paradigm, inclusive education for older persons with disabilities is thus reinterpreted as a site of epistemological and political resistance: not an additional layer of welfare provision, but a pedagogical condition for democratic quality.

De Kerckhove, D. (1995). The skin of culture: Investigating the new electronic reality. Somerville House, USA.

Di Tore, P. A., Schiavo, F., Di Domenico, M., & Mangione, G. R. (2024). Algorithmic citizenship: Fostering democracy, inclusion and explainability in the era of artificial intelligence. In Mind, body, and digital brains (pp. 265-275). Cham: Springer Nature Switzerland.

Foucault, M. (1980). Power/Knowledge: Selected Interviews and Other Writings 1972–1977. New York: Pantheon Books.

Latour, B. (2005). Reassembling the Social: An Introduction to Actor-Network-Theory. Oxford: Oxford University Press.

McLuhan, M. (1964). Understanding Media: The Extensions of Man. New York: McGraw-Hill.

Nazioni Unite. (2006). Convenzione sui diritti delle persone con disabilità (CRPD). New York: Nazioni Unite.

Priestley, M. (2003). Disability: A Life Course Approach. Cambridge: Polity Press.

Selwyn, N. (2019). What is Digital Sociology? Cambridge: Polity Press.

Simplican, S. C., Leader, G., Kosciulek, J., & Leahy, M. (2015). Defining social inclusion of people with intellectual and developmental disabilities. Research in Developmental Disabilities, 38, 18–29. https://doi.org/10.1016/j.ridd.2014.10.008

Varela, F. J., Thompson, E., & Rosch, E. (1991). The Embodied Mind: Cognitive Science and Human Experience. Cambridge, MA: MIT Press.

Williamson, B. (2019). Big Data in Education: The Digital Future of Learning, Policy and Practice. London: SAGE.

"GIVING VOICE" TO AGING: NARRATIVE AS A PEDAGOGICAL PRACTICE OF DEMOCRATIC CITIZENSHIP

Giulia Mauti (Università degli Studi di Cassino e del Lazio Meridionale, Italy) · **Claudia Spina** (Università degli Studi di Cassino e del Lazio Meridionale, Italy)

active aging | storytelling | democratic citizenship

This paper reflects on the paideutic value of narrative logos in aging as a tool for promoting democratic citizenship. The heuristic-hermeneutic focus is on the educability of the person (Spina, 2024) in old age and on storytelling as a pedagogical device (Ricoeur, 2002; Demetrio, 1996; Spina, 2018), capable of both giving "voice" to life stories (Bruner, 2002, 2006) and fostering invigorating intergenerational exchanges. Starting from some preliminary considerations, centered on Lifelong Learning and the Pedagogy of Active Aging (the process of developing and maintaining functional capacity, which enables well-being in old age), we come to understand the elderly as a "human heritage of memories and historical-socio-cultural roots" (Cianfriglia, 2024, p. 11). Considering active aging a "scenario of participation, activity, and generativity" (Baschiera, Deluigi, Luppi, 2014, p. 13), a possible path for accompanying the elderly can be found in educational programs rooted in narrative logos. From this perspective, we consider the narrative experience as a paideutic practice that, at the same time, takes the form of recognition (Ricoeur, 2005; Spina, 2025) and a practice of citizenship. Through storytelling/whether recounting others' stories or one's own, an individual is able to recognize their own history, reinterpret the meanings of aging, and assert their presence in public and community spaces (Arendt, 2016). It should also be noted that, in confronting the fragility of old age, the spoken word fosters a fruitful dialogue with younger generations, offering them memory and testimony of times past. By countering forms of social invisibility (which often also characterize aging with disabilities), storytelling becomes a fundamental element in supporting processes of authentic communication, participation, recognition, and inclusion; dimensions that underpin democratic citizenship.

Arendt, H., Vita activa (tr. it.), Bompiani, Milano 2016.

Baschiera, Deluigi, Luppi, Educazione intergenerazionale. Prospettive, progetti e metodologie didattico-formative per promuovere la solidarietà fra le generazioni, FrancoAngeli, Milano 2014.

Bruner, J., La cultura dell'educazione (tr. it.), Feltrinelli, Milano 2002.

Id., La fabbrica delle storie. Diritto, letteratura, vita (tr. it.), Laterza, Roma-Bari 2006.

Cianfriglia, M., Pedagogia nell'invecchiamento. Per un'azione educativa nella vecchiaia, Pensa Multimedia, Lecce 2024.

Demetrio, D., Raccontarsi. L'autobiografia come cura di sé, Raffaello Cortina, Milano 1996.

Ricoeur, P., Sé come un altro (tr. it.), Jaca Book, Milano 2002.

Id., Percorsi del riconoscimento (tr. it.), Raffaello Cortina, Milano 2005.

Spina, C., Ascoltare l'educazione, ELS-La Scuola, Brescia 2018.

Ead., Questioni di epistemologia pedagogica. Tra cambiamento, comunicazione ed educabilità, Pensa Multimedia, Lecce 2024.

Ead., Riconoscimento, Scholè, Brescia 2025.

PROGETTO DI VITA E RELAZIONE DI CURA PER L'ANZIANO

Daniela Persechini (Università degli Studi di Cassino e del Lazio Meridionale, Italy)

Older age | life plan | care relationship

Title: Life Planning and Care Relationships for the Elderly Daniela Persechini Adjunct Professor at the University of Cassino and Southern Lazio; d.persechini@unicas.it This article explores the relationship between special education, neurodidactics, and care policies as they pertain to the elderly population, with a particular focus on the life plan as a tool for active inclusion and on democratic citizenship as an indispensable value. In a demographic context undergoing profound transformation, rethinking educational and care models for the elderly represents one of the most urgent challenges of contemporary pedagogy. The progressive aging of the population in Western countries demands a profound reflection on the social, educational, and healthcare structures that govern the lives of older adults. In this scenario, special education is called upon to move beyond traditional boundaries to rigorously and creatively examine the educational, relational, and identity-related needs of older adults. This is not merely a matter of care or rehabilitation, but of recognizing the full educational subjectivity of the elderly: their capacity to learn, participate, make choices, and contribute to collective life. Longevity, far from being exclusively a biomedical issue, emerges as a pedagogical and political phenomenon. Quality of life in old age depends increasingly on access to inclusive educational settings, the availability of supportive care networks, and the recognition of citizens' rights even during periods of greatest vulnerability. Special education for the elderly offers a new and urgent approach to life planning. Conceiving a life plan for an older person, even in conditions of frailty or disability, means recognizing that every stage of life holds potential, desires, and rights that deserve to be addressed. Building a shared life plan requires the professionals involved to possess skills in deep listening, narrative facilitation, and co-design with the individual and their family and social network. In this way, the care relationship—when guided by pedagogical principles—becomes both an educational act that values the individual and promotes their participation (countering the passivity typical of traditional care models) and a political and pedagogical act that defines the kind of community we wish to be.

˜Canevaro, A., Nascere fragili. Processi educativi e pratiche di cura, Dehoniane, Bologna 2015.
˜Demetrio, D., L'età adulta. Teorie dell'identità e pedagogia dello sviluppo, Raffaello Cortina, Milano 2003.
˜Goldberg, E., Il paradosso della saggezza. Come la mente può migliorare con l'età, Ponte alle Grazie, Milano 2006.
˜Ianes, D., La speciale normalità. Strategie di integrazione e inclusione. Erickson, Trento 2009.
˜Mortari, L., Filosofia della cura, Raffaello Cortina, Milano 2015.
˜Pavone, M., L'inclusione educativa. Indicazioni pedagogiche per la disabilità dell'adulto e dell'anziano, Mondadori, Milano 2014.
˜Sen, A., Lo sviluppo è libertà. Perché non c'è crescita senza democrazia, Mondadori, Milano 2000.
˜Spina, C., Ascoltare l'educazione. ELS - La Scuola, Brescia 2018.
˜Trisciuzzi, L., La pedagogia clinica. I processi formativi del prendersi cura, Laterza, Roma 2002.

LIFE PROJECT AND AGEING WITH DISABILITY: PEDAGOGICAL PERSPECTIVES FOR QUALITY OF LIFE

Claudia Maulini (Parthenope University, Italy) · **Antonio Cuccaro** (università Niccolo Cusano) · **Enrico Miatto** (istituto Universitario Salesiano Venezia)

Ageing | Disability | Life Project

The significant increase in life expectancy among persons with disabilities has made visible a profound demographic and social transformation that challenges educational and welfare systems: the ageing of individuals who have lived with a disability since childhood or adulthood (ageing with disability). Unlike disabilities acquired in later life, this phenomenon entails a cumulative stratification of biological, social, and institutional vulnerabilities, requiring a pedagogical rethinking of self-determination, participation, and quality of life across the life course. This theoretical and argumentative contribution lies at the intersection of special education, ageing studies, and policy analysis. It draws upon the United Nations Convention on the Rights of Persons with Disabilities (2006), the European Disability Strategy 2021–2030, and the recent Italian disability reform (Law 227/2021; Legislative Decree 62/2024). Within this framework, the individual, personalised and participatory life project is analysed not merely as an administrative tool, but as a pedagogical device

ensuring continuity and safeguarding active citizenship in older age. Ageing with disability reveals a "middle ground" between welfare systems: older persons with disabilities risk being neither fully recognised within mainstream ageing services nor adequately supported within adult disability services. This fragmentation leads to discontinuities in support, reduced opportunities for participation, and processes of double stigmatisation (age and disability) that undermine agency. From this perspective, educating for inclusive citizenship means challenging custodial and protectionist approaches and promoting enabling environments in which individuals are recognised as rights-holders capable of contributing to community life, even in advanced age. Particular attention is devoted to the narrative and participatory dimension. Recent literature highlights the limited presence of the direct voices of older persons with intellectual disabilities in research and decision-making processes. This raises a crucial pedagogical issue: the need to create spaces for listening, accessible communication tools, and co-design practices capable of making self-determination effective. In this sense, multidimensional assessment grounded in the ICF framework and the shared construction of the life project can become key levers for integrating health, relationships, housing, and social participation into a coherent and personalised plan oriented towards quality of life. The contribution outlines several operational directions for a pedagogy of inclusive ageing: (1) ensuring educational and project continuity across the life course; (2) integrating socio-health and educational dimensions; (3) valuing subjective well-being and meaningful relationships; and (4) strengthening local networks and co-programming practices with third-sector organisations. Within this perspective, special education functions as a translational device between formal rights and everyday practices, contributing to the construction of inclusive communities capable of sustaining active and self-determined citizenship in older age. Ageing with disability should therefore not be framed as a merely assistential emergency, but as a test case for inclusive democracy: educating for active citizenship entails guaranteeing continuity, dignity, and participation throughout the entire life course.

Bigby, C. (2004). Ageing with a lifelong disability: A guide to practice, program and policy issues for human services professionals. Jessica Kingsley.

Cottini, L. (2018). Didattica speciale e inclusione scolastica. Carocci.

Dragomirecka, E., & Bartonova, J. (2006). Qualità della vita nelle persone con disabilità intellettiva: strumenti WHOQoL. Hogrefe.

European Commission. (2021). Union of Equality: Strategy for the Rights of Persons with Disabilities 2021–2030. Publications Office of the European Union.

Freitas, V. S., & Naiff, L. A. M. (2021). Representações sociais sobre envelhecer com deficiência: Um estudo com famílias. Revista Caderno Pedagógico, 21(6), 1–18.

Giraldo, M., & Gilardoni, A. (2024). Servizi e soluzioni di long-term care per persone con disabilità che invecchiano: Un'analisi esplorativa a partire da una scoping review. Italian Journal of Special Education for Inclusion, 12(1), 45–63.

Godoflite, M. C. S., Barbosa, R., Antunes, D. C. R., Fey, S., Lopes, Í. O., Peixoto, M. C. O., Berlese, D. B., & Santos, G. A. (2024). Person with intellectual disability and their aging process: A systematic review of the literature. Revista Caderno Pedagógico, 21(6), 1–18.

Lascioli, A. (2011). Educazione speciale. Dalla teoria all'azione. FrancoAngeli.

Lascioli, A., & Pasqualotto, L. (2021). Progetto individuale, vita adulta e disabilità: Prospettive e strumenti su base ICF. Carocci.

Miatto, E. (2025, marzo 6). Disabili anziani o anziani disabili? Paper presentato al seminario Indagare l'invecchiamento, Università di Macerata – Istituto Universitario Salesiano Venezia.

Putnam, M. (2007). Aging and disability: Crossing network lines. Generations, 30(2), 10–15.

Putnam, M., & Coyle, J. (2021). The challenge of long-term care systems for ageing with disability. Journal of Aging & Social Policy, 33(3), 220–239.

Stárek, L., & Klugerová, J. (2023). Special pedagogical and social support in the life of an ageing person with a mental disability. Synesis, 15(1), 1–14.

United Nations. (2006). Convention on the Rights of Persons with Disabilities.

Wehmeyer, M. L. (2005). Self-determination and individuals with severe disabilities: Re-examining meanings and misinterpretations. Research and Practice for Persons with Severe Disabilities, 30(3), 113–120.

World Health Organization. (2001). International Classification of Functioning, Disability and Health (ICF). Geneva: WHO.

LIFE PROJECT IN AGEING WITH DISABILITIES (AWD): THE ROLE OF ANIMAL-ASSISTED INTERVENTIONS (AAI)

Paola Pela (Università degli Studi di Macerata, Università degli Studi "Gabriele d'Annunzio" Chieti - Pescara, Italy) · **Chiara Gentilozzi** (Università Pegaso, Italy)

Ageing with disability (AWD) | Quality of life | Self-determination

The challenges associated with ageing with disabilities (AWD), highlight the importance of moving beyond welfare models and adopting measures capable of transforming the expected legislative objectives (Law 227/2021; Legislative Decree 62/2024) into meaningful experiences, resulting in a real improvement in the quality of life (Giaconi, 2015; Schalock & Verdugo, 2006) for individuals and communities. The intentional and continuous construction of a personalised life plan

throughout the entire lifespan, which guarantees constant access to fundamental rights (CRPD), is preparatory to the prevention of secondary vulnerabilities for older persons with disabilities, providing a solid basis for identity and relationships. To this end, Animal-Assisted Interventions (AAI) can be particularly important as they aim to promote experiences that involve not only the motor sphere, but also the emotional and cognitive dimensions of individuals, with positive effects on individual well-being, social participation and the perception of quality of life in older people (Badin et al., 2022; Dincer et al., 2022), suggesting a possible preventive function with regard to the development of frailty. In Italy, The National Guidelines for Animal-Assisted Interventions (Ministry of Health, 2015) define objectives, methods of intervention and the rights of those receiving assistance, highlighting the importance of training and the involvement of various professionals (doctors, veterinarians, educators, animal assistants, etc.), who are essential in forming a team of operators capable of ensuring the effectiveness of the approach on both a therapeutic and educational level. Contact with animals represents an emotional exchange in which the person with disabilities is an active participant, encouraging the rediscovery of residual abilities and openness to the outside world. Starting from these premises, this paper empirically explores the educational role of AAI in fostering an environment conducive to health promotion (World Health Organisation [WHO], 1986), self-determination and inclusion (Del Bianco, 2024), with a particular focus on the path towards ageing with disabilities. The aim is to highlight best practices, the methods adopted and the relational climate that translate current regulations into concrete actions of participatory democracy, focusing on the role of AAI as a possible contribution to strengthening the socio-environmental adaptation skills of participants with disabilities and supporting the transition to old age. The survey documents the activities of a centre specialising in AAI, in particular with horses and dogs, through observation of the intervention settings, interviews, and collecting testimonies from participants and operators, with the intention of providing a choral and authentic narrative that highlights the potential of the proposed approach in preventing vulnerability and combating isolation and early institutionalisation of elderly people with disabilities. The research also aims to offer a critical reflection on the role of the educator, not only as a facilitator of the educational process, but also as a democratic mediator, capable of contributing synergistically, in collaboration with the local community, institutions and families, to Life Projects aimed at guaranteeing dignity and rights to people with disabilities, even in the most advanced stages of life.

Badin, L., Alibran, É., Pothier, K., & Bailly, N. (2022). Effects of equine-assisted interventions on older adults' health: A systematic review. International Journal of Nursing Sciences, 9(4), 542-552. https://doi.org/10.1016/j.ijnss.2022.09.008

Del Bianco, N. (2024). Autodeterminazione e autorappresentanza nelle persone con disabilità. Percorsi di pedagogia speciale per l'inclusione. FrancoAngeli.

Dincer, B., Bahçecik, N., & Sollami, A. (2022). Effect of animal assistant therapy on quality of life in older adults: A meta-analysis. Geriatric Nursing, 43, 38-44. https://doi.org/10.1016/j.gerinurse.2021.11.005

Giaconi, C. (2015). Qualità della vita e adulti con disabilità. Percorsi di ricerca e prospettive inclusive. FrancoAngeli.

Legge 22 dicembre 2021, n. 227. Delega al Governo in materia di disabilità. Gazzetta Ufficiale della Repubblica Italiana n. 309 del 30 dicembre 2021.

Ministero della Salute. (2015). Linee guida nazionali per gli interventi assistiti con gli animali (IAA). https://www.salute.gov.it/imgs/C_17_opuscoliPoster_276_allegato.pdf

Nazioni Unite. (2006). Convenzione sui diritti delle persone con disabilità. Ministero del Lavoro e delle Politiche Sociali. https://www.lavoro.gov.it/temi-e-priorita/disabilita-e-non-autosufficienza/focus-on/Convenzione-ONU/Documents/Convenzione%20ONU.pdf

Organizzazione Mondiale della Sanità. (1986). Carta di Ottawa per la promozione della salute. WHO.

Schalock, R. L., & Verdugo, M. A. (2006). Manuale di qualità della vita. Modelli e pratiche di intervento (Edizione italiana a cura di S. Soresi). Vannini.

PLAY FOR OLDER ADULTS WITH DISABILITIES, THROUGH THE LENS OF LOCAL ACTORS AND THE SCIENTIFIC COMMUNITY: AN EXPLORATORY STUDY

Laura Menichetti (Università degli Studi di Firenze, Italy) · **Dmitry Samoylov** (Università degli Studi di Firenze, Italy)

play experience · elderly people · stakeholders

Introduction. This study examines play as a pedagogical, cultural, and political resource to foster active ageing among persons with disabilities, contributing to the international debate on Ageing with Disability. Gameplay is conceptualized as a vital bridge connecting rights, self-determination, and everyday inclusive practices across the stages of life. It serves as a primary instrument for operationalizing active citizenship and lifelong learning. Methodology. This exploratory study employed a qualitative empirical design centred on focus groups. This technique was selected to elicit nuanced opinions, motivations, and strategic proposals from a multi-stakeholder perspective involving political, social, and educational

actors. The sample comprised 15 stakeholders from the Metropolitan City of Florence, spanning various professional and voluntary sectors. Audio recordings were transcribed verbatim and analysed using thematic analysis to identify emerging themes, points of convergence, and dissonances within the data corpus. Results. The analysis of turn-taking revealed an iterative renegotiation of the concept of play and its practical applications; this confirms the polysemy of ludic methods documented in the literature. Regarding Ageing with Disability, three primary research trajectories emerged: a) territorial mapping of past experiences and current services; b) analysis of factors modulating participation and engagement levels; and c) project optimization coupled with the collection and assessment of enhancement proposals. The participants have perceived a gap, across these themes, in targeted local policies, with such responsibilities largely delegated to the third sector. Discussion. From the perspectives of special education and critical gerontology, ludic activity can be proposed as a practice capable of bolstering the agency of older adults and their sense of community belonging. Self-determination is framed not merely as an individual skill to be developed, but as a human right to be secured through the design of enabling environments, accessible contexts, and support networks. In this light, local ludic services emerge as pivotal spaces for deconstructing stereotypical representations of ageing and dependency, thereby promoting participation and mutual aid even for individuals with significant functional limitations. Conclusions. The findings suggest that it would be beneficial to use play as part of a reconceptualization of active aging in an inclusive form, linking it to other stages of life (for instance promoting it in early adulthood) and not reserving it for specific “categories” (with or without impairments, including those resulting from age). It is imperative to frame play as a rights-based pedagogical principle and to formulate the ludic experience within an evidence-based conceptual framework, promoting a local ludic culture free from stereotypes and prejudices.

Antonacci, F. (2025). Puer Ludens: poetica e politica del gioco. FrancoAngeli.

Antonacci, F., Riva, C., & Rossoni, E. (2017). Gioco e disabilità, un’oscillazione tra limite e piacere. Italian Journal of Special Education for Inclusion, 5(1), 147-159.

Foster, L., & Walker, A. (2021). Active Ageing Across the Life Course: Towards a Comprehensive Approach to Prevention. BioMed Research International, 2021, 6650414.

Frison, D., & Menichetti, L. (2020). Metodi ludici: tendenze e didattiche innovative 0-11. Pensa Multimedia.

Morgan, D. L., Krueger, R. A., & King, J. A. (1998). The focus group guidebook. Sage.

Thege, B., Köchling-Farahwaran, J., Börm, S., & Dettmers, S. (2021). Ways Out of Social Isolation for Older People in the Context of New Media. Springer Wiesbaden.

Tramma, S. (2017). Pedagogia dell’invecchiare: Vivere (bene) la tarda età. FrancoAngeli.

United Nations Economic Commission for Europe (UNECE). (2019). 2018 Active Ageing Index: Analytical Report. United Nations. https://unece.org/population/publications/active-ageing-index-analytical-report

Vaughn, S., Schumm, J. S., & Sinagub, J. (1996). Focus Group Interviews in Education and Psychology. Sage.

World Health Organization (WHO). (2002). Active Ageing: A Policy Framework. World Health Organization. https://iris.who.int/handle/10665/67215

World Health Organization (WHO). (2025). From Loneliness to Social Connection – Charting a Path to Healthier Societies: Report of the WHO Commission on Social Connection. World Health Organization. https://www.who.int/publications/i/item/978240112360

LIFE PLANNING IN AGING WITH DISABILITY BETWEEN ASSISTANCE AND CARING RELATIONSHIPS

Alessandra Lo Piccolo (Università degli Studi di Enna Kore, Italy) · **Daniela Pasqualetto** (Università degli Studi di Enna Kore, Italy) · **Laura Andolina** (Università degli Studi di Enna Kore, Italy) · **Letizia Pistone** (Università degli Studi di Enna Kore, Italy)

Life Project | Aging with Disability | Caring Relationships

In educational and social services addressing people with disabilities, the concept of a life project has progressively assumed a central role in supporting developmental pathways, transitions to adulthood, and the construction of forms of social participation. However, when individuals enter the stage of old age, this planning dimension often tends to weaken. In many care contexts, advancing age coincides with a gradual reduction in spaces for self-determination and with the strengthening of predominantly assistance-oriented intervention models, in which decisions related to everyday life are increasingly mediated by service organizations (Genga & Lattanzio, 2015). This transformation raises significant questions for contemporary special education. People who have lived with disability since childhood or early adulthood are now experiencing increasingly longer life trajectories, bringing to light new educational, relational, and social needs. In this scenario, there is a risk that advancing age may be interpreted primarily as a phase of progressive dependency, in which

the life-planning dimension gradually loses meaning (United Nations Economic Commission for Europe, 2021). This contribution proposes a pedagogical reinterpretation of the concept of life planning in later life, questioning interpretations that confine it mainly to the early stages of existence or to transition phases related to disability. Through a theoretical-critical reflection that intertwines Disability Studies and special education, the paper interprets the life project as a dynamic and continuous process that accompanies the individual throughout the entire life course. From this perspective, attention shifts from the mere planning of services to the enhancement of life stories, meaningful relationships, and lifelong learning opportunities that sustain identity continuity and social participation (Regional Council, 2021). This perspective is also in dialogue with the Capability Approach (Sen, 2000; Nussbaum, 2012), which interprets well-being as the real opportunity to choose and pursue meaningful forms of life, and with the bio-psycho-social model of disability promoted by the ICF (WHO, 2001), which highlights the role of social and cultural contexts in supporting or limiting opportunities for participation. Within this framework, the contribution highlights the educational value of the caring relationship (Mortari, 2006), understood not merely as an assistance-based response to need, but as a relationship capable of recognizing the person in the entirety of their biographical experience and in their possibility to continue orienting their own existence (Hesse, 2002). From this perspective, rethinking life planning in aging with disability means acknowledging existential projectuality as a constitutive dimension of human dignity, even in conditions of greater fragility. Special education can therefore offer a significant contribution in promoting educational and social practices capable of supporting quality of life, participation, and democratic citizenship throughout the entire life course, counteracting the reduction of aging with disability to a merely assistance-based issue (Applewhite, 2017).

Applewhite, A. (2017). Il bello dell'età. Manifesto contro l'ageismo (A. Talò, Trans.). Corbaccio.

Consiglio Regionale n.103 del 5 ottobre 2021. Interventi di promozione e valorizzazione dell'invecchiamento attivo. Piano triennale 2021-2023. Regione del Veneto, Area Sanità e Sociale, Direzione Servizi Sociali, U.O. Non Autosufficienza.

Genga, G., & Lattanzio, F. (2015). Prefazione. In Network Non Autosufficienza (a cura di), L'assistenza agli anziani non autosufficienti in Italia: 5° Rapporto. Un futuro da ricostruire (pp. 1–9). Santarcangelo di Romagna: Maggioli.

Hesse, H. (2002). La cura. Milano: Adelphi.

Mortari, L. (2006). La cura come asse paradigmatico del discorso pedagogico. In Cura in pedagogia: linee di lettura(Studi e ricerche sulla formazione. Saggi, 3, pp. 1000–1025).

Nussbaum, M. C. (2012). Creare capacità: liberarsi dalla dittatura del PIL. Bologna: Il Mulino.

Sen, A. (2000). Sviluppo è libertà. Perché non c'è crescita senza democrazia. Milano: Mondadori.

United Nations Economic Commission for Europe. (2021). Guidelines for Mainstreaming Ageing. Geneva: United Nations.

World Health Organization. (2001). International classification of functioning, disability and health (ICF). Geneva, Switzerland: WHO.

AGEING WITH DISABILITIES BETWEEN AGEISM AND ABLEISM: TOWARDS A SPECIAL PEDAGOGY OF DOUBLE VULNERABILITY

Giovanna Amendola (University of Cassino and Lazio Meridionale, Italy) · **Fortunata Romano** (MIM) · **Rosa Yessenia Barros** (University of Cassino and Lazio Meridionale, Italy) · **Pio Alfredo Di Tore** (University of Cassino and Lazio Meridionale, Italy)

Ageing with disability (AWD) | double vulnerability | ageism

Ageing with disability (AWD) is one of the most relevant and insufficiently explored theoretical and practical issues in contemporary special pedagogy (Jeppsson Grassman & Whitaker, 2012). Older people who have lived with a disability since childhood or early adulthood face a condition of double structural vulnerability, determined by the convergence of ageism (Butler, 1969) and ableism, i.e. cultural and institutional devaluation (Campbell, 2009; Goodley, 2014; Devlin & Pothier, 2006). This requires a theoretical reinterpretation of the epistemological foundations of special education (Jeppsson Grassman & Whitaker, 2012; Shakespeare, 2018). This contribution interprets AWD as a complex pedagogical phenomenon, bringing together Disability Studies (Goodley, 2014; Devlin & Pothier, 2006), critical gerontology (Jeppsson Grassman & Whitaker, 2012) and democratic education theory. The CRPD (2006) and the European Disability Strategy 2021–2030 (European Commission, 2021) highlight how the intertwining of ageism and ableism contributes to the marginalisation of older people with disabilities, fuelling a structural risk of social and institutional invisibility. The Life Project, introduced by recent national regulatory reforms on disability, is analysed as a theoretical and operational tool to combat double vulnerability, promoting the integration of social, educational and care dimensions while respecting the self-determination of the individual (Wehmeyer, 2005). The importance of support communities as democratic mediators in

transforming recognised rights into practices of authentic inclusion (United Nations, 2006; European Commission, 2021) is highlighted, restoring epistemic centrality to those who risk 'voicelessness' in decision-making processes (Walmsley, 2001; Strnadová & Walmsley, 2018). Special education for older people with disabilities must establish itself as a driver of emancipation and social change, promoting a culture of inclusion so that no one is left behind on life's journey (Goodley, 2014; Oliver, 1990).

Butler, R. N. (1969). Age-ism: Another form of bigotry. The Gerontologist, 9(4), 243–246.
Campbell, F. K. (2009). Contours of ableism: The production of disability and abledness. Palgrave Macmillan.
Devlin, R., & Pothier, D. (Eds.). (2006). Critical disability theory: Essays in philosophy, politics, policy, and law. UBC Press.
European Commission. (2021). Union of equality: Strategy for the rights of persons with disabilities 2021–2030. Publications Office of the European Union.
Goodley, D. (2014). Dis/ability studies: Theorising disablism and ableism. Routledge.
Jeppsson Grassman, E., & Whitaker, A. (2012). Ageing with disability: A research review. Scandinavian Journal of Disability Research, 14(4), 311–319.
Oliver, M. (1990). The politics of disablement. Macmillan.
Shakespeare, T. (2018). Disability: The basics. Routledge.
Strnadová, I., & Walmsley, J. (2018). Peer-reviewed articles co-authored by people with intellectual disabilities: Do we practise what we preach? Disability & Society, 33(9), 1405–1424.
United Nations. (2006). Convention on the rights of persons with disabilities.
Walmsley, J. (2001). Normalisation, emancipatory research and inclusive research in learning disability. Disability & Society, 16(2), 187–205.
Wehmeyer, M. L. (2005). Self-determination and individuals with severe disabilities: Re-examining meanings and misinterpretations. Research and Practice for Persons with Severe Disabilities, 30(3), 113–120.

F.02

Beyond Compensatory Inclusion: Disability, Neurodiversity and Spatialized Inequalities in Education

PANEL CONVENORS: Marco Romito (Università di Milano-Bicocca, Italy); Miriam Serini (Università di Milano-Bicocca, Italy)

PANEL KEYWORDS: Neurodiversity, Critical Disability studies, intersectionality

Research has long shown how educational institutions operate as sites in the reproduction of inequalities, defining which subjectivities, forms of knowledge and behaviours are deemed valid. Policies, teaching practices, assessment procedures and pedagogical tools establish what counts as appropriate learning, acceptable behaviour and legitimate participation. Within this framework, disability and neurodivergence emerge as differences to be disciplined, compensated for, or made compatible with pre-established organisational and pedagogical arrangements. Normalization manifests through classificatory practices, compensatory tools, assessment regimes and pedagogical routines that act upon nonconforming bodyminds, orienting them toward self-regulation, productivity and behavioural conformity. These processes operate not only through policies, practices and evaluation, but also through the material and spatial fabric of educational institutions: dedicated offices, support classrooms and segregated pathways can produce micro-segregations that subtly redefine belonging and legitimacy. These dynamics shape who can participate fully and who risks marginalisation as a learner or student. Space thus emerges as a central actor in the production of difference and in shaping access to educational justice, understood as the real capacity to learn, be represented and take part in the democratic life of educational institutions. The panel welcomes empirical and theoretical contributions that address related questions (for example: how normalization shapes bodies, behaviours and learning opportunities? which spatial dispositifs produce inclusion or exclusion? and how educational justice can be reimagined beyond deficit logics and compensatory interventions?) and that critically engage with the conceptual and methodological challenges of researching disability, neurodivergence, space and normalization in contemporary educational institutions.

NAVIGATING THE NORMALIZATION APPARATUS: AN AUTOETHNOGRAPHIC CRITIQUE

Martina Visentin (University of Padova, Italy)

Autoethnography | Neurodiversity | Normalization

This contribution addresses the tension between the institutional "space" of the Italian school system and the lived reality of neurodivergent development, specifically through the dual lens of a researcher and a mother of a child with AuADHD (Autism Spectrum Disorder and ADHD). By employing autoethnography as a critical qualitative methodology, the study investigates how contemporary educational institutions continue to operate as "normalization dispositifs," even within a framework of formal inclusion.The analysis first explores how normalization shapes bodies and behaviors in the classroom. Through the detailed narration of navigating standardized educational environments, the study reveals how the

"ideal student" remains a neurotypical construct. For the AuADHD child, learning opportunities are often contingent on their ability to perform proximity to this norm. The research highlights how the Italian system, despite its progressive rhetoric, often defaults to a deficit logic: the child is viewed through a medicalized lens, where inclusion becomes a process of correcting behavioral 'outliers' rather than restructuring the environment. Central to this critique is the examination of spatial and institutional dispositifs. The paper analyzes the Individualized Education Plan (IEP/PEI) not merely as a tool for support, but as a site of negotiation between the child's unique neurodevelopmental profile and the school's rigid structural demands. I argue that the frequent turnover of special needs teachers and the fragmentation of resources function as 'exclusionary dispositifs' within an inclusive space. These systemic barriers create a paradoxical burden on families, who must individually compensate for institutional shortcomings, effectively privatizing the labor of care and inclusion. To reimagine educational justice beyond compensatory interventions, the study proposes a shift toward a neurodiversity-affirming framework. This approach challenges the desirability of standardized curricula, suggesting that justice is not found in 'leveling' the student to meet the system, but in creating flexible, stable, and professionally supported environments that recognize neurodiversity as a form of human variation. Methodologically, this work addresses the epistemological challenges of researching disability through a rigorous autoethnographic reflexivity. Rather than merely amplifying marginalized voices, the study centers on the researcher's positionality as a 'scholar-mother', inhabiting the tension between the analytical distance of the sociology of education and the lived, embodied experience of neurodivergence. Autoethnography is thus employed as a critical tool to bridge the gap between institutional observation and the subjective nuances of the field, transforming personal narrative into a site of theoretical inquiry. This reflexive stance allows for a deeper interrogation of how the researcher's own presence and dual identity shape the production of knowledge. In conclusion, this contribution calls for a systemic transformation that redistributes responsibility equitably between institutions and families. By deconstructing the 'normalization' apparatus, the study contributes to the panel's objective of rethinking how space, policy, and practice can be realigned to foster individual growth and social integration, moving finally from a model of 'compensation' to one of 'affirmation'.

Chamak, B., Bonniau, B., Oudaya, L., & Ehrenberg, A. (2011). The autism diagnostic experiences of French parents. Autism, 15(1), 83-97.

Chiappetta Cajola, L., & Ciraci, A. M. (2013). Didattica inclusiva: quali competenze per gli insegnanti?

Collinson, J. A., & Hockey, J. (2005). Autoethnography: Self-indulgence or rigorous methodology. Philosophy and the sciences of exercise, health and sport: Critical perspectives on research methods, 187-202.

Ehrenberg, A. (2010). La società del disagio: il mentale e il sociale. Einaudi.

Ehrenberg, A., & Marquis, N. (2024). Children as Individuals and Their Disorders in the Ages of Autonomy. Education, Parenting, and Mental Health Care in Europe, 31.

Ehrenber, A. (2025). L'Enfant qui inquiète, Odile Jacob.

INDISPENSABLE YET INEDUCABLE: DISABILITY, DISPLACEMENT, AND THE SPATIAL POLITICS OF INCLUSION IN EDUCATION IN EMERGENCIES

Giada Costantini (Boston University, United States of America)

disability | displacement | education in emergency

Disability-inclusion has become a central commitment within global education and humanitarian policy.[i] Within the field of Education in emergencies (EiE), children with disabilities are increasingly framed as a priority, invoking the principle of "leaving no one behind." Yet in practice, they remain among the most marginalised within education interventions.[ii] Across many displacement contexts, they are significantly less likely to enrol in school, frequently redirected toward parallel segregated services, or deemed "unsuitable" for existing educational provision. The persistent gap between policy commitments and lived realities raises critical questions about how inclusion is conceptualized and operationalized within EiE systems. Drawing on critical disability theory, the paper examines EiE as a field in which the educability of displaced bodies and minds with disabilities is continuously negotiated, classified, and regulated through Western ableist vulnerability assessments, disability hierarchization processes, and programmatic inclusion frameworks. These mechanisms operate as governance technologies that implicitly determine which children are considered includable and educable within educational spaces. Displaced children with disabilities thus occupy a paradoxical position: they are indispensable to humanitarian actors to get funding, yet marginal to the operational logics that structure educational provision.[iii] In

humanitarian contexts, educational provision typically unfolds across fragmented institutional landscapes composed of NGO-run learning centres, rehabilitation services, temporary classrooms, and specialized support programmes. While these arrangements are frequently justified as mechanisms for accommodating diverse needs, they reproduced forms of exclusion. Rather than transforming pedagogical practices or institutional structures, these systems tend to evaluate children according to their capacity to comply with existing ableist norms of learning, behaviour and performance. The analysis builds on empirical research conducted with Syrian refugee families, their children and local disability organizations in Lebanon in 2022. Interviews with parents, children, and different organizations' representatives, revealed a widespread perception that EiE responses prioritize children with disabilities considered easier to include—particularly those with mild or physical impairments—while children with severe or complex disabilities remain largely excluded from both mainstream and specialized educational provision. Parents often reported that their children had been refused by both mainstream schools and specialized institutions, highlighting how some children are positioned as effectively beyond the limits of educability within existing humanitarian systems. The paper argues that these differentiated regimes of inclusion are closely linked to the political economy of humanitarian governance. Within an increasingly competitive humanitarian quasi-market[iv], organizations are incentivized to prioritize interventions capable of demonstrating rapid, measurable outcomes and cost-efficiency. Disability inclusion is therefore often incorporated into project proposals as a marker of compliance and competitiveness, while the structural transformations required to include children with more complex disabilities remain largely unaddressed.[v] At a moment marked by escalating conflicts and displacement alongside significant funding contractions across the humanitarian sector, critically reassessing how inclusion is conceptualized and implemented in EiE becomes particularly urgent. By examining how humanitarian education systems produce differentiated regimes of inclusion and exclusion, the paper contributes to debates on disability, spatialized educational inequalities, and the limits of inclusion in contexts of displacement.

[i] See for instance documents like the

UN Convention on the Rights if the Child (1989): https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child

United Nations (1990). World Declaration on Education for All. Jomtien: Thailand. https://unesdoc.unesco.org/ark:/48223/pf0000127583

UNESCO. (1994). The Salamanca statement and framework for action on special needs education. https://unesdoc.unesco.org/ark:/48223/pf0000098427

UNICEF. (2023). UNICEF Disability Inclusion Policy and Strategy (DIPAS) 2022–2030. https://www.unicef.org/unicef-disability-inclusion-policy-and-strategy-dipas-2022-2030

United Nations. (2006). Convention on the Rights of Persons with Disabilities. https://www.un.org/disabilities/documents/convention/convention_accessible_pdf.pdf

[ii] Trani, J., F., Bakhshi, P and Nandipati, A. (2012). 'Delivering' Education; Maintaining Inequality. The case of children with disabilities in Afghanistan. Brown School Faculty Publications, 38. https://openscholarship.wustl.edu/brown_facpubs/38

Bešić, E., Paleczek, L., and Gasteiger-Klicpera, B. (2020). Don't forget about us: Attitudes towards the inclusion of refugee children with (out) disabilities. International Journal of Inclusive Education, 24(2), 202-217

[iii] Grech, S., and Pisani, M. (2022). Disability and forced migration: Critical connections and the global South debate. In Disability law and human rights: Theory and policy (pp. 199-220). Cham: Springer International Publishing.

[iv] Krause, M. (2014) The Good Project: Humanitarian Relief NGOs and the Fragmentation of Reason. Chicago, IL and London: University of Chicago Press.

[v] Costantini, G. (2025b). " Neoliberal inclusion" and the structural exclusion of syrian refugee children with disabilities from humanitarian education in lebanon. In Forced Migration, Disability and Education: Iclusion and Exclusion at the Intersection of Displacement and Disablement (pp. 85-98), edited by Bacakova, M.; Veck, W. and Wharton, J. Routledge.

COUNTERACTING THE NORMALIZATION OF DISSIDENT IDENTITIES: PEDAGOGICAL REFLECTIONS EMERGING FROM NEUROQUEERNESS

Eleonora Marocchini (Institute for Globally Distributed Open Research and Education) · **Chiara Borelli** (University of Bologna) · **Mariangela Scarpini** (University of Parma)

Neuroqueer | Black Pedagogy | Behavioral Conformity

The present contribution addresses the mechanisms through which educational institutions and care practices operate as sites for the reproduction of inequalities by disciplining subjectivities that diverge from statistical normality and normative normalcy. The paper explores the historical and conceptual intersection of violent re-educational practices aimed at normalizing neurodivergent and queer identities, under the pretense of "evidence-based" care (Shkedy et al., 2021). The analysis is framed within the critique of Black Pedagogy, an approach that characterizes both historical and contemporary educational postures, not merely defined by explicit physical violence but by a subtle, deep-seated intent to "bend the

will" of the individual, omologating their originality to fit pre-established standards of productivity and behavioral conformity (Rutschky, 2015). Such practices are often normalized within educational routines and justified as being psychologically and pedagogically sensible, yet they result in the depersonalization of the student and the restriction of their existential horizon. Through the lenses of Critical Autism Studies, Queer Theory, and Neurodiversity Studies, we propose that normalization manifests through the imposition of neuro-normativity as well as hetero-normativity within educational structures as well as society at large, and that this is not an isolated degeneration of an otherwise sensible clinical and pedagogical paradigm, but a structural feature of clinical-inspired approaches to what is still known as "special pedagogy", rooted in a pathologizing perspective on autistic and otherwise neurodivergent people's ways of interacting (Marocchini, 2023). In order to do so, we problematize the shared roots of behavioral approaches to autistic people's care and education, such as Applied Behavior Analysis, and what are now described as "conversion therapies" for queer identities, both of which historically aimed to make marginalized subjects "indistinguishable from others" (Pyne, 2020). These regimes of assessment and treatment exercise epistemic injustice (Fricker, 2007) where a dominant group imposes its interpretative paradigm on the lived experiences of marginalized groups, often disregarding their voices and agency. The contribution reflects on how these dynamics are embedded in the material and spatial fabric of institutions, where micro-segregations as well as neurotype and gender "cages" (Biemmi & Leonelli, 2017) limit what is considered appropriate participation. Through practical examples – such as the forced development of eye contact in autistic children (Korkiakangas, 2018) or the rigid gender-coding of school activities – we argue that educational "inclusion" can become a paternalistic exercise of power that fails to grant real equality. Without a radical change in paradigm, inclusion risks remaining a process where the dominant group maintains the power to decide who belongs and under what conditions of conformity. Lastly, we seek to reimagine educational justice beyond deficit logics and compensatory interventions. We propose a shift towards an "education to possibilities" and existential planning (Bertin & Contini, 2004), which recognizes the responsibility of individuals towards their own lives and their right to transcend pre-constituted conditions. We conclude by calling for a neuroqueering (Walker, 2021) of educational systems, deconstructing power dynamics and intersectional oppressions to foster a collective liberation that values every variation of human nature as having equal dignity and opportunity.

Biemmi, I., & Leonelli, S. (2017). Gabbie di genere. Retaggi sessisti e scelte formative. Torino: Rosenberg & Sellier.
Fricker, M. (2007). Epistemic Injustice. Power and the Ethics of Knowing. Oxford: Oxford University Press.
Korkiakangas, T. (2018). Communication, Gaze and Autism. A Multimodal Interaction Perspective. New York: Routledge.
Marocchini, E. (2023). Impairment or difference? The case of Theory of Mind abilities and pragmatic competence in the Autism Spectrum. Applied Psycholinguistics, 44(3), pp. 365-383.
Pyne, J. (2020). "Building a Person": Legal and Clinical Personhood for Autistic and Trans Children in Ontario. Canadian Journal of Law and Society, 35(2).
Rutschky, K. (2015). Pedagogia nera. Fonti storiche dell'educazione civile. Milano: Mimesis.
Shkedy, G., Shkedy, D., & Sandoval-Norton, A.H. (2021). Long-term ABA Therapy Is Abusive. Adv Neurodev Disord, 5, pp. 126–134.
Walker, N. (2021). Neuroqueer Heresies: Notes on the Neurodiversity Paradigm, Autistic Empowerment, and Postnormal Possibilities. Autonomous Press.

COMPENSATED OR CONFORMED? SPATIALIZED INEQUALITIES IN EDUCATION

Stefania Laguardia (Independent Researcher, Italy)

Inclusive education | Learning environments | Disability and migration

This article examines the mechanisms through which educational institutions include or exclude students with disabilities, focusing on the intersection between pedagogical practices, institutional organization, and spatialized inequalities. Drawing on critical disability studies, neurodiversity perspectives, and intersectional approaches, it highlights the gap between theory and practice and analyzes how structural arrangements determine which students can fully participate in school life. The analysis considers processes such as the pairing of students with disabilities with support teachers, the scheduling of support staff—often misaligned with individual learning needs—and the dual role of educators responsible for both teaching and educational support. In practice, this work frequently prioritizes routine instruction over inclusive and personalized practices. Mechanisms that limit participation, such as exemptions from subjects or activities and the "push–pull out" strategies described by Ianes and Canevaro, often remove students from mainstream classrooms rather than adapting teaching to diverse learning profiles. The Individualized Education Plan (PEI) often remains a bureaucratic

document, failing to reflect genuine opportunities for learning, autonomy, and inclusion. Educational guidance and tracking are particularly critical. Recommendations for students with disabilities often follow prescriptive, predictive trajectories, directing them toward pathways considered "more suitable" based on reduced expectations or stereotypical assumptions about their abilities. Guidance thus risks reproducing inequality by restricting access to broader educational opportunities and shaping constrained academic and professional futures. Another key dimension concerns the intersection of disability and migrant background. Students positioned within this double marginality may face cumulative exclusion stemming both from disability-related barriers and from linguistic, cultural, or social challenges associated with migration. Teachers' cognitive biases and implicit expectations can exacerbate this, as linguistic or cultural difficulties may be misinterpreted as cognitive deficits, reinforcing segregated educational pathways and limiting full participation. The empirical basis of this study derives from the author's direct experience as both classroom and support teacher, integrating systematic observations, case studies, and professional reflection with existing literature. Spatial arrangements—such as the positioning of teachers and students in classrooms—and the material organization of learning environments significantly influence participation and access to educational justice. Conceptualizing the environment as a "third educator" highlights its role in fostering meaningful participation, enabling students with disabilities to exercise autonomy, engage in learning, and be recognized as legitimate participants in school life. Insufficient teacher recruitment criteria and training, alongside a lack of specialized pedagogical competencies, further exacerbate inequalities and hinder inclusive education. Policy insights point to the need for frameworks that move beyond deficit-based approaches, emphasizing students' capabilities, autonomy, and right to belong. Overall, the study demonstrates how the design and implementation of support mechanisms can either reinforce structural inequalities or open pathways toward a more equitable, participatory, and just school system.

Abbate, E. (2025). Costruire l'appartenenza: la sfida dell'integrazione scolastica per ridurre marginalizzazione ed esclusione tra i pari. Nuova Secondaria, 42(6).

Abbiati, G. M., Argentin, G., Manzella, E., Pavolini, E., Gerosa, T., & Falzetti, P. (2026). Come si generano le disuguaglianze nelle scuole? Un tentativo di costruire strumenti e dati di ricerca. In Studenti: disuguaglianze e inclusione VIII Seminario "Dati INVALSI: uno strumento per la didattica e la ricerca scientifica" (pp. 96–115). Milano: Franco Angeli.

Ballarino, G., Barone, C., & Panichella, N. (2016). Origini sociali e occupazione in Italia. Rassegna Italiana di Sociologia, 57(1), 103–134.

Ballarino, G., Checchi, D., Fiorio, C., & Leonardi, M. (2010). Le disuguaglianze nell'accesso all'istruzione in Italia. Quaderni Rassegna Sindacale – Lavori, 11(1), 177–231.

Barone, C. (2013). L'andamento nel tempo delle disparità scolastiche in Italia e il rebus delle classi medie sovrascolarizzate. Società, Mutamento, Politica, 4, 231–250.

Biesta, G. J., & Montà, C. C. (2023). Oltre l'apprendimento: un'educazione democratica per umanità future.

Bonizzoni, P., Romito, M., & Cavallo, C. (2016). Teachers' guidance, family participation and track choice: The educational disadvantage of immigrant students in Italy. British Journal of Sociology of Education, 37(5), 702–720.

Boudon, R. (1973). Los métodos en sociología. A. Redondo.

Bourdieu, P. (2014). Il dominio maschile (A. Serra, Trad.). Feltrinelli.

Bourdieu, P., & Passeron, J.-C. (1970). La riproduzione. Elementi per una teoria del sistema scolastico (G. Maghini, Trad.). Les Éditions de Minuit.

https://monoskop.org/images/f/f4/Bourdieu_Pierre_Passeron_Jean_Claude_La_riproduzione_Elementi_per_una_teoria_del_sistema_scolastico_1972.pdf

Caprino, F., Chipa, S., Galletti, A., Moscato, G., Orlandini, L., & Panzavolta, S. (2022). Quando lo spazio include. Progettare ambienti d'apprendimento inclusivi. 21(1), 31–53.

Checchi, D. (2012). Disuguaglianze diverse. Bologna: Il Mulino.

Dell'Anna, S., & Frizzarin, A. (2025). Universal Design for Learning per la progettazione didattica inclusiva.

Di Barbora, E., & Fedeli, D. (2023). Ambienti per l'apprendimento e accessibilità tra barriere e facilitatori: una ricerca empirica sullo spazio come terzo educatore. Italian Journal of Special Education for Inclusion, 11(2), 090–098.

Daloiso, M. (2023). Linguistica educativa, linguistica cognitiva e bisogni specifici: intersezioni. Edizioni Centro Studi Erickson.

Demo, H., & Zambotti, F. (2009). Alcune relazioni tra percorsi di integrazione scolastica e percezione di integrazioni sociali in contesti normali. L'integrazione scolastica e sociale, 8(5), 459–463.

Formenti, L. (Ed.). (2009). Attraversare la cura. Relazioni, contesti e pratiche della scrittura di sé. Edizioni Erickson.

Foucault, M. (2014). Sorvegliare e punire. Nascita della prigione (A. Tarchetti, Trad.). Einaudi.

Giancola, O., & Colarusso, S. (2020). Gender, social origins, and educational choices: How it really works. In The Education of Gender. The Gender of Education: Sociological Research in Italy (pp. 95–109). Associazione "Per Scuola Democratica".

Giancola, O., & Salmieri, L. (2024). Disuguaglianze educative e scelte scolastiche. Teorie, processi e contesti (1ª ed.). Milano: FrancoAngeli.

Goffman, E. (2010). Asylums. Le istituzioni totali: i meccanismi dell'esclusione e della violenza (F. Basaglia, Trad.). Einaudi.

Ianes, D. (2014a). L'evoluzione dell'insegnante di sostegno. Trento: Erickson.

Ianes, D. (2014b). Teacher and Student Voices: A comparison of two perspectives for studying inclusion processes in Italy. Porto: ECER 2014.

Ianes, D., Demo, H., & Zambotti, F. (2010). Gli insegnanti e l'integrazione. Trento: Erickson.

Ianes, D., Zambotti, F., & Demo, H. (2013). La qualità dell'inclusione degli alunni con bisogni educativi speciali. In Comitato Provinciale di valutazione del sistema educativo e formativo, Mettere a sistema le qualità delle scuole del Trentino (pp. 77–122). Recuperato da http://www.vivoscuola.it/c/document_library/get_file?uuid=e602d52b-5064-4ef6-9301-9310000ff3c8&groupId=10137

Laval, C., & Vergne, F. (2022). Educazione democratica. La rivoluzione dell'istruzione che verrà. Novalogos.

Maier, S. F., & Seligman, M. E. (1976). Learned helplessness: Theory and evidence. Journal of Experimental Psychology: General, 105(1), 3–46.

Marostica, F. (2008). La centralità della didattica orientativa nel processo di sostegno all'auto-orientamento. In L'orientamento tra passato e futuro: l'esperienza di Bologna. Roma: Carocci.

Medeghini, R., & Valtellina, E. (2006). Quale disabilità? Culture, modelli e processi di inclusione (Vol. 10). FrancoAngeli.

Miller, A. (1987). La persecuzione del bambino. Le radici della violenza. Torino: Bollati Boringhieri.

Orlandini, L., & Panzavolta, S. (2025). Spazi di inclusione. Ripensare l'ambiente per favorire la partecipazione di tutti. Ambienti flessibili. Creatività, inclusione, ecologia, reale/virtuale. Teorie e buone pratiche per la pedagogia, 19.

Romito, M. (2016a). Una scuola di classe. Orientamento e disuguaglianza nelle transizioni scolastiche. Guerini Scientifica.

Romito, M. (2016b). I materiali dell'orientamento scolastico. Analisi di una tecnologia di governo. Scuola Democratica, 1, 69–92. https://doi.org/10.12828/83013

Rutschky, K. (1977). Schwarze Pädagogik. Ullstein Verlag.

Sarabi, F. F. (2025). Dal Progetto alla Qualità di Vita: l'approccio pedagogico-narrativo applicato alla disabilità. Education Sciences & Society – Open Access, 2.

WHEN THEY'RE ALL SPECIAL NEEDS: SOCIALLY SHAPED EDUCATIONAL NEED AND THE LIMITS OF COMPENSATORY INCLUSION IN URBAN NAPLES

Marilena Ricciardi (Università degli studi di Salerno, Italy) · **Paola Torrani** (Neuro-Gems Neurodiversity Think Tank)

neurodiversity | educational justice | socially shaped educational need

This paper examines learning difficulties in lower-secondary schooling in Naples through a sociological critique of "ordinary inclusion" in the Italian context. Taking school dropout and formative failure as indicators of system-level barriers, it asks how educational institutions recognise, organise, and allocate support in settings where vulnerability is widespread rather than exceptional. It also considers whether Montessori and other child-centred pedagogies can materialise within the classificatory structures of Italian integrazione, or whether they too risk being absorbed into compensatory logics that limit democratic participation to those officially recognised as "included." The paper argues that many difficulties that emerge in everyday classrooms are not adequately captured by the prevailing grammar of identification, compensation, and individualised response that underpins SEND/BES procedures and the much-celebrated integrazione scolastica (Marsili, Morganti, & Signorelli, 2021). Drawing on Slee's (2021) critique of how inclusive education can remain structurally tied to classificatory logics, the paper foregrounds a broader field of socially shaped educational need: difficulties of attention, literacy, motivation, participation, and emotional regulation that are patterned by socio-spatial inequality yet only partially legible through formal categories. Support is typically activated only after bureaucratic recognition, leaving large zones of vulnerability pedagogically unmanaged or informally absorbed by school professionals and local actors. Empirically, the paper draws on thematic analysis of interviews with a secondary school teacher, a school principal, a community educator, and a social worker working across three boroughs with contrasting socio-economic and demographic profiles. Despite this territorial variation, the material converges on diffuse learning difficulties, fragile or delegating family support, discontinuous and politicised services, and the growing role of schools and Third Sector organisations as compensatory infrastructures of care and mediation. These convergences suggest that educational vulnerability in Naples cannot be reduced to a single marginal neighbourhood or institutional setting, but recurs across contrasting urban contexts through mechanisms of under-support, service discontinuity, and uneven access to help. From this perspective, ordinary inclusion appears less as an environmental transformation than as a selective distribution of exceptions to those who cross thresholds of recognisability. Although framed through the language of rights, it remains tied to classificatory practices and compensatory interventions that individualise need without reconfiguring either the classroom or the wider ecology in which schools operate. The more educational vulnerability diffuses, the more schools are required to compensate through informal commitment, overstretched practitioners, and territorially uneven arrangements rather than through proportionate and durable structures of support. Treating Naples not as a local anomaly but as an urban lens, the paper shows how socio-spatial inequality shapes both the limits of current inclusive arrangements and the conditions under which democratic pedagogy becomes thinkable and practicable. In this respect, Montessori pedagogy offers an important point of contrast: mixed-age groupings, prepared environments, and relational practices embed participation and support in the ordinary design of schooling rather than granting them only after formal recognition (Lillard, 2005; Lillard & Else-Quest, 2006). The paper, therefore, asks what institutional, spatial, and territorial barriers prevent such democratic arrangements from becoming ordinary rather than exceptional in Italian schooling.

Lillard, A. S. (2005). Montessori: The science behind the genius. Oxford University Press.
Lillard, A. S., & Else-Quest, N. (2006). Evaluating Montessori education. Science, 313(5795), 1893–1894. https://doi.org/10.1126/science.1132362
Marsili, F., Morganti, A., & Signorelli, A. (2021). The Italian leadership on inclusive education: Myth or reality? Science Insights Education Frontiers, 9(1), 1241–1263.
Slee, R. (2011). The irregular school: Exclusion, schooling and inclusive education. Routledge.

RETHINKING SPACE IN INCLUSIVE ASSESSMENT: NEURODIVERGENCE AND THE STRUCTURAL LIMITS OF SUPPORTS IN ASSESSMENT PRACTICES IN HIGHER EDUCATION

Linda Murphy (University College Cork, Ireland) · **Therese Kenna** (University College Cork, Ireland) · **Blanca Escudero Fontan** (University College Cork, Ireland)

Neurodivergence | Assessment | Space

Higher education institutions continue to show inequalities through assessment practices, pedagogical accommodations and institutional norms that define legitimate forms of participation and learning (Davis 2013; Dolmage 2017). Within higher education, neurodivergent students are frequently supported through compensatory accommodations, such as extra time, separate rooms or reduced distraction environments, rather than through structural transformations of assessment design and educational spaces (Nieminen 2022; Tai, Ajjawi & Umarova 2021). While these measures aim to facilitate participation, they remain embedded in normative assumptions about attention, productivity and appropriate academic behaviour, reflecting broader processes of normalisation and addressing diversity of neurodivergent student cohorts (Campbell 2009). Different disability studies and spatial theory emphasise that space is not neutral but actively shapes belonging, participation and inclusion (Ahmed 2012). Yet the spatial organisation of assessment (e.g. examination halls, quiet rooms, or separate spaces) remains overlooked within inclusive assessment research. These spatial dynamics structure how students inhabit academic environments and how they are positioned in relation to institutional norms, often producing microsegregations that subtly redefine legitimacy and belonging (Wong 2024; BartPlange et al. 2025). For neurodivergent students, whose sensory, cognitive and affective experiences are deeply shaped by environmental conditions, assessment spaces can function simultaneously as supports and barriers. Large exam halls may amplify sensory overload, anxiety or attentional challenges, while separate rooms may reduce these pressures but raise feelings of difference, visibility or institutional othering. This empirical paper draws on qualitative data from focus groups with neurodivergent students at University College Cork, conducted as part of the Inclusive Assessment Project at UCC, funded by the Irish Higher Education Authority, that aims to adopt a whole-of-institution approach to inclusive assessment. The research sought to understand how neurodivergent students navigate assessment spaces, the expectations of assessment spaces and emotional responses to spatial conditions. Participants were asked how space directly shaped their capacity to engage meaningfully with assessment tasks, and the spatial characteristics that enable a sense of belonging or created feelings of non-belonging. The findings reveal that assessment spaces are not neutral backgrounds but active in shaping learning, participation and identity. They can enable or constrain students' ability to demonstrate knowledge, influence their confidence and self-perception, and affect their relationship with the institution and their peers. By emphasising the lived experiences of neurodivergent students within UCC's assessment infrastructure, the paper argues that rethinking assessment through a spatial lens is essential for moving beyond compensatory models of inclusion. By integrating insights from inclusive assessment, Universal Design for Learning and spatial justice in assessment, it argues that meaningful educational justice requires transforming not only assessment formats and design but also the material and spatial conditions under which assessment takes place (Hamraie 2017).

Ahmed, S. (2012). On Being Included: Racism and Diversity in Institutional Life. Duke University Press. https://doi.org/10.2307/j.ctv1131d2g
Bart-Plange, DJ., Henderson, K., Hoffman, K. et al. Critiquing and Reimagining Belonging in Public Spaces in Higher Education. Educ Psychol Rev 37, 87 (2025). https://doi.org/10.1007/s10648-025-10061-z
Campbell, F. K. 2009. Contours of Ableism: The Production of Disability and Abledness. Palgrave Macmillan.
Davis, L. J. 2013. The Disability Studies Reader (4th ed.). Routledge.
Dolmage, J. 2017. Academic Ableism: Disability and Higher Education. University of Michigan Press..
Hamraie, A. (2017). Building Access: Universal Design and the Politics of Disability. University of Minnesota Press. https://doi.org/10.5749/j.ctt1pwt79d

Nieminen JH. 2022. Unveiling ableism and disablism in assessment: a critical analysis of disabled students' experiences of assessment and assessment accommodations. High Educ (Dordr). 2023;85(3):613-636. doi: 10.1007/s10734-022-00857-1. Epub 2022 May 7. PMID: 35572044; PMCID: PMC9077029.

Price, M. 2011. Mad at School: Rhetorics of Mental Disability and Academic Life. University of Michigan Press.

Tai, J., Ajjawi, R., & Umarova, A. 2021. How do students experience inclusive assessment? A critical review of contemporary literature. International Journal of Inclusive Education, 1-18. https://doi.org/10.1080/13603116.2021.2011441 Tai, J.,

Waterfield, J., & West, B. 2006. Inclusive Assessment in Higher Education: A Resource for Change. University of Plymouth.

Wong, B. (2024). Exploring the spatial belonging of students in higher education. Studies in Higher Education, 49(3), 546–558. https://doi.org/10.1080/03075079.2023.2243285

F.03

Deaf Inclusion as a Democratic Imperative

PANEL CONVENORS: Alessandra Faggiotto (Università di Macerata, Italy); Donata Chiricò (Università Magna Graecia – Catanzaro, Italy); 4) Dolza Enrico (3; Danilo Del Piro (Università della Calabria, Italy)

PANEL KEYWORDS: inclusion, deafness, Deaf Culture

When talking about people with disabilities, popular imagination tends to represent only some kinds of disabilities: after all, you can easily recognise a person with mobility disability or someone who is blind. Incredibly, d/Deaf people are often invisibilised. While the discourse about inclusion and accessibility is extending to more and more disabilities, d/Deaf and hard-of-hearing people worldwide continue to face social, cultural, and structural barriers that limit access to fundamental rights, such as education, information, public services and participation. These obstacles include inadequate accessibility provisions, incomplete specific training for special needs teachers, the marginalization of Sign Languages and Deaf Culture. Furthermore, some fossilized stereotypes about deafness seem to persist across different national, institutional, and historical settings. Opening on international perspectives from Deaf Studies, Linguistics, Inclusive Pedagogy, History of Education, this panel aims to explore deafness through linguistic, cognitive, cultural, historical, social and educational dimensions. It welcomes interventions reflecting on how dominant ideas about language, ability, communication, and what counts as “normal” shape social and school practices and may limit d/Deaf people’s and students’ agency. Both theoretical and empirical contributions on successful examples of accessible and inclusive educational environments (e.g. bilingual models, multimodal and visual teaching approaches, Universal Design for Learning) or projects about advocacy/ self-advocacy are also gladly accepted. The panel also encourages reflections on how d/Deaf identities, stories, linguistic and cultural practices could meaningfully inspire or be integrated into both social policies and educational governance.

DEAFBLIND INCLUSION: TACTILE COMMUNICATION AND PERSONALIZED APPROACHES AS EDUCATIONAL IMPERATIVE

Samantha Marsili (Marsili, Italy)

Tactile | Communication | Personalized

Deafblind individuals face a unique condition of dual sensory impairment, requiring tailored tactile and visuo-gestural communication strategies to foster autonomy and social inclusion. This abstract explores deaf inclusion (extended to deafblindness) as a democratic imperative, focusing on healthcare accessibility in Italy and aiming to promote interdisciplinary training for educational and healthcare professionals. Grounded in normative and rehabilitative evidence, it outlines empathetic pathways that leverage residual sensory capacities, transforming barriers into opportunities for democratic participation. Recognized as a distinct disability under Italian Law 107/2010, deafblindness combines low vision and hearing loss—congenital or acquired—precluding standard visual/oral communication and necessitating tactile approaches like Tactile Italian Sign Language (LISt). In LISt, the recipient places hands on the signer's to perceive signs through touch, haptic feedback (taps, pressures on arm/shoulder), and neutral body signals (knee, back), enabling intuitive turn-taking. Lacking standardized therapy, early multiprofessional interventions—educational, rehabilitative, technological (communicators, switches)—enhance cognition, motor skills, and relationships, mitigating isolation. In healthcare/educational settings, objectives include: assessing residual sensory functions for personalization; employing tactile Manimateria for empathy between hearing and deafblind individuals; team integration for autonomy. The Lega del Filo d'Oro exemplifies rehabilitative pathways (44% pluriminorized cases in 2023), advocating inclusive welfare. This aligns with the panel, proposing democratic education on deafblindness to advance EU rights (2004) and active participation. Keywords: deafblind inclusion, tactile communication, democratic accessibility References ● Legge 24 giugno 2010, n. 107. "Misure per il riconoscimento dei diritti delle persone sordocieche". ● Lega del Filo d'Oro (2024). "Sordocecità e

pluridisabilità psicosensoriale". https://www.legadelfilodoro.it/it/chi-aiutiamo/sordocecita-e-pluridisabilitapsicosensoriale ● Veasyt (2016). "La lingua dei segni tattile". https://www.veasyt.com/it/post/lingua-segni-tattile.html ● MPDF Onlus. "La sordocecità e la comunicazione in LIS tattile". https://www.mpdfonlus.com/it/B-Vlog/La-sordocecit%C3%A0-e-la-comunic azione-in-LIS-tattile/ ● Università di Genova (2024). "Sordocecità e LIS tattile". http://life.unige.it/sordocecita-lis-tatt ● Guido Dettoni (2024). "Manimateria sordocecità". https://guidodettoni.com/it/manimateria-sordocecita/ ● CABSS. "Sordocecità infantile". https://www.cabss.org/sordocecita-infantile/ Prof.ssa Samantha Marsili Docente in tematica di sordo-cecità presso Università “La Sapienza” di Roma. samanthamarsili8908@gmail.com

Legge 24 giugno 2010, n. 107. "Misure per il riconoscimento dei diritti delle
persone sordocieche".
● Lega del Filo d'Oro (2024). "Sordocecità e pluridisabilità psicosensoriale".
https://www.legadelfilodoro.it/it/chi-aiutiamo/sordocecita-e-pluridisabilita psicosensoriale
● Veasyt (2016). "La lingua dei segni tattile".
https://www.veasyt.com/it/post/lingua-segni-tattile.html
● MPDF Onlus. "La sordocecità e la comunicazione in LIS tattile".
https://www.mpdfonlus.com/it/B-Vlog/La-sordocecit%C3%A0-e-la-comunic
azione-in-LIS-tattile/
● Università di Genova (2024). "Sordocecità e LIS tattile".
http://life.unige.it/sordocecita-lis-tatt● Guido Dettoni (2024). "Manimateria sordocecità".
https://guidodettoni.com/it/manimateria-sordocecita/
● CABSS. "Sordocecità infantile". https://www.cabss.org/sordocecita-infantile/

ACCESS TO HEALTHCARE SERVICES AND DEMOCRATIC INCLUSION OF THE DEAF COMMUNITY

Luigi Sifanno (Università degli Studi di Bari "Aldo Moro", Italy) · **Maria Elena Quadrato** (Università degli Studi di Bari "Aldo Moro", Italy)

Accessibility | Democratic Inclusion | Healthcare Services

Access to healthcare services represents a crucial juncture in the exercise of citizenship and in the relationship between individuals and institutions, as it is within these contexts that fundamental rights are translated into concrete practices and power relations. Healthcare constitutes a particularly sensitive space, characterized by informational asymmetries, conditions of vulnerability, and a strong dependence on communication between citizens and professionals. In this framework, the presence of communication barriers directly affects the possibility of exercising rights in a full and effective manner. For the Deaf community, such barriers assume a structural relevance, since communication is not an ancillary element of the care pathway, but rather an essential condition for decisional autonomy, informed consent, and the establishment of trust in healthcare institutions. Despite the formal recognition of the right to health, the lack of services designed according to accessibility criteria continues to produce often invisible forms of exclusion, transforming legally guaranteed rights into merely nominal rights. This contribution analyzes access to healthcare and public services as a matter of substantive democratic inclusion, challenging a conception of accessibility understood solely as a technical accommodation or an emergency solution. The intervention is situated within a broader reflection on the accessibility of healthcare services, including their increasingly digital dimension, interpreted as a structural requirement of equality and as a condition for the effective exercise of citizenship. Through a critical perspective that intertwines disability studies, democratic theory, and the analysis of public institutions, this contribution highlights how inclusion cannot be reduced to a logic of concession or individual adaptation, but must be recognized as an organizing principle of healthcare policies and public services. From this standpoint, accessibility emerges as a fundamental parameter for assessing the democratic quality of healthcare systems and as a central element in the construction of a truly inclusive citizenship.

- United Nations, Convention on the Rights of Persons with Disabilities, 2006.
– World Health Organization, World Report on Disability, 2011.
– European Union Agency for Fundamental Rights, Access to healthcare for persons with disabilities, report.
– Shakespeare, T., “Disability, identity and difference”, Journal of Disability Studies.

A PHENOMENOLOGICAL INVESTIGATION INTO THE PERCEPTION OF LONELINESS IN DEAF ADULTS

Sara Alfia Nicotra (Università degli Studi di Messina, Italy) · **Patrizia Giuseppina Longo** (Università degli Studi di Catania, Italy) · **Paola Pennisi** (Università degli Studi di Messina, Italy)

Deafness | Loneliness | Speech and Language Therapy

The experiences of deaf adults transcend the purely sensory domain and cannot be fully captured through audiological measures alone. From a phenomenological-clinical standpoint, deafness constitutes a transformation in one's very "being-in-the-world," reshaping the perception of social space, the modalities of communication, and the embodied sense of self. In this context, the body emerges as the primary medium of expression and relational engagement. Loneliness, therefore, should not be reduced to a voluntary social withdrawal; rather, it may be understood as the manifestation of a progressive disruption in intersubjective processes (Döge et al., 2025; Heffernan et al., 2022). Such experiences are further intensified by the communicative and relational demands imposed by auditory impairment - heightened interpretative effort, sustained vigilance, increased visual attention to faces and lip movements, and cognitive fatigue. When these adaptive efforts are not adequately supported through rehabilitation (Rostkowska et al., 2021), deaf adults may experience communicative isolation and a pervasive sense of social "invisibility" (Bott & Saunders, 2021; Shukla et al., 2020). Grounding the body as a foundational dimension of experience and meaning-making, this study explores the subjective experiences of ten deaf adults (with congenital or acquired deafness) who use hearing aids and/or cochlear implants, recruited within a speech-language rehabilitation setting. The research adopts a qualitative design, combining questionnaires on lived experience with a narrative role-playing task. Participants were invited to produce three brief texts, each addressed to a different interlocutor: a family member, an unfamiliar peer living with the same clinical condition, and their therapist. In each text, they described daily challenges, bodily sensations associated with listening, and the principal communicative difficulties encountered in everyday life. The study seeks to examine how, and to what extent, the narration of subjective experience is shaped by the addressee and by the quality of the relational and emotional bond. Specifically, the study aims to observe how deaf adults ascribe meaning to their experiences and whether they modulate the communication of their lived experience as the relational distance from the interlocutor increases. Analysing potential communicative variations - namely, which aspects of experience are emphasized, downplayed, or left unspoken - may reveal which experiential dimensions are more easily shared and which tend to remain implicit, particularly within formal care contexts. These findings have direct implications for the clinical understanding of the individual experience and, consequently, for the planning of rehabilitative interventions. From a phenomenological-clinical perspective, it becomes essential for hearing rehabilitation professionals to listen empathically to deaf individuals, attuning to even the less explicit facets of their clinical experience. This approach integrates objective assessment tools with systematic attention to subjective characteristics, thereby informing more effective rehabilitative strategies and support adaptive processes that respect how deaf individuals ontologically reorganize their experience.

Bott, A., & Saunders, G. (2021). A scoping review of studies investigating hearing loss, social isolation and/or loneliness in adults. International Journal of Audiology, 60(sup2), 30-46.

Döge, J., Hackenberg, B., Beutel, M. E., Otten, D., Wild, P. S., Chalabi, J., ... & Bahr-Hamm, K. (2025). Hearing Loss and Its Relation to Loneliness and Depression-A Population-Based Cohort Study. The Laryngoscope, 135(7), 2497-2505.

Heffernan, E., Withanachchi, C. M., & Ferguson, M. A. (2022). 'The worse my hearing got, the less sociable I got': a qualitative study of patient and professional views of the management of social isolation and hearing loss. Age and Ageing, 51(2), afac019.

Rostkowska, J., Skarzynski, P. H., Kobosko, J., Gos, E., & Skarzynski, H. (2021). Health-related quality of life in adults with profound postlingual hearing loss before and after cochlear implantation. European Archives of Oto-Rhino-Laryngology, 278(9), 3393-3399.

Shukla, A., Harper, M., Pedersen, E., Goman, A., Suen, J. J., Price, C., ... & Reed, N. S. (2020). Hearing loss, loneliness, and social isolation: a systematic review. Otolaryngology–Head and Neck Surgery, 162(5), 622-633.

BETWEEN INCLUSION AND REPRESENTATION. POLITICS, POWER AND AGENCY IN THE ITALIAN DEAF COMMUNITY

Beatrice D'Aversa (LIS School "Gruppo SILIS") · **Alessio Di Renzo** (Lab LaCAM, ISTC CNR) · **Anna Lo Bello** (LIS School "Gruppo SILIS") · **Amir Zuccala** (ENS; Sapienza University)

deaf community | social injustice | active participation

In the Italian public debate, deaf people are predominantly portrayed as recipients of accessibility measures rather than as active participants in decision-making processes and knowledge production. Inclusion thus tends to be framed in terms of external technical-instrumental measures (interpretation, translation, subtitling) and internal ones (hearing aids), while the issue of exclusion from the spaces where policies, priorities, and models of citizenship are defined remains less addressed. This paper aims to describe the Italian Deaf community from an internal perspective, highlighting how forms of social injustice manifest not only in access to services but also in limited participation in educational, cultural, and institutional governance. Even the most recent legislation directly concerning the deaf community, Law 69/2021, while representing a historic step in the recognition of LIS, is nevertheless focused almost exclusively on the training and stabilization of interpreters, treating them primarily as a technical tool, without addressing more broadly the issues related to rights, representation, and the active role of the deaf community in decision-making processes; its implementation is producing ambivalent effects. Nor has it encouraged the creation of deaf spaces, such as the establishment of Italian/LIS bilingual schools, specific vocational training programs, or new fields of study in line with practices in other countries, such as training in Deaf Studies. Many expectations that have developed over the years remain unmet, as has been the case in other countries (De Meulder et al., 2019): linguistic recognition has not automatically translated into a structural strengthening of the autonomy, leadership, and creativity of Deaf people in educational, professional, and cultural contexts. At the same time, those who did not support the recognition of LIS express dissatisfaction with the perceived imbalance of resources toward the linguistic dimension at the expense of other services. This paper will analyze how this scenario contributes to reorganizing the field of demands, fueling new tensions and redefining political priorities. Particular attention will be given to the dichotomies that tend to polarize public discourse and which, despite the passage of time, have not seen substantial changes: deaf-mutes/deaf-speakers vs. signers/oralists; the deaf community or the signing community; gesture/word vs. sign/word; LIS vs. Italian; individual autonomy according to the hearing model vs. isolation in the "deaf ghetto." These are oppositions that often oversimplify a far more complex reality, characterized by diverse paths and multiple affiliations, making for a more nuanced approach capable of valuing the diversity within the Deaf community (Kusters et al., 2017; Leigh, 2017; Monaghan et al., 2003), which is also evident in light of studies conducted outside the Global North (Friedner & Kusters, 2015; Green, 2024; Kusters et al., 2024). The paper argues that the inclusion of deaf people must be interpreted as a democratic imperative: not only ensuring access, but promoting effective participation in decision-making processes and recognizing the epistemic authority of the deaf community as a competent partner in defining policies that affect it. From this perspective, the challenge is not merely to increase accessibility tools, but to rethink the relationships between representation, power, and knowledge production.

De Meulder, M., Murray, J. J., & McKee, R. L. (Eds.). (2019). The Legal Recognition of Sign Languages: Advocacy and Outcomes Around the World. Multilingual Matters & Channel View Publications. http://www.jstor.org/stable/jj.22730579

Friedner, M., & Kusters, A. (Eds.). (2015). It's a Small World: International Deaf Spaces and Encounters. Gallaudet University Press. https://doi.org/10.2307/j.ctv2rcnnjs

Green, E. M. (2024). Making Sense: Language, Ethics, and Understanding in Deaf Nepal. University of California Press. https://doi.org/10.1525/luminos.193

Kusters, A. M. J., De Meulder, M., & O'Brien, D. (Eds.) (2017). Innovations in Deaf Studies: The Role of Deaf Scholars. Oxford University Press.

Kusters, A. M. J., Moriarty, E., le Maire, A., Iyer, S., & Emery, S. (2024). Deaf Mobility Studies: Exploring International Networks, Tourism, and Migration. Gallaudet University Press. https://gallaudetupress.manifoldapp.org/projects/deaf-mobility-studies

Leigh, I.W. (2017). The Complexities of Deaf Identities. In: Bagga-Gupta, S., Hansen, A., Feilberg, J. (eds) Identity Revisited and Reimagined. Springer, Cham. https://doi.org/10.1007/978-3-319-58056-2_10

Monaghan, L., Schmaling, C., Nakamura, K., & Turner, G. H. (Eds.). (2003). Many Ways to Be Deaf: International Variation in Deaf Communities. Gallaudet University Press. https://doi.org/10.2307/j.ctv2rh298v

THE INCLUSION OF DEAF PEOPLE IN THE ITALIAN SCHOOL SYSTEM: HISTORICAL, EDUCATIONAL, AND DEMOCRATIC PERSPECTIVES

Sofia Montecchiani (University of Chieti-Pescara (Italy), Italy)

History of Education | Deaf people | Democratic evolution

The relationship between education and democracy is closely linked to the concept of inclusion and to the ability of institutions to ensure that all individuals have equal opportunities to participate in processes of personal development and learning, while maintaining high standards of educational provision. Within this framework, the historical trajectory of the inclusion of people with sensory disabilities in the Italian education system is a significant case study, as it demonstrates the nation's democratic progress and civic commitment. With particular reference to deaf or hard-of-hearing people, this paper aims to examine the process that led first to integration and later to inclusion within the school system. In order to do so, it will analyse both legislative developments and paradigm shifts in the pedagogical field. These will be linked to the transformation of the very concept of disability, special education, and teacher training. Adopting a historical-educational perspective, the study anchors the Italian experience within broader European debates on inclusive education and the democratic mission of learning institutions. It is no coincidence that the history of deaf education has long been characterised by tensions between competing epistemological and pedagogical models, particularly the opposition between sign-language-based education and oralist approaches, traditionally associated with two leading figures: Charles-Michel de l'Épée and Samuel Heinicke. In Italy, specialised institutes for deaf students historically represented the primary pathway to schooling for deaf children. However, while these institutions ensured access to education, they also reproduced segregated educational frameworks, which denied access to public schooling and the opportunity to participate in national civic life. Later, during the 20th century, legislative awareness of social issues became increasingly crucial. The proposal of an initial approach to integrating people with sensory disabilities into the wider debate on the function of education and school was made by Giovanni Gentile. In 1923, as Minister of Education, he applied the principle of compulsory education for the first time to "the blind and the deaf-mute" as well; however, it was only following the reforms of the 1970s and the 1990s that a genuine change was brought into the school system, thereby establishing Italy as a true pioneer in the field of inclusive education. These reforms redefined schools as democratic institutions responsible for fostering participation, equity, and social and individual recognition of people with disabilities. However, deafness gives rise to particular challenges, which intersect with linguistic, cultural, and communicative dimensions. These, in turn, challenge traditional assumptions about teaching, learning, and participation in the classroom. These issues have significant implications for democratic education, as they require educational systems capable of recognising diversity while ensuring equal access to knowledge and personalised solutions. This study therefore sets out to explore the relationship between the Italian educational experience and the changing concepts of disability, welfare policies and education, with a view to gaining a deeper understanding of how historical trajectories have shaped contemporary meanings and how, even today, they can prove useful in the development of processes aimed at inclusion and active citizenship.

-Ascenzi A., Sani R. (eds.), "Inclusione e promozione sociale nel sistema formativo italiano dall'Unità ad oggi", FrancoAngeli, Milan 2020
-Canevaro A. (ed.), "L'integrazione scolastica degli alunni con disabilità. Trent'anni di inclusione nella scuola italiana", Erickson, Trento 2010
-Lane H., "When the mind hears. A history of the deaf", Random House, New York 1984
-Sani R. (ed.), "L'educazione dei sordomuti nell'Italia dell'800. Istituzioni, metodi, proposte formative", SEI, Turin 2008
-Schianchi M., "Storia della disabilità. Dal castigo degli dèi alla crisi del welfare", Carocci, Rome 2012

THE EDUCATIONAL AND SOCIETAL VALUE OF DIVERSITY BASED ON LSF

Jeremie Segouat (Université Toulouse Jean Jaures, France) · **Jean-François Piquet** (Université Toulouse Jean Jaures, France)

Inclusive Pedagogy | Deaf-Hearing Collaboration | Social Cohesion

Our proposal wish to highlight the richness and complexity of the mixed teaching environment we have, which fosters a shared democratic practice through cultural, linguistic, and professional mutual understanding. We will do so by presenting the audiences involved (Deaf/hearing, professionals/academics) (Ristic, 2022)(Mohd Rashid and al., 2026), the

funding models (university funding for students, ministerial funding for academic professionals), facility arrangements (dedicated recording rooms, classrooms, offices, safety measures), pedagogical collaborations (project-based approach, collaborative practices among students) (Kordić and al., 2023), and pedagogical adaptations (visual teaching supports, extensive use of video) (Howerton-Fox ans al., 2024)(Golos and al., 2023)(De Raeve, 2015). The Department of Translation, Interpreting and Mediation (D-TIM) trains – among others – French to French Sign Language (LSF) translators, French to/from LSF interpreters, and LSF mediators at the Master's level, under the "European Master of Translation" (EMT) label of excellence. Students, whose first language is either LSF (primarily Deaf individuals) or French (primarily hearing individuals), can join the program in the first year of their Bachelor's degree, with LSF as the primary subject taught, and French or English respectively as the second subject. At the Master's level, Deaf students can then choose translation or mediation, while hearing students choose interpretation. From the first year of the Bachelor's (L1) to the final year of the Master's (M2), these students take an increasing number of shared courses. Once language foundations are consolidated in L1, the curriculum focuses on LSF-based subjects such as translation, linguistics, and Deaf Studies, as well as more technical fields related to the specific option chosen in the Master's program. The teachers are either Deaf or hearing, and largely signers, which allows for direct teaching in LSF; otherwise, interpretation is provided to ensure course accessibility. These teachers are professionals in their fields (teaching, translation, mediation, interpreting) as well as academics, ensuring a rich educational experience with varied perspectives. One of the academics is a Deaf associate professor attached to the department. The accessibility provided relies on funding allocated either to the students by the university for classes, conferences, and seminars, or to the Deaf associate professor by the Ministry of Higher Education, for internal meetings. These teachers are also involved in reflections on the program's evolution and in student evaluations at the end of the last year of the Master (thesis defense, practical exams), ensuring the training remains in constant alignment with field requirements. Furthermore, our program develops a project-based pedagogy in partnership with local and national Deaf or hearing organizations to implement accessibility solutions for events requiring, for example, interpretation, translation, communication, or subtitling. Students lead these projects under the supervision of a faculty advisor, complementing their theoretical university learning. We also foster collaborative pedagogy within various courses to encourage sharings between students, utilizing specific room arrangements, video usage, and visual and multimodal teaching aids.

De Raeve, L. (2015). Classroom Adaptations for Effective Learning by Deaf Students. Educating Deaf Learners.

Golos, D., Kuntze, M., Wolbers, K., & Kurz, C. (Eds.). (2023). 58-IN-MIND: Multilingual Teaching Strategies for Diverse Deaf Students. Gallaudet University Press. https://doi.org/10.2307/jj.28174268

Howerton-Fox, A., Viesca, K. M., & Teemant, A. (2024). A critical sociocultural turn in deaf education: operationalizing the Enduring Principles of Learning within the bright triad. Disability & Society, 39(10), 2734–2739. https://doi.org/10.1080/09687599.2024.2313111

Kordić, M., Karić, J. (2023). The importance of cooperative learning for deaf and hard-of-hearing students in informal educational contexts. Specijalna edukacija i rehabilitacija. 22. 351-366. 10.5937/specedreh22-43442.

Mohd Rashid, S., Yahya, S., Khairuddin, K., Jamaludin, K. (2026). Teacher Communication Strategies for Supporting Participation and Engagement Among Deaf and Hard-Of-Hearing (Dhh) Students: A Systematic Review. International Journal of Learning, Teaching and Educational Research. 25. 130-149. 10.26803/ijlter.25.2.7.

Ristic, I. Cooperative learning in the education of deaf and deaf students. Bastina. https://doi.org/10.5937/BASTINA32-39166

A DEMOCRATIC SCHOOL BEFORE DEMOCRACY: CHARLES-MICHEL L'ÉPÉE AND THE BIRTH OF SIGN LANGUAGE

Donata Chirico' (UNIVERSITÀ "MAGNA GRAECIA" - Catanzaro, Italy)

Audism | Body | Sign-word bilingualism

In the history of Western education, the earliest known institution is the Academy of Athens. Founded by Plato in 387 BCE, he remained its preeminent teacher throughout his life. As the locus of a multifaceted philosophical tradition spanning 916 years, the Academy still comprised disciples and masters when it was forcibly closed by Emperor Justinian in 529 CE. This event marked the final act of a ruthless policy of cultural hegemony that had persisted for over a century and a half, representing the culmination of the Roman Empire's project of enforced Christianization. Before this suppression—and before the study of original Greek philosophical sources was criminalized—it was within this very Academy that the foundational work of our philosophical reflection on language originated: the Cratylus. This dialogue serves as a

testament to the absence of preconceived biases regarding the use of visual-gestural modalities of language. This crucial awareness, established by Plato, remains discernible at least until Augustine's De Magistro (389 CE). Within a few short decades, however, this entire heritage of knowledge and observations concerning Deaf individuals and visual-gestural communication was effectively erased from history. It would not be until the 18th century that these themes were revisited and systematically addressed. Furthermore, it was necessary for philosophy to reclaim the autonomy stripped from it by the pervasiveness of religious dogma and theology, eventually asserting itself as properly "enlightened" (Kant 1784). It is no coincidence that this period reflects a worldview in which corporeality and its performances are conceptualized as a disparate apparatus of self-governance—as an act of agency rather than mere mechanical execution (Condillac 1746, 1754). The resulting concept of the subject is of profound interest, as it emphasizes that the subject exists insofar as it "works" toward a conversion of its own naturalness—primarily a bodily one. This naturalness does not, and must not, represent a predestined state or a privilege to be wielded against those (animals, children, disabled individuals, women, non-European populations) who might appear to lack it due to their perceived "distance" from a presumed ideal form. Moreover, this aligns with the perspective of the compelling socio-political framework known today as Crip Theory (McRuer 2018). Above all, it is the vision that inspired the "pedagogical-linguistic heresy" (Chiricò 2016) expressed by Charles-Michel de L'Épée when he established the first school for the Deaf in history in Paris. This institution was entirely unprecedented for its time. Even by contemporary standards, it remains avant-garde, particularly for its bilingual sign-word character and its advocacy for the education of Deaf people as a public responsibility. In a pre-revolutionary France that would wait until the Constitution of 1793 to affirm that "education is the need of all" (Art. 22), L'Épée realized a democratic school prior to the formal advent of democracy.

Augustine. (1995). Against the Academicians and The Teacher (P. King, Trans.). Hackett Publishing. (Original work written c. 389 CE).

Condillac, Etienne Bonnot de. Essai sur l'origine des connaissances humaines, Œuvres Complètes, vol. I, Slatkine Reprints, Genève, 1970 [ed. or. 1746].

Condillac, Etienne Bonnot de.Traité des sensations, Fayard, Paris,1984 [ed. or. 1754]. pp. 311-429.

Chiricò Donata. Un segno dei tempi. L'eresia pedagogico-linguistica di Charles-Michel L'Épée, «Blityri. Studi di storia delle idee sui segni e le lingue». V. 1-2. 2016. ETS. pp. 31-52.

Chiricò Donata. La surdité face à la pandémie. Un silence qui nous interroge tous. «Sciences & Actions Sociales.» 2021/2 N° 15, pages 105 à 114 [DOI 10.3917/sas.015.0105].

L'Épée Charles-Michel de. The Proper Way to Educate the Deaf. A Modern Annotated Translation (Translated by Akbar Sikder & Carole Burnett; Introduction by Anne T. Quartararo). Gallaudet University Press. 2024.

Kant, I. (1996). An answer to the question: What is enlightenment? (M. J. Gregor, Trans.). In Practical Philosophy (The Cambridge Edition of the Works of Immanuel Kant, pp. 11–22). Cambridge University Press. (Original work published 1784).

McRuer, R. (2018). Crip Times: Disability, Globalization, and Resistance. New York University Press.

Plato. (1997). Cratylus (C. D. C. Reeve, Trans.). In J. M. Cooper (Ed.), Plato: Complete Works (pp. 101–156). Hackett Publishing.

Quartararo Anne T.. Deaf Identity and Social Images in Nineteenth-Century France. Gallaudet University Press. 2008.

INCLUSION OF DEAF INDIVIDUALS IN HOSPITAL SETTINGS: LIS AND DEAF CULTURE TRAINING AS A DEMOCRATIC IMPERATIVE

Daniele Polignano (libero professionista, Italy)

Deaf inclusion | LIS training | healthcare accessibility

In the healthcare sector, the inclusion of Deaf individuals remains a critical democratic challenge. Communication barriers frequently compromise equal access to care, thereby exacerbating health disparities for the Deaf community. This abstract examines the panel's focus on Deaf inclusion as a democratic imperative, analyzing accessibility within Italian hospitals and the necessity of training healthcare personnel in Deaf culture and Italian Sign Language (LIS). Drawing upon clinical experience and empirical research, this study highlights how linguistic and cultural misunderstandings—such as inaccessible centralized booking systems (CUP), opaque medical reports, and lip-reading obstructed by surgical masks—violate the constitutional right to health (Art. 32) and perpetuate social exclusion. The Deaf community constitutes a distinct linguistic and cultural group, with LIS officially recognized under Law 71/2021. Nevertheless, hospital interactions often pathologize deafness rather than embracing Deafhood. Empirical insights derived from interviews with Deaf patients and LIS interpreters reveal significant systemic inefficiencies: anxiety stemming from misunderstandings, diagnostic errors, and social isolation. These factors contribute to poorer primary care outcomes compared to hearing populations

(Fellinger, 2005). Proposed strategies emphasize visual-centric approaches—including direct eye contact, optimal lighting, transparent masks, and simplified written communication—alongside the integration of cultural mediators and LIS interpreters, positioned laterally to maintain a patient-centered focus. Mandatory Continuing Medical Education (ECM) provides nurses, physicians, and healthcare assistants (OSS) with the fundamentals of LIS (the manual alphabet and key signs such as "where is the pain?"), empathetic protocols, and cultural sensitivity. This approach transforms disability into a multidisciplinary asset. Furthermore, the post-COVID implementation of telemedicine featuring remote LIS interpreting enhances health equity. These initiatives align with the principles of democratic inclusion and foster participation, echoing the panel's call for interdisciplinary dialogue across education, policy, and culture.

Polignano D. (2022). "Communication with the Deaf patient: communication barriers and strategies for healthcare personnel. LIS in care activities." Nurse Times.
Polignano D. (2023). "LIS in the care setting. Communication strategies for healthcare personnel." Centro Studi E Documentazione Sulla Storia E La Devozione.
Polignano D. (2023). "Caring for Deaf patients: the solution to the communication barrier." Nurse Times.
Polignano D. (2023). "Deafness: the importance of using the correct terminology." Nurse Times.
Polignano D. (2024). "The LIS interpreter in the multidisciplinary medical team: synergy for successful care." Nurse Times.
Polignano D. (2025). "The Nursing Coordinator and the Deaf healthcare professional. Disability: a strength of the multidisciplinary team." Amazon KDP.
Polignano D. (2022). Thesis: "Communication with the Deaf patient: communication barriers and strategies for healthcare personnel. LIS in care activities."

TRANSLATION TO AND FROM SIGN LANGUAGE AS A DEMOCRATIC PROCESS OF INCLUSION

Pietro Celo (Università di Parma, Italy)

Italian Sign Language (LIS) | inclusion | intermodal translation

Italian Sign Language (Lingua dei Segni Italiana, LIS), used by the Deaf community in Italy and long recognized as an element of its intangible cultural heritage, represents not only a privileged tool for everyday communication but also an expressive medium for the production of information and knowledge within the Deaf community. In recent years, LIS has been increasingly involved in a process of dialogue with formal education through bidirectional translation practices: on the one hand, school texts in Italian are translated into LIS; on the other, thoughts, questions, and reflections originally expressed through signing are rendered into spoken/written Italian. This contribution aims to analyze translational processes within educational interpreting and schooling contexts involving Italian Sign Language, both from and into LIS, in order to investigate the specific features of intramodal–intermodal translation of knowledge and information between languages of different modalities. To this end, a perspective grounded in sensory experience and in the reconstruction of textual meaning is not excluded but rather foregrounded, understood as the final act of reciprocal inclusion between Deaf and hearing individuals.

Celo, P. (2015). I segni del tradurre. Roma: Aracne Editore.
Raniolo, E. (2023). Sul senso, sui sensi. Tradurre la poesia in lingue dei segni. Lugano: Agorà & Co.
Fontana, S. (2013). Tradurre lingue dei segni. Un'analisi multidimensionale. Modena: Mucchi Editore.

DEAFHOOD: EVALUATING AN ITALIAN EQUIVALENT

Cassandra Dagani (Università di Parma, Italy)

Suffixation | meaning | sign language studies

The paper deals with the neologism Deafhood, coined by the British deaf activist Paddy Ladd (1952–). This concept marks a pivotal shift in discourse on deaf people, reorienting the understanding of deafness from a predominantly medical model to a socio-cultural and identity-based framework. This article offers a contrastive analysis of the English suffixes -hood and -ness and their potential Italian counterparts -ità and -itudine. It investigates the translatability of the term Deafhood into Italian by assessing the viability of sorditudine as a morphologically and semantically appropriate equivalent. Then, from the viewpoint of linguistics there will be examined the capacity of the proposed Italian translation to convey Deaf

cultural identity and status in contrast to the clinical notion of sordità (deafness). The theoretical framework discussed hitherto cannot ignore themes such as inclusion and democracy, fundamental cornerstones in the reflection on the relationship between the deaf and hearing communities.

F. Baroni, L. Des Dorides, Deaf studies. Per una lettura critica della sordità, Erikson, Trento, 2025.

L. Bonci, S. M. Howell Grammar in progress, Zanichelli, Bologna, 2010

L. Castiglioni, S. Mariotti, IL - Vocabolario della lingua latina, terza edizione, Loscher, Torino, 2005.

M. Dardano, P. Trifone, La lingua italiana : morfologia, sintassi, fonologia, formazione delle parole, lessico, nozioni di linguistica e sociolinguistica, Zanichelli, Bologna, 1985.

P. Ladd, Verso la comprensione della cultura sorda - Alla ricerca della Deafhood, trad. it a cura di V. Bucchieri, la Bussola, Roma, 2023

M. Grossmann, F. Rainer, a cura di, La formazione delle parole in italiano, Niemeyer, Tübingen, 2004

M. Hazon, Il nuovo dizionario Hazon inglese-italiano italiano-inglese, Garzanti, Milano, 1991.

G. Iamartino, La grammatica del lessico inglese: prospettive di analisi, in G. Porcelli (a cura di), La grammatica dell'inglese e il suo insegnamento, La Scuola, Brescia, 1994, pp.49-86

L. Pinnavaia, Introduzione alla linguistica inglese, Carocci editore, 2015

N. Zingarelli, lo Zingarelli 2003 - Vocabolario della lingua italiana, Zanichelli, Bologna 2003

SIGN LANGUAGE AND LINGUISTIC DEMOCRACY AT SCHOOL: THE CASE OF ITALIAN DEAF STUDENTS

Maria Tagarelli De Monte (Università degli Studi Internazionali di Roma (UNINT), Italy) · **Danilo Del Piro** (Università della Calabria, Italy)

Deaf Education | Italian Sign Language | Teacher Training

The history of deaf education in Italy is one of inclusion combined with or alternated by isolation and differentiation (Stokoe, 1960; Chiricò, De Monte, 2025). In the past 50 years, general education in Italy has been profoundly transformed by laws tending to the inclusion of children with disabilities in mainstream education, creating professional roles to support their path to socialization and learning (such as support teachers and communication assistants; De Monte, 2023; 2025). However, despite the experience gained over the years, inclusion still seems far off for those students coming from a multilingual background or showing particular difficulties with spoken Italian. In the case of deaf students, these findings are also consistent with international literature on deaf literacy in spoken and written language. Deaf children, in fact, experience difficulties that are often correlated to the limits in the exposure to language, as well as possible differences in the way written and spoken languages are cognitively processed (Marschark, Knoors, 2020; Anastasiou et al., 2015; Fabbretti, Tomasuolo, 2006). Deaf children, later adults, thus experience limits in their opportunities, which is the opposite of what democratic learning should look like. To better understand the social, cultural, and scholastic system in which deaf children grow, and the way in which it sets a background for deaf literacy, further investigation into the scholastic path of deaf children is necessary. In a recent research on the linguistic needs of deaf students in mainstream education in Italy, data were also collected on their family background, as well as the preparation of teachers on deaf-related topics and sign language. The results confirmed literacy problems in the deaf learners (De Monte, 2025; 2026), as well as the importance of building a solid network of prepared professionals around the deaf pupil. In Italy, such professionals are support teachers and communication assistants; the former are part of the school staff, the latter are hired only in case of children with specific communication issues, such as, often, deaf children. As the name recalls, communication assistants are hired to mediate communication within the classroom, often specializing in sign language and deaf-related issues. Given their preparation, they act in a way that is often similar to school interpreters. Yet, they are poorly considered professionally and economically, their formation lacking standard and their inclusion in the scholastic system often left to cooperatives that manage their allocation but not their recognition. As a consequence, deaf learners lose another chance for inclusion. In this presentation, an overview of the national situation regarding the inclusion of deaf children in mainstream education will be provided to discuss the meaning of democratic learning in a context where languages are not equally represented nor accessible for deaf children. In support of the discussion, the first-hand experience of a deaf communication assistant with a bimodal bilingual background will be introduced and discussed, to show how scholastic dynamics and low professional recognition affect the well-being of deaf learners at school.

Anastasiou, D., Kauffman, J.M., Di Nuovo, S. (2015) Inclusive education in Italy: description and reflections on full inclusion, in European Journal of Special Needs Education, vol. 30, n°4, 2015, pp. 429–443.

Chiricò, D., De Monte, M.T. (2025), Hearing perspectives on deafness: a century-long form of power, Phenomenology and Mind, 27/2024, pp.138-151.

De Monte, M.T. (2023), The role of Sign Language (LIS) in the Italian educational system, in Maria Mertzani, Maria T. De Monte, Sueli Fernandes, Educação bilíngue de surdos, Signo, v. 48, n. 93.

De Monte, M.T. (2025), Italian Sign Language and Deafness in a North-Italian Border Region: Research on the Linguistic Needs of Teachers and Students, World Academy of Science, Engineering and Technology International Journal of Cognitive and Language Sciences, Volume 19, Number 4

Fabbretti, D., Tomasuolo, E. eds. (2006), Scrittura e Sordità, Roma: Carocci.

Marschark, M., Knoors, H. (2020). Deaf studies in learning and cognition: A coming-of-age story. In M. Marschark & H. Knoors (Eds.), The Oxford handbook of deaf studies in learning and cognition (pp. 1–17). Oxford University Press.

Stokoe, William C. (1960), Sign language structure: an outline of the visual communication systems of the american deaf, Studies in linguistics. Occasional Papers.

Teruggi, L.A. (2003), Una scuola, due lingue. L'esperienza di bilinguismo della scuola dell'Infanzia ed Elementare di Cossato, Milano: FrancoAngeli

INCLUSIVE DESIGN IN EDUCATION FROM A DEAF STUDIES PERSPECTIVE: INSIGHTS ON DEAF EPISTEMOLOGIES AND LEARNING PRACTICES

Federica Baroni (Università degli studi di Bergamo, Italy) · **Luca Des Dorides** (Università degli studi di Milano-Bicocca, Italy)

Deaf Studies | Education | Universal Design for Learning

Disability Studies (DS) represent a horizon characterized by the interdisciplinarity of research fields engaged in examining paradigms for understanding and interpreting disability and its constructs (Albrecht & Seelman, 2003). Despite the differences among interpretative approaches, their shared premise is the move beyond an individual-medical view in favour of the social model (Oliver, 1996). The educational application of this approach, as expressed by authors associated with Disability Studies in Education (DSE), shifts the focus from individual deficits to barriers imposed by contexts (Barnes & Sheldon, 2007), promoting instructional design based on the Universal Design for Learning (UDL) framework (Rose & Meyer, 2002). With convergences and divergences, Deaf Studies also move beyond the medical-individual model to investigate the cultural, linguistic, and social dimensions of deafness as a way of being in the world (Ladd, 2003; Bauman & Murray, 2014). This perspective, however, is largely absent from discourses and practices concerning the social and educational inclusion of deaf people. What can Deaf Studies contribute to theories and practices in deaf education, both internationally and nationally? Which aspects of UDL are most relevant for addressing the multicultural, multilingual, and multimodal challenges that frequently characterize the education of deaf students? How might concepts such as “audism” (Humphries, 1975), “Deafhood” (Ladd, 2003), and “Deaf gain” (Bauman & Murray, 2014) contribute to uncovering inequalities, indirect discrimination, and subtle forms of marginalization that persist within Italian schools? How might the adoption of Deaf epistemologies, alongside the presence of Deaf academics, serve to mitigate manifestations of mistrust toward the educational experiences of Deaf families with Deaf children, or regarding deaf young people’s access to higher education? This contribution aims to examine the principal trajectories initiated by international Deaf Studies in education, their intersections with the emerging italian strands of Disability Studies (Goodley et al., 2018), and the most promising UDL guidelines for implementing inclusive instructional design for deaf students in a practical and achievable manner. Beyond the general inclusive principles of UDL - such as the right to equitable access to contexts and content - this framework is particularly valuable for accessible teaching practices for deaf students, as it provides guidelines for designing and implementing curricula and materials aligned with their learning styles. These range from “Designing Multiple Means of Engagement” (for example, addressing identity and the valorization of different languages and cultures, which is especially relevant for signing Deaf students and/or those from multilingual family contexts), to “Designing Multiple Means of Representation”, which offers essential guidance for producing accessible learning materials, and finally to “Action & Expression”, a principle encouraging all learners to express their ideas and knowledge through multiple means and modalities (including different languages, communicative systems, and codes, ranging from structured sign languages to digital expressive forms) (Baroni & Des Dorides, 2025).

Albrecht, G. L., & Seelman, K. D. (Eds.). (2003). Handbook of disability studies. Thousand Oaks, CA: Sage Publications.

Barnes, C., & Sheldon, A. (2007). Emancipatory disability research and special educational needs. In L. Florian (Ed.), The Sage handbook of special education (pp. 233–246). London, UK: Sage.

Baroni, F., & Des Dorides, L. (2025). Deaf Studies. Per una lettura critica della sordità. Trento, IT: Erickson.

Bauman, H.-D. L., & Murray, J. J. (2014). Deaf gain: Raising the stakes for human diversity. Minneapolis, MN: University of Minnesota Press.

Goodley, D., D'Alessio, S., Ferri, B., Monceri, F., Titchkosky, T., Vadalà, G., Valtellina, E., Migliarini, V., Bocci, F., Marra, A., & Medeghini, R. (2018). Disability Studies e inclusione: Per una lettura critica delle politiche e pratiche educative. Trento, IT: Erickson.

Humphries, T. (1975). Audism: the making of a word. unpublished paper.

Ladd, P. (2003). Understanding deaf culture: In search of deafhood. Clevedon, UK: Multilingual Matters.

Oliver, M. (1996). Understanding disability. New York, NY: Palgrave.

Rose, D., & Meyer, A. (2002). Teaching every student in the digital age: Universal design for learning. Alexandria, VA: ASCD.

LISTENING WITH THE BODY: THE PERFORMATIVITY OF BOBÒ AND CHRISTINE SUN KIM

Vincenza Costantino (Università degli studi "G. d'Annunzio" Chieti-Pescara, Italy)

Performing arts | Corporeal listening | Deaf studies

This paper stems from the consideration of arts, specifically performing arts, as expressive possibilities to be enhanced in educational contexts, in the optic of building a more inclusive and democratic society. The process of aesthetic reception and creative production highlights the experiential and relational dimension, gathered from John Dewey's studies on the connections between art, experience, and nature. The path proposed here offers food for thought and critical references on the centrality of the body and on corporeal listening in theatrical and educational relationships. In the pedagogical field listening is considered an indispensable condition in order to build educational dialogue, whereas in theatrical relationships listening appears as a direct consequence of the actor's communication, which seems to arise on stage from silence. Often focused on what reaches the audience from the stage, we forget that what the performer offers is the product of listening. The actor's body is one that presents itself to the spectator's gaze, a "speaking" and "acting" body, but we forget that it is, first and foremost, a body that "feels." A contemporary theatrical production has highlighted how listening is an essential aspect of performance and how this ability is not the result of mere cochlear competence but rather of a widespread sensoriality. Deserving of particular consideration are the works of two deaf artists: Vincenzo Cannavacciulo aka Bobò and Christine Sun Kim. Bobò (1936-2019) was an Italian deaf-mute artist that worked with Pippo Delbono's company since the play "Barboni" of 1997 until death. Christine Sun Kim (1980-) is an American deaf sound artist, performer, and activist based in Berlin. The comparison of the performances of these two artists, very different in background and poetic language, aims to offer a glimpse on how the artistic practices of deaf people can overturn stereotypes about deafness and open new horizons for research in social pedagogy, in Deaf and Performance Studies, and ultimately inspire new approaches in social policies and offer new tools for educational governance.

Cappa, F. (2025). Il corpo come oggetto pedagogico. FrancoAngeli.

Dewey, J. (1929). Experience and Nature. George Allen & Unwin.

Dewey, J. (1980). Art as Experience. Perigee Books.

Di Matteo, P. (2025). Per un ascolto trans-corporeo: sulla performatività acustica di Christine Sun Kim. Connessioni Remote n.9-2025. DOI: 10.54103/connessioni/28789. https://riviste.unimi.it/index.php/connessioniremote/article/view/28789/24703

Fischer-Lichte, E. (2004). Ästhetik des Performativen. Suhrkamp Verlag.

Rossi Ghiglione, A. (1999). [a cura di] Barboni. Il teatro di Pippo Delbono. Ubulibri.

F.04

In Praise of the Margin. The Representation of "Other Bodies" Between Disabling Devices and Practices of Self-Determination

PANEL CONVENORS: Martina De Castro (Roma Tre University); Alessandra Maria Straniero (University of Calabria); 3) Tantari Leonardo (1; Fabio Bocci (Roma Tre University)

PANEL KEYWORDS: Bodies, Media Representations, Disabling Processes

Desiring, self-determined bodies that position themselves within the social palimpsest as "other" with respect to the hegemonic narrative are often subjected to practices of repression, censorship, and incorporation. Media representations - both audiovisual and otherwise - offer emblematic examples of how bodies perceived as "monstrous," "alien," or "odd" (disabled, excessive, defective, "foreign," "sexually non-normative") are encoded through narrative devices that reproduce hierarchies and stigma, seldom challenged by mainstream audiences. Over time, a rich body of theoretical and experiential work has developed, ranging from Freak Studies to Crip Studies and Critical Disability Studies. This body of knowledge has contributed to shaping two main areas of inquiry and action: the critical observatory, aimed at analysing the content, rhetoric, and mechanisms through which non-conformity is represented; and the experimental laboratory, devoted to fostering grassroots, intersectional counter-narrative practices. Within this framework, education and democratic pedagogy play a crucial role. They provide tools for cultivating critical perspectives capable of recognising and dismantling exclusionary discourses, and they promote educational processes grounded in participation and circulation of inclusive imaginaries. A democratic pedagogy does not merely denounce symbolic inequalities; it fosters transformative postures. The Panel aims to serve as a space for dialogue among theoretical approaches, studies, research outcomes, and individual and collective experiences that enrich both the critical observatory and the experimental laboratory. It seeks to illuminate the media processes through which social, cultural, and political dis/ability is produced and reiterated, and to share practices capable of critically disarticulating the narratives that delimit and classify the human.

WHY ABNORMAL? CONTEMPORARY RELEVANCE OF THE FRENCH INSTITUTIONALIST MOVEMENT AGAINST ASYLUM CUSTODY

Pietro Savastio (Università di Torino, Italy)

psychiatry | institution | abnormals

This contribution aims to investigate the relationship between studies on "les anormaux" in Michel Foucault and the French institutionalist movement's research on the "débiles mentaux". While Foucault's studies reconstruct the genesis and emergence of a psychiatric power aimed at normalizing and confining deviant subjects, the psychoanalytic theories of Maud Mannoni and the practical experiments of Oury outline a path for removing children from the institutional circuits of medicine and pedagogy. This demonstrates that the movement for deinstitutionalization in France drew on diverse contributions which were able to (i) reconstruct the discourses of psychiatric power, (ii) oppose them with a counter-theory grounded in psychoanalytic anti-alienism, and (iii) offer practical experiments differently dealing with the spectrum of abnormality. In his studies on the abnormal, Foucault insists on the emergence of a medical power that, through psychiatry, attempts to impose a normalization of behavior. On the one hand, a general theory of degeneration took shape; on the other, it was supported by a wide institutional network of control, internment, and care, situated at the boundaries of medicine and justice. This network functioned both as a structure for receiving the abnormal and as a defense of society. From that point onward, a technique of normalization and segregation was tasked with taking charge of the irregular individual. Indeed, still in the postwar period in France, les débiles mentaux are placed in an institutional circuit of care and treatment that was essentially custodial in nature. In this sense, for Mannoni, the "transformative" effect — rather than merely "descriptive" — produced by diagnosis is very clear. So, she emphasizes the condition of emergence of the symptom reducing the organic explanation and instead pointing to the living conditions and situations that cause the "illness" to arise. The evolution of the patient in different contexts, in fact, challenges the notion of organic deficiency. From an operational standpoint, it was Oury who developed the most promising responses along these lines. He organized space and time in the classroom in such a way as to enable a series of operations allowing children to exercise agency and speech within their living environment. Against the institution that compels silence, his techniques enable the classroom to become an open and therapeutic space capable of healing or providing prophylaxis—an environment within which it becomes possible to evolve, also through the recovery of autonomy and speech. Thus, while in Foucault there is a denun-

ciation of a power of normalization exerted upon the deviant child, the theories of Mannoni are able to disavow the theoretical foundations of segregation. Oury's practices, in turn, offer a set of solutions through a counter-institutional form of schooling capable of welcoming the child rather than psychiatrizing them. All this constituted the theoretical and practical background for the emergence of a season of (de)institutional reforms in favor of people with disabilities, the mentally ill, the mad, and the abnormal of every kind. Rediscovering this legacy is particularly valuable today, at a time when new institutionalizing tendencies are reappearing in institutional practices and political orientations.

Foucault, M. (1961), Folie et déraison. Histoire de la folie à l'âge classique, Librairie Plon, Paris.
Foucault, M. (1963), Naissance de la clinique. Une archéologie du regard médical, Presses Universitaires de France, Paris.
Foucault, M. (1975), Surveiller et punir. Naissance de la prison, Éditions Gallimard, Paris.
Foucault, M. (1997), « Il faut défendre la société ». Cours au Collège de France (1975-1976), Éditions Gallimard, Paris.
Foucault, M. (1999), Les Anormaux. Cours au Collège de France (1974-1975), Éditions Gallimard, Paris.
Mannoni, M. (1964), L'enfant arriéré et sa mère : étude psychanalytique, Éditions du Seuil, Paris.
Mannoni, M. (1967), L'Enfant, sa « maladie » et les autres, Éditions du Seuil, Paris.
Mannoni, M. (1973), Éducation impossible, Éditions du Seuil, Paris.
Mannoni, M. (1979), La Théorie comme fiction. Freud, Groddeck, Winnicott, Lacan, Éditions du Seuil, Paris.
Oury, F., Vasquez, A. (1967), Vers une Pédagogie Institutionnelle, Maspero, Paris
Oury, F., Vasquez, A. (1971), De la classe coopérative à la pédagogie institutionnelle, Maspero, Paris
Oury, F., Pain, J. (1972), Chronique de l'école caserne, Éditions Maspero, Paris

CRIP WITCHES: RECLAIMING POWER AND KNOWLEDGE FROM MARGINALIZED BODYMINDES

Sofia Righetti Nottegar (University of Verona, Italy)

witch studies | disability studies | pedagogy of resistance

Throughout Western history, certain embodied subjectivities have been constructed as deviations from the dominant social order. Among these, the figure of the witch and the figure of the disabled person emerge in particularly emblematic ways, both inscribed within genealogies of marginalization that have produced representations of bodies perceived as monstrous and deviant (De Castro, Zona, & Bocci, 2022; Federici, 2004; Goffman, 1986). In cultural and media narratives, the witch is frequently portrayed as a deformed and morally suspicious bodymind, associated with dark powers and forms of knowledge not legitimized by patriarchy (Stanmore, 2024). Similarly, disabled bodies have historically been subjected to processes of stigmatization and control, constructed as defective or unproductive in relation to normative paradigms of productivity (Barnes,2016). Through such representations, media and visual cultures contribute to reproducing bodily hierarchies and to delineating the boundaries of the normative human. Despite the growing scholarly attention devoted to these fields of research, the intersection between disability and representations of the figure of the witch remains largely underexplored, particularly with regard to the ways in which disabled bodymindes have historically been associated with forms of deviance and monstrosity analogous to those attributed to the witch. This paper brings Witch Studies and Critical Disability Studies into dialogue in order to investigate how the witch and the disabled person have historically been produced as "other subjectivities" within cultural and socio-political regimes of normalization. Drawing on Crip Theory (McRuer, 2006), Feminist Disability Studies (Garland-Thomson, 2002; Kafer, 2013), and recent developments in Witch Studies (Chaudhuri & Ward, 2025), it explores the convergences between historical processes of persecution targeting non-normative embodied capacities and forms of knowledge that have contributed to defining the limits of what is considered acceptable and legitimate. If, on the one hand, the figure of the witch and that of the disabled person have been used to mark the boundaries of the normative human, on the other they are today the object of processes of symbolic and political reappropriation. In several contemporary contexts, particularly within feminist and queer movements, witchcraft is being rearticulated as a spiritual and political practice that creates spaces of agency and collective care (Sollee, 2017). In some grassroots communities, contemporary witchcraft practices become spaces in which marginalized subjectivities reclaim their bodies and their forms of knowledge, challenging ableist and patriarchal narratives that have historically rendered them objects of stigma and shame. Through a theoretical and interdisciplinary approach, this contribution therefore proposes to read the figure of the witch not only as a symbolic figure of marginality but also as a political and pedagogical practice of resistance (Hundley, 2020). The reappropriation of the witch can thus be interpreted as a form of

crip counter-narrative: an imaginative and communal dispositif that redefines the relationship between the body, the mind and processes of political and identity reclamation, opening spaces for practices of care and self determination grounded in the embodied knowledges of marginalized subjectivities.

Barnes, E. (2016). The Minority Body: A Theory of Disability. Oxford, UK: Oxford University Press.
Chaudhuri, S., & Ward, J. (Eds.). (2025). The Witch Studies Reader. Durham, NC: Duke University Press.
De Castro, M., Zona, U., & Bocci, F. (2022). Unrepresentable bodies. Witches, cripples and female pirates in power culture and social imaginary / Corpi irrappresentabili. Streghe, storpi e pirate nella cultura del potere e nell'immaginario popolare. Italian Journal of Special Education for Inclusion, X(1), 110–133.
Federici, S. (2004). Caliban and the Witch: Women, the Body and Primitive Accumulation. New York, NY: Autonomedia.
Garland-Thomson, R. (1997). Extraordinary Bodies: Figuring Physical Disability in American Culture and Literature. New York, NY: Columbia University Press.
Goffman, E. (1986). Stigma: Notes on the management of spoiled identity. New York, NY: Simon & Schuster.
Hundley, J. (Ed.). (2020). Witchcraft. Taschen.
Kafer, A. (2013). Feminist, Queer, Crip. Bloomington, IN: Indiana University Press.
McRuer, R. (2006). Crip Theory: Cultural Signs of Queerness and Disability. New York, NY: New York University Press.
Sollee, K. J. (2017). Witches, sluts, feminists: Conjuring the sex positive. ThreeL Media.
Tabitha Stanmore (2024). Cunning Folk: Life in the Era of Practical Magic. London, UK: Bloomsbury.

LIBERATING THE GAZE: BODILY DIFFERENCE IN SPORT AND THE PEDAGOGICAL CHALLENGE OF INCLUSION

Martina Petrini (Università degli Studi "G. d'Annunzio" Chieti-Pescara, Italy)

sport | disability | critical pedagogy

Contemporary media representations of disability in sport frequently oscillate between two dominant narrative frames: the depiction of the disabled body as a site of fragility, lack, or physical limitation, and the celebration of the disabled athlete as an exceptional figure capable of overcoming bodily constraints through extraordinary effort. Although apparently opposed, these representations rely on a shared assumption: the implicit centrality of an able-bodied model of performance against which bodies are interpreted and evaluated (Garland-Thomson, 1997; Mitchell & Snyder, 2013; Straniero, 2020). Within this framework, sport emerges as an ambivalent cultural space. On the one hand, sporting cultures may reinforce ableist imaginaries by reproducing ideals of skilled movement and physical competence (DePauw, 1997; DePauw & Gavron, 2005; Howe & Parker, 2012). On the other hand, sport may also become a transformative pedagogical laboratory in which these assumptions are exposed and questioned. In this sense, the performances of athletes with disabilities reveal the situated and plural character of bodily action, showing that movement is not a universal model to be reproduced but an embodied interpretation shaped by specific bodily possibilities (Goodley, 2011; Siebers, 2013). This paper develops a theoretical analysis drawing on disability studies and critical pedagogical perspectives (Oliver, 1996; Goodley, 2011). It examines the educational implications of these tensions, suggesting that sport can be understood both as a context in which dominant representations of the body are reproduced and as a space where alternative understandings of movement and corporeality may emerge. The bodily performances of athletes with disabilities may generate embodied counter-narratives that challenge conventional images of disability and highlight the creative and interpretative nature of human movement (Purdue & Howe, 2012). If dominant representations of disability shape the ways bodies are perceived within sporting cultures, education may play a crucial role in questioning and reinterpreting these imaginaries. One of the central pedagogical challenges lies in what might be described as the liberation of the gaze on bodies and movement, understood not simply as the replacement of negative stereotypes with more positive images. Rather, it involves fostering forms of awareness and critical reflection that enable individuals to recognise and question the assumptions shaping their perception of bodily difference (hooks, 2020;2023). In this perspective, sport may be reinterpreted not only as a field in which normative ideals of the body are reproduced, but also as a pedagogical space capable of transforming the ways bodily difference is perceived, understood, and experienced.

AA.VV. (2018). Disability studies e inclusione. Per una lettura critica delle politiche e pratiche educative. Trento: Erickson.
Barile, N. (2020). Estetiche del corpo invalidato. Il feticismo della disabilità nella società hi-tech e postspettacolare. Salute e Società, vol. XIX, n. 2: 11-29.
DePauw K.P. (1997). The (In)Visibility of DisAbility: Cultural Contexts and "Sporting Bodies". Quest, 49, 4: 416-430.
DePauw, K. P., & Gavron, S. J. (2005). Disability sport. Champaign, IL: Human Kinetics (Second Edition).

Garland-Thomson R. (1997). Extraordinary bodies: Figuring physical disability in American culture and literature. Ney York: Columbia University Press.

Gill, D.L., Kamphoff, C.S. (2010). Gender in Sport and Exercise Psychology. In Handbook of Gender Research in Psychology. Volume 2: Gender Research in Social and Applied Psychology (pp. 563-585), a cura di J.C., Chrisler, D.R., McCreary, New York, NY: Springer.

Goffman E. (2018). Stigma. Note sulla gestione dell'identità degradata. Verona: ombre corte (Original work published 1963).

Goodley D. (2011). Disability Studies. An Interdisciplinary Introduction. London: SAGE Publications.

Haegele, J. A., & Sutherland, S. (2015). Perspectives of Students with Disabilities Toward Physical Education: A Qualitative Inquiry Review. Quest, 67(3), 255–273. https://doi.org/10.1080/00336297.2015.1050118

Haegele, J. A. (2019). Inclusion Illusion: Questioning the Inclusiveness of Integrated Physical Education. 2019 National Association for Kinesiology in Higher Education Hally Beth Poindexter Young Scholar Address. Quest (00336297), 71(4).

hooks, b. (2023). Insegnare il pensiero critico. Saggezza pratica. Milano: Meltemi.

hooks, b., Nadotti, M. (2020), Elogio del margine. Scrivere al buio. Napoli: Tamu.

Howe P. D., & Parker A. (2012). Celebrating imperfection: Sport, disability and celebrity culture. Celebrity Studies, 3, 3: 270-282.

Mariani A. (2004) (a cura di). Corpo e modernità. Strategie di formazione. Milano: Edizioni Unicopli.

Massa, R. (1984). Le tecniche e i corpi. Verso una scienza dell'educazione. Milano: Edizioni Unicopli.

Oliver, M. (1996). Understanding disability: From theory to practice. London: Macmillan.

Purdue D. E. J., Howe P. D. (2012). See the sport, not the disability: exploring the Paralympic paradox. Qualitative Research in Sport, Exercise and Health, 4(2): 189-205. https://doi.org/10.1080/2159676X.2012.685102

Mitchell, D., Snyder, S. (2013). Narrative Prothesis. In L.J. Davids (Ed.), The Disability Studies Reader (pp. 222-235). Routledge (Fourth Edition).

Siebers, T. (2013). Disability and the theory of complex embodiment – for identity politics in a new register. In L.J. Davis (Ed.), The Disability Studies Reader, 4, 278-297.

Straniero, A.M. (2020). Dal deforme al supercrip. La costruzione/rappresentazione sociale dei corpi con disabilità. In F. Bocci & A. Straniero (a cura di), Altri Corpi. Visioni e rappresentazioni della (e incursioni sulla) disabilità e diversità, 55-88.

AUTISM AND PREJUDICE. HOW CINEMA SHAPES THE COLLECTIVE IMAGINARY

Martina De Castro (Roma Tre University, Italy) · **Carmela Albanese** (Roma Tre University, Italy)

Neurodiversity | stereotypes and prejudice | audiovisual media

This contribution presents the preliminary results of a study conducted with students enrolled in the Primary Education Degree Programme at the Department of Education Sciences of Roma Tre University, who are involved in a research-training project carried out as part of the Inclusive Education Laboratory (channel 5) and aimed at deconstructing stereotypes about neurodivergent people, particularly those with autism. At the beginning of the Laboratory, the students, organised into groups, are asked to provide a definition of "autism" and to describe some characteristics of people on the spectrum. The aim of this activity is to bring to light stereotypical or prejudicial narratives that may already be ingrained in trainee teachers and that derive from previous educational experiences and media content. In this sense, it is interesting to map the degree of adherence of the sample to certain rhetorical devices inherent in disability, such as pietism, supercrip or normal diversity (Vadalà, 2013), but also to interpretative models such as the biomedical model, which view disability as an individual tragedy (Oliver, 1990; Bocci, 2021), and autism from the perspective of deficits and/or lacks with respect to an almost undisputed neurotypical norm. The process of critical analysis of established conceptual structures is initiated by the workshop facilitators through the viewing of images from mainstream films and television series, presented as case studies aimed at demonstrating how audiovisual narratives have played a fundamental role in the dissemination of an autistic extremotype (Brekhus, 2018) in the collective imaginary (Albanese, 2023), producing misrepresentation (Murray, 2008) of the condition. By sharing alternative interpretative lenses – such as those of Disability Studies (Goodley et al., 2013; Monceri, 2025) and Critical Autism Studies (Valtellina, 2020) – the training process itself can proceed, supported by audiovisual products that deal with autism in a more multifaceted and intersectional way (De Castro, 2023), introducing into the discourse identity variables that have a significant impact on the autistic experience, such as sex/gender, race, social class and sexual orientation.

Albanese C. (2023). Il freak show dello spettro autistico tra cinema e serie: dal sovrumano al pienamente umano. Minority Reports. Cultural Disability Studies, n. 17, II, pp. 93-128.

Bocci F. (2021). Pedagogia speciale come pedagogia inclusiva. Itinerari istituenti di un modo di essere della scienza dell'educazione. Milano: Guerini scientifica.

Brekhus W. H. (2018). Sociologia dell'inavvertito (a cura di L. Sabetta). Roma: Castelvecchi.

De Castro M. (2023). Culture, intersezioni, reti. Riflessioni pedagogiche e esperienze di formazione per una didattica inclusiva. Milano: Franco Angeli.

Goodley D., D'Alessio S., Ferri B., Monceri F., Titchkosky T., Vadalà G., Valtellina E., Migliarini V., Bocci F., Marra A.D., & Medeghini R. (2018). Disability Studies e inclusione. Per una lettura critica delle politiche e pratiche educative. Trento: Erickson.

Monceri F. (2025). Disabilità o disabilitazione? Una questione politica. Brescia: Morcelliana.

Murray S. (2008). Hollywood and the Fascination of Autism. In Osteen, Autism and Representation. New York: Routledge, Taylor and Francis Group.

Oliver M. (1990). The Politics of Disablement. London: Macmillan.

Osteen M. (2008) Autism and Representation. New York: Routledge, Taylor and Francis Group.

Vadalà G. (2013). La rappresentazione della disabilità tra conformismo e agire politico. In R. Medeghini, S. D'Alessio, A.D. Marra, G. Vadalà, & E. Valtellina (2013). Disability Studies. Emancipazione, inclusione scolastica e sociale, cittadinanza (pp. 125-148). Trento: Erickson.

Valtellina E. (2020). L'autismo oltre lo sguardo medico. I Critical Autism Studies. Trento: Erickson.

ABLEISM, UR-FASCISM, MEDIA-SOCIAL CONTROL AND PSEUDO-INCLUSIVE PRACTICES. FIRST OUTCOMES OF AN EXPLORATORY SURVEY

Fabio Bocci (Department of Education, Roma Tre University, Italy) · **Virginia Benedetti** (University of Macerata, Phd Course in TEACHING & LEARNING SCIENCES (curriculum inclusion)Ableism, Ur-Fascism, Media-Social Control and Pseudo-Inclusive Practices. First outcomes of an Exploratory Survey) · **Barbara Centrone** (Department of Education, Roma Tre University, Italy) · **Martina De castro** (Department of Education, Roma Tre University, Italy) · **Alessandra Straniero** (Department of Mathematics and Computer Science, University of Calabria) · **Leonardo Tantari** (University of Macerata, Phd Course in TEACHING & LEARNING SCIENCES (curriculum inclusion)Ableism, Ur-Fascism, Media-Social Control and Pseudo-Inclusive Practices. First outcomes of an Exploratory Survey)

Ableism | Ur-Fascism | policies for controlling social media representations

We are living in a historical moment characterized by the hegemony of social control by elites who wield socio-political and, above all, economic and financial power. Those who deviate from the standards deemed convenient and productive, in light of the logic that these same elites consider to be in their interests and in the maintenance of their hegemony, are paying the price. Thus, in a civil society increasingly prey to a collective sense of learned helplessness, we are witnessing a structural redefinition of DEIA policies, not only in the United States, to international endorsement of genocidal actions (e.g., against the Palestinian people), to the glorification of war as a security measure to defend one's identity borders, and to the consequent arms race. The ableist glorification of the MAGA model, exported around the world, is a derivative of the presence of Ur-Fascism, a concept developed by Umberto Eco in 1995. According to Eco, the archetypes of Ur-Fascism are: 1) cult of tradition and syncretism; 2) rejection of modernism; 3) cult of action; 4) disagreement as betrayal; 5) fear of difference; 6) individual or social frustration; 7) obsession with conspiracy theories; 8) glorification of the enemy; 9) permanent war and opposition to pacifism; 10) popular elitism and contempt for the weak; 11) cult of heroism and death; 12) machismo; 13) qualitative populism; 14) newspeak. In order for Ur-Fascism – now embodied by MAGA supremacism in the US and nazi-fascist movements throughout Europe – to take hold, it must find fertile ground. This is generally composed of those who profit from the growth of right-wing extremism (which has always been used as an armed wing to impose a certain world order) and the most vulnerable sections of the population, who are most exposed to identity and security rhetoric and fascinated by false promises of an imminent new golden age. The strategy of affirmation relies on the manipulation and distortion of communication, on toxic narratives that distort the truth, on the delegitimization of the opponent (the enemy), and on the discrediting of scientific knowledge and intellectual thought, which are branded as anti-popular. Noam Chomsky analyzed this phenomenon by developing the ten laws of power or the ten rules of social control and media power: 1) strategy of distraction; 2) introduce a false problem to provide a demagogic response; 3) gradualize political decisions; 4) present an unpopular decision as painful but necessary; 5) infantilize communication; 6) appeal to emotion; 7) promote widespread functional illiteracy; 8) encourage the public to be complacent with mediocrity; 9) induce guilt; 10) know individuals better than they know themselves. Based on these premises, the results of an exploratory survey on the perception of the presence and incidence in the contexts of life (work and beyond) of the sample investigated of ableist, ur-fascist, media-social control, and pseudo-inclusive practices will be presented. This survey is fueled by the need, as suggested by Eco, to unmask its new forms of Ur-Fascism active today in Italy and around the world.

Bellacicco, R., Dell'Anna, S., Micalizzi, E. & Parisi, T. (2022). Nulla su di noi senza di noi. Una ricerca empirica sull'abilismo in Italia. Milano: FrancoAngeli.

Bocci, F. (2019). Un modo umano di organizzarci. Le logiche dei confini nel tempo della medicalizzazione: scenari e possibili vie di uscita. Cooperazione Educativa, 68(3), 26-32.

Bocci, F. (2025). Qualcosa da indire... Appunti sparsi, per non disperdersi in questi tempi bui. Editoriale. Italian Journal of Special Education for Inclusion, 13(2): 1-11.

Bocci, F., D'Alessio, S., Medeghini, R., Migliarini, V., Scavarda, A., Vadalà, G. & Valtellina E. (2022). Inclusione: prospettive e sfide contemporanee. L'impatto della pandemia sulla vita delle persone con disabilità, tra buone pratiche e criticità. Trento: Erickson.

Bocci F. & Straniero A.M. (2020). Altri corpi. Visioni e rappresentazioni della (e incursioni sulla) disabilità e diversità. Roma: RomaTre-Press.

Campbel, F.K. (2009). Contours of Ableism. The Production of Disability and Abledness. London: Palgrave Macmillan.

Chomsky, N. (2018). Le dieci leggi del potere. Requiem per il sogno americano. Milano: Ponte alle Grazie.

Connor, D.J., Ferri, B.A. & Annamma, S.A. (2015) (Eds.). DisCrit: Disability Studies and Critical Race Theory in Education. New York: Teachers College Press.

Eco, U. (1995). Eternal Fascism. New York: The New York Review of Books.

Titchkosky, T & Goodley, D. (2018). La necessità dell'immaginazione: le politiche in materia di disabilità nell'epoca del TrumpBrexit. In D. Goodley, S. D'Alessio, B. Ferri, F. Monceri, T. Titchkosky, G. Vadalà, E. Valtellina, V. Migliarini, F. Bocci, A.D. Marra & R. Medeghini. Disability studies e inclusione. Per una lettura critica delle politiche e pratiche educative. Trento: Erickson.

Valtellina, E. (2024). Teorie critiche sulla disabilità. Milano: Mimesis.

Valtellina, E. (2025). Sulla disabilitazione. Introduzione ai Disability Studies. Milano: UTET.

BODIES OUT OF FRAME FILM AND TELEVISION REPRESENTATION OF DISABILITY IN THE ITALIAN SCHOOL, BETWEEN OBJECTIFICATION AND SELF-DETERMINATION.

Francesca Caprino (INDIRE, Italy)

Critical Disability Studies | Visual History | Audiovisual Culture

This paper is part of a broader research project dedicated to the analysis of the representation of Italian schools in audiovisual media, an investigation conducted on "atypical" historical sources from a Visual History of Education perspective, which led to the collection and examination of over three hundred works produced from the post-war period to the present day (Caprino, 2025). Building on this repertoire, the study intends to reflect on the construction of the imaginary and the representation of "non-conforming" bodies within the school system, with reference to disability. The analysis investigates how cinema and television have codified the presence within educational institutions of those who, due to disabilities, neurodivergences, or learning difficulties, often intersected with conditions of socio-economic marginality, are classified as "different" or "deviant." Starting from the assumption that such identities are not merely biological data but products of specific institutional disabling devices (Oliver, 2023) that tend to fragment the unity of the human into rigid categories (Gardou, 2006), the contribution explores the persistence of narratives oscillating between objectification (often of a clinical nature) and potential paths of self-determination. In fictional works, documentaries, and "cinegiornali" (newsreels), the figures of children and adolescents with disabilities are often at the center of spectacularizing narratives, bent to the logic of stereotypes (Bocci, 2025; Schianchi, 2023) or functional to the staging of other characters (the "courageous mother," the "counter-current teacher"), relegating "difform" identities to a passive role. Other productions, outside the mainstream (such as the works of De Seta and Mangini), are instead capable of challenging this gaze, restoring subjectivity and political agency to "out of frame" bodies, while simultaneously revealing what the institution has often sought to normalize or hide. Through the lens of Critical Disability Studies, the paper will analyze how certain film and television narratives manage to dismantle the rhetoric of deficit, acting as a "critical observatory" that reveals the dynamics of privilege and oppression within the peculiar Italian educational context, recognizing the "other" subject as an agent of desires and resistance. The objective is to offer a reflection on how audiovisual media can act both as tools for the reproduction of exclusionary practices and as laboratories for the construction of more democratic and inclusive imaginaries of school and society.

Bocci, F. (2025). Del cinema e/o della disabilità. Uno sguardo tra Disability Studies, Freak Studies e analisi istituzionale. In E. Valtellina (a cura di), Sulla disabilitazione. Introduzione ai Disability Studies (pp. 213-233). Torino: UTET Università.

Caprino, F. (2025). L'identità delle piccole scuole nella rappresentazione cinetelevisiva. Dossier di Storia dell'educazione, Collana dell'Archivio storico INDIRE, n. 7.

Gardou, C. (2006). Diversità, vulnerabilità e handicap. Per una nuova cultura della disabilità. Trento: Erickson.

Oliver, M. (2023). Le politiche della disabilitazione. Il Modello Sociale della disabilità. Bologna: Ombre Corte.

Schianchi, M. (a cura di). (2023). Cinema e disabilità. Il film come strumento di analisi e di partecipazione. Milano: Mimesis.

Valtellina, E. (a cura di). (2025). Sulla disabilitazione. Introduzione ai Disability Studies. Torino: UTET Università.

REPRESENTING DISABILITY AND PRODUCING ALTERITY IN CINEMA: THE ACADEMY AWARDS AS A CASE STUDY OF NARRATIVE RECOGNITION

Andrea Fiorucci (University of Salento, Italy) · **Giorgia Cazzato** (University of Salento, Italy)

Disability representation | Cinematic self-narration | Film analysis

This paper critically examines the representation of disability in cinema by exploring how institutional recognition systems contribute to the consolidation of dominant narrative models. Moving beyond the identification of recurring stereotypes, the study focuses on the cultural, rhetorical, and symbolic mechanisms through which particular representations of disability are selected, legitimized, and publicly rewarded. The Academy Awards serve as a case study because of their central role in defining artistic value and amplifying specific cinematic imaginaries within the global film industry. Methodologically, the study adopts a multidisciplinary and textual approach grounded in film analysis, drawing on film studies, disability studies, and the analysis of social communication. Film analysis is understood here as a critical practice aimed at deconstructing the cinematic text in order to understand its functioning, meaning, and technical organization, while relating these dimensions to broader semantic and social processes (Bellour, 2000; Bateman & Schmidt, 2013). This framework also engages disability as a rhetorical and cultural construct, shaped by ways of knowing, valuing, and seeing bodily difference within normative regimes of representation (Cherney, 2019). Through this perspective, the paper argues that cinema does not merely represent disability but actively participates in producing it as alterity. Contemporary film culture has expanded the number of disability-related stories, yet this increase has not necessarily corresponded to a more inclusive or authentic participation of disabled actors and creators (Ghosh, 2022). On the contrary, dominant representations often remain shaped by ableist discourses, spectacular framings, and misrepresentational myths that convert disability into an exceptional condition to be consumed emotionally and symbolically (Kearney et al., 2019; Lopez, 2025). Particular attention is devoted to Oscar-recognized films, which frequently exemplify these dominant paradigms. The analysis suggests that many award-winning films rely on spectacular and performative logics capable of transforming alterity into exception, pain into entertainment, and vulnerability into spectacle. In this sense, institutional recognition often appears to depend less on the capacity to portray disability in its lived complexity than on the ability to move, inspire, redeem, or morally reassure audiences. Such mechanisms reinforce disabling discourses in which acquired or embodied difference is narratively organized through drama, loss, and emotional excess rather than through ordinary, situated complexity (Botha & Harvey, 2024). These dynamics shape not only how disability is shown, but also who is authorized to narrate it. The recurrent casting of non-disabled actors in disabled roles confirms a persistent asymmetry between represented subjects and narrative authority, while disabled performers continue to be underrepresented or framed as exceptional rather than artistically authoritative (Ghosh, 2022). In response, the paper foregrounds cinematic self-narration as a transformative practice. When disabled subjects directly participate in the construction of their own stories, representation shifts from external mediation to narrative self-determination. This shift challenges dominant regimes of recognition and opens the possibility of a more inclusive public space of storytelling, in which disability is no longer framed as spectacle but recognized as an integral dimension of human and social experience.

Bateman, J., & Schmidt, K. H. (2013). Multimodal film analysis: How films mean. Routledge.

Bellour, R. (2000). The analysis of film. Indiana University Press.

Botha, S., & Harvey, C. (2024). Disabling discourses: Contemporary cinematic representations of acquired physical disability. Disability & Society, 39(1), 62–84. https://doi.org/10.1080/09687599.2022.2124207

Cherney, J. L. (2019). Ableist rhetoric: How we know, value, and see disability. Penn State University Press.

Ghosh, N. (2022). Representation of people with disabilities in film: Increasing stories, fewer actors. Lapis Lazuli: An International Literary Journal, 12(1), 1–7.

Kearney, S., Brittain, I., & Kipnis, E. (2019). "Superdisabilities" vs "disabilities"? Theorizing the role of ableism in the (mis)representational mythology of disability in the marketplace. Consumption Markets & Culture, 22(5–6), 545–567. https://doi.org/10.1080/10253866.2018.1512245

Lopez, K. (2025). Popcorn disabilities: The highs and lows of disabled representation in the movies. Bloomsbury Publishing USA.

GOING FLAT AS COLLECTIVE SELF-DETERMINATION: COUNTER-NARRATIVES OF POST-MASTECTOMY BODIES

Carla Gueli (Università Roma Tre, Italy)

self-determination mastectomy disability

Breast cancer is the most commonly diagnosed cancer among women in Italy (53,686 cases). Post-mastectomy breast reconstruction, which is also performed for psychosocial benefits, is carried out using implants in 80.6% of cases, using autologous tissue in 5.3%, while in 14.1% of cases, no reconstruction is planned. According to the 2024 Report of the National Registry of Breast Implants, among prosthetic reconstructions, 59.5% are performed at the time of tumor removal and 40.5% at a later stage. For tens of thousands of women, therefore, in the face of such profound bodily and identity-related changes, informed consent and awareness of the physical and psychological consequences of reconstructive surgery are fundamental. This article offers a reflection grounded in the experience of a self-organized group of women who, following a breast cancer diagnosis and mastectomy, collectively assert their right not to undergo breast reconstruction automatically and immediately, based on the idea that the consequences and complications of reconstruction may not outweigh the aesthetic and perceptual benefits. Although the idea is widespread in the medical field that restoring a self-image closer to that prior to mastectomy can help patients recover more quickly, the availability of the option to choose not to undergo reconstruction could instead prevent medical complications (infections and scarring, reduced function reduced function of the pectoral muscle, increased risk of postoperative complications, etc.). The pressure to undergo reconstruction—often presented as the preferred option within clinical pathways—can thus be interpreted as a normalizing practice that intertwines biomedical power, gender expectations, and ableist narratives (El Kotni, Sigonneau 2023). In this sense, the loss of characteristics culturally coded as feminine—hair, breasts, nails—places many patients on the margins of gender recognizability. This paper examines how non-reconstruction is made socially conceivable or, conversely, hindered; which discursive and institutional practices contribute to constructing the post-mastectomy body without reconstruction as a "missing" body; and how an initially individual experience can transform into a collective practice of self-determination, visibility, and activism. Methodologically, the work reconstructs national and international activist practices, public testimonies, materials produced by the groups, the results of an internal analysis, and interviews conducted with women who have initiated collective actions for visibility. The focus is on how women narrate their confrontation with clinical and social expectations, with prosthetic imaginaries, and with the implicit demand to "become legible" again as whole female bodies. The hypothesis is that the choice not to reconstruct does not emerge as a private or residual option, but rather as a collective practice of self-determination that challenges the obligation to make amends, undermines ableist and heteronormative standards of femininity, and expands the democratic conditions of recognition. From this perspective, these women's activism generates not only mutual support but also political and pedagogical knowledge, as it transforms individual experience into public discourse, makes non-reconstruction conceivable as a legitimate possibility, and restores to post-mastectomy bodies the right to appear without shame, without compensation, and without normalization.

Burgio, G., & Lopez, A. G. (a cura di). (2023). La pedagogia di genere. Percorsi di ricerca contemporanei. FrancoAngeli.

Campanale, A., Ventimiglia, M., Minella, D., Goffredo, R., Caddeo, A., Mattei, D., Mennini, F. S., & Iachino, A. (2025). Registro Nazionale degli impianti Protesici Mammari – RNPM – Rapporto 2024. Ministero della Salute. ISBN 9791280892164.

El Kotni, M., & Sigonneau, M. (2023). Im/Paziente. Un'esplorazione femminista del cancro al seno. Capovolte.

Garcia, M. (2018). On ne naît pas soumise, on le devient. Flammarion.

McRuer, R. (2006). Crip Theory: Cultural Signs of Queerness and Disability. New York University Press.

Ministero della Salute. (2026, 8 gennaio). Screening per il cancro del seno.

Oliver, M. (2023). Le politiche della disabilitazione. Il Modello Sociale della disabilità (trad. e pref. di E. Valtellina). Ombre Corte.

Straniero, A. M., & Bocci, F. (2020). Altri corpi. Visioni e rappresentazioni della (e incursioni sulla) disabilità e diversità. Roma TrE-Press.

Valtellina, E. (a cura di). (2024). Teorie critiche della disabilità. Uno sguardo politico sulle non conformità fisiche, relazionali, sensoriali, cognitive. Mimesis.

Valtellina, E. (a cura di). (2025). Sulla disabilitazione. Introduzione ai Disability Studies. UTET Università.

Zimmermann, A. (2024). Il seno. Storia culturale di una parte politica del corpo. Bollati Boringhieri.

DISABLED BODIES IN CINEMATIC REPRESENTATIONS: A CRITICAL CBSERVATORY TO SHED LIGHT ON OUR OWN VIEWS

Leonardo Tantari (Università Roma Tre)

Disability | Cinematic Representations | Collective Imagination

Since the dawn of cinema, cinematic representations have played a crucial role in shaping individual and collective identities and the corresponding social imaginaries. From this perspective, film images cannot be considered neutral (Hall & Du Gay, 1996), nor can the cinematic apparatus itself (Guattari, 2017). The imagery produced by cinema has, in fact, contributed since its inception to the staging of disability, participating in its definition and construction as a cultural object (Longmore, 1985; Norden, 1994; Bocci, 2005; 2012; 2014; 2025; Bocci & Domenici, 2013; Bocci & Straniero, 2020; Bocci, Straniero & Tantari, 2024; Schianchi, 2023). An analysis of the ways in which cinema portrays disability and diversity on screen allows for a deeper understanding of the socio-psycho-cultural implications of these processes, as well as the perspectives and viewpoints of those who produce and stage these portrayals. It also allows us to examine the forms and ways in which disabled bodies are portrayed, identifying the discursive rhetorics (Vadalà, 2013) that permeate the cinematic medium. Building on these theoretical premises and in line with previous studies (Bocci & Bonavolontà, 2020; Bocci & Tantari, in press), this paper presents the initial findings of a qualitative-quantitative study conducted as part of a broader doctoral project. The study aims to establish a critical observatory on the representation of disability and diversity on screen, through the analysis of the knowledge and perceptions expressed by a group of subjects selected as a convenience sample. In this context, cinematic representations of disability and diversity serve as analytical tools (Lapassade, 1974; Gueli, 2018; Bocci, 2020; 2025), bringing to light the contradictions of the social system, which, through its reproductive apparatus (Illich, 2019), utilizes mainstream audiovisual media—starting with cinema but also including other media products such as television series—to reaffirm a hegemonic vision based on productive and performative standards.

Bocci, F. (2005). Letteratura, cinema e pedagogia. Orientamenti narrativi per insegnanti curricolari e di sostegno. Roma: Monolite.

Bocci, F. (2012). Scuola, insegnanti, disabilità nell'immaginario cinematografico. Identificazione e classificazione di repertori filmici per un'analisi didattica e pedagogico speciale. In M. D'Amato (a cura di). Finzioni e mondi possibili. Per una sociologia dell'immaginario. Limena (PD): Libreriauniversitaria.it.

Bocci, F. (2014). Rappresentazioni cinematografiche della disabilità e Pedagogia Speciale. Dalle classificazioni ai Disability Studies. In M. Corsi (a cura di). La ricerca pedagogica in Italia. Tra innovazione e internazionalizzazione. Lecce: Pensa Multimedia.

Bocci F. (2025). Del Cinema e/o della Disabilità. Uno sguardo tra Disability Studies, Freak Studies e Analisi Istituzionale. In E. Valtellina (a cura di). Sulla disabilitazione. Introduzione ai Disability Studies. Milano. UTET.

Bocci, F. & Domenici, V. (2013). La rappresentazione complessa della disabilità nel cinema contemporaneo. Analisi de Le Scaphandre et le Papillon di Julian Shnabel. Ricerche Pedagogiche, 187: 17-24.

Bocci F. & Bonavolontà G. (2020). Un'altra società è possibile? Ovvero: Il Circo della Farfalla, metafora del valore della diversità o dei corpi produttivi?. In F. Bocci & A.M. Straniero (a cura di). Altri corpi. Visioni e rappresentazioni della (e incursioni sulla) disabilità e diversità. Roma: Roma TrE-Press.

Bocci F. & Straniero A.M. (2020). Altri corpi. Visioni e rappresentazioni della (e incursioni sulla) disabilità e diversità. Roma: Roma TrE-Press.

Bocci F., Straniero A.M. & Tantari L. (2024). Anna dei Miracoli: un film contro la cultura dell'indulgenza e della pietà, L'integrazione scolastica e sociale, 23(2): 147-168.

Guattari F. (2017). Rivoluzione molecolare. La nuova lotta di classe, Milano, PGRECO.

Gueli, C. (2018). Educazione e pedagogia autogestionaria. Una ricerca su Georges Lapassade. Roma: Sensibili alle foglie

Hall S., Du Gay P., (1996), Questions of Cultural Identity, London, Sage.

Illich I., 2019, Descolarizzare la società, Milano, Mimesis Edizioni.

Lapassade, G. (1974). L'Analisi Istituzionale. Milano: Isedi.

Longmore, P.K (1985). Screening Stereotypes: Images of Disabled people. Social policy, 16(1): 31-
37

Norden, M.F. (1994). The Cinema of Isolation. A History of Physical Disability in the Movies. New Brunswick (NJ): Rutgers University Press.

Schianchi, M. (2023). Le relazioni pericolose. Quando la disabilità incontra il cinema. In M. Schianchi (a cura di). Cinema e Disabilità. Il film come strumento di analisi e di partecipazione. Milano-Udine: Mimesis.

Vadalà, G. (2013). La rappresentazione della disabilità tra conformismo e agire politico. In R. Medeghini, S. D'Alessio, A.D. Marra, G. Vadalà, E. Valtellina (2013). Disability Studies. Disability Studies. Emancipazione, inclusione scolastica e sociale, cittadinanza. Trento: Erickson.

F.06

Learning Together, Participating Fully: Inclusion and Difference as Educational Resources

PANEL CONVENORS: Sara Mori (Indire, Italy); Francesca Storai (Indire, Italy); Serena Greco (Indire, Italy); Elsa Maria Bruni (Università degli Studi "G. d'Annunzio" Chieti – Pescara)

PANEL KEYWORDS: Educational democracy, Student dignity, Inclusive schooling

The panel will offer a critical discussion of the links between educational democracy, equity and inclusion within contemporary school systems. Socio-educational inequalities are increasingly evident at international level in learning processes and students' trajectories. Democratic education is considered a right that enables all learners to participate and succeed (Varsik, 2022). From this perspective, the principle of human dignity, understood as a pedagogical category that guides care, support and recognition of each learner's needs and potential (Bruni, 2024), is a key condition for rethinking equity and participation in schools. Many countries are implementing reforms to make schools more capable of embracing difference through evidence-based approaches, inclusive co-teaching models and personalised learning strategies (Florian, 2019; Norwich, 2023). While the Italian model of inclusive schooling is often recognised internationally for its value-based foundations, everyday practice does not automatically ensure equitable outcomes. This discrepancy between principles and practice raises questions about the role of schools as spaces for citizenship, dialogue, shared responsibility, and the recognition and development of all students' potential The panel aims to clarify the conditions, limitations and potential through which inclusive schooling can sustain lived school democracy. It welcomes theoretical and empirical contributions that analyse, discuss and evaluate: (1) teachers' professional competence for inclusion; (2) co-teaching and collaboration; (3) the impact of inclusive practices on equity; (4) fair and inclusive assessment; (5) the role of socio-economic and cultural contexts; (6) leadership for an equitable and inclusive school culture; and (7) international comparisons with organisational models that differ from the Italian model.

A BRIDGE BETWEEN ITALY AND JAPAN: THE OECD "INFINITY PROJECT" FOR PROMOTING INCLUSION AND SHARED EDUCATIONAL PERSPECTIVES ACROSS CULTURES

Mariagrazia Marcarini (University of Bologna, Italy) · **Isabella Bennardi** (University of Bologna, Italy)

Infinity Project-Italy-Japan Bridge | Inclusion | Minimum Viable Product

This paper presents the results of the survey conducted as part of the OECD "Infinity Project," developed in collaboration with the University of Bologna. The study involved three Italian schools and three Japanese schools. The aim was to promote inclusion and well-being by developing a Minimum Viable Product (MVP) (Blokdyk, 2021), documented in an e-book. The "Infinity Project" was born from an initiative originally proposed by Japan, inheriting the spirit of the "Tohoku School Project," launched to support students in overcoming the triple disaster (tsunami, earthquake, and nuclear power plant accident resulting from the Great East Japan Earthquake in March 2011) and to rebuild the spirit of sharing in their communities through various actions (2012–2014). Following a visit by the OECD Secretary-General, local education authorities, schools, and adult leaders participated in a project aimed at demonstrating the progress of the recovery process from the perspective of rebuilding buildings and communities in the Tohoku region. The results were presented at a major event in Paris in 2014. The idea behind the initiative was that by participating in this ambitious program, based on collaborative and project-based pedagogy, students would acquire advanced leadership skills. The results achieved contributed to the launch of the "Future of Education and Skills" project. 2030" (from 2015) to emphasize some of the key underlying concepts and constructs of the OECD Learning Compass (2019). Japanese students involved in co-creating the Learning Compass expressed a desire for a global initiative, suggesting project-based learning. This initiated "Project Infinity" with an inclusive vision, believing that students can shine and thrive when they believe that "the sky is the limit," overcoming challenges, barriers, and walls that separate them. The survey conducted in the three Italian schools assessed the impact of the MVP in terms of co-evolution, inclusion, and transformation of student relationships. Teachers were asked six questions to understand how inclusive teaching strategies and the shift from a lecture to an active-participatory approach (Cottini, 2018; 2022) had changed the classroom climate. Key factors include shared emotional engagement, language diversity (Agliotti & Fabbro, 2006; Cafiero, 2009), and working in small, cooperative groups (Johnson & Johnson, 1998). Student Agency (Sokol et al., 2015; Sokol, Hammond, Kuebli, et al, 2015; Vaughn, 2021) is essential for fostering collaboration, inclusion, and co-evolutionary processes (Canevaro, 2008; Sandri, 2019). The

findings underscore the value of an integrated, international approach to improving inclusion, equity, democracy, and school well-being. They further demonstrate how participatory and inclusive practices foster shared growth and how the Italian approach to inclusion can foster interest and curiosity where special classes and special schools still exist.

Agliotti, S.M., Fabbro, F. (2006). Neuropsicologia del linguaggio. Bologna: Il Mulino.

Blokdyk, G. (2021). Minimun Viable Product: A Pratical Handbook. Stockholm: 5STARCooks Publisher.

Cafiero, J. (2009), Comunicazione Aumentativa e Alternativa strumenti e strategie per l'autismo e i deficit di comunicazione. Erickson: Trento

Canevaro, A. (2008). Pietre che affiorano. I mediatori efficaci in educazione con la «logica del domino». Erickson: Trento.

Cottini, L. (2018). Didattica speciale e inclusione scolastica. Carocci: Roma.

Cottini, L. (2022). L'allievo con autismo a scuola. Percorsi per l'inclusione. Carocci: Roma.

Johnson, D.W., Johnson, R.T. (1998). Cooperative Learning and Social Interdipendence Theory. In A A.VV. Theory and Resarch on Small Group. New York: Plenum.

OECD (2019). OECD Learning Compass 2030. A Series of Concept Notes. https://www.oecd.org/content/dam/oecd/en/about/projects/edu/education-2040/1-1-learning-compass/OECD_Learning_Compass_2030_Concept_Note_Series.pdf. Paris: OECD.

Sandri, P. (2019). Radici e prospettive per attuare processi inclusivi: un'introduzione. In Sandri, P. (Ed.). Rigenerare le radici per fondare i processi inclusivi. Dalla legge 517/77 alle prospettive attuali. Milano: Franco Angeli.

Sokol, B. W., et al. (2015). Conceptual Learning Framework. Student Agency for 2030. https://www.oecd.org/content/dam/oecd/en/about/projects/edu/education-2040/concept-notes/Student_Agency_for_2030_concept_note.pdf. Paris: OECD.

Sokol, B. W., Hammond, S. I., Kuebli, J., & Sweetman, L. (2015). The development of agency. In W. F. Overton, P. C. M. Molenaar, & R. M. Lerner (Eds.), Handbook of child psychology and developmental science: Theory and method (7th ed., pp. 284–322). John Wiley & Sons, Inc. https://doi.org/10.1002/9781118963418.childpsy108

Vaughn, M. (2022). Student Agency in the Classroom: Honoring Student Voice in the Curriculum. New York: Teachers College Press, Columbia University.

RETELLING STORIES, RESTARTING LIVES: EVALUATING UNIVERSITY EMPOWERMENT AND ORIENTATION TRAININGS THROUGH NEURODIVERGENT YOUNG ADULT SELF-NARRATIVE TURNING-POINTS

Giulia Aguzzi (Università per Stranieri di Siena, Italy)

Neurodivergent | Self-narrative | Empowerment Identity

Self-narrative studies represent a key approach to addressing identity challenges - such as a lack of or low self-esteem, scarce sense of agency and inadequate application of study strategies -frequently experienced by neurodivergent young adult students, generally defined as having 'special needs', at the beginning of their academic careers. Through a year-long training with a specialized tutor, students are guided to retell their own story and reconsider their divergent functioning, moving beyond the traditional 'normal vs different' or 'healthy vs ill' dichotomies. The goal is to rediscover their potential, agency and capability to manage their academic choices, ensuring access to the full range of opportunities, regardless of their 'neuroprofile'. The training program is also used to help students effectively activate the support services offered by the University in order to develop the agency for their autonomous journey beyond university years. The results, on one hand, are considered a key element in evaluating the efficacy of the empowerment and tutoring program, aimed at enhancing university services and fostering greater equity among the student community. On the other hand, these results are used to engage in dialogue with further research on teacher training program regarding inclusive methods, in order to monitor and improve their perception of student identity, overcoming cultural biases and prejudices.

Aleni Sestito L., Di Palma T., Sica L. S. (2019). Narrative Identity during the transition from school to university: difficult roads. Università Napoli Federico II.

Aguzzi G. (2023). Lingue straniere e sordità. Un percorso didattico possibile. Trento: Erickson.

Arcangeli L. (Ed.). (2018). Studenti con DSA. Pratiche di empowerment all'università. Bologna: Carrocci.

Arcangeli L., Sannipoli M. (2020). Lasciar parlare l'altro da sé. La narrazione autobiografica del Sé degli studenti con disabilità dell'università di Perugia. L'integrazione scolastica e sociale Vol. 19, n. 2, maggio 2020, Trento: Edizioni Centro Studi Erickson.

Armstrong, T. (2010). Neurodiversity. Discovering the Extraordinary Gifts of Autism, ADHD, Dyslexia and other Brain Differences, Cambridge, Mass., Da Capo Press.

Atkinson, R. (2002). L'intervista narrativa. Raccontare la storia di sé nella ricerca formativa, organizzativa e sociale. Milano: Raffaello Cortina.

Bandura A. (2000). Autoefficacia. Teoria e applicazioni. Trento: Erickson.

Basso A. (2025). Le ventisette sveglie di Atena Ferraris. Milano: Garzanti.

Basso A. (2026). Le ottanta domande di Atena Ferraris: Milano: Garzanti.

Batini F., Giusti S., Jedlowski P., Mantovani G., (2009). Le storie siamo noi: Gestire le scelte e costruire la propria vita con le narrazioni. In Teorie e oggetti delle scienze sociali Vol. 30. Liguori Editore.

Benso F. (2018). Attenzione esecutiva, memoria e autoregolazione. Una riflessione neuroscientifica su funzionamento, assessment, (ri)abilitazione. Hogrefe.

Benso F., Benso E. (2023). I principi neuroscientifici dei training cognitivi. Applicazioni del Metodo Benso® in clinica, in ambiti educativi, neuromotori, sportivi e artistici. Hogrefe.

Biber D., Conrad S., Reppen R. (2009). Corpus linguistics. Investigating language, structure and use. New York: Cambridge University Press.

Benveniste E., (2009). Essere di parola. Semantica, soggettività, cultura. Milano: Mondadori.

Bocci F. (2016). Il cinelinguaggio. Un mediatore tecnologico trasversale a tutte le età, per analizzare i processi inclusivi a scuola e nella società In L. Dozza & S. Ulivieri (A cura di), L'educazione permanente a partire dalle prime età della vita (pp. 469-479).

Bocci F. (2024). Rappresentazioni cinematografiche della disabilità e Pedagogia Speciale. Dalle classificazioni ai Disability Studies In I linguaggi della Pedagogia Speciale. La prospettiva dei valori e dei contesti di vita (pp.281-288)

Bonalume L. (2008/2009). La narrazione autobiografica e il funzionamento del sé. L'analisi dei ricordi autobiografici nel processo diagnostico. Tesi di dottorato, Università degli studi di Milano Bicocca.

Bonica, L., Cardano M. (Eds). (2020). Punti di svolta. Analisi del mutamento biografico, Bologna: Il Mulino.

Borges Carvalho C. (2020). Raccontarsi attraverso le Storie di Vita. Tesi di laurea, Scuola universitaria professionale della Svizzera Italiana.

Cadamuro A. (2004). Stili cognitivi e stili di apprendimento. Da quello che pensi a come lo pensi. Bologna: Carocci.

Cali O., Per un approccio cognitivo alla serialità televisiva e al suo fandom [tesi di laurea]. Università degli Studi di Messina, a.a. 2016/2017.

Camilleri A. (2025) La filosofia di Montalbano. Palermo: Sellerio.

Cardano M., Cioffi M. (2016). Una differenza senza nome. Narrazioni autobiografiche di dislessici adulti. Iris AperTO, Università degli studi di Torino.

Cecchetti V. (2012). I Cultural Studies, cosa sono e come funzionano. Chieti: Solfanelli.

Chapman R. (2023). L'impero della normalità. Neurodiversità e capitalismo. Milano: Mim Edizioni.

Cometa M. (2017). Perché le storie ci aiutano a vivere. Milano: Raffaello Cortina.

Cornacchia M., Trama S. (2019). Vulnerabilità in età adulta, uno sguardo pedagogico. Bologna: Carocci.

Cornoldi C., (1997). Metacognizione e apprendimento. Bologna: Il Mulino.

Cornoldi C., De Beni R., Gruppo MT. (2014). Imparare a studiare 2, strategie, stili cognitivi, metacognizione e atteggiamenti nello studio. Trento: Erickson.

Cornoldi C., Meneghetti C., Moè A., Zamperlin C. (2018). Processi cognitivi, motivazione e apprendimento. Bologna: Il Mulino.

Cottini L. (2024). L'autismo in età adulta. Percorsi inclusivi per una vita di qualità. Bologna: Carocci.

Dall'Asta M. (2021). European neurodivergent detectives and the politics of autism representation. Cinéma & Cie, Vol. 21(36/37): 145-174.

Dehaene S. (2019). Imparare. Il talento del cervello, la sfida delle macchine. Milano: Raffaello Cortina.

De Beni R., Moè A. (2004). Motivazione e apprendimento. Bologna: il Mulino.

De Beni R., Pazzaglia F., Molin M., Zamperlin C. (2004). Psicologia cognitiva dell'apprendimento. Trento: Erickson.

Demetrio D. (1997). Il gioco della vita. Kit autobiografico, trenta proposte per il piacere di raccontarsi. Milano: Edizioni Guerini e Associati.

Demetrio D. (2017). La vita si cerca dentro di sé. Lessico autobiografico. Milano: Mimesis Edizioni.

Demetrio D. (1996). Raccontarsi. L'autobiografia come cura di sé. Milano: Raffaello Cortina.

Demetrio D. (2020). Micropedagogia. La ricerca qualitativa in educazione. Milano: Raffaello Cortina.

Demetrio D. (2012), Educare è narrare. Le teorie, le pratiche, la cura. Milano: Mimesis Edizioni

Dweck C. S. (2000). Teorie del sé. Intelligenza, motivazione, personalità e sviluppo. Trento: Erickson.

Engelbrecht, P., Savolainen, H., Nel, M. (2012). Understanding teachers' attitudes and self-efficacy in inclusive education: implications for pre-service and in-service teacher education. European Journal of Special Needs Education. https://doi.org/10.1080/08856257.2011.613603

Fondazione Ares, (a cura di). (2025). Autismo nelle donne e stereotipi di genere. Milano: Fondazione Ares.

Fisher, Y. (2017). Predicting Teachers' Perception of Inclusion: What is the Role of Self-Efficacy? Ec psychology and psychiatry, Vol2(5), 151–171.

Gallese V., Guerrra M. (2015). Lo schermo empatico. Cinema e neuroscienze. Milano: Raffaello Cortina.

Gainsburg I., Kross E. (2020). Distanced self-talk changes how people conceputalize the self. Journal of Experimental Social Psychology, 88, Article 103969. https://doi.org/10.1016/j.jesp.2020.103969

Gaspari P. (2024). La narrazione interroga la pedagogia speciale. La sfida di abitare nuove storie inclusive. Milano: Franco Angeli.

Geethu V. (2021). Disability studies: a path breaking approach in literature. The Creative launcher, Vol 5(6): 15-19.

Genovese E., Ghidoni E., Guaraldi G. (2011). Dislessia e giovani adulti. Strumenti compensativi e strategie per il successo. Trento: Erickson.

Genovese E., Guaraldi G. (2020). Promuovere le potenzialità degli studenti con DSA. Scuola secondaria e università a 10 anni dalla Legge 170. Trento: Erickson Direct Publishing.

Goodley, D. et Al. (2018). Disability studies e inclusione. Per una lettura critica delle politiche e pratiche educative. Trento: Erickson.

Goldstein A.P. (2023). Empathy: development, training, and consequences. Routledge: London.

Groppo M., Ornaghi V., Grazzani I., Carrubba L. (1999). La psicologia culturale di Bruner. Aspetti teorici ed empirici. Milano: Raffaello Cortina Editore.

Guaraldi G. (Ed). (2025). Verso una cultura della disabilità. Stora, metodi e pratiche per tutor universitari. Trento: Erickson University & Research.

Guaraldi G. (2018). DSA e mondo del lavoro. Esperienze di vita e strategie compensative. Trento: Erickson University & Research,

Guaraldi G., Valenti A., Genovese E., (Eds). (2018). DSA: dalla scuola secondaria all'università. Percorsi per il successo formativo. Trento: Erickson.

Gulya N., Feervari A. (2022). The impact of literary works containing characters with disabilities on students' perception and attitudes towards people with disabilities. International Journal of Educational Research, 17(3):102132.

Hau, H. G., Selenius, H. (2023). A scoping review on the psychometric properties of the teacher efficacy for inclusive practices (TEIP) scale. Scandinavian Journal of Educational Research, 68(4), 792–802. https://doi.org/10.1080/00313831.2023.2185811

Ingesson, S.G. (2007). Growing up with Dyslexia, in «School Psychology International», 28, 5, pp. 574-591.

Jedlowki P. (2008). Il sapere dell'esperienza. Tra l'abitudine e il dubbio. Roma: Carocci.

Jones C., Gordon C., Mizzi S. (2023). Representation of autism in fictional media: A systmeatic review of media content and its impact on viewer knowledge and undesrstanding of autism. Autism, Vol27(8): 2205-2217.

Lutter C., e Reisenleitner M. (2004). Cultural Studies. Un'introduzione. Milano: Mondadori.

Mariani A. (a cura di), (2014). L'orientamento e la formazione degli insegnanti del futuro. Firenze: Firenze University Press.

Marocchini E. (2024). Neurodivergente. Capire e coltivare la diversità dei cervelli umani. Milano: Tlon.

Marrucci M., Bianchi V. (2022). Inclusione e chiavi di accesso al testo letterario. Proposte di metodo. PER LEGGERE, 22(42), 109-132, 2022.

Massa R. a cura di. (2004). La clinica della formazione. Un'esperienza di ricerca. Milano: Franco Angeli.

Mühlhäusler P., Harré R. (1990). Pronouns and people. The linguistic construction of social and personal identity. Oxford: Basil Blackwell Ltd.

McNulty, M.A. (2003). Dyslexia and the Life Course, in «Journal of Learning Disabilities», 36,4, pp. 363-381.

Marocchini E. (2024). Neurodivergente – Capire e coltivare la diversità dei cervelli umani. Roma: Edizioni Thlon.

Meneghetti C., De Beni R., Moé A., Cornoldi C., Fabris M., Zamperlin C., De Min Tona G. (2023). AMOS, Abilità e motivazione allo studio: prove di valutazione e orientamento per la scuola secondaria di secondo grado e l'università. Trento: Erickson.

Mustaf A. (2025). Social Issues in the spotlight: A study of tv dramas and their effect on audience perspectives. Frontline Social Sciences and History Journal, Vol. 05(2): 1-6.

Palma M. (2016). Il dispositivo educativo. Per pensare e agire le esperienze educative. Milano: Franco Angeli.

Piazza I. (2025). Paradigmi di canonizzazione: best seller vs classici. Uno sguardo all'estremo contemporaneo. AltreModernità, N.34-11/2025

Pedretti A.M., Stefan D. (2014). Scambiamoci le nostre storie Laboratorio intergenerazionale di approccio alla scrittura autobiografica. Modena: Memo Edizioni.

Reniers R., Corcoran R., Drake R., Shryane N., Völlm R. (2011). The QCAE: a Questionnaire of Cognitive and Affective Empathy. J Pers Assess, 93(1):84-95. doi: 10.1080/00223891.2010.528484.

Riddick, B., Sterling, C., Farmer, M., Morgan S. (1999). Self-Esteem and Anxiety in the Educational Histories of Adult Dyslexic Students, in «Dyslexia», 5, pp. 227-248.

Rizzolatti G., Vozza L. (2008). Nella mente degli altri. Neuroni specchio e comportamento sociale. Bologna: Zanichelli.

Schianchi M. (2012). Storia della disabilità. Dal castigo degli dèi alla crisi del welfare. Roma: Carocci.

Schultz, P. (2012). La mia dislessia. Ricordi di un Premio Pulizer che non sapeva né leggere né scrivere, Roma: Donzelli.

Shessel, I., Reiff H.B. (1999). Experiences of Adult with Learning Disabilities: Positive and Negative Impacts and Outcomes, in «Learning Disability Quarterly», 22, 4, pp.305-316.

Singer T., Lamm C., (2015). la neuroscienza sociale dell'empatia. In Psicobiettivo • volume XXXV • 2-2015 • ARGOMENTI DOI: 10.3280/PSOB2015-002005

Smorti A. (2003). La psicologia culturale. Processi di sviluppo e comprensione sociale. Roma: Carocci.

Taylor B. (2001). How Adult Learners Make Sense of their Dyslexia, in «Disability and Society», 16, 7, pp. 997-1008.

Traina G.(2025). Il successo del noir di Antonio Manzini e Rocco Schiavone come personaggio seriale. AltreModernità, N.34-11/2025.

Valenza, M. et al. (2025). Autoefficacia degli Insegnanti e ricadute sull'Inclusione. Verso un Modello di Formazioneper Tutti. Italian Journal of Special Education for Inclusion, XIII, 2, 252260. https://doi.org/10.7346/sipes-02-2025-22

Vallorani N. (Ed). (2016) Introduzione ai Cultural Studies. Uk, USA e paesi anglofoni. Roma: Carocci.

Valtellina E. (2020). L'autismo oltre lo sguardo medico. I critical autism studies. Trento: Erickson.

Vicari S. (2022). Funzioni esecutive e disturbi dello sviluppo. Diagnosi, trattamento, e intervento educativo. Trento: Erickson.

Viola F., Duca V., Cornoldi C. (2016). Un questionario per l'autovalutazione delle conseguenze dative in caso di dislessia. Dislessia, Vol. 13, n.1 gennaio 2016 (pp. 55-66).

Weik von Mossner A. (2017). Affective ecology: empathy, emotion and environmental narrative. Columbus (USA): Ohio State University Press

Weisser M. (2009). Essential Programming for Linguistics. Edinburgh: Edinburgh University Press.

Weinrich H. (2023). Tempus. The World of Discussion and the World of Narration. New York: Fordham University Press.

Woodcock S., Gibbs K., Hitches E., Regan C., (2024). Investigating Teachers' Beliefs in Inclusive Education and Their Levels of Teacher Self-Efficacy: Are Teachers Constrained in Their Capacity to Implement Inclusive Teaching Practices? Education Sciences. https://doi.org/10.3390/EDUCSCI13030280

Young R. (2020). Representations of disability in literature and elementary education. Eagle Scholar, Departmental Honors & Graduate Capstone Projects. 429.

SCHOOLING INCLUSION: GENESIS, FRAGILITIES, AND PERSPECTIVES OF THE ITALIAN MODEL

Francesca Caprino (INDIRE, Italy) · **Simone Consegnati** (INDIRE, Italy)

School Inclusion | History of Education | Falcucci Report

The Italian model of school inclusion represents a unique case on the international stage, the product of a historical period characterized by exceptional civil, political, and pedagogical ferment. Despite the awareness of implementation limits—often linked to resource shortages, discontinuity in teaching support, and sometimes fragmented practices—the Italian system remains a unicum, maintaining a continuity and coherence unparalleled in European and global educational contexts. From a regulatory perspective, the genesis of this model can be traced back to the 1975 Falcucci Commission's final report (Caprino & Consegnati, 2026) and the subsequent Law 517/1977 (Pavone, 2017). These documents constitute fundamental historical turning points that sanctioned a radical paradigm shift, redefining the school as a stronghold of universal citizenship. To reconstruct the origins and scope of the inclusive model, it is necessary to frame these phenomena within the cultural ethos of the time, marked by the profound social changes of the 1960s that culminated in the 1968 uprisings. In this context, the educational institution—whose classist and selective nature had already been masterfully analysed by Don Lorenzo Milani—was radically called into question. Similarly, the segregative practices towards the "other," typical of "total institutions," were dismantled during those same years by the Basaglian revolution. This ferment transformed the rejection of exclusionary logics into a project for the transformation of the civil fabric. Thus, the abolition of differential classes and special schools responded to the need to remove obstacles to democratic participation, in full harmony with the constitutional mandate. The contemporary landscape appears profoundly altered. Following the decline of great collective ideologies and the crisis of social solidarity, a technocratic-corporate model has

emerged, dominated by individualism and an often obsessive pursuit of performance (Arena, 2025). Schools are increasingly pressured by rhetorics oriented towards competitiveness and a misunderstood notion of merit—a phenomenon reflected in growing scepticism towards inclusion (Ianes & Augello, 2019), which risks reintroducing exclusionary logics. This trend is mirrored in a renewed public debate that fluctuates between a nostalgic yearning for the school of the past—supported by certain institutional and intellectual figures—and a rising hostility, particularly visible in the informal contexts of social networks. Here, school inclusion is often derided as a mere exercise in 'political correctness,' in a climate that frequently disqualifies the entire pedagogical discipline. Conversely, conflicting cultural elements can be found, such as the international rise since the 1990s of the social model of disability (Schianchi, 2021), reflected in more recent guidelines (UN Convention on the Rights of Persons with Disabilities, 2006) and the emergence of Disability Studies (Medeghini, 2015). With this contribution, we intend to propose a critical comparison between the historical and social background that led to the Italian model of school inclusion and the current one. The aim is to reflect on the democratic resilience of school inclusion and to understand which elements can safeguard, in a rapidly transforming social context, a pluralistic and solidary vision of school and society.

Arena M. (2025). Dipende dalla Classe. Erickson, Trento

Basaglia, F.. (1970). L'istituzione negata. Rapporto da un ospedale psichiatrico, Einaudi, Torino

Caprino, F. Consegnati, S. (2026) Dentro la Commissione Falcucci (1974–1975): composizione, retroterra culturale e contesto politico dell'integrazione scolastica italiana. L'integrazione Scolastica e Sociale 25 (1), pp. 19-30.

Ianes, D., Augello, G. (2019). Gli inclusio scettici. Erickson, Trento.

Medeghini, R. (a cura di) (2015), Norma e normalità nei Disability Studies. Riflessioni

e analisi critica per ripensare la disabilità, Trento: Erickson.

Pavone M. (2017), La legge sull'integrazione scolastica più amata, «L'integrazione scolastica e sociale», vol. 16, n. 4, pp. 339-351.

Schianchi, M. (2021) L'inclusione della disabilità: dinamiche socio-pedagogiche del presente a confronto con alcuni processi storici, Civitas educationis, 10 (2), pp. 131-148.

BEYOND THE LANGUAGE BARRIER: AN IMMERSIVE SERIOUS GAME PROMOTING EQUITY AND PARTICIPATION IN SECONDARY SCHOOLS

Fabiola Camandona (Università degli Studi di Torino, Italy)

serious game | virtual reality | intercomprehension stategies

Socio-educational inequalities restrict access to cognitive and social experiences, placing students from disadvantaged backgrounds at a disadvantage. In the field of foreign languages, authenticity plays a fundamental role as a space for developing semantic and grammatical skills, contributing to greater cultural integration (Chiappelli, Leoncini, 2025). For those with a low socio-economic status, the school environment becomes crucial as it represents the only accessible space for linguistic diversity and plurality. Furthermore, the use of innovative approaches such as immersive experiences can serve as a bridge to enhance the multilingual repertoire through authentic engagement, strengthening learners' linguistic and cultural identity, with a view to treating multicultural classes as a resource rather than an obstacle (Ritterfeld, Lüke, 2020). Through the use of immersive technologies such as virtual reality, it is possible to access a variety of safe and often realistic environments in which the learner can learn and overcome the geographical and financial barriers that limit real-world mobility (Berrezueta-Guzman, Daya, 2025). Sociological and language teaching literature agrees that a student's linguistic repertoire is profoundly influenced by the family environment (Cook, 2012; Pavlenko 2007). Students from families with high cultural capital are often exposed to a variety of linguistic stimuli that facilitate the acquisition of new languages. Conversely, students from disadvantaged backgrounds may perceive the foreign language as a foreign and inaccessible system. Intercomprehension addresses precisely this issue, overturning the hierarchy of knowledge: it does not require students to erase their linguistic identity in order to adopt a new one, but invites them to explore their own roots (including dialects) to decode related languages (Garbarino, Leone, 2022). The Time to S.P.R.I.C. project – Shared Pathways for Romance languages, Intercomprehension and Cycling in virtual reality – stems from the need to create a synergy between theoretical foundations and a concrete educational product that can be used within the school system. At the hub of the project is an immersive, multilingual serious game set in the Susa Valley, where, at each stage, a linguistic input is presented in a different Romance language (French, Spanish, Portuguese, Catalan or Romanian),

accompanied by personalised and adaptive feedback (Camandona, Corino, 2025). This approach promotes metalinguistic awareness and respects individual learning paces, ensuring that no student is left behind due to prior gaps in knowledge, thereby enabling a vision of language education that places equity and democracy at its core. These technologies are not merely 'add-ons' to traditional teaching, but tools that allow us to rethink access to knowledge.

Berrezueta-Guzman, S., Daya, R., & Wagner, S. (2025). Virtual reality in sign language education: opportunities, challenges, and the road ahead. Frontiers in Virtual Reality, 6, 1625910.

Camandona, F., & Corino, E. (2025, December). Virtual reality and intercomprehension: A serious game for multilingual learning on the Francigena cycle route. In EuroCALL 2025. Advancing CALL: New research agendas. Editorial Universitat Politècnica de València.

Chiappelli, T., & Leoncini, S. (2025). Disuguaglianze educative e buone pratiche per studenti e studentesse provenienti da contesti migratori: raccomandazioni politiche. Nuova Secondaria, 42(9).

Cook V. J. 2012. "Starting Applied Linguistics Research: a guide for students.". Url: http://homepage.ntlworld.com/vivian.c/ Writings/Papers/ StartingAppLingResearch.htm

Garbarino, S., & Leone, P. (2022). "Je suis pas sûre d'avoircompris la dernière phrase": collaborare per capirsi in contesti di intercomprensione. RILA: Rassegna Italiana di Linguistica Applicata: 3, 2022, 179-197.

Pavlenko, A., & Norton, B. (2007). Imagined communities, identity, and English language learning. In International handbook of English language teaching (pp. 669-680). Boston, MA: Springer US.

Ritterfeld U., Lüke T., Audio stories as incidental language teachers: A compensatory approach for migrant and low-SES children in Germany, Journal of Media Psychology, Theories, Methods, and Applications, (XXXII), 2 (2020), pp. 60–71.

INDIRE-TRAINING COURSES FOR THE SPECIALISATION OF SUPPORT TEACHERS: PARTICIPANTS' FINAL FEEDBACK

Serena Greco (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa-INDIRE, Italy) · **Sara Mori** (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa-INDIRE, Italy) · **Francesca Storai** (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa-INDIRE, Italy) · **Elsa Maria Bruni** (Università Telematica degli studi IUL)

support teacher | inclusive teacher education | perceived competences

Abstract The specialised support teacher plays a pivotal role in inclusive schooling. This is not only because of the support they provide to students with disabilities, but also because of their contribution to creating equitable, participatory and diversity-sensitive educational contexts. Current literature shows that this professional role cannot be reduced to a technical function alone; rather, it requires the integration of pedagogical and didactic expertise, relational competence, collaborative working, and shared educational responsibility (Gaspari, 2016; Canevaro & Ianes, 2024). From this perspective, the education of support teachers becomes meaningful when it promotes the acquisition of operational tools and the development of a reflective professional stance oriented towards educational care, the recognition of personal dignity and the design of meaningful, personalised learning pathways (Bruni, 2024a; Bruni, 2024b). Recent studies on initial teacher education and the competencies of inclusive teachers also emphasise the importance of connecting specialist knowledge, perceived self-efficacy, socio-emotional sensitivity and the capacity to collaborate with colleagues, families and local services (Bocci et al., 2021; Longo & Di Carlo, 2024; Morganti, 2018). Within this framework, this study examines the perceived outcomes of the training delivered by INDIRE under Ministerial Decrees 75 and 77. It compares the two training pathways and explores differences across school levels. The analysis is based on a final questionnaire completed by participants at the end of the programme. Of the 9,354 trainees in the reference population, 3,760 completed the questionnaire, corresponding to 40.2% of the total population. The self-report instrument consisted of three quantitative sections based on a four-point Likert scale, covering opinions on the training received, the perceived impact on the professional role and perceived competences for inclusion. Overall, the findings portray a broadly positive picture. The highest evaluations concern personal and professional growth, increased awareness of the support teacher's role and acquisition of useful perspectives for inclusive practice. Conversely, areas requiring improvement include collaboration with local services, participation in local inclusion networks, and extending inclusive practice beyond the school context. A consistent advantage for DM 77 was revealed when the two pathways were compared. Participants who undertook the DM 77 pathway reported a mean score of 3.51 for their training experience, compared with 3.43 for those who undertook the DM 75 pathway. Similar gaps emerge in perceived impact on the professional role (DM 77 = 3.43; DM 75 = 3.28) and perceived competence for inclusion (DM 77 = 3.46; DM 75 = 3.36). The most evident differences concern practical activities, the use of technologies, relationships with external services, and the recognition of the support teacher's role within

the school organisation. Significant differences also emerge across school levels. Overall, teachers in preschool and upper secondary education show the most positive profiles, whereas lower secondary teachers systematically report less favourable evaluations. Taken together, these findings suggest that training is perceived as more meaningful when it strengthens technical competence alongside awareness of the educational mandate, relational responsibility and the capacity to act within inclusive ecosystems. This is consistent with studies on inclusive teacher professionalism and support teacher education (Menichetti & Piccioli, 2022; Marchisio et al., 2024).

Bocci, F., Guerini, I., & Travaglini, A. (2021). Le competenze dell'insegnante inclusivo. Riflessioni sulla formazione iniziale tra aspettative e conferme. Form@re, 21(1).

Bruni, E. M. (2024a). Il paradigma della cura educativa: dignità e processi formativi. In I linguaggi della Pedagogia Speciale. La prospettiva dei valori e dei contesti di vita (pp. 228-231). Pensa Multimedia.

Bruni, E. M. (2024b). La formazione iniziale degli insegnanti fra responsabilità sociale e progettazione didattica. Una riflessione sul profilo conclusivo del docente abilitato. In P. Mulè & D. Gulisano (Eds.), L'insegnante tra innovazione didattica e processi inclusivi (pp. 240-251). Edizioni Studium.

Canevaro, A., & Ianes, D. (2024). Un altro sostegno è possibile: Pratiche di evoluzione sostenibile ed efficace. Erickson.

Gaspari, P. (2016). Il docente specializzato di sostegno: problemi e prospettive in ottica inclusiva. Italian Journal of Special Education for Inclusion, 4(2), 31-44.

Longo, L., & Di Carlo, D. R. (2024). Le competenze dell'insegnante specializzato per le attività di sostegno: una systematic review. Italian Journal of Special Education for Inclusion, 12(2), 114-127.

Marchisio, C., Graziano, F., Monchietto, A., & Calandri, E. (2024). Insegnanti di sostegno e educazione inclusiva: una ricerca su atteggiamenti, autoefficacia, autovalutazione di conoscenze e competenze e comportamenti in classe. Journal of Educational, Cultural and Psychological Studies, 29, 83-104.

Menichetti, L., & Piccioli, M. (2022). Docenti in formazione per attività di sostegno e loro consapevolezza delle competenze acquisite. Pedagogia Oggi, 20, 188-199.

Morganti, A. (2018). L'insegnante efficace. Promuovere le competenze socioemotive per l'inclusione. Carocci.

THE IMPACT OF THE EBISS PROGRAM FOR LEARNING TO STUDY IN A LIFELONG LEARNING PERSPECTIVE

Claudia Dirodi (Sapienza Universita` di Roma, Italy) · **Irene Stanzione** (Sapienza Universita` di Roma, Italy) · **Marianna Traversetti** (Sapienza Universita` di Roma, Italy)

study strategies · SLD · upper secondary school

School inclusion (UNESCO, 2017) represents a founding principle of the Italian education system and is aligned with Goal 4 of the 2030 Agenda for Sustainable Development, which promotes quality, equitable and inclusive education for all. Italy, a pioneer in Europe in the field of inclusion (Law 517/1977; Law 104/1992; Law 170/2010; Ministry of Education, University and Research, 2012), has consolidated the principle of integration, gradually extending legal and pedagogical protection to students with other Special Educational Needs (SEN). In continuity with the international framework that understands democratic education as a right enabling the participation and success of all students (Varsik, 2022), this study adopts the principle of human dignity as a pedagogical category that orients care, support and recognition of each learner's needs and potential (Bruni, 2024). From this perspective, the study addresses the educational challenge of promoting evidence-informed strategies that are genuinely inclusive of everyone and of each individual (Hattie, 2017) for teaching how to study, with the aim of fostering the development of a functional study method (Chiappetta Cajola & Traversetti, 2017). Such a method is conceived as a structured set of strategic, cognitive, metacognitive and motivational factors that can nurture an active attitude towards learning and enable students to exercise control over their own learning processes, thus enhancing each learner's capacity to "learn how to learn" (Council of the European Union, 2018) within a lifelong learning perspective. In this sense, the study method is conceived as a primary compensatory measure (Cornoldi et al., 2010), within which other compensatory tools and dispensatory measures can be organised, shared and accepted. Within this inclusive perspective, it is therefore crucial that teachers make systematic use of strategies with proven effectiveness (Mitchell & Sutherland, 2020), capable of supporting students with SEN throughout their entire school trajectory. Specifically, this contribution presents the results of a quasi-experimental study (Stanley & Campbell, 1996) involving seven upper secondary schools in the Lazio and Abruzzo regions, following a targeted teaching intervention designed according to the principles and methodological criteria of Evidence-Based (Informed) Education (Calvani, 2025). The intervention is oriented towards promoting the acquisition of an effective study method for all students, including those with Specific Learning Disorders (SLD). The study led to the design and implementation of the Evidence-Based Inclusive Study Strategies- EbISS Programme, articulated in two main components: a specific training course for

teachers of the experimental classes and, subsequently, the implementation in those classes of a didactic kit built around the core components of the study method. The evaluation of the EbISS Programme was conducted through the administration of standardised tools at pre-test and post-test in both the experimental and control groups. The analysis of the results aims to highlight the conditions, limits and potential through which inclusive, evidence-informed study strategies can contribute to making school a space of lived citizenship, dialogue, shared responsibility and recognition of the potential of all students.

Calvani, A. (2025). L'educazione basata su evidenza: Avanzamenti e potenzialità per la prassi e la ricerca educativa. Journal of Educational, Cultural and Psychological Studies, 31(2), 11–33.

Chiappetta Cajola, L., & Traversetti, M. (2017). Didattica e pedagogia speciale per l'inclusione scolastica. Carocci, Roma.

Cornoldi, C., Tressoldi, P. E., Vio, C., & Lo Presti, F. (2010). Diagnosi dei disturbi dell'apprendimento e pianificazione degli interventi. Erickson, Trento.

Hattie, J. (2017). Visible Learning into Action: International Case Studies of Impact. Routledge, Londra.

Italia. (1977, 4 agosto). Legge 4 agosto 1977, n. 517. Norme sulla valutazione degli alunni e sull'abolizione degli esami di riparazione nonché altre norme di modifica dell'ordinamento scolastico (Gazzetta Ufficiale n. 224 del 18 agosto 1977). https://www.gazzettaufficiale.it/eli/id/1977/08/18/077U0517/sg

Italia. (1992, 5 febbraio). Legge 5 febbraio 1992, n. 104. Legge-quadro per l'assistenza, l'integrazione sociale e i diritti delle persone handicappate (Suppl. Ordinario n. 30 alla Gazzetta Ufficiale n. 39 del 17 febbraio 1992). https://www.gazzettaufficiale.it/eli/id/1992/02/17/092G0108/sg

Italia. (2010, 8 ottobre). Legge 8 ottobre 2010, n. 170. Nuove norme in materia di disturbi specifici di apprendimento (DSA) (Gazzetta Ufficiale n. 227 del 30 settembre 2010). https://www.gazzettaufficiale.it/eli/id/2010/09/30/010G0195/sg

Ministero dell'Istruzione, dell'Università e della Ricerca. (2012, 12 luglio). Decreto ministeriale prot. n. 5669 del 12 luglio 2011. Disposizioni attuative della Direttiva Ministeriale prot. n. 5669 del 12 luglio 2011 concernente le Linee guida per il diritto allo studio degli alunni e degli studenti con disturbi specifici di apprendimento (Gazzetta Ufficiale n. 108 del 9 maggio 2012). https://www.gazzettaufficiale.it/eli/id/2012/05/09/012G0086/sg

Mitchell, D., & Sutherland, D. (2022). What Really Works in Special and Inclusive Education: Using Evidence-Based Teaching Strategies (3rd ed.). Routledge, Londra.

Stanley, J. C., & Campbell, D. T. (1996). Experimental and quasi-experimental designs for research. Houghton Mifflin Company. (Edizione originale 1963; ristampa 1996)

UE. (2018). Raccomandazione del Consiglio relativa alle competenze chiave per l'apprendimento permanente. https://eur-lex.europa.eu/

UNESCO. (2017). Education for Sustainable Development Goals: Learning Objectives. https://unesdoc.unesco.org/

TRAINING TEACHERS IN SHARED REFLEXIVITY THROUGH THE AUTHENTIC INCLUSIVE TASK: A RESEARCH-BASED TRAINING PATH IN A COMPREHENSIVE INSTITUTE IN ROME

Alessia Travaglini (Guglielmo Marconi University, Italy) · **Flavia Di Donato** (Guglielmo Marconi University, Italy) · **Francesco Claudio Ugolini** (Guglielmo Marconi University, Italy)

Teacher training | inclusion | authentic task

Teacher training represents an essential challenge for building truly inclusive contexts which, to be effective, requires a radical and transversal change in teaching practices, considered not only from a pragmatic point of view, but also from a socio-symbolic-cultural perspective (Baldacci, 2023; Bocci, Guerini & Travaglini, 2021; Mura, 2019). This is a challenging process, requiring the joint investment of all professionals involved in educational processes, and in relation to which there are still various types of critical issues (Fedeli & Munaro, 2022). Indeed, perplexity emerges among teachers regarding the possibility of applying methodologies and approaches based on co-education, as well as a widespread resistance – especially in secondary school – to perceiving educational contexts as "naturally" habitable by everyone, regardless of the recognized and observed skills (Canevaro & Ianes, 2024). To stem the separation between educational professionals, especially between curricular and support teachers, it is necessary to implement training courses that allow all participants to feel authentically part of a process of shared growth and collaboration (Lombardi, 2024): in this way it is possible to establish a research community (Mezirow, 2003), in which the different members, supporting each other within a process of change, are called to analyze the strengths and criticalities of what has been undertaken. In this sense, the synergy between university and educational institution is a key element capable of ensuring innovation and a push towards change (Di Donato, 2025). Based on these premises, the aim is to present the results of a research-based training program, still ongoing, involving 16 teachers from a comprehensive institute in Rome focused on the design and implementation of authentic inclusive tasks (Travaglini, 2025) in the classes entrusted to them. Specifically, the researchers' objective was twofold: a) to investigate the effectiveness of the inclusive authentic task in relation to some variables observed in the classes involved in the learning path. In this sense, particular attention was paid to observing the social and prosocial skills of the students; b) observing the impact of the training program on the quality of collaboration

between teachers, as well as on the increase in educational practices inspired by coeducation. Specifically, the training process is marked by three different phases: ex ante, aimed at identifying the most relevant training needs; ongoing, focused on the design and implementation of interventions; ex post, aimed at sharing the experiences of teachers, as well as identifying the strengths and critical issues identified both in relation to the training path, both in relation to a possible revisitation of the research tools proposed by the researchers. To achieve these goals, the research-based training process is configured as an idiographic study aimed at detecting the changes observed in the participants: for this reason, it involves the use of questionnaires and focus groups, to be applied at the different phases of the process, according to a perspective that aims to consider the outcomes of the intervention in light of the trajectories of professional change of the teachers involved (Passalacqua et al., 2025).

Baldacci, M. (2023). Appunti sulla formazione dei docenti. Lifelong Lifewide Learning, 19(42), 7-13.

Bocci, F., Guerini, I., Travaglini, A. (2021). Le competenze dell'insegnante inclusivo. Riflessioni sulla formazione iniziale tra aspettative e conferme. Form@re, 21, 8-23.

Canevaro, A., Ianes, D. (2024). Un altro sostegno è possibile: Pratiche di evoluzione sostenibile ed efficace. Erickson.

Di Donato, F. (2025). Partnership tra università e aziende: modelli teorico-operativi e casi di successo per un'innovazione condivisa. Form@ re, 25(1), 224-237.

Fedeli, D., Munaro, C. (2022). L'ICF come spazio di co-progettazione inclusiva a scuola: criticità e punti di forza nella prospettiva degli insegnanti. ITALIAN JOURNAL OF SPECIAL EDUCATION FOR INCLUSION, 10(2), 020-031.

Lombardi, G. (2024). Docenti specializzati e curricolari in sinergia: il sostegno diffuso è possibile. FrancoAngeli.

Mezirow, J. (2003). Apprendimento e trasformazione. Il significato dell'esperienza e il valore della riflessione nell'apprendimento degli adulti. Raffaello Cortina Editore.

Mura, A. (2019). Formazione degli insegnanti e processi di inclusione. Nuova secondaria, 36(10, giugno), 108-112.

Passalacqua, F., Pintus, A., Schenetti, M., Pagani, V., Pastori, G., Bonaiuti, G. & Cardarello, R. (2025). Valutare le "ricadute" della formazione in servizio degli insegnanti. Limiti e possibilità nel confronto con la letteratura internazionale. In M. Dodman, R. Cardarello, V. Damiani, A. Ciani (a cura di). La Ricerca-formazione. Impatti, Strumenti Fattori (pp. 22-50). FrancoAngeli.

Travaglini, A. (2025). Il compito autentico inclusivo. Dis/abilitare le competenze per una scuola più equa. Guerini Scientifica.

EDUCATIONAL INCLUSION AND ECONOMIC CITIZENSHIP: RETHINKING LIFE PLANS FOR STUDENTS WITH DISABILITIES

Luca Refrigeri (University of Molise, Italy)

Inclusive Education | Economic Citizenship Disability | Life Planning

In recent decades, educational inclusion has been recognised as one of the fundamental principles of inclusive education. In many education systems, and particularly in the Italian model, it is grounded in the right of students with disabilities to participate in mainstream classroom life and to follow standard curricula. This institutional achievement, often regarded as a distinctive feature of the Italian system, nevertheless raises a crucial question: is participation in classroom life sufficient to prepare students with disabilities to face adult life independently? The concern lies in the risk that educational inclusion may remain largely confined to the formal school setting, without fully translating into social inclusion and, above all, labour market inclusion. The key question, therefore, is whether the educational pathways offered in schools are truly capable of developing the skills needed to live independently in society. Among these, one dimension still appears to be largely overlooked within inclusion policies and practices: economic citizenship. The ability to understand the value of money, manage a personal budget, plan expenditure, develop savings strategies, and administer one's own resources represents a fundamental competence for individual autonomy. For people with disabilities, these skills acquire even greater significance, as they directly affect their ability to lead an independent life, manage personal income—such as pensions or other forms of financial support—and participate meaningfully in social life, especially when family support is no longer available. Despite its evident relevance, economic and financial literacy is rarely incorporated into school curricula or students' life plans. Educational practices tend to prioritise participation in traditional subject-based curricula, even when these are only weakly connected to the real prospects for independence of the most vulnerable students. This situation creates a tension between curricular inclusion and social inclusion, raising questions about the very meaning of educational equity. This paper argues for the need to explicitly introduce economic and financial literacy into the life plans of students with disabilities. Schools should promote educational pathways focused on understanding income from work, managing a personal budget, developing a propensity to save, and acquiring the ability to make informed economic decisions in everyday life. Drawing on the capability approach, the paper proposes rethinking

educational inclusion as a process aimed at fostering the real conditions for autonomy and participation in social life. From this perspective, economic citizenship becomes an essential dimension of social equity and a structural element in shaping the life plans of students with disabilities. A truly inclusive school should not merely ensure that students are present in the classroom, but should prepare them to live in society with practical tools for autonomy. Among these, the ability to understand and manage money, plan one's budget, and develop savings habits represents a fundamental condition for transforming inclusion from a formal principle into a real opportunity for participation and independence in adult life.

Cosenza, B. (2024). What Future? The Challenge of Inclusion after Compulsory School. Italian Journal of Special Education for Inclusion, XII(1), 203-211.
Giaconi, C. (2020). Il Dopo di Noi: nuove alleanze tra pedagogia speciale ed economia per nuovi spazi di qualità di vita. Metis
Bruni, E. M. (2024). Il paradigma della cura educativa: dignità e processi formativi.
In Pedagogia della cura. Riflessioni teoriche e prospettive educative. Lecce: Pensa Multimedia, (pp. 41–56).

SCUOLA DELL'INFANZIA AS AN EDUCATIONAL INTERSTICE: DOCUMENTARY ACTION RESEARCH ON THE ITALIAN EARLY CHILDHOOD CURRICULUM

Francesca Capone (Università di Torino) · **Maria Gagliano** (Università di Torino; I.C. Rivalta (TO)) · **Serena Allena** (I.C. Rivalta (TO)) · **Paola Pagin** (I.C. Rivalta (TO)) · **Barbara Peretti** (I.C. Rivalta (TO)) · **Maddalena Zafettieri** (Università di Torino; I.C. M.L. King Grugliasco (TO))

Early Childhood Curriculum | Practitioner-Based Action Research | Participatory Practices

In the Italian educational landscape, early childhood education has developed through specific institutional and pedagogical trajectories. What is today known as Scuola dell'Infanzia, serving children aged three to six, was formally established in 1968 and pedagogically redefined through the Orientamenti per la scuola dell'infanzia (1991). Initially aimed at social and family support, particularly to enable women's labour participation, it gradually shifted toward a child-centred approach emphasizing agency, relational learning, play, and multiple symbolic languages (Malaguzzi, 1995). This orientation resonates with international perspectives on active, participatory learning and curriculum as a relational process emerging from interactions among children, adults, and contexts (Clark, 2017; Luini, 2025). Over the past decade, governance and the conceptual framework of early childhood education in Italy have undergone significant reconfiguration. The establishment of the Sistema Integrato 0-6 introduced a systemic perspective connecting early childhood services and preschool education. Subsequent national curricular and policy developments have reshaped discourse surrounding early childhood education, reopening the debate on preschool identity within a broader educational continuum and on the relationship between consolidated pedagogical traditions and evolving policy frameworks (Silva, 2018). Comparative curriculum research has shown how early childhood curricula often become "sites of struggle" where different visions of childhood, learning, and educational purposes confront each other (Soler & Miller, 2003). This contribution presents outcomes of a practitioner-based action research project conducted by a group of preschool teachers who collaboratively engaged in critical documentary analysis of national policy texts regulating early childhood education. The inquiry aimed to reinterpret the evolving identity of preschool education within the integrated 0–6 system and a developmental curriculum spanning 0 to 19 years (Cerini, 2018). Through collegial discussion, the research group identified five analytical categories: (1) the centrality of the child and the educational purposes of preschool education; (2) the implicit curriculum and learning environment; (3) the explicit curriculum and its articulation through the campi di esperienza; (4) vertical and horizontal continuity across educational transitions; and (5) teacher professionalism and reflective practice. The analysis revealed both continuity and shifts. Core principles persist, while recent policies increasingly emphasize organisational and systemic dimensions. Preschool identity emerges as relational and collectively constructed through practices, institutional frameworks, and policy developments (Bocci, 2025; Bruzzo, 2025). The research is framed within a difference-oriented perspective on inclusive education (Demo, 2025) and a broad conception of inclusion as expanding participation and learning for all children (Booth & Ainscow, 2008), treating diversity as a resource for shared learning and democratic engagement. The study demonstrates that curriculum discourses influence children's participation, recognition of differences, and sense of democratic belonging. By combining documentary analysis with practitioner inquiry, it argues that redefining preschool identity is not only a technical policy matter but also a cultural and political issue

concerning early childhood's role in democratic society. The analytical framework developed serves as a reflective tool for collaborative practitioner inquiry, supporting critical examination of curriculum discourses and their implications for inclusive, participatory, child-responsive educational practices. The project later extended its analysis to policy texts incorporated into the 2025 Indicazioni Nazionali.

Bocci, F. (2020). L'identità come prodotto o processo. In Credere, obbedire, insegnare. Riflessioni critiche sulla scuola italiana (pp. [inserire pagine del capitolo]). Roma: Anicia.

Booth, T., & Ainscow, M. (2008). The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: CSIE.

Bruzzo, S. (2024). La scuola dell'infanzia nelle Indicazioni 2025. Insegnare Online.

Cerini, G. (2019). Scuola dell'infanzia e prospettiva zerosei. Homeless Book.

Clark, A. (2017). Listening to Young Children: A Guide to Understanding and Using the Mosaic Approach. London: Jessica Kingsley.

Demo, H. (2025). Editoriale. L'integrazione scolastica e sociale, 23(2).

Luini, L. (2025). Photovoice con bambine e bambini: Un approccio per ascolti sensibili e dialoghi multimodali. FrancoAngeli.

MALAGUZZI, L. (1995) History, ideas and basic philosophy: an interview with Lella Gandini, in: C. EDWARDS, L. GANDINI & G. FORMAN (Eds) The Hundred Languages of Children: The Reggio Emilia approach to early childhood education, pp. 41–89 (Greenwich, CT, Ablex)

Silva, C. (2018). The Early Childhood Education and Care System for Children Aged 0–6: Regulatory Pathway and Pedagogical Considerations. Form@re – Open Journal per la Formazione in Rete, 18(3), 182–192.

Soler, J., & Miller, L. (2003). The struggle for early childhood curricula: A comparison of the English Foundation Stage Curriculum, Te Whāriki and Reggio Emilia. International Journal of Early Years Education, 11(1), 57–68.

Policy documents analysed

Ministero dell'Istruzione (2012). Indicazioni nazionali per il curricolo della scuola dell'infanzia e del primo ciclo di istruzione.

Ministero dell'Istruzione (2018). Indicazioni nazionali e nuovi scenari.

Ministero dell'Istruzione (2021). Linee pedagogiche per il sistema integrato zerosei.

SOCIOEMOTIONAL DEVELOPMENT WITHIN THE UNIVERSAL DESIGN FOR LEARNING CLASSROOM

Anna Berti (Libera Università di Bolzano, Italy) · **Vanessa Macchia** (Libera Università di Bolzano, Italy)

universal design for learning | inclusive teaching | mixed methods

In a progressively more varied educational landscape where socio-educational inequalities are increasingly evident, planning for diversity and utilizing inclusive evidence-based approaches becomes fundamental in ensuring everyone's participation and success (OECD, 2023). In this respect, the Universal Design for Learning (UDL) framework offers a notable contribution, as it centers on the learner, their choices and educational trajectories. More specifically, UDL is funded on the concept of natural learner variability and revolving around the idea of removing barriers from the curriculum, planning for such variability and having each pupil´s preferences and needs become an integral part of their learning process (Meyer & Rose, 2014) Both international and national research has demonstrated positive effects of UDL, more specifically various studies have reported increased performance and learning outcomes in various subjects and across grades (Almeqdad et al., 2023; Ok et al., 2017). Similar positive effects have also been observed regarding other outcomes, such as students' engagement (Sokal & Katz, 2015). These effects specifically are fundamental to the UDL framework itself as it does not concentrate on students' capabilities but instead underlines their continued development as "expert learners". These are pupils who develop characteristics such as: motivation, self-efficacy and self-esteem, (Meyer & Rose, 2014). However, while an increase in the first has been observed in various studies, literature has generally not focused on the effects of UDL on the other characteristics mentioned or to other aspects of students' socioemotional development (Kapoor, 2024). Notably, such qualities are not only important within the UDL framework but have been found to have vital implications for students' educational outcomes. Furthermore, disparities in such characteristics between children from different socioeconomic backgrounds have also been observed and further perpetrate educational inequities (Huang, 2011; Jansen et al., 2015; Paulus et al., 2021). The current study aims to examine how students' socioemotional development is impacted when UDL is utilized in the classroom. It is expected that UDL can foster such development and consequently reduce educational inequity. The study will involve pupils from grade 5 in primary school and their teachers. Additionally, it will employ a mixed methods approach, utilizing both quantitative and qualitative instruments to measure children's socioemotional development. For example, children´s self-concept will be measured through a validated self-report questionnaire: the third edition of the Piers-Harris Self-Concept Scale (Piers et al., 2023); while engagement will be assessed through class observations. Teachers will receive specialized UDL training

and will be then asked to implement it in their classroom. The training's main purpose is for teachers to acquire not only knowledge of the framework but also engage them in the design of lessons and learning units following its principles. Moreover, the study will include semi-structured interviews with teachers so to understand how they used UDL within the classroom and possible changes in their professional role and instructional decision-making during the implementation. During the conference, the author will present in more detail both the design of the study, its procedures, materials and the training devised for participating teachers.

Almeqdad, Q. I., Alodat, A. M., Alquraan, M. F., Mohaidat, M. A., & Al-Makhzoomy, A. K. (2023). The effectiveness of universal design for learning: A systematic review of the literature and meta-analysis. Cogent Education, 10(1), 2218191. https://doi.org/10.1080/2331186X.2023.2218191

Huang, C. (2011). Self-concept and academic achievement: A meta-analysis of longitudinal relations. Journal of School Psychology, 49(5), 505–528. https://doi.org/10.1016/j.jsp.2011.07.001

Jansen, M., Scherer, R., & Schroeders, U. (2015). Students' self-concept and self-efficacy in the sciences: Differential relations to antecedents and educational outcomes. Contemporary Educational Psychology, 41, 13–24. https://doi.org/10.1016/j.cedpsych.2014.11.002

Kapoor, B. (2024). The influence of universal design for learning on primary school students' social and emotional competence. In An International Approach to Developing Early Career Researchers. Routledge.

Meyer, A., & Rose, D. (2014). Universal Design for Learning: Theory and Practice (D. Gordon, Ed.). CAST Professional Publishing. http://ebookcentral.proquest.com/lib/unibz/detail.action?docID=4603679

Ok, M. W., Rao, K., Bryant, B. R., & McDougall, D. (2017). Universal Design for Learning in Pre-K to Grade 12 Classrooms: A Systematic Review of Research. Exceptionality, 25(2), 116–138. https://doi.org/10.1080/09362835.2016.1196450

Paulus, L., Spinath, F. M., & Hahn, E. (2021). How do educational inequalities develop? The role of socioeconomic status, cognitive ability, home environment, and self-efficacy along the educational path. Intelligence, 86, 101528. https://doi.org/10.1016/j.intell.2021.101528

Piers, E. V., Shemmassian, S. K., Herzberg, D. S., Ardizzone, I., Fragomeni, P. R., Maggi, S., & Zaccaria, V. (2023). Piers-Harris Self-Concept Scale -Third Edition. Hogrefe. https://www.hogrefe.com/it/shop/piers-harris-self-concept-scale-third-edition.html

Sokal, L., & Katz, J. (2015). Effects of the Three-Block Model of Universal Design for Learning on Early and Late Middle School Students' Engagement. Middle Grades Research Journal, 10(2), 65–82.

DANCING AMONG DESKS; THE ROLE OF THE BODY AND MOVEMENT IN THE INTERCULTURAL SCHOOL

Fernando Battista (Link Campus University, Italy)

bodies intercultural democracy

The body is the place where the cultural and political representation of the individual is enacted, and it appears as the product of a rhizomatic system that renders it mutable and polysemic, a material reality made of flesh and bones, but also a construct shaped by clothing, habitus, and symbolic devices. This complexity positions the body in liminal spaces, boundary territories without a defined belonging, where identities and meanings intertwine in hybrid forms. From this emerge different ways of conceptualizing the body: the body-as-matter, bearer of signs open to semiotic interpretation, the lived and embodied body rooted in phenomenological perspectives; the technological and cyber body, as in Haraway's analyses (1995); the political body in Butler (1993), Arendt (1998), Foucault (1975) and Bauman (1992). The body becomes a site where power, resistance, and possibilities for transformation are inscribed. This political body becomes a space of rights, expression, and participation inviting us to rethink educational contexts as places where each bodily subjectivity may be recognized, protected, and valued. Educating through and about the body therefore means cultivating democratic practices based on listening and reciprocity. Although dance is not intrinsically political, it acquires political significance when it occupies and transforms cultural and social spaces. Starting from these premises, this contribute investigates the meaning of dance as a political and social practice and explores the pedagogical role of the body and movement in intercultural schools (Massa 1986), in order to understand how dance can contribute to the democratic, critical and relational formation of individuals.

Adler J. Collective body in Am

erican Journal of Dance Therapy, vol. 18, n.2, 1996

Butler J., L'alleanza dei corpi. Note per una teoria performativa dell'azione collettiva Trad. Federico Zappino, Nottetempo, Milano, 2017

Massa R., Le tecniche e i corpi. Verso una scienza dell'educazione, Edizione Unicopli, Milano, 1986

THE INTEGRATED THEATRE WORKSHOP BETWEEN INCLUSION AND WELLBEING: A STUDY IN PRIMARY SCHOOLS

Eleonora Ferracci (Università di Roma Tor Vergata, Italy)

integrated theatre workshop · school well-being · inclusion

In recent years, well-being at school has been, and continues to be, a pedagogical and educational priority. In line with the objectives of Agenda 2030, it is necessary and urgent to identify barriers, facilitators and methodologies that can guarantee equitable, inclusive and quality education. With this in mind, this study aims to explore the effects of integrated theatre workshops on the wellbeing of pupils, with and without Special Educational Needs (SEN), in the second cycle of primary school in suburban contexts. The study is the result of a collaboration with the Laboratorio Teatrale Integrato Piero Gabrielli, a multidisciplinary organisation based in the Lazio region that runs annual theatre workshops with an integrated and inclusive approach. The research design adopted is quantitative, with experimental groups and pre/post intervention surveys using the Questionari per la valutazione del benessere scolastico e identificazione dei fattori di rischio (Tobia & Marzocchi, 2024). The sample consists of pupils from four schools selected through a public call for applications by the Teatro di Roma, for a total of eight classes belonging to the second cycle of primary school. The identification of this target group was based on two reasons: on the one hand, evidence in the literature suggests that wellbeing tends to decline with the start of secondary school, while on the other hand, we wanted to highlight the intrinsic multimodal and inclusive nature of theatre workshops in peripheral schools, which are often characterised by a high number of pupils with SEN. The data analysis involved the use of descriptive statistics to detect any variations in the overall scores of all the subscales examined; in addition, statistical correlations between the items and the relevant subscales were performed using Pearson's index. The results show significant changes in all subscales, albeit with differences and methodological limitations typical of pilot studies. However, these results suggest some future prospects that can be outlined to investigate the relationship between the artistic, educational and inclusive dimensions more rigorously.

Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. American Psychologist, 56(3), 218–226.

Gallardo, L., Barrasa, A., & Guevara-Viejo, F. (2016). Positive peer relationships and academic achievement across early and midadolescence. Social Behavior and Personality: An International Journal, 44(10), 1637–1648.

Goldan, J., Nusser, L., & Gebel, M. (2022). School-related subjective well-being of children with and without special educational needs in inclusive classrooms. Child Indicators Research, 15, 1313–1337.

Gómez Paloma, F., Raiola, G., & Tafuri, D. (2015). La corporeità come potenzialità cognitiva per l'inclusione. L'integrazione scolastica e sociale, 14(2), 158–169.

Greppi, G. G., & Fantini, S. (2024). Teatro creativo e di movimento. Sviluppare le relazioni e il benessere dell'infanzia alla secondaria. Erickson.

Guli, L. A., Semrud-Clikeman, M., Lerner, M., & Britton, N. (2013). Social competence intervention program (SCIP): A pilot study of a creative drama program for youth with social difficulties. The Arts in Psychotherapy, 40(1), 37–44.

Knickenberg, M., Zurbriggen, C., & Schwab, S. (2022). Validation of the student version of the Perceptions of Inclusion Questionnaire in primary and secondary education settings. SAGE Open, 12(1), 1–10.

Marzocchi, G. M., & Tobia, V. (2024). Questionari per la valutazione del benessere scolastico e identificazione dei fattori di rischio. Erickson.

THE HETEROGENEITY OF NEEDS IN THE SCHOOL SYSTEM: AN ANALYSIS OF THE LEVELS OF INCLUSION AND PARTICIPATION OF STUDENTS WITH DISABILITIES

Alessandra Battisti (Italian Statistics Institute, Italy) · **Sara Corradini** (Italian Statistics Institute, Italy) · **Lucia Martinez** (Italian Statistics Institute, Italy) · **Claudia Di Priamo** (Italian Statistics Institute, Italy)

School · disability · participation

"Inclusion is a transformative process that ensures the full participation of all children, young people and adults in quality learning opportunities, while respecting and valuing diversity and eliminating all forms of discrimination in and through education.' Inclusion represents a commitment to making schools and other educational settings places where everyone is valued and belongs and where diversity is seen as enriching" (UNESCO, 2019). The Italian school system has a long tradition of inclusive education, that began in the 1970s. Since then, legislation has evolved to guarantee students with disabilities and those with other special educational needs the right to personalized education. Law 104/92 establishes

the right to education and schooling from birth, guaranteeing the right to education and instruction for persons with disabilities within educational institutions of all levels and types. Therefore, an inclusive school should put in place all available facilitators and remove any barriers to learning and participation for all students. However, the conception of rights and benefits was rooted in a medical-individual model of disability that remains evident, even in recent legislation, thereby impeding innovation in this area (Ianes, Dremo & Dell'Anna, 2020). The annual survey 'Scholastic inclusion of students with disabilities' started in 2008 and allows monitoring of various aspects of the inclusion of students with disabilities over time. The survey comprises two parts. The first part is a census addressed to all schools in Italy and aims to assess the more objective aspects of inclusion in the educational/learning offer. The second part is a sample addressed to a sample of students with disabilities representative of the reference population. This part aims to explore students' epidemiological characteristics, the aids used, unmet needs and aspects related to participation. Finally, the survey uses also a set of questions borrowed from the ICF to explore the functioning levels of students with disabilities. This study uses survey data to analyze the levels of inclusion of students with disabilities within the school context. The aim is to identify the main critical issues still present in the education system and the positive signs and effective practices that foster participation. Particular attention is devoted to describing the heterogeneity of educational needs that characterizes the school population. Based on information collected on individual students, the study proposes classifying them into homogeneous groups according to types of need and levels of participation. This provides a more systematic interpretation of the data and helps to identify possible intervention pathways.

Booth T. and M. Ainscow M., Index for inclusion: developing learning and participation in schools, 2002 CSIE

Ianes D., Dremo H., Dell'Anna S. (2020), Inclusive education in Italy: Historical steps, positive developments and challenges, Prospect 117, 2020 - 49:249–263:

https://doi.org/10.1007/s11125-020-09509-7

United Nations. (2006). UN Convention on the Rights of Persons with Disabilities. New York: UN

World Health Organization (WHO). (2007). ICF-CY International Classification of Functioning, Disability and health. Children and youth version. Geneva: WHO.

AACCESSIBILITY: COGNITIVE ACCESSIBILITY AS A LEVER FOR EQUITY, PARTICIPATION, AND DEMOCRATIC SCHOOLING BETWEEN SCHOOL AND COMMUNITY

Maria Paola Fortuna (I.C. Guicciardini, Italy)

accessibility inclusion equity

In the international debate on democratic schooling, inclusive education is widely acknowledged as a prerequisite for equity, participation, and the recognition of every student's potential. However, research consistently shows a persistent gap between inclusive principles and everyday school practices, contributing to socio-educational inequalities in learning outcomes and participation. In this context, cognitive accessibility emerges as a key pedagogical and ethical condition for transforming inclusion into lived democratic experience. This contribution presents "AACcessibility", an ongoing action-research project developed in an Italian lower secondary school, which investigates the role of Augmentative and Alternative Communication (AAC) in fostering equitable participation and democratic engagement within and beyond school settings. Grounded in the professional practice of a specialised support teacher, the project reflects the importance of teachers' inclusive competences as a driver of systemic change rather than as an individual or compensatory response to disability. The main aim of "AACcessibility" is to promote a culture of cognitive accessibility by reframing AAC as a universal pedagogical resource. This approach challenges deficit-based models and aligns with inclusive frameworks that emphasise participation, shared responsibility, and recognition of human dignity. From this perspective, the project highlights how inclusive teaching practices can contribute to equity not only for students with special educational needs but for the entire student population. A central element of the project is a structured collaboration between the school and a local cultural institution in Rome, Palazzo Merulana, exemplifying cross-sectoral co-design and distributed leadership for inclusion. Three eighth-grade classes were involved in the creation of a symbol-based version of the museum catalogue through a multi-phase process: critical reflection on different dimensions of accessibility; experiential learning within the museum environment; linguistic analysis and simplification of specialised texts; translation into symbols using open-source AAC software; and collective metacognitive discussion on communicative and representation-

al choices. This process foregrounded collaboration among students and teachers and positioned learners as active contributors to inclusive cultural production. Findings from the project suggest that AAC-based inclusive practices can positively impact equity by enhancing access to content, supporting diverse learning trajectories, and fostering civic competences such as participation, dialogue, and responsibility. Students experienced democratic schooling not only as a formal principle but as a concrete practice, becoming agents of accessibility within their community. The contribution further addresses an international dimension through a second strand of the project involving the translation and adaptation of "Inclusion Man" from Spanish to Italian, an inclusive comic book developed in Spain. This activity supports cross-cultural dialogue on disability rights, challenges stereotypical representations, and promotes agency and active citizenship, while also strengthening linguistic and interpretative competences. In conclusion, the paper discusses the conditions, limits, and potential of cognitive accessibility as a pedagogical device for a "lived" democratic school, offering insights into how inclusive practices, teacher professionalism, and school–community partnerships can jointly contribute to more equitable and participatory education systems.

Arasaac Centro Aragonese di Comunicazione aumentativa e alternativa, consultabile su https://www.arasaac.org.
Ciaccheri M. C. e Fornasari F. (2002), Il museo per tutti. Buone pratiche di accessibilità, Molfetta, La Meridiana.
Ciaccheri, M. C. (2024), Musei e accessibilità: progettare l'esperienza e le strategie, Milano, Editrice bibliografica.
Fortuna, M.P. (2022), DidattiCAA Proposte di intervento nella scuola secondaria di primo grado, Trento, Erickson.
Il Palazzo Merulana e la Collezione Cerasi (2018), catalogo della mostra a cura di F. Benzi, Milano, Skira.
Mattacchini, M. (2022), Accessibilità museale e disabilità intellettive: un progetto per il Museo Poldi Pezzoli di Milano, Milano.

INCLUSIVE PLANNING IN K-12 EDUCATIONAL SETTINGS THROUGH GENAI: A SYSTEMATIC REVIEW

Silver Cappello (Free University of Bolzano-Bozen, Italy) · **Anna Frizzarin** (IPRASE, Italy) · **Heidrun Demo** (Free University of Bolzano-Bozen, Italy)

GenAI | inclusive planning | systematic review

With the rapid advancement of Generative Artificial Intelligence (GenAI), an expanding body of research has examined its impact on educational contexts. Former reviews have mapped the breadth of its applications and identified emerging trends, outlining both potentialities and challenges (Bahroun et al., 2023). Among these, a growing strand of research suggests that GenAI may also represent a significant resource for fostering inclusion processes in classroom and schools (De Mutiis et al., 2025; Lata, 2024). Research at the intersection of AI and inclusion, however, remains relatively recent and still fragmented. Some authors have, for example, analysed the impact of AI on learning outcomes and engagement among students with Special Educational Needs (SEN), the barriers encountered by educators in adopting AI-based solutions, and the ethical, pedagogical, and organisational challenges related to its implementation (Julien, 2024; Melo-López et al., 2025; Pagliara et al., 2024; Tsirantonaki & Vlachou, 2025). Overall, the literature indicates promising developments but also underscores the need for critical reflection on teacher pedagogical agency, ethical judgement, and the risk of reproducing existing inequalities. Inclusive planning constitutes a professional practice in which GenAI can meaningfully support teachers (Wang et al., 2025; Westover, 2025; Zanon et al., 2024). Planning can be understood as a complex professional competence that integrates teachers' knowledge, skills, values, and attitudes, all of which are essential to effective and high-quality teaching (Munthe & Conway, 2017). Within inclusive education, planning is particularly demanding. It involves not only responding to the diverse social and individual learners' characteristics and life histories but also creating learning environments that are attentive and responsive to these differences. This entails ongoing critical reflection on individual biases, assumptions, and attitudes toward diversity. At the same time, teachers are required to navigate and mediate among fragmented policies and regulatory frameworks operating at different levels (e.g., international discourses on inclusion, national inclusion policies, curriculum standards) (Demo et al., in press). In this context, AI could act as a supportive tool in addressing the cognitive, organisational, and reflective dimensions of inclusive planning, making it more sustainable for teachers (Bucchiarone et al., 2024; Moundridou et al., 2024). On this background, the present study aims to systematise recent international empirical and applied research investigating the contribution of Generative Artificial Intelligence (GenAI) to inclusive planning processes in K-12 educational setting. A systematic review

was conducted following the PRISMA protocol (Page et al., 2021) to synthesise studies published between January 2023 and January 2026. The search was conducted on 23 February 2026 across three databases (ERIC, Scopus, and Web of Science) and yielded a total of 1,714 records after duplicate removal. Currently, a blind screening of these records is realised based on predefined inclusion and exclusion criteria. The analysis of the studies in the review will combine thematic and deductive approaches, drawing on existing literature to define coding categories for data extraction. The review's findings are expected to guide the development of reflective AI-supported instructional practices that promote inclusive teaching and learning, providing practical insights for designing learning environments responsive to diverse student needs.

- Bahroun, Z., Anane, C., Ahmed, V., & Zacca, A. (2023). Transforming education: A comprehensive review of generative artificial intelligence in educational settings through bibliometric and content analysis. Sustainability, 15(17), 12983.
- Bucchiarone, A., Cicchetti, A., Vázquez-Ingelmo, A., Adami, F., Schiavo, G., García-Holgado, A., & García-Peñalvo, F. J. (2024). Designing and Generating Lesson Plans Combining Open Educational Content and Generative AI. In Proceedings of the ACM/IEEE 27th International Conference on Model Driven Engineering Languages and Systems (pp. 78-86).
- Demo, H., Bellacicco, R., Auer, P., Frizzarin, A., & Cappello, S. (in press). Ableism and Inclusive Planning Practices: A Multiple Case Study. European Journal of Special Needs Education, in press.
- De Mutiis, E., Salafia, P. P., Palma, F., & Amatori, G. (2025). Artificial intelligence and inclusive teaching: reflections from the use of a chatbot to support instructional design and teacher professionalism. Journal of Inclusive Methodology and Technology in Learning and Teaching, 5(3).
- Julien, G. (2024). How Artificial Intelligence (AI) Impacts Inclusive Education. Educational Research and Reviews, 19(6), 95-103.
- Lata, P. (2024). Towards equitable learning: Exploring artificial intelligence in inclusive education. International Journal of Law Management & Humanities, 7(5), 416-434.
- Melo-López, V. A., Basantes-Andrade, A., Gudiño-Mejía, C. B., & Hernández-Martínez, E. (2025). The impact of artificial intelligence on inclusive education: A systematic review. Education Sciences, 15(5), 539.
- Moundridou, M., Matzakos, N., & Doukakis, S. (2024). Generative AI tools as educators' assistants: Designing and implementing inquiry-based lesson plans. Computers and Education: Artificial Intelligence, 7, 100277.
- Munthe, E., & Conway, P. F. (2017). Evolution of research on teachers' planning: Implications for teacher education. In J. Husu & D. J. Clandin (Eds.), SAGE handbook of research on teacher education (pp. 836-849). SAGE Publications.
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., McGuinness, L. A., Stewart, L. A., Thomas, J., Tricco, A. C., Welch, V. A., Whiting, P., & Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. BMJ, 372(71).
- Pagliara, S. M., Bonavolonta, G., Pia, M., Falchi, S., Zurru, A. L., Fenu, G., & Mura, A. (2024). The integration of artificial intelligence in inclusive education: A scoping review. Information, 15(12), 774.
- Tsirantonaki, S., & Vlachou, A. (2025). AI-Driven Inclusive Practices: Innovative Approaches to Differentiated Teaching and Educational Inclusion. European Journal of Inclusive Education, 4(1), 134-146.
- Wang, T., Salt, C., Gordon, J., & Zainuddin, Z. (2025). From One-Size-Fits-All to Every Learner: Leveraging AI for Inclusive and Adaptive Lesson Planning. In 2025 IEEE International Conference on Teaching, Assessment, and Learning for Engineering (TALE) (pp. 1-6). IEEE.
- Westover, J. H. (2025). Digital Transformation, AI, and Inclusive Education: Creating Equitable Learning Ecosystems. Preprints.org.
- Zanon, F., Pascoletti, S., & Di Barbora, E. (2024). L'intelligenza generativa per l'azione didattica dell'insegnante inclusivo. L'esperienza di una progettazione inclusiva nel Laboratorio di Tecnologie Didattiche del corso di Laurea in Scienze della Formazione Primaria. Italian Journal of Special Education for Inclusion, 12(1), 090-097.

BETWEEN REGULATORY REFORM AND LIVING PRACTICE: THE NUPE 2 PROJECT AS AN INVESTIGATION INTO INCLUSION AND EQUITY IN PRIMARY SCHOOLS

Amalia Lavinia Rizzo (Roma Tre University, Italy) · **Donatella Visceglia** (Roma Tre University, Italy) · **Alessia Tomei** (Roma Tre University, Italy) · **Ester Caparrós Martín** (University of Malaga (Spain)) · **Nieves Blanco Garcia** (University of Malaga (Spain))

School Inclusion | Educational Equity | Teacher Training

This paper presents the "Nupe-2" project, promoted by the University of Malaga in collaboration with the Universities of Barcelona, Valencia, Madrid, Cadiz, Gran Canaria, Roma Tre, UniKore, and Verona, which is scheduled for completion in June 2027. The project aims to investigate how legislation influences and is implemented within school practices in Italy and Spain, particularly concerning the development of the concepts of equity and curriculum personalization, the realization of full special and inclusive education, the construction of teacher identity, and the specific training dedicated to these areas. Specifically, this contribution presents the work conducted by the Research Group at Roma Tre University through a case study involving a comprehensive institute (Istituto Comprensivo) located in the Garbatella district of Rome. The research is situated within a period of profound transformation in the Italian school system, characterized by the revision of the Indicazioni Nazionali (National Guidelines) and an intense cultural and pedagogical debate. Within this context, critical questions emerge concerning equity, initial teacher training, curriculum fragmentation, and the

management of special educational needs, which is often experienced in conditions of professional isolation. The methodological approach integrates various qualitative instruments: unstructured and structured classroom observations (including lectures, group work, assessments, and informal moments); observations of teachers; narrative interviews with key institutional figures (principals, classroom teachers, and support teachers); and focus groups conducted with primary and lower secondary school teachers. The findings offer significant insights, suggesting a need to reinforce structured spaces for teacher collaboration, to promote ongoing, practice-based professional development, to support an integrated curricular approach, and to develop policies that enhance the community dimension of the school.

Alba Pastor, C. (2019). Diseño Universal para el Aprendizaje: un modelo teórico-práctico
para una educación inclusiva de calidad. Participación Educativa, 6 (9), 55-68
Altet, M. (2012). L'agire didattico. Manuale per l'insegnante. In P. C. Rivoltella & P. G. Rossi (Eds.). La Scuola.
Caparrós, E., & Sierra, J. E. (2023). Estudios de caso. El desarrollo de competencias en la formación inicial de docentes en Andalucía después de Bolonia (EEES). Facultad de Ciencias de la Educación, Universidad de Sevilla. RIUMA.
https://hdl.handle.net/10630/26562
Llorent-Vaquero, M. y Villaciervos-Moreno, P. (2022). Claves para planificar el currículo
con el DUA en C. Alba Pastor (Coord.), Enseñar pensando en todos los estudiantes. El modelo de Diseño Universal para el Aprendizaje (DUA), (pp. 400-436). SM.
Martínez-Martín, A. y Caparrós-Martín, E. (2022). ¿Cómo generar interés para una mayor
implicación y autonomía en los aprendizajes? En C. Alba Pastor (Coord.), Enseñarpensando en todos los estudiantes. El modelo de Diseño Universal para el Aprendizaje (DUA), (60-100). SM
Rizzo, A., & Caparrós, E. (2020). Culturas, políticas y prácticas inclusivas: de los valores a la acción educativa. In E. Caparrós, M. Gallardo, N. Alcaraz, & A. Rizzo (Eds.), Educación Inclusiva. Un desafío y una oportunidad para la innovación educativa en la formación inicial de profesorado, (25–41). Octaedro.

F.07

Neurodiversity, Education, and Social Justice

PANEL CONVENORS: Marco Cadavero (Alma Mater Studiorum Università di Bologna); Anna Salerni (Sapienza Università di Roma, Italy); Silvia Zanazzi (Università degli Studi di Ferrara, Italy)

PANEL KEYWORDS: Neurodiversity, Education, Social Justice

Neurodiversity refers to the natural variability of human neurocognitive functioning—the plural ways in which we attend, sense, move, communicate, and learn. The panel invites proposals that move beyond deficit-based and medicalized frameworks to consider neurodivergence as an epistemic, social, and democratic resource. This paradigm concerns the various conditions of neurodivergence that may entail special educational needs, as well as the potentially limitless neurological variability found among individuals. The term "neurodiversity" should therefore not be associated with disability and special education, but with the differences and neurological variability that characterize and represent the richness and expressive capacities of human beings. Indeed, we are all neurodiverse, since neurodiversity is a subset of the broader concept of biodiversity. Embracing the concept of neurodiversity in the worlds of education, training, and work thus means adopting a perspective of equity, democracy, and social justice, with a view to excellence for all and for each person. The panel aims to articulate an intersectoral and eco-social approach to education—across early childhood, schools, higher and adult education, workplaces, and other contexts —that recognizes neurological diversity as part of biodiversity and as a condition for excellence. By centering equity, voice, and social justice, we ask how education can shift from remediation to transformation, building environments in which different minds can flourish and contribute to democratic life.

UNVEILING HETEROGENEITY IN COGNITIVE FATIGUE: A METHODOLOGICAL FRAMEWORK FOR ASSESSING INDIVIDUAL DIFFERENCES IN SCHOOLCHILDREN

Margarita Bogdanova (Università degli Studi della Campania "Luigi Vanvitelli", Italy) · **Davide Di Palma** (Università degli Studi della Campania "Luigi Vanvitelli", Italy)

Cognitive fatigue | reaction time variability | educational equity

Cognitive fatigue affects learning. Loss of concentration and impulsivity are often interpreted by teachers as a lack of motivation, which can lead to stigmatization and educational inequality. Many studies rely on average data, making it difficult to distinguish how differently children react to cognitive load. This methodological proposal for a doctoral project describes the design of a study aimed at identifying markers of cognitive fatigue. Using a sample of 250-300 schoolchildren (ages 9-13), we propose using reaction time variability and ex-Gaussian distribution parameters (specifically tau). The analysis will take place in three stages. First, we will apply latent profile analysis to performance metrics from

sustained attention tasks (specifically, the SART) to identify hidden behavioral patterns and compare them with teacher evaluations. Second, we will check whether these patterns persist after 6-9 months, while controlling for sleep and stress levels. In the third stage, we will evaluate executive functions specifically inhibitory control and working memory which may explain these differences. The goal of this project is to shift the focus from correcting children's behavior to supporting the cognitive mechanisms that require attention.

Karalunas, S. L., et al. (2014). Annual research review: Reaction time variability in ADHD and autism spectrum disorders: Measurement and mechanisms of a proposed trans-diagnostic phenotype. Journal of Child Psychology and Psychiatry, 55(6), 685–710.

Sievertsen, H. H., Gino, F., & Piovesan, M. (2016). Cognitive fatigue influences students' performance on standardized tests. Proceedings of the National Academy of Sciences, 113(10), 2621–2624.

Wang, Y. Y., et al. (2020). The low-frequency fluctuation of trial-by-trial frontal theta activity and its correlation with reaction-time variability in sustained attention. Frontiers in Psychology, 11, 1555.

INCLUSIVE SCHOLARLY ECOLOGIES: REIMAGINING THE SCHOOL WITHIN THE AUTISM SPECTRUM THROUGH BEST PRACTICES AND SYSTEMIC HABILITATIVE INNOVATION'

Valentina Perciavalle (Università degli studi di Catania, Italia) · **Maria Luisa Boninelli** (Università degli studi di Catania, Italia)

autism spectrum | AAC (Augmentative and Alternative Communication) | video modeling

The aim of this contribution is to establish the parameters for the systemic regeneration of the educational institution, with the objective of collaboratively creating neuro-affirmative educational and formative ecosystems. The aim is to move away from inflexible performance-based standards and towards an educational approach that acknowledges the diversity of neurocognitive abilities as an essential component of learning. Adopting an inclusive approach, educational and didactic practice avoids oversimplification, instead embracing profound complexity — one capable of harmonising the empirical evidence of inclusive habilitative strategies with an ethic of radical hospitality. Overcoming the limitations of a purely custodial or welfare-based model, this research elevates the habilitative dimension to the fulcrum of educational practice. Here, habilitation is not construed as mere functional correction, but as the proactive empowerment of autonomy and cognitive architecture through the regeneration of learning environments. The architecture of this systemic innovation is substantiated by the integration of proven-effective iconic-symbolic mediators. Firstly, Augmentative and Alternative Communication (AAC) is examined within the framework proposed by David Beukelman and Pat Mirenda, which is elevated to a democratic infrastructure of thought in this study. This is manifested through practices such as adopting communication boards and environmental engineering (modelling), which are designed to transform the school setting into a 'speaking context' where forced silence gives way to self-expression. Simultaneously, the study analyses the heuristic value of Carol Gray's Social Stories. These instruments decode human interactions using a hermeneutic approach, offering students narratives and visual scripts that provide a sense of direction in the face of relational uncertainty, thereby reducing the mental distress caused by social unpredictability. Video modelling, a technique refined by James Buggey's research, complements this apparatus by leveraging the prevalence of visual processing channels to facilitate the acquisition of functional practices and complex behavioural sequences. By observing filmic models, students learn to understand and carry out a range of actions, from managing school routines to making small decisions every day. This helps them avoid the burden of having to speak in front of others, which can feel overwhelming and cause anxiety. In this way, educational and didactic action is configured as a systemic process that empowers not only individuals, but also the entire educational community, promoting an epistemology of cognitive pluralism. Thus, inclusive education rejects a model of schooling that is limited to mere hospitality. Instead, it is a constantly regenerating, scientifically grounded and humanly dense sanctuary that guarantees every student on the autism spectrum the inalienable right to a life trajectory oriented towards self-actualisation.

Beukelman, D. R., & Mirenda, P. (2014). Manuale di comunicazione aumentativa e alternativa: Supporti per bambini e adulti con complessi bisogni comunicativi (Ed. italiana a cura di A. Costantino). Trento: Erickson.

Buggey, T. J. (2012). Video modeling: Strategie per l'autismo (Ed. italiana a cura di L. Cottini). Trento: Erickson.

Cottini, L. (2017). Didattica speciale e inclusione scolastica. Roma: Carocci.

Cottini, L. (2021). L'autismo a scuola: Strategie efficaci per gli insegnanti. Firenze: Giunti Scuola.

Cottini, L., & Fedeli, G. (2014). Il video modeling nell'autismo: Dall'evidenza scientifica alla pratica didattica. Giornale Italiano dei Disturbi del Neurosviluppo, 2(1), 15-28.

Costantino, A. (2011). L'intervento di CAA e la partecipazione scolastica. Autismo e disturbi dello sviluppo, 9(2), 241-255.

Gray, C. (2016). Il nuovo libro delle storie sociali (Ed. italiana a cura di L. Moderato). Firenze: Libriliberi.

Mirenda, P. (2003). Toward functional augmentative and alternative communication for students with autism: Manual signs, graphic symbols, and voice output communication aids. Language, Speech, and Hearing Services in Schools, 34(3), 203-216. doi:10.1044/0161-1461(2003/017)

Savarese, G. (2020). Pedagogia speciale e cura dei contesti. Milano: Franco Angeli.

FROM CLINICAL INTERVENTION TO UNIVERSAL EDUCATION: THE STARC PROTOCOL FOR SOCIO-EMOTIONAL LITERACY IN AN INCLUSIVE SCHOOL

Michele Galloni (CuoreMenteLab Social Enterprise, Italy) · **Marco Cadavero** (CuoreMenteLab Social Enterprise, Italy; University of Bologna, Italy)

Neurodiversity | Social Skills Training | Socio-Emotional Literacy

Social skills training (SST) programmes have traditionally been delivered to autistic adolescents in clinical settings, framing social difficulties as individual deficits requiring remediation. The neurodiversity paradigm challenges this assumption, reframing cognitive differences as natural human variation and calling for a “coexistence of differences” rather than assimilation into normative standards (Singer, 1999; Acanfora, 2022). Drawing on Neurodiversity Pedagogy (Cadavero & Salerni, 2022) and Universal Design for Learning (CAST, 2024), this paper asks what happens when a structured SST protocol designed for autistic adolescents is recontextualised as universal socio-emotional education for an entire school population — and what institutional conditions support or hinder this shift, now endorsed by Italian Law No. 22/2025 on non-cognitive and transversal skills in schools. The project “Socio-Emotional Literacy at School” (Alfabetizzazione socio-emotiva a scuola), co-funded by Associazione Spazio Asperger ONLUS and Fondazione Varrone, applied the STARC protocol (Social Training and Affective Regulation Curriculum), developed by CuoreMenteLab and grounded in the PEERS programme (Laugeson & Frankel, 2010) and Cognitive Affective Education (Attwood, 2004), to the entire student body of a lower secondary school in central Italy. Following earlier Italian work transposing clinical autism protocols into mainstream education (Agrillo, Zappalà & Aiello, 2019), around 150 students (aged 10–14) from a heterogeneous, non-screened school cohort participated regardless of diagnostic status. The protocol comprised 32 weekly two-hour sessions on conversational skills, non-verbal communication, affective regulation, and bullying management. Teaching staff received concurrent training in cognitive-behavioural social coaching. Methodologically, the study adopts an exploratory single-case design (Yin, 2018), treating the project as a bounded case of protocol transposition from clinical to educational setting. The case is analysed through triangulation of three data sources: (1) a quantitative baseline collected from 82 students and 68 parents using validated measures of social knowledge (TAASK-R), social self-statements (SISST), social responsiveness (SRS-2), emotional distress (DASS-21), and socialisation quality (QSQ); (2) practitioner field notes on implementation processes and barriers; and (3) institutional correspondence documenting the school–research relationship. Post-intervention data collection was largely prevented by the school’s failure to facilitate follow-up: no student post-test data and only 11 parent questionnaires were obtained. The paper, therefore, does not claim programme effectiveness but uses the case to analyse the conditions and limits of universalising a neurodiversity-informed protocol. The case yields three analytic insights. First, the baseline offers a descriptive profile of socio-emotional functioning in a non-clinical school cohort through instruments usually confined to clinical research. Second, making the hidden curriculum of social interaction explicit for all students repositions socio-emotional learning as a universal educational entitlement rather than a compensatory service for a few, a matter of educational equity and de-stigmatisation. Third, implementation data reveal the institutional fragility of this shift: oversized groups, uneven teacher engagement, and the collapse of agreed research procedures constrained both pedagogical continuity and evaluative rigour. The paper argues that the value of neurodiversity-informed social learning lies not in normalising individual students but in transforming the peer environment, with implications for inclusive pedagogy, school–research partnerships, and socio-emotional literacy as a question of social justice.

Acanfora, F. (2022). Di pari passo. Il lavoro oltre l’idea di inclusione. Luiss University Press.

Agrillo, F., Zappalà, E., & Aiello, P. (2019). Il Group-based Early Start Denver Model nel contesto educativo italiano. Le Società per la società: ricerca, scenari, emergenze, 26, 19.

Attwood, T. (2004). Exploring Feelings: Cognitive Behaviour Therapy to Manage Anxiety. Future Horizons.
Cadavero, M., & Salerni, A. (2022). Per una pedagogia della neurodiversità. I Problemi della Pedagogia, 68(2), 285–309.
CAST (2024). Universal Design for Learning Guidelines version 3.0. Retrieved from https://udlguidelines.cast.org
Laugeson, E. A., & Frankel, F. (2010). Social Skills for Teenagers with Developmental and Autism Spectrum Disorders: The PEERS Treatment Manual. Routledge.
Singer, J. (1999). Why can't you be normal for once in your life? In M. Corker & S. French (Eds.), Disability Discourse. Open University Press.
Yin, R. K. (2018). Case Study Research and Applications: Design and Methods (6th ed.). Sage.

TEACHING PHYSICS TO NEURODIVERGENT STUDENT: WHICH METHODOLOGIES FOSTER EFFECTIVE LEARNING?

Emanuele Zito (Università degli Studi di Palermo, Italy) · **Claudio Fazio** (Università degli Studi di Palermo, Italy)

Neurodiversity | physics education | laboratory learning

This study mainly aims to investigate which methodology - between "Explicit Instruction" [1] and "Inquiry-Based-Science-Education" (IBSE) [2] is best suited for one neurodiverse physics student at the University of Palermo and whether the modern technology such as ChatGPT can support the execution of four laboratory activities selected by the researchers, namely the study of Ohm's law, the study of the charging and discharging process of a capacitor, the study of the magnetic field generated by solenoid carrying direct current and the verification of the Faraday-Neumann-Lenz law. It is worth noting that the last experiment was conducted over 43 days to analyze whether the neurodivergent student maintained the ability to use the laboratory instruments and remembered the earlier laboratory activities, as the last aim of the research. To gain a better understanding of the learning processes implemented by the neurodivergent student, the researchers had him experience three different situations in the physics laboratory. One with only one of the researchers acting as a guide, one with a neurotypical group of students (a neurotypical person is an individual whose neurological, cognitive, and behavioral functioning aligns with what is considered typical or standard within the general population) and one where the neurodivergent student worked alone. In all these situations, ChatGPT was available to use as a lab-partner. In the study, qualitative data collection methods, such as participant observation [3] and semi-structured interviews [4], and Interpretative Phenomenological Analysis (IPA) methods [5, 6, 7] were used to collect and analyze the answers and perceptions of the one neurodivergent student.

[1] Knight VF, Smith BR, Spooner F, and Browder D., J Autism Dev Disord, 42 (2012) 3.
[2] Llewellyn D., Inquiry Within: Implementing Inquiry-based Science Standards, in ERIC Corwin Press, Inc. Thousand Oaks (CA) (2002).
[3] Kawulich. B.B., Forum Qual.Soc.Res., 6 (2005) 43.
[4] Ruslin et al., IOSR J. Res. Method Educ., 12 (2022) 22.
[5] Smith J. A., Jarman M. and Osborn M., Doing interpretative phenomenological analysis, in Qualitative Healt Psychology: Theories and Methods. SAGE, London (1999).
[6] Smith J. A., Health Psychol. Rev., 5 (2011) 9.
[7] Smith J. A., Qualitative Psychology: A pratical Guide to Research Methods. SAGE 2015.

COSMIC ROOTS: NEURODIVERSITY AS A RESOURCE FOR EXPLORING CONNECTIONS BETWEEN COSMOS AND EARTH

Leonardo De Deo (Dept. of Physics and Astronomy, University of Bologna, Via Gobetti 93/2, 40129 Bologna, Italy; INAF - Osservatorio di Astrofisica e Scienza dello Spazio di Bologna, Via Gobetti 93/3, 40129 Bologna, Italy) · **Bartolo Giuseppe Dimattia** (Dept. of Food and Agricultural Science, Viale Fanin 46, 40127 Bologna, Italy) · **Luca Bergonzini** (Dept. of Medical and Surgical Sciences, Via Massarenti, 9, 40138 Bologna, Italy) · **Lorenzo Bernini** (Conservatorio di Musica "B. Maderna – G. Lettimi", Corso Comandini 1, 47521 Cesena, Italy)

Neurodiversity | Astronomy | Interdisciplinarity

In a context marked by widening inequalities in access to scientific knowledge, ensuring equitable participation becomes a matter of democratic relevance. This contribution presents Cosmic Roots, a science communication project developed for people with mild intellectual disabilities and diverse cognitive profiles, exploring how astronomy-based non-formal learning can foster equitable and neurodiversity-informed practices that promote social justice. Rather than approaching disability through deficit-based or medicalized frameworks, the project adopts a neurodiversity perspective that recog-

nizes variability in perception, cognition and expression not as a limitation but as an epistemic and relational resource. Developed through a collaboration between the University of Bologna and Associazione Volhand, an organization supporting people with disabilities, the project engages participants as co-creators of meaning within multisensory and dialogical activities. Central to this approach is the physical and symbolic connection between Cosmos and Earth, so that astronomy becomes a narrative bridge linking stellar processes to ecological cycles. This process is mediated through personal reinterpretations of scientific concepts, including artistic and musical practices. Within this framework, cognitive and neurological variability becomes a collective resource that enriches interpretation, and expands the range of meanings. The project is grounded in the principles of Universal Design for Learning [1], which provide guidelines for designing educational experiences that accommodate diverse perceptual, cognitive and expressive needs. It also dialogues with inclusive outreach experiences such as “Stelle per Tutti” of the Unione Astrofili Italiani, and responds to recent reviews that call for broadening inclusive practices towards cognitive diversity [2]. Over more than three years of activity, the project addressed the following research questions: (1) How can astronomy-based initiatives be designed to value neurocognitive diversity as a resource? (2) What forms of agency and collective identity emerge when participants are positioned as knowledge-makers? (3) In which ways can science act as a mediator of social cohesion and democratic participation? Methodologically, the project combines: in-person discussion meetings; participatory workshops integrating science, ecology, music and the arts; public outreach events; and educational visits to observatories and cultural institutions. A distinctive feature is the creation of an experimental garden, where cultivating wheat varieties becomes an embodied exploration of solar energy transformation on Earth. This dimension reinforces the conceptual link between neurodiversity and biodiversity, situating human variability within a broader ecological framework. Impact has been periodically assessed through questionnaires, focus groups and semi-structured interviews. Findings indicate increased perceived scientific competence, strengthened self-confidence, reinforced group cohesion, and a deepened sense of belonging [3, 4, 5]. Participants report feeling recognized and valued for their unique ways of thinking and expressing themselves. The project has recently expanded through the publication of an illustrated book [6], and new music laboratories that explore alternative narrative languages. Overall, Cosmic Roots illustrates how astronomy-based non-formal learning can move from compensatory to transformative inclusion. The project demonstrates how neurodiversity can enrich the ways in which scientific phenomena are interpreted and understood, functioning as both an epistemic and democratic resource.

[1] Levey, S. (2023). Universal design for learning. Journal of Education, 203(2), 479-487.
[2] Nawawi, I. M. et al. (2024). ASTRONOMY EDUCATION FOR THE PERSONS WITH DISABILITY: A SYSTEMATIC LITERATURE REVIEW. Revista de Gestão Social e Ambiental, 18(9), 1-17B.
[3] De Deo L. et al., Progetto Fuori dal Mondo, 2023, ASTRONOMIA, 4, 48
[4] De Deo L., Dimattia B. G., Associazione Volhand, Progetto Fuori dal Mondo - Radici Cosmiche, 2024, ASTRONOMIA, 3, 31
[5] De Deo L. et al., “Radici Cosmiche”: connessioni tra Cosmo, Terra e società, 2026, ASTRONOMIA (to be published)
[6] De Deo L. et al., Cronache dal Cosmo: Terra in vista!, 2025, Bologna University Press

BLOOM IS MASLOW: LEARNED EPISTEMIC HELPLESSNESS, NEURODIVERSITY, AND THE FALSE HIERARCHY BETWEEN WELLBEING AND THOUGHT

David Vagni (Institute for Research and Innovation in Biomedicine - Italian National Research Council (IRIB-CNR), Italy) · **Marco Cadavero** (University of Bologna, Italy)

epistemic helplessness | epistemic initiative | pedagogy of differences

A widely endorsed principle in educational discourse holds that “students need Maslow before they can Bloom”: basic psychological needs must be satisfied before higher-order thinking becomes possible. Ellis, Kirby, and Osborne (2023/2025) appropriately question whether Maslow’s needs should be conceived as a hierarchy at all, and demonstrate that neurodivergent learners’ higher-order cognitive abilities can actually interfere with apparently simpler tasks, inverting Bloom’s taxonomy. These observations open a door that this contribution walks through: the Maslow–Bloom relationship is not merely non-hierarchical — it is circular, and the prevailing educational model systematically breaks the loop. The mechanism proposed is Learned Epistemic Helplessness (LEH): a self-reinforcing condition, installed by chronic authority-dependent instruction, in which the expectation that one’s thinking is irrelevant, the behavioral extinction of initiative, and

the affective association of independent thought with anxiety converge into stable epistemic passivity. The drives LEH suppresses — curiosity, exploratory play, effectance, the drive to explain (Panksepp, 1998; Gopnik, 1998; White, 1959; Ryan & Deci, 2017) — are not higher-order achievements atop Maslow's pyramid. They are basic psychological needs whose frustration produces the very symptoms — anxiety, disengagement, loss of agency — that we interpret as evidence that the student "is not ready" for higher-order thinking. Suppressing Bloom damages Maslow. For neurodivergent learners, the causal direction can be inverted entirely. The autistic child whose exceptional explanatory drive (Rutherford & Subiaul, 2016) is frustrated by conformity-rewarding environments does not first need "stabilizing": systematizing is their regulatory mechanism. The child with ADHD, whose dopaminergic system is under-engaged (Volkow et al., 2009), does not need "calming down" before engaging in demanding cognition: intrinsic challenge activates the self-regulation the classroom demands. Twice-exceptional learners face the sharpest version: told to Maslow before they can Bloom, while Bloom is precisely how they Maslow. The system reads the resulting distress as confirmation these students were not ready — a self-fulfilling prophecy that LEH renders visible and falsifiable. In response, Epistemic Initiative (EI) is proposed: a four-phase method that restores the Bloom–Maslow loop by inverting the traditional learning sequence. Crucially, EI does not reassert the primacy of doing over instruction (Dewey's learning by doing), nor of instruction over doing (traditional pedagogy): it asserts the primacy of autonomous model construction before both — before experimenting and before receiving formal teaching. The student first builds their own explanatory model, however rudimentary, then compares it against epistemically diverse sources (Wineburg & McGrew, 2019), identifies where it fails, and reflects on the process itself. The empirical foundation draws on Productive Failure (Kapur, 2014), the self-explanation effect (Chi, 2000), and desirable difficulties (Bjork & Bjork, 2011). Within the "pedagogy of differences" framework advanced by Cadavero and Salerni (in Ellis et al., 2025), LEH and EI supply the cognitive-motivational mechanism that connects intersectional analysis to classroom transformation: understanding not only which differences are marginalized, but how authority-dependent instruction installs epistemic passivity, and what operative sequence can reverse it. Bloom is Maslow. The task is to stop breaking the loop.

Bjork, E. L., & Bjork, R. A. (2011). Making things hard on yourself, but in a good way: Creating desirable difficulties to enhance learning. In M. A. Gernsbacher, R. W. Pew, L. M. Hough, & J. R. Pomerantz (Eds.), Psychology and the real world (pp. 56–64). Worth.

Chi, M. T. H. (2000). Self-explaining expository texts: The dual processes of generating inferences and repairing mental models. In R. Glaser (Ed.), Advances in instructional psychology (Vol. 5, pp. 161–238). Erlbaum.

Ellis, P., Kirby, A., & Osborne, A. (2023). Neurodiversity and education. SAGE. (Italian edition: M. Cadavero, A. Salerni, & D. Moscone, Eds.; M. Cadavero & A. Salerni, Trans., Neurodiversità e educazione, Edizioni LSWR, 2025)

Gopnik, A. (1998). Explanation as orgasm. Minds and Machines, 8(1), 101–118. https://doi.org/10.1023/A:1008290415597

Kapur, M. (2014). Productive failure in learning math. Cognitive Science, 38(5), 1008–1022. https://doi.org/10.1111/cogs.12107

Panksepp, J. (1998). Affective neuroscience: The foundations of human and animal emotions. Oxford University Press.

Rutherford, M. D., & Subiaul, F. (2016). Children with autism spectrum disorder have an exceptional explanatory drive. Autism, 20(6), 744–753. https://doi.org/10.1177/1362361315605973

Ryan, R. M., & Deci, E. L. (2017). Self-determination theory: Basic psychological needs in motivation, development, and wellness. Guilford.

Volkow, N. D., Wang, G.-J., Kollins, S. H., Wigal, T. L., Newcorn, J. H., Telang, F., Fowler, J. S., Zhu, W., Logan, J., Ma, Y., Pradhan, K., Wong, C., & Swanson, J. M. (2009). Evaluating dopamine reward pathway in ADHD: Clinical implications. JAMA, 302(10), 1084–1091. https://doi.org/10.1001/jama.2009.1308

White, R. W. (1959). Motivation reconsidered: The concept of competence. Psychological Review, 66(5), 297–333. https://doi.org/10.1037/h0040934

Wineburg, S., & McGrew, S. (2019). Lateral reading and the nature of expertise: Reading less and learning more when evaluating digital information. Teachers College Record, 121(11), 1–40. https://doi.org/10.1177/016146811912101102

INVISIBLE TARGETS AT SCHOOL: CAMOUFLAGING, CYBERBULLYING AND OVERLOOKED RISKS FOR GIRLS WITH MILD AUTISM

Letizia Cavalli (Salesian Pontifical University (UPS) - Rome, Italy) · **David Vagni** (Institute for Research and Innovation in Biomedicine - Italian National Research Council IRIB-CNR)

autistic girls | cyberbullying | critical pedagogy

Autistic students experience peer victimization at dramatically higher rates than neurotypical peers, with prevalence reaching 73% versus 10% (Fisher & Taylor, 2016). Yet this disparity conceals a further layer of invisibility shaped by the intersection of gender and neurodivergence: autistic girls, who engage in social camouflaging more extensively and at greater personal cost, are systematically overlooked by detection systems and anti-bullying interventions too often built

upon neurotypical and androcentric norms. Camouflaging is positively correlated with victimization (Trundle et al., 2023), producing a paradoxical cycle: autistic girls suppress neurodivergent traits precisely to avoid bullying (Cage & Troxell-Whitman, 2019), but the resulting appearance of competence leads educators to underestimate their vulnerability and withdraw support. Indeed, 65.9% of parents report that camouflaging directly reduced school assistance (Zhuang et al., 2023). Later diagnosis, more common among girls, is associated with both greater camouflaging and more severe costs (Goscicki et al., 2025). Online, autistic girls face elevated risks of sexual harassment, while cyberbullying prevention programs rarely address the unique online safety needs of autistic young people (Triantafyllopoulou et al., 2022). This paper frames such dynamics as a form of what Fricker (2007) terms epistemic injustice, both testimonial, in that autistic girls' accounts of suffering are discredited when their behavior appears "typical," and hermeneutical, in that educational systems lack the interpretive resources to recognize camouflaging as distress rather than adaptation. As Fisher et al. (2025) argue, neuro-normative epistemic injustice operates systemically within education, so that struggling neurodivergent children are treated as pathological outliers rather than as indicators of environmental failure. Drawing on critical pedagogy (Freire, 1970), we argue that standard anti-bullying frameworks operate as what Freire would call a "banking" approach to safety: they deposit universal protocols (peer reporting, behavioral markers, social-emotional curricula) into contexts presumed to be neutral, ignoring the power asymmetries that shape whose vulnerability is legible and whose remains structurally erased. We further argue that gendered expectations of social conformity compound neurotypical ones, producing a double bind in which autistic girls must perform both femininity and neurotypicality to access belonging. From the perspective of neurodiversity pedagogy (Cadavero & Salerni, 2022), which proposes to recognize neurological variability as a central variable for educational sciences alongside cross-cultural and gender pedagogies, camouflaging should be read not as evidence of successful inclusion but as a systemic signal of environmental failure. This requires a shift from remediation of individual deficits to what we term neurodiversity-informed critical prevention: anti-bullying approaches that move beyond universal programs, which, even with general populations, prove effective only when tailored to specific risk profiles (Formella & Cavalli, 2018), and incorporate multi-informant assessment not reliant on neurotypical expressions of distress; that involve neurodivergent voices in program design, following the participatory epistemology central to both Freirean and disability-rights traditions; and that integrate school-based identity support, such as group interventions fostering autistic identity construction among adolescent girls (Travaglione, Cavalli, & Vagni, 2021), aimed at reducing the perceived necessity of camouflaging by creating contexts where neurological difference constitutes a legitimate form of participation in democratic school life.

Cadavero, M., & Salerni, A. (2022). Per una Pedagogia della Neurodiversità. I Problemi della Pedagogia, 68(2), 285–308.

Cage, E., & Troxell-Whitman, Z. (2019). Understanding the reasons, contexts and costs of camouflaging for autistic adults. Journal of Autism and Developmental Disorders, 49(5), 1899–1911. https://doi.org/10.1007/s10803-018-03878-x

Fisher, M. H., & Taylor, J. L. (2016). Let's talk about it: Peer victimization in adolescents with ASD. Autism, 20(4), 402–411. https://doi.org/10.1177/1362361315585948

Fisher, E., MacLennan, K., Mullally, S., & Rodgers, J. (2025). Neuro-normative epistemic injustice: Consequences for the UK education crisis and school anxiety. Neurodiversity, 3. https://doi.org/10.1177/27546330251353565

Formella, Z. S., & Cavalli, L. (2018). Bullismo e cyberbullismo tra fondamenti teorici ed evidenze empiriche. I risultati di un'indagine conoscitiva su un campione di preadolescenti. Seminare. Poszukiwania naukowe, 39(3). https://doi.org/10.21852/sem.2018.3.07

Freire, P. (1970). Pedagogy of the oppressed. Continuum.

Fricker, M. (2007). Epistemic injustice: Power and the ethics of knowing. Oxford University Press.

Goscicki, B. L., Scoggins, M. E., Herrera Espinosa, G., & Hodapp, R. M. (2025). A "round, bruising sort of pain": Autistic girls' social camouflaging in inclusive high school settings. Journal of Autism and Developmental Disorders. https://doi.org/10.1007/s10803-024-06716-5

Travaglione, S., Cavalli, L., & Vagni, D. (2021). Uniche come me. Terapia cognitivo-comportamentale per ragazze nello spettro autistico. Edra.

Triantafyllopoulou, P., Clark-Hughes, C., & Langdon, P. E. (2022). Online safety experiences of autistic young people. Research in Autism Spectrum Disorders, 96, 101995. https://doi.org/10.1016/j.rasd.2022.101995

Trundle, G., Jones, K. A., Ropar, D., & Egan, V. (2023). The forensic implications of camouflaging: A study into victimisation and offending associated with autism and pathological demand avoidance. Advances in Autism, 9(2), 116–131. https://doi.org/10.1108/AIA-02-2022-0006

Zhuang, Y., et al. (2023). Psychosocial factors associated with camouflaging in autistic people and its relationship with mental health and well-being: A mixed methods systematic review. Clinical Psychology Review, 105, 102334. https://doi.org/10.1016/j.cpr.2023.102334

NEURODIVERSITY AS EPISTEMIC JUSTICE: COGNITIVE DEMOCRACY AND DECOLONIAL PERSPECTIVES FOR TRANSFORMING EDUCATION

Giorgio Poletti (University of Ferrara, Italy)

epistemic Justice | cognitive democracy | decolonial pedagogy

In recent decades, the concept of neurodiversity has increasingly challenged deficit-oriented perspectives on neurological difference, proposing instead that cognitive variability is a natural and valuable dimension of human diversity (Kapp, 2020; Dwyer, 2022). Within educational discourse, however, neurodiversity is still frequently framed in terms of accommodation, remediation, or support for students identified as having special educational needs. While these approaches have contributed to greater awareness and inclusion, they often leave unquestioned the epistemic norms that structure educational institutions and define what counts as legitimate knowledge, learning, and intelligence. This paper argues that neurodiversity should be understood not only as an issue of inclusion but as a matter of epistemic justice (Fricker, 2007). From this perspective, educational systems can reproduce forms of testimonial injustice, in which neurodivergent individuals' perspectives and experiences are dismissed or undervalued, as well as hermeneutical injustice, where dominant interpretive frameworks fail to adequately represent neurodivergent ways of understanding the world. Addressing these injustices requires moving beyond compensatory models toward a broader transformation of educational epistemologies. The study draws on theoretical perspectives from epistemic justice, cognitive democracy, and decolonial education to develop a conceptual framework for interpreting neurodiversity as a resource for plural knowledge ecologies. Cognitive democracy theories emphasize that democratic societies depend on the coexistence of diverse forms of knowledge, perspectives, and problem-solving strategies (Santos, 2018). Similarly, decolonial scholarship highlights how dominant epistemologies often marginalize alternative ways of knowing (Mignolo & Walsh, 2018). When viewed through this lens, neurodiversity can be interpreted as a form of cognitive plurality that enriches collective intelligence and expands the boundaries of educational knowledge. In this context, the paper explores three interconnected research questions: how neurodiversity can be interpreted as a matter of epistemic justice within contemporary educational systems, and consequently how prevailing educational norms and institutional practices produce epistemic exclusions that affect neurodivergent students. This ultimately leads to a further research and educational question: how educational environments might be reimagined as democratic ecologies of knowledge, capable of supporting diverse cognitive styles and ways of knowing. To address these questions, the paper develops a philosophical-pedagogical analysis that connects neurodiversity to broader debates on social justice, knowledge pluralism, and democratic participation in education. Particular attention is paid to the role of learning environments, pedagogical design, and knowledge representation in shaping the epistemic conditions in which diverse cognitive perspectives can be expressed and valued. Recent research suggests that inclusion policies in higher education frequently remain limited to procedural accommodations rather than addressing deeper structural inequalities embedded in knowledge systems and curricula (Clouder et al., 2020; Botha & Gillespie-Lynch, 2022). By linking neurodiversity with epistemic justice and cognitive democracy, this paper proposes a shift from integration to epistemic transformation, where educational institutions become spaces for cultivating diverse cognitive perspectives and forms of understanding. Ultimately, embracing neurodiversity as epistemic justice means recognizing that the plurality of minds is not merely a challenge for education but a fundamental condition for democratic knowledge societies capable of responding creatively to the complexity of contemporary global challenges.

Botha, M., & Gillespie-Lynch, K. (2022). Come as you are: Examining autistic identity development and the neurodiversity movement through an intersectional lens. Human Development, 66(2), 93–112. https://doi.org/10.1159/000524123

Chapman, R., & Carel, H. (2022). Neurodiversity, epistemic injustice, and the good human life. Journal of Social Philosophy, 53(4), 614–631. https://doi.org/10.1111/josp.12456

Clouder, L., Karakus, M., Cinotti, A., Ferreyra, M. V., Amador Fierros, G., & Rojo, P. (2020). Neurodiversity in higher education: A narrative synthesis. Higher Education, 80(4), 757–778. https://doi.org/10.1007/s10734-020-00513-6

Dwyer, P. (2022). The neurodiversity approach(es): What are they and what do they mean for researchers? Human Development, 66(2), 73–92. https://doi.org/10.1159/000523723

Fricker, M. (2007). Epistemic injustice: Power and the ethics of knowing. Oxford University Press.

Kapp, S. K. (Ed.). (2020). Autistic community and the neurodiversity movement: Stories from the frontline. Palgrave Macmillan. https://doi.org/10.1007/978-981-13-8437-0

Medina, J. (2013). The epistemology of resistance: Gender and racial oppression, epistemic injustice, and resistant imaginations. Oxford University Press.

Mignolo, W. D., & Walsh, C. E. (2018). On decoloniality: Concepts, analytics, praxis. Duke University Press. https://doi.org/10.1515/9780822371779

Santos, B. de Sousa. (2018). The end of the cognitive empire: The coming of age of epistemologies of the South. Duke University Press. https://doi.org/10.1215/9781478002000

Syharat, C. M., Hain, A., Zaghi, A. E., Gabriel, R., & Berdanier, C. G. P. (2023). Experiences of neurodivergent students in graduate STEM programs. Frontiers in Psychology, 14, Article 1149068. https://doi.org/10.3389/fpsyg.2023.1149068

Walker, M., & Unterhalter, E. (Eds.). (2007). Amartya Sen's capability approach and social justice in education. Palgrave Macmillan. https://doi.org/10.1057/9780230604810

DEMOCRATIC SCHOOLS IN THE NETHERLANDS: THE BLOSSOMING OF NEURODIVERSITY

Paola Amoruso (Radboud Universiteit, Netherlands, The)

Neurodiversity | Education | Social Justice

Students with neurodivergent profiles and learning differences often struggle to find recognition and a sense of belonging within conventional educational systems (Fisher et al. 2025). Even as awareness of neurodiversity grows, many schools remain organized around implicit expectations about how students should behave, and learn (Zawidzki 2008, Lynch & Lodge, 2024). As a result, the experiences and perspectives of neurodivergent students are rarely taken seriously when educational pathways are designed. This can lead to forms of epistemic injustice, in which students' own understandings of their learning, educational and personal needs are overlooked within public schooling contexts (Zembylas 2023). This paper explores what an alternative educational environment looks like, by presenting a qualitative case study of democratic schools in the Netherlands that attempt to organize their educational practices around more just and inclusive principles (Bergman, van, and Meerbeek-Zwetsloot 2024). Rather than treating neurodivergence as a deviation from the norm or something that needs to be accommodated through special measures, the school approaches neurological variability as a natural and valuable aspect of human diversity (Chapman 2021). In this sense, neither neurodivergence nor neurotypicality functions as the standard against which students are measured. Instead, the school starts from the assumption that diversity of minds, interests, and ways of learning is the ordinary condition of any educational community, including teachers as well as students (Strijbos & de Bruin 2025). The paper first describes some of the philosophical and organizational principles that shape the democratic structure of the school. Particular attention is given to its participatory governance, the emphasis placed on student agency, and the alternative ways in which evaluation and educational progress are understood (Angélique Del Rey 2018). These elements aim to create an environment where students are not primarily defined through diagnostic labels or perceived deficits, but are recognized as individuals capable of shaping their own learning paths. The paper also reflects on how such an educational model relates to questions about future opportunities and participation in society. A common concern is that highly flexible and self-directed forms of education might make it more difficult for students to enter the labor market. However, the experience of this school suggests that when students are given meaningful agency and responsibility for their learning, they are able to develop trajectories that are both personally meaningful and compatible with later professional paths. Students' own accounts of their experiences at the school suggest noticeable improvements in well-being, self-confidence, and engagement with learning. These testimonies point to the possibility that educational environments grounded in democratic participation and recognition of neurocognitive diversity can foster forms of flourishing that are often difficult to achieve in more standardized systems. The paper concludes by addressing a remaining challenge. While democratic and neurodiversity-affirming schools can offer promising alternatives to traditional education, they are often small and relatively difficult to access. An important question for future research and educational policy is therefore how similar educational principles might be implemented more broadly, and how such opportunities could become available to students from less economically privileged backgrounds.

Bergman, Janneke, van, and Elizabet Meerbeek-Zwetsloot. 2024. Je Moet Wel Durven.

Chapman, Robert. 2021. "Neurodiversity and the Social Ecology of Mental Functions." Perspectives on Psychological Science 16 (6): 1360–72. https://doi.org/10.1177/1745691620959833.

Del Rey, Angelique. 2018. La Tirannia Della Valutazione.

Lynch, Kathleen, and Anne Lodge. 2024. "Metricisation in School: An Affective and Epistemic Injustice." Emotions and Society, September, 1–18. https://doi.org/10.1332/26316897y2024d000000036.

Fisher, Emmie, Keren MacLennan, Sinéad Mullally, and Jacqui Rodgers. 2025. "Neuro-Normative Epistemic Injustice –Consequences for the UK Education Crisis and School Anxiety." Neurodiversity 3 (June). https://doi.org/10.1177/27546330251353565.

Strijbos, Derek, de Bruin, Leon. 2025. Mindshaping and neurodiversity: challenges and opportunities. The Routledge Handbook of Mindshaping.

Zawidzki, Tadeusz W. 2008. "The Function of Folk Psychology: Mind Reading or Mind Shaping?" Philosophical Explorations 11 (3): 193–210. https://doi.org/10.1080/13869790802239235.

Zembylas, Michalinos. 2023. "The Affective Dimension of Epistemic Injustice." Educational Theory, January. https://doi.org/10.1111/edth.12554.

NARRATING NEURODIVERSITY. A PHENOMENOLOGICAL INQUIRY INTO THE LIVED EXPERIENCES OF PRE-SERVICE EDUCATORS

Marco Cadavero (Alma Mater Studiorum - Università di Bologna) · **Anna Salerni** (Sapienza Università di Roma) · **Silvia Zanazzi** (Università di Ferrara, Italy) · **Valeria Friso** (Alma Mater Studiorum - Università di Bologna)

neurodiversity education social justice

In the contemporary educational landscape, neurodiversity is increasingly recognized not as a set of deficits to be cured, but as the natural variation in how human beings think, feel, move, perceive, and communicate. This paradigm shift demands that future educators move beyond a purely diagnostic lens toward a social justice perspective that values cognitive differences. This contribution explores how undergraduate students in Education Sciences at Sapienza University of Rome and the University of Ferrara, as well as graduate students at the University of Bologna, perceive and internalize neurodiversity. Viewing neurodiversity as a broad spectrum of human communication and thought, we aim to reveal the core attitudes that influence how future educators will practice inclusion in their professional practice. To capture the essence of these perceptions, this study employs a phenomenological methodology, focusing on participants' lived experiences. Phenomenology allows us to move past abstract theories and delve into the subjective meanings students assign to their encounters with neurodiversity. The research design is structured in two distinct phases: Individual Reflection: students are first asked to engage in an introspective exercise, documenting personal encounters with neurodiversity in school, family, or professional settings. They are encouraged to record significant moments, whether positive or challenging. Collaborative Storytelling: participants then form small groups to share their reflections and co-construct a narrative artifact (a story, presentation, or multimedia product). These stories, which may be real, imagined, or a hybrid of both, serve as collective representations of what they deem essential to communicate about neurodiversity from their future educator standpoint. The resulting artifacts are analyzed using thematic analysis to identify recurring patterns of meaning, metaphors, and tensions that characterize the students' understanding of diverse cognitive profiles. The primary goal of this research is to unearth the implicit perceptions of future educators regarding neurodiversity. We hope to achieve the following outcomes: Understanding student perspectives: we want to see whether students still view neurodiversity as a medical problem to be solved or as a natural human difference to be valued. We also aim to understand the emotions—such as anxiety, empathy, or confidence—that arise when they face these differences. Improving professional training: by identifying where students feel confused or harbor unconscious biases, we can design better university courses. This will help us provide future educators with the specific tools and support they need to work effectively in inclusive environments. Enhancing reflective practice: demonstrate how narrative and phenomenological tools can be integrated into university curricula to foster self-awareness and ethical responsibility. Ultimately, this study seeks to inform the design of transformative training programs. By analyzing the stories students tell, we can better prepare them to build educational environments where neurodivergent individuals are not just "included," but are truly understood and valued for their unique ways of being in the world.

Booth, T., Ainscow, M. (2014), Nuovo Index per l'inclusione. Percorsi di apprendimento e partecipazione a scuola. Roma: Carocci.

Braun, V., Clarke, V. (2012), Thematic analysis. In Cooper, H., Camic, P.M., Long, D.L., Panter, A.T., Rindskopf, D., Sher, K.J. (Eds.), "APA handbook of research methods in psychology, Vol. 2. Research designs: Quantitative, qualitative, neuropsychological, and biological". Washington D.C.: American Psychological Association.

Bruner J.S. (1987), Life as narrative, "Social Research", 54, 1, pp. 11-32.

Cadavero, M., Salerni, A. (2022), Per una Pedagogia della Neurodiversità, "I Problemi della pedagogia", 2, 285–309.

Demetrio, D. (1996), Raccontarsi. L'autobiografia come cura di sé. Milano: Raffaello Cortina.

Ellis, P., Kirby, A. & Osborne, A. (2025), Neurodiversità e educazione. Guida introduttiva alla pedagogia della neurodiversità per insegnanti, educatori e caregiver. Milano: LSWR.

Freire, P. (2011), Pedagogia degli oppressi. Torino: Gruppo Abele.

Mezirow, J. (1991), Transformative Dimensions of Adult Learning. San Francisco: Jossey-Bass.

Mortari, L. (2003), Apprendere dall'esperienza. Il pensare riflessivo nella formazione. Roma: Carocci.

Mortari, L. (2013), Aver cura della vita della mente. Roma: Carocci.

Pagani, V. (2020), Dare voce ai dati. L'analisi dei dati testuali nella ricerca educativa. Parma: Junior.
Schön, D.A. (1983), The Reflective Practitioner: how professionals think in action. Londra: Basic Books.
Schön, D.A. (1987), Educating the Reflective Practitioner: Toward a New Design for Teaching and Learning in the Professions. San Francisco: Jossey-Bass.
Striano, M. (2002). La razionalità riflessiva nell'agire educativo. Napoli: Liguori.

OPAQUE FOR WHOM? NEURO-ALGO-DIVERGENT PERSPECTIVES IN THE DIGITAL SOCIETY

Giacomo Astorri (University of Bologna, Italy)

generative artificial intelligence | neurodiversity | social justice

The advent of Generative Artificial Intelligence (GenAI), now massively present across various sectors of our society, raises concerns of various kinds. A close examination of current educational research regarding teaching-learning processes in relation to GenAI reveals apprehensive discussions about cognitive diminishment (Fasoli et al., 2025; Kosmyna et al., 2025) and the compromise of individual agency. This occurs in contexts where algorithmic efficiency overshadows individual talents, rendering subjects "neuro-inferior" when compared to the capacity of prominent large language models to process data, identify recurring patterns, and provide formally adequate answers to complex questions. Furthermore, considering the pervasiveness and design features of these "enunciation-producing machines" (Mackenzie, 2017), individual autonomy could effectively become a "collateral victim," leading to increased standardization and, for neurodivergent individuals, greater social exclusion. However, this perspective risks obscuring the emancipatory potential of GenAI for neurodivergent subjects. This contribution explores how GenAI, if integrated within an ethical and transparent framework and mediated by good pedagogical principles, can transform from a threat into an essential cognitive prosthesis for those who have historically encountered barriers in developing their academic (among others) agency. Through the concept of "artificial agency" (Floridi, 2025), a pedagogy is proposed that does not chase algorithmic performance, but instead values the "slowness of the human gesture" as a space for empowerment. This approach aims to prevent social exclusion and guarantee the right to personalized learning, driven by individual needs and mediated by GenAI. In this way, a genuine protection of individual specificity could be ensured through the lens of social justice, leveraging the high potential of GenAI systems in a profoundly democratic sense

Fasoli, M., Cassinadri, G. & Ienca, M. The Dark Side of Cognitive Enhancement: A Framework for the Technologically Induced Cognitive Diminishment. J Cogn Enhanc 9, 346–359 (2025). https://doi.org/10.1007/s41465-025-00331-7
Kosmyna, N., Hauptmann, E., Yuan, Y. T., Situ, J., Liao, X. H., Beresnitzky, A. V., ... & Maes, P. (2025). Your brain on ChatGPT: Accumulation of cognitive debt when using an AI assistant for essay writing task. arXiv preprint arXiv:2506.08872, 4.
https://lucysullacultura.com/se-chatgpt-ci-fa-sentire-inferiori/
Mackenzie, A. (2017). Machine learners: Archaeology of a data practice. MIT Press. https://doi.org/10.7551/mitpress/10330.001.0001
Floridi, L. (2025). La differenza fondamentale. Mondadori.

NEUROSPHERE: DESIGNING THE "AUTISTIC CITY" THROUGH NEURODIVERGENT CULTURE AND INCLUSIVE URBANISM OUTLINE:

Eleononora Varriale (Neurosphere, Italy)

Neurodiversity | Neuroqueer | development

This panel explores the intersection of neurodiversity and urban design, moving beyond traditional accessibility toward the innovative concept of the "Autistic City." Drawing on the framework of "Neurotribes" and the emerging "Neurosphere," the session examines how urban environments can be reimagined to accommodate diverse sensory profiles and cognitive patterns. Modern cities are predominantly designed for "neurotypical" standards, often resulting in sensory overload, unpredictable environments, and rigid social expectations that marginalize neurodivergent individuals. This panel argues that integrating neurodivergent culture into urban planning—focusing on sensory regulation, "soft" social interfaces, and predictable spatial hierarchies—does not merely benefit autistic citizens but creates a more livable, resilient city for all. We will discuss how the "Neurosphere" acts as both a digital and physical layer of support, fostering community agency and

radical inclusion. By shifting the paradigm from "pathology" to "human variation," we aim to define new interdisciplinary guidelines for the "Right to the City." Key topics include the creation of urban decompression zones, the reduction of sensory friction in public infrastructure, and the role of inclusive housing. The panel brings together urban planners, sociologists, and advocates to foster a dialogue that celebrates cognitive plurality as a cornerstone of future sustainable cities.

Neurotribù, La città autistica, neurosphere web site

COMMUNICATIVE ACCESSIBILITY AND SOCIAL JUSTICE: CO-EVOLUTION AND NEURODIVERSITY IN PRIMARY SCHOOL

Isabella Bennardi (Università degli studi di Bologna, Italy) · **Patrizia Sandri** (Università degli studi di Bologna, Italy)

Neurodiversity Coevolution Accessibility

This paper presents the outcomes of an inclusive educational project implemented in a fourth-grade primary school classroom, aimed at fostering the full participation of a pupil with autism spectrum disorder, Level 3 (DSM-5). The project frames communicative accessibility as a prerequisite for equity and as a driver for social justice in school settings: ensuring that each learner has real—not merely formal—opportunities to be present, understand, express themselves, influence classroom activities, and feel a sense of belonging. From this perspective, social justice does not coincide with the "integration" of an individual student; rather, it entails transforming the classroom's implicit rules—such as timing, language practices, assessment, and participation structures—which often privilege those who communicate and learn according to normative standards. The intervention integrated a cooperative language workshop (Johnson & Johnson, 1998) with the use of Augmentative and Alternative Communication (AAC; Cafiero, 2009), in line with principles of inclusive teaching (Cottini, 2018; Sandri, 2015), a socio-constructivist framework (Vygotsky, 2001), and the co-evolution paradigm (Canevaro, 2008; Sandri, 2019). A co-evolutionary lens conceptualizes neurodiversity as a dynamic relationship between individual and context: rather than intervening on a "deficit," the approach redesigns environments, mediations, and interactions so that difference does not generate exclusion. In terms of social justice, this shifts the focus from individual adaptation to the collective responsibility of the school community to remove barriers and redistribute opportunities for learning and recognition. Operationally, the programme included narrative and meaning-making activities in small groups, with cooperative roles, shared communicative routines, and AAC supports (symbols, communication boards, scripts, guided choices) to facilitate comprehension, expression, and turn-taking. The cooperative dimension fostered peers' shared responsibility, countering dynamics in which support is delegated exclusively to the teaching assistant and promoting participation that is not "assisted" but legitimized within ordinary classroom practices. AAC functioned as a tool for the democratization of communication: by making instructions, exchanges, and productions accessible, it expanded pupils' opportunities to take the floor (including through non-verbal modalities) and to be heard. The outcomes indicate a gradual increase in the pupil's communicative and relational initiatives, greater continuity in interactions with classmates, and improved quality of participation. In parallel, peers developed skills in listening, mediation, and the recognition of multiple forms of communication. Overall, the experience highlights how accessibility diapositives and co-evolutionary practices can operate as everyday actions of social justice: reducing participation inequalities, preventing marginalization, and building belonging through reciprocal learning.

Beukelman, D., & Mirenda, P. (2014). Manuale di comunicazione aumentativa e alternativa: Interventi per bambini e adulti con complessi bisogni comunicativi. Trento: Erickson.

Booth, T., & Ainscow, M. (2014). Nuovo Index per l'inclusione. Percorsi di apprendimento e partecipazione a scuola. Roma: Carocci.

Brookfield, S. D. (2017). Becoming a critically reflective teacher (2nd ed.). San Francisco, CA: Jossey Bass.

Canevaro, A. (2008). Pietre che affiorano. I mediatori efficaci in educazione con la logica del domino. Trento: Erickson.

Connelly, F. M., & Clandinin, D. J. (1990). Stories of experience and narrative inquiry. Educational Researcher, 19(5), 2–14. https://doi.org/10.3102/0013189X019005002.

Cottini, L. (2015). Didattica speciale e inclusione scolastica. Roma: Carocci.

Rose, D. H., & Meyer, A. (2002). Teaching Every Student in the Digital Age: Universal Design for Learning. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

Sandri, P. (2019). Rigenerare le radici per fondare i processi inclusivi: Dalla 517/77 alle prospettive attuali. Milano: FrancoAngeli.

Vygotskij, L. S. (1926). Psicologia pedagogia. Manuale di psicologia applicata all'insegnamento e all'educazione. Trento,2026: Erickson.

A "DOOR" AS AN INCLUSIVE, DEMOCRATIC, TRANSFORMATIVE TOOL. NEURODIVERSITY, SYSTEMIC PERSPECTIVE, PROCESSES OF INCLUSION AND COEVOLUTION IN THE EDUCATIONAL COMMUNITY

Mariagrazia Marcarini (University of Bologna, Italy) · **Donatella Di Franco** (Istituto Comprensivo F.S. Cabrini - Plesso Tommaso Gulli Scuola Secondaria Primo Grado)

Neurodiversity Coevolution Equity

The project "A Door to Welcome", carried out in first-year lower secondary school class, originated from the students' desire to facilitate the inclusion of a classmate with Autism Spectrum Disorder, R., who was unable to cross the classroom door and attended lessons alone in the adjacent room (Mostafa, 2008; Bogdashina, 2021). This situation of self-isolation prompted his classmates to reflect on how to welcome him: for them, it represented exclusion and inequality (Booth&Ainscow, 2014; Demo, 2015; d'Alonzo, 2018; Cottini, 2019, 2025) and injustice. The art teacher, urged by R.'s classmates, discovered that he meticulously drew subway station signs, an interest that fascinated him, and developed with the students the project "A Door to Welcome". The project is grounded in the principles of inclusive education (Cottini, 2018; Sandri, 2019), cooperative learning (Dishon&O'Leary, 1984; Dunn&Dunn, 1978), differentiated classroom (Tomlinson, 1999, 2001, d'Alonzo, 2016) and in key concepts (Marcarini, 2016): coevolution (Canevaro, 2008; Sandri, 2019), affordance (Gibson, [1979], 1999), semantotopic approach (Franceschini, 1995), legibility (Lynch, 1960; Kaplan, S., 1987), integrative framework (Zanelli, 1986), and world-environment relationship (Mustacchi, 2002), within a perspective of equity and democracy. The project have two phases. The first starting from reflections on the symbolic function of the "door" (Biedermann, 2004), sliding doors were built from recycled materials and installed in the classroom, creating an environment similar to a subway carriage (Hall, 1969; Kaplan, S., 1987; Mura, 2011; Gaines et al., 2018). Through this mediation, R. gradually became familiar with the classroom space until, in the second year, he definitively entered the classroom and participated in school activities with his peers. The following year, the students asked to continue the project by adding a new symbolic element, "The Support," namely the handhold ring to grab for safety. This second phase aimed to foster reflection on personal potential with particular attention to an equity-oriented perspective (Sen, 1982) within an inclusive framework that means "embracing an ethic of justice" (Sandri, 2019, p. 109), so students may contribute to helping, involving, and including others by focusing on the person and their specific characteristics (Cottini, 2025), in order to recognize and understand their own developmental process in which neurodiversity could become both a resource and a strength and also an opportunity to understand that each of them is different and that everyone must have the same opportunities according to a democratic vision Each student, including R., reflected on their own character considering how they could support other people. All created a ring on which they wrote the type of support they could offer. Welcoming R. into the classroom by finding an appropriate strategy fostered a transformation in all students, as each learned to recognize neurodiversity and to accept the characteristics and ways of functioning of every individual within a vision of reciprocity aimed at developing a democratic relational approach. It offered everyone to enrich their learning within a friendly micro-context of coevolutionary respect (Sandri, 2019), to develop a culture of differences and citizenship within a welcoming environment for all (Cottini, 2025).

Biedermann, H., (2004). Simboli (tit. orig. Knaurs Lexicon der Symbole [1957]). Milano: Garzanti.

Bogdashina, O. (2021). Le percezioni sensoriali nell'autismo e nella sindrome di Asperger: diverse esperienze sensoriali diversi mondi percettivi. Crema: Uovonero.

Booth, T., & Ainscow, M. (2011). Index for inclusion: Developing learning and participation in schools (3rd ed.). Bristol: Centre for Studies on Inclusive Education.

Canevaro, A. (2008). Pietre che affiorano. I mediatori efficaci in educazione con la «logica del domino». Trento: Erickson.

Cottini, L. (2018). Didattica speciale e inclusione scolastica. Roma: Carocci.

Cottini, L. (2019). Universal Design for Learning e curricolo inclusivo. Firenze: GiuntiEdu.

Cottini, L. (2025). Nel mondo dell'autismo. Sguardi per comprendere e valorizzare. Roma: Carocci Editore.

d'Alonzo, L., 2016, La differenziazione didattica per l'inclusione, Trento: Erickson.

d'Alonzo, L. (2018). Pedagogia Speciale per l'inclusione. Brescia: Editrice La Scuola.

Demo, H. (2015), Dentro e fuori dall'aula: che cosa funziona davvero nella classe inclusiva? Alcuni risultati di 13 studi di caso nella scuola primaria italiana. In Journal of Special Education for Inclusion, III (1), p. 53.

Demo, H. (2015). Dentro e fuori dall'aula: Che cosa funziona davvero nella classe inclusiva? Alcuni risultati di 13 studi di caso nella scuola primaria italiana. Italian Journal of Special Education for Inclusion, 3(1), xx–xx.

Franceschini, G. (1995). Il rapporto spazio/significato. Bambini, 11(7), xx–xx.

Franceschini, G. (1995). Il rapporto Spazio/significato. Bambini, Anno XI, n. 7 Azzano S. Paolo (BG): Junior.

Gaines, K., Bourne, A., Pearson, M., Kleibrink, M. (2018). Design for Autism Spectrum Disorders. New York and London: Routledge.

Gibson, J.J (1999). Un approccio ecologico alla percezione visiva (tit. or. The Ecological Approach to Visual Perception [1979]. Bologna: il Mulino.

Hall, E.T. (1969). Il linguaggio silenzioso. Milano: Bompiani.

Kaplan, S. (1987). Aesthetics, affect, and cognition: Environmental preference from an evolutionary perspective. Environment and Behavior, 19(1), 3–32

Lynch, K. (1960). The Image of the City. Boston: Massachusetts Institute of Technology and the President and Fellows of Harvard College. Trad It. (2006). L'immagine della città. Padova: Marsilio.

Lynch, K. (1960). The image of the city. Boston: Massachusetts Institute of Technology and the President and Fellows of Harvard College.

Marcarini, M. (2016). Pedarchitettura. Linee storiche ed esempi attuali in Italia e in Europa. Studium.

Mostafa, M. (2008). An Architecture for Autism: Concepts of Design Intervention for the Autistic User. Archnet-IJAR, 2 (1), 189-211.

Mura. A. (2011). L'"accessibilità": considerazioni teoriche e istanze operative. In A. Mura (Ed.). Pedagogia Speciale oltre la scuola. Milano: FrancoAngeli.

Mustacchi, C., (2002). I luoghi edificanti. In S. Marsicano (Ed.) Abitare la cura. Riflessioni sull'architettura istituzionale. Milano: Franco Angeli.

Sandri, P. (2019). Radici e prospettive per attuare processi inclusivi: un'introduzione. In Sandri, P. (Ed.). Rigenerare le radici per fondare i processi inclusivi. Dalla legge 517/77 alle prospettive attuali. Milano: Franco Angeli.

Sandri, P., Marcarini M. (2019). Inclusione e ambienti di apprendimento. Italian Journal of Special Education for Inclusion. Pensa MultiMedia Editore srl. ISSN 2282–6041 (online) | DOI: 10.7346/sipes-02-2019-10.

Sen, A. 1982, Choice, Welfare and Measurement, Cambridge (MA): Blackwell, Oxford/MITPress,

Tomlinson, C.A. 1999, The Differentiated Classroom: Responding to the Needs of all Learners, Alexandria (VA): ASCD.

Tomlinson, C.A. 2001, How to Differentiate Instruction in Mixes-Ability Classrooms, Alexandria (VA): ASCD.

Zanelli, P. (1986): Uno sfondo per integrare: progettazione didattica, integrazione e strategie di apprendimento. Bologna: Cappelli.

BEYOND COMPENSATORY INCLUSION: PARENTS' PERSPECTIVES ON SCHOOL AND SOCIAL PARTICIPATION AMONG NEURODIVERGENT CHILDREN IN ITALY

Simone Consegnati (INDIRE, Italy) · **Enrico Palladino** (Associazione Italiana Persone Down (AIPD))

Neurodiversity | Inclusive Education | Parents' Perspectives

In current debates on neurodiversity, education, and social justice, inclusion is increasingly understood not as a set of compensatory measures aimed at "fixing" individuals, but as the transformative capacity of educational and social environments to welcome difference, enable meaningful participation, and make rights and dignity concrete in everyday life. From this perspective, families' viewpoints are a central source of knowledge: parents witness how opportunities and barriers are continuously produced through the interaction of schools, services, informal networks, and local communities, shaping learning trajectories, belonging, recognition, and overall quality of life. This framing resonates with the "Pedagogy of Parents", which values families' experiential knowledge and educational competence, and acknowledges their role as active interlocutors in the relationship with institutions (Tortello & Pavone, 1999). This paper presents a mixed-methods study conducted in Italy on parents' lived experiences and representations of their children's school and social inclusion in the context of neurodivergence, with Down syndrome as the most frequently encountered condition (Dal Molin & Bettale, 2005). The study aims to: describe how families define and assess "real" inclusion by distinguishing between attendance, active participation, and recognition; identify organisational, relational, and instructional factors that support or hinder full participation at school and in social life; and examine sport and extracurricular activities as educational settings connected to well-being, autonomy, and citizenship, and as potential bridges between school inclusion and broader social inclusion (Contardi, 2016). The research adopts a mixed-methods design. The quantitative component is based on approximately 300 original questionnaires completed by parents of children and young people aged 3 to 20. The questionnaire covers five areas: background information on the person with disability and the family; relationships and social inclusion at school; the educational pathway and inclusive educational practices; sport and extracurricular activities; and an open final section for additional comments and recommendations. The qualitative component consists of 20 in-depth interviews with parents, aimed at reconstructing both parents' and children's pathways and recurring turning points in family experience, including: the "first communication" of the diagnosis/condition, relationships with schools and the construction of educational alliances, future-oriented concerns regarding social and employment inclusion, leisure time as a space for sociality, well-being, and autonomy development, and relationships with institutions—across rights, bureaucracy, and recognition. Integrating quantitative and qualitative evidence allows the

study to connect patterns emerging from the questionnaires with the explanations and meanings articulated in parents' narratives. In particular, parents' accounts highlight a crucial distinction between inclusion as mere attendance and inclusion as full participation: being physically present in the classroom does not automatically translate into being recognised, actively engaged, and supported in building meaningful relationships (Moletto & Zucchi, 2013). The "Pedagogy of Parents" lens further supports an interpretation of these accounts as situated educational competence: parents bring not only needs and requests, but also grounded interpretations, strategies for fostering autonomy, and everyday mediation practices that negotiate expectations, institutional constraints, and what local contexts concretely make possible.

Contardi (2016), Verso l'autonomia, Carocci Faber.

Dal Molin, M. R., & Bettale, M. G. (2005). Pedagogia dei genitori e disabilità: La prima comunicazione, l'integrazione scolastica e sociolavorativa, il tempo libero, il rapporto con le istituzioni. Edizioni del Cerro.

Moletto, A., & Zucchi, R. (2013). La Pedagogia dei genitori. Maggioli Editore.

Tortello, M., & Pavone, M. (Eds.). (1999). Pedagogia dei genitori: Handicap e famiglia: Educare alle autonomie. Paravia Scriptorium

BETWEEN INCLUSION AND NEURODIVERSITY: FUTURE EDUCATORS' CONCEPTIONS IN AN AI-MEDIATED EDUCATIONAL CONTEXT

Silvia Zanazzi (Università degli Studi di Ferrara) · **Massimo Marcuccio** (Alma Mater Studiorum - Università di Bologna, Italy) · **Maria Elena Tassinari** (Alma Mater Studiorum - Università di Bologna, Italy)

Neurodiversity | Inclusive education | Artificial intelligence in education

In the contemporary debate on neurodiversity (Singer, 2016; den Houting, 2019), neurocognitive differences are framed either as deficits requiring compensation or as expressions of inherent human variability, with distinct implications for educational planning (Chapman, 2023). Within this framework, this contribution reports findings from an exploratory study examining university students' attitudes toward AI in educational interventions (Holmes, Bialik, & Fadel, 2019) for people with disabilities, using neurodiversity as an interpretative lens to analyse emerging conceptions. The study was designed as an attitude survey using a direct technique and a pre-experimental design. Data were collected through a two-part questionnaire (35 open and closed questions), interspersed with a video stimulus illustrating the use of AI to support communication for people with profound and multiple intellectual disabilities (PIMD). Neurodiversity served as an analytical tool to distinguish deficit-oriented representations from those framing difference as human variability, while also revealing tensions within this distinction (Clouder et al., 2020; OECD, 2017, Quigley & Gallagher, 2025; Ellis, Kirby, & Osborne, 2025). The sample included 342 Education Sciences students at the University of Ferrara, predominantly female (95.3%), with over half already working in educational settings. Data were analysed through qualitative thematic analysis, following a recursive deductive–inductive process aligned with the reflexive approach (Braun & Clarke, 2021) and supported by MAXQDA. Results indicate a favourable stance toward AI as a tool to enhance communication, personalisation, and inclusion. Students emphasised the educational relationship and empathy, alongside ethical concerns such as privacy, technological dependence, and replacement of human roles. However, interpreted through neurodiversity, responses reveal a predominantly assistive-compensatory configuration. Neurocognitive difference is represented as a condition requiring support rather than as natural variability or an epistemic resource reshaping educational contexts. This outcome must be considered in relation to the empirical device adopted. The video presented an extreme case of PIMD, eliciting representations centred on support needs and testing the applicability of neurodiversity in situations of severely compromised functioning. The study thus exposes a theoretical tension concerning the extent to which neurodiversity can operate as an interpretative framework in such contexts without obscuring the dimension of need (Jaarsma & Welin, 2012). This tension frames how far the findings align with a transformative understanding of neurodiversity. Compatibility appears uneven: while value-based elements (rights, dignity, equal opportunities) are well established, ontological and epistemological dimensions remain limited. Conceptions prioritise individual adaptation over contextual reconfiguration. The video stimulus produced an emotional-legitimising effect, reinforcing openness to AI without substantial conceptual restructuring. These findings are discussed in light of tensions within neurodiversity and in relation to proposals for a pedagogy of neurodiversity (Cadavero & Salerni, 2022; Cadavero et al., 2024). The study highlights the need to equip

future educators with theoretical tools to distinguish compensatory from transformative approaches. Interpretative caution is required: direct techniques may encourage socially desirable responses; the pre-experimental design limits causal inference; and the analysis remains interpretative. Overall, while students show a strong ethical commitment to inclusion, further theoretical development is needed to critically integrate neurodiversity into debates on technology and education.

Braun, V., & Clarke, V. (2021). Thematic analysis: A practical guide. Sage.

Cadavero, M., & Salerni, A. (2022). Per una Pedagogia della Neurodiversità. I problemi della pedagogia, 68(2), 285-310.

Cadavero, M., Femminini, A., & Salerni, A. (2024). Perché una pedagogia della neurodiversità? Principi, strategie e proposte d'intervento a scuola. In R. Tammaro, C. Lisimberti, & A. Tinterri (A cura di), Ricerca didattica e formazione degli insegnanti. Modelli, approcci e metodologie. Atti del Convegno Internazionale SIRD (pp. 274-281). Pensa MultiMedia.

Chapman, R. (2023). Empire of normality: Neurodiversity and capitalism. Pluto Press..

Clouder, L., Karakus, M., Cinotti, A., Ferreyra, M., Fierros, G., & Rojo, P. (2020). Neurodiversity in higher education: A narrative synthesis. Higher Education, 80(4), 757-778. https://doi.org/10.1007/s10734-020-00513-6.

Den Houting, J. (2019). Neurodiversity: An insider's perspective. Autism, 23(2), 271-273.

Ellis, P., Kirby, A., & Osborne, A. (2025). Neurodiversità e educazione. Edizioni LSWR.

Holmes, W., Bialik, M., & Fadel, C. (2019). Artificial intelligence in education: promises and implications for teaching and learning. Center for Curriculum Redesign.

Jaarsma, P., & Welin, S. (2012). Autism as a natural human variation: Reflections on the claims of the neurodiversity movement. Health care analysis, 20(1), 20-30.

OECD. (2017). Neurodiversity in education (Trends Shaping Education Spotlights No. 12). OECD Publishing. https://doi.org/10.1787/23198750-en

Quigley, E., & Gallagher, T. (2025). Neurodiversity and higher education: double masking by neurodivergent students. European Journal of Special Needs Education, 1–17. https://doi.org/10.1080/08856257.2025.2511369

Singer, J. (2016). NeuroDiversity: The birth of an idea. Author.

BEYOND THE SCORE: EMBODIED MUSIC LEARNING AND NEURODIVERGENCE AS AN EPISTEMIC RESOURCE

Susanna Zanella Cavallero (Università degli Studi Roma Tre; Universität Münster – Musikhochschule Münster) · **Giuseppe Pantano** (Università degli Studi Roma Tre; Université de Lorraine - IDEA research Unit) · **Amalia Lavinia Rizzo** (Università degli Studi Roma Tre)

Neurodiversity | Democratic Music Education | Embodied Learning

Drawing on neurodiversity perspectives, the study reframes the cognitive profile of the music student not as a deficit to be addressed, but as an epistemic resource that reveals the limits of narrow competence models. From a social justice standpoint, inclusion requires more than individual accommodations; it demands a redefinition of what counts as legitimate musical knowledge. Recognising multiple ways of knowing and making music enables more democratic and equitable learning environments in which different cognitive styles are not merely supported, but valued. In many formal music education settings, the ability to accurately read and interpret written notation is widely treated as a primary sign of musical competence. Students are often evaluated on how quickly and precisely they translate a score into sound, and such criteria shape how progress and talent are recognised (Dahl, 2009; Kivijärvi & Väkevä, 2020). However, musical literacy goes beyond the ability to read musical notation to encompass a range of skills and knowledge, from understanding and interpretation to listening and cultural awareness, enabling individuals to make music in a thoughtful and informed way (Mills & McPherson, 2006). For this reason, when competence is measured mainly through the speed and accuracy with which notation is decoded, a complex set of abilities is reduced to a single skill. This approach reflects a narrowing of the concept rather than a necessary condition for being musically literate. Within this framework, not all learners have an equal footing. In particular, the cognitive demands of reading music scores, which include rapid symbol processing, rhythmic organization, and the integration of visual and motor systems, may pose a challenge for students with a specific learning disorder (SLD) (Oglethorpe, 2002). When these skills are used as the main assessment criteria, students whose cognitive processing differs from this model risk being perceived as less competent, even if they demonstrate strong musical perception, expressive depth, attentive listening, or refined bodily coordination. Therefore, the question that arises is not only how students perform, but also how competence is defined and which forms of musical knowledge are considered legitimate. Against this background, this paper uses a case study of a violin student with dyslexia to examine how alternative pathways to musical understanding can become visible when pedagogical priorities shift. When teaching moved away from a primary emphasis on rapid notation decoding and towards embodied practices — focusing on posture,

movement coordination, listening, and sound production — different forms of musical knowledge emerged. The student's development shows how musical understanding can be constructed through sensory, motor, and relational processes, rather than primarily through symbolic interpretation.

Dahl, P. (2009). The rise and fall of literacy in classical music: An essay on musical notation. Fontes Artis Musicae, 56(1), 66-76.

Kivijärvi, S., & Väkevä, L. (2020). Considering equity in applying Western standard music notation from a social justice standpoint: against the notation argument. Action, Criticism, and Theory for Music Education, 19(1), 153–173. https://doi.org/10.22176/act19.1.153

Mills, J., & McPherson, G. E. (2006). Musical Literacy. In G. E. McPherson (Ed.), The Child as Musician: A handbook of musical development (pp. 155-172). Oxford University Press. https://doi.org/10.1093/acprof:oso/9780198530329.003.0008

Oglethorpe, S. (2002). Instrumental music for dyslexics. Whurr Publishers.

F.08

Nurturing Inclusivity: Care Practices and the Transformation of Higher Education

PANEL CONVENORS: Maurizio Merico (University of Salerno, Italy); Anna Fausta Scardigno (University "A. Moro" of Bari, Italy); Antonietta De Feo (University RomaTre, Italy); Martina Visentin (University of Padua, Italy)

PANEL KEYWORDS: higher education, care, inclusivity

We invite submissions for a panel exploring the multifaceted role of care in higher education, both within and beyond university walls. This panel aims to foster dialogue between two interconnected dimensions of care reshaping our understanding of inclusive educational environments. We examine often-overlooked care responsibilities of academic and administrative staff outside the university. Inspired by the "Towards the care-full university" report (Anglia Ruskin University, 2025), we challenge the "care-free university" paradigm that assumes staff are unburdened by care duties. We encourage papers exploring innovative policies and practices promoting a "care-full university" that recognizes the impact of care responsibilities on well-being, work-life balance, careers, and retention. We're particularly interested in perspectives considering the gendered nature of care work and its intersections with class and disability. We also welcome contributions examining care practices within educational contexts, especially those highlighting neurodiversity-affirmative approaches and intersectional perspectives. These paradigms view neurodiversity, gender, and other aspects of human variation as valuable starting points for reimagining educational spaces, relationships, and pedagogies. We invite theoretical and empirical studies addressing how institutions can care for employees and diverse student populations, exploring how this dual focus can transform organizational structures, policies, and practices towards greater inclusivity. Potential topics include care responsibilities and academic careers, gender/class/disability in care work, neurodiversity-affirming practices, intersectional approaches to inclusive education, and visions for a truly "care-full university." The proposal has been submitted on behalf of the Scientific Council of AIS - EDU, Italian Sociological Association, section of "Sociology of Education"

CARE-LESS GOVERANCE: HOTSPOT APPROACH, EDUCATIONAL EXCLUSION, AND THE POLITICS OF CARE IN EURO-MEDITERRANEAN MIGRATION POLICY

Martina Riccardi (Università degli Studi di Bari Aldo Moro, Italy)

care | migration | Mediterranean

Over the last decade, the European Union has increasingly adopted migration governance tools based on the externalization of border control that, while presented as emergency responses to migration flows, have produced systemic effects on the fundamental rights of people on the move. Among these effects, the erosion of the right to education for migrant and refugee children stands out as a particularly severe form of institutional carelessness: a structural failure to recognize and respond to the needs, vulnerabilities, and aspirations of the most fragile subjects caught within these governance regimes. This paper analyzes the impact of these policies in the Euro-Mediterranean context, understood as a social and political border space, where access to educational contexts – understood here as the full continuum of educational participation, whether formal schooling or broader learning environments – is fragmented, conditioned by security logics, and often relegated to parallel and marginal measures. Drawing on the ethics of care literature and adopting an intersectional perspective, it is going to be examined how the spread of the hotspot approach has institutionalized a form of "careless governance" that operates as a sorting and confinement mechanism at landing points, rendering children systematically invisible to regular educational systems. In Greece and Italy, in particular, minors remain excluded from schooling for months due to infrastructural, linguistic, and organizational shortcomings. In third-country partner states, the situation is

even more severe, as children are held in informal detention conditions incompatible with any form of education and access to schooling is conditioned by legal status, spatial segregation, and child labor. These conditions generate structural forms of educational segregation that are not incidental but are reproduced by design – the predictable outcome of policies that prioritize containment over care. Framing these dynamics through the lens of the politics of care, this contribution argues that the normalization of educational exclusion in border zones constitutes a specific form of structural injustice, based on the systematic withdrawal of care from those who need it most. Care, in this reading, is not merely a relational or affective practice but a political and institutional responsibility. The absence of care in migration management and its consequences on access to education – be it deliberate or a result of negligence – reproduce cycles of intergenerational poverty, instability, and exclusion. This paper calls for a radical rethinking of migration governance, one that moves beyond the logics of emergency and containment and recenters care as a foundational political principle, capable of protecting the right to education and, ultimately, the full spectrum of human rights for all people on the move.

Amnesty International. (2017). A blueprint for despair: Human rights impact of the EU-Turkey deal. Available at: https://www.amnesty.org/en/documents/eur25/5664/2017/en.

Autorità garante per l'infanzia e adolescenza. (2022). Ascolto e partecipazione dei minori stranieri non accompagnati come metodologia di intervento. Available at: https://www.garanteinfanzia.org/wp-content/uploads/2025/06/report-visite-sai-2023.pdf.

Bolognese E. (2024). L'effettività del diritto all'istruzione dei minori stranieri non accompagnati, in "Dirittifondamentali.it", 3, 2024, pp. 117-135.

Clark-Kazak, C. (2023). "Why Care Now" in Forced Migration Research? Imagining a radical feminist ethics of care. ACME: An International Journal for Critical Geographies, 22(4), 1151–1173. Acme-journal.

Fondazione ISMU, Santagati, M., Barzaghi, A., & Ferrari, C. (a cura di). (2024). Minori stranieri non accompagnati a scuola. Se l'improbabile diventa possibile. Milano: FrancoAngeli.

Fraser, N. (2017). La fine della cura. Le contraddizioni sociali del capitalismo contemporaneo. Mimesis, Milan.

Human Rights Watch. (2021, July 29). Greece: Stop denying refugee children education.

Riccardi, M. & Scardigno, F. (2025). “The Cascade Effect of Migration Deals: Culture, Human Rights and Neo-Colonialism”. Ledizioni, Milano.

Robinson, F. (1999). Globalizing Care: Ethics, Feminist Theory, and International Relations. Westview Press.

Robinson, F. (2011). The Ethics of Care: A Feminist Approach to Human Security. Temple University Press.

RSA – Refugee Support Aegean (2021). Excluded and segregated: The vanishing education of refugee children in Greece. RSA, Athens.

Save the Children. (2021). Le sfide educative per minori migranti e rifugiati. Save the Children Italy, Rome.

Stergiou L. & Simopoulos G. (2024). Reception and education of refugee children in Greece: policies and evaluation. Cahiers balkaniques. http://journals.openedition.org/ceb/21767

Sunstein, C. (1997). Free Markets and Social Justice. Oxford University Press, New York.

Thevenin, T. (2021). Migration agreements as a foreign policy tool: Between externalisation and post-colonial governance. Journal of Ethnic and Migration Studies, 47(10), 2341–2358.

UIL scuola RUA (2023). Istruzione E Migranti in Italia: Il dossier Della UIL Scuola Rua.: UIL Scuola, Rome.

UNHCR. (2025). The Unbreakable Promise: Resilience and Resolve in Refugee Education. Available at: https://www.unhcr.org/media/unhcr-education-report-2025.

Vaughan D. (1996). The Challenger Launch Decision: Risky Technology, Culture, and Deviance at NASA. University of Chicago Press: 1–7, 190–195. University of Chicago Press, Chicago.

'NOW YOU SEE ME, NOW YOU DON’T'? THE IN/VISIBILITY, MIS/RECOGNITION AND INTERSECTIONALITY OF CARERS IN UK ACADEMIA

Marie-Pierre Moreau (Anglia Ruskin University, United Kingdom)

Care | higher education | inclusion

Once the preserve of the White middle-class male and ‘unencumbered’ scholar, ‘Western’ academia has considerably diversified over the past fifty years. In particular, many students and academic staff now hold some form of caring responsibilities. Yet academic excellence continues to be associated with the ‘bachelor boy’ as Cartesian dualisms, which produce academic identities through a denial of emotional domestic, physical and domestic matters, still permeate academic cultures. The physical and normative dissociation of academia and care, already ingrained in the Cartesian ideals, is also reactualised through the (gendered) discourses of the managerial university and of intensive parenting (read ‘mothering’) – two ‘greedy institutions’ which surveillent and command undivided loyalty and full availability from the scholar and the parent. Such a climate has led to claims that Western, contemporary, academic cultures are masculinist, ‘careless’ or even ‘toxic’. While an ethics of care and care work are not the preserve of those ‘with caring responsibilities’, this group offers a unique lens to explore the way care/rs are positioned by/in academic cultures as they cannot easily renounce these. The

paper draws on several inter-related projects conducted in UK universities since 2010. These projects have involved conducting questionnaire surveys and interviews with a range of staff and students. Altogether, these projects have generated an important body of data regarding the experiences of student and staff carers in Higher Education and how these experiences are shaped by university policies and cultures and their 'care regimes'. The paper uses the notion of the 'space invader' and of (gendered, classed, racialised) 'care order', 'care regime' and 'care practice', echoing in this Matthew's and Connell's similar distinction about gender, to conceptualise the relationship between care/rs and academia, and to provide an insight into the lives of carers, most of which are women. It focuses on three related aspects emerging from the data: the invisibilisation of care/rs, their mis/recognition and the intersectionality of their experiences, always mediated, inter alia, by gender, class and race. Ultimately, this paper is an attempt to further the development of a sociology linking areas of society and of people's lives (in this case, care and academia) which have historically been constructed as mutually exclusive, pointing to the changes needed so that academia becomes more care-centric or 'care-full''.

N/A

THE CARE-FREE RESEARCHER MYTH: A COMPARATIVE STUDY

Martina Visentin (University of Padova, Italy)

Care-blindness | Academic Careers | Caregiver Status

In the contemporary neoliberal university, "academic excellence" is closely linked to the figure of the "Ideal Academic": an individual expected to have total temporal availability, constant international mobility, and an uninterrupted record of high productivity. This model, however, relies on the myth of the "care-free" researcher—someone free from domestic responsibilities and personal dependencies. This figure is constructed as a "bodyless" subject, entirely detached from the physical and emotional demands of daily life. By rewarding only those who can sacrifice their personal time, the institution treats the researcher's life as a linear resource rather than a complex human experience. This means that fundamental life realities—such as pregnancy, the management of a disability, the daily commitment of caring for an elderly parent, or the need for geographic stability in a system that often forces academic nomadism—are frequently viewed as 'interruptions' or failures, rather than natural parts of a professional career. This paper investigates the "care-blindness" within Italian Higher Education Institutions (HEIs), exploring how institutional rules and discourses marginalize those who perform care work. Based on Marie-Pierre Moreau's theoretical framework, this research examines how the Italian academic system treats care not as a universal human condition, but as a private obstacle to professional merit. This invisibility creates a deep tension between the daily lives of researchers and the rigid expectations of the institution. This gap disproportionately affects women and the "sandwich generation"—those simultaneously caring for children and elderly relatives. The study uses a comparative qualitative methodology to analyze three major Italian universities: the University of Padua, the University of Bologna, and the University of Trento. By reviewing Gender Equality Plans (GEPs), Positive Action Plans, and administrative regulations, the research maps different institutional responses to the "care crisis." While Padua and Bologna (as "mega-universities") show the friction between inclusive rhetoric and administrative rigidity, Trento stands out as a benchmark. It has formally established a "Student-Caregiver Status" and obtained "Family Audit" certification, showing a deeper integration of care into its institutional identity. The analysis reveals a significant "decoupling" between political intent and actual practice. While official documents celebrate diversity and work-life balance, career evaluation criteria (such as VQR and ASN standards) continue to penalize "non-linear" career paths. This failure reinforces gender inequality and professional insecurity. In conclusion, this work argues for a paradigm shift: moving beyond the basic rhetoric of "work-life balance" toward a Caring University model. The study proposes a standardized "Caregiver Status" to mitigate inequality, rebalance power dynamics, and finally recognize care as a core part of academic life rather than a hidden liability.

Eriksen, T. H., & Visentin, M. (2023). Slow and Fast Academic Life. In Acceleration and Cultural Change: Dialogues from an Overheated World (pp. 57-67). Cham: Springer International Publishing.

Henderson, E. F., & Moreau, M. P. (2020). Carefree conferences? Academics with caring responsibilities performing mobile academic subjectivities. Gender and Education, 32(1), 70-85.

Moreau, M. P., & Kerner, C. (2015). Care in academia: An exploration of student parents' experiences. British Journal of Sociology of Education, 36(2), 215-233.

Moreau, M. P., & Robertson, M. (2019). 'You scratch my back and I'll scratch yours'? Support to academics who are carers in higher education. Social Sciences, 8(6), 164.

Mountz, A., Bonds, A., Mansfield, B., Loyd, J., Hyndman, J., Walton-Roberts, M., ... & Curran, W. (2015). For slow scholarship: A feminist politics of resistance through collective action in the neoliberal university. ACME: An International Journal for Critical Geographies, 14(4), 1235-1259.

UNSUSTAINABLE PASSION. PRACTICES OF CARE IN ACADEMIA BETWEEN INVISIBILIZATION AND RADICAL RESISTANCE

Cuerpa In Ricerca (Collettivo femminista, Italy)

Feminist Epistemologies & Care-full university | Embodiment & Ethics of Care | Social Reproduction

This paper investigates the "care-less university" paradigm from a feminist perspective. It argues that neo-liberal academic work is consistently built on disembodied subjects, removing bodily needs, vulnerabilities, and care responsibilities, with diverse effects along axes of gender, class, and ability. Cuerpa in ricerca is a feminist collective that employs an embodied approach to academic research and praxis. It stems from a process of collective reflection rooted in bodily experiences and practices, in dialogue with "Western" feminist perspectives on care, social reproduction and the body (Pulcini 2020; Tronto 2015; Butler 2004; Federici 2004; Dalla Costa 1972; Del Re 2015) and decolonial feminist elaborations from the "Global South" (Segato 2023; Gago 2020; Anzaldua 1987; Lugones 2024; Bhattacharya 2017). The paper shows how university institutions tend to invisibilize the embodied dimension of academic work, especially of women and LGBTQAI+ scholars, thus affecting well-being, careers, permanence, and the possibility to establish healthy relationships with students and colleagues. To counteract this tendency, the collective will discuss some practices of radical resistance to move from theory to praxis. We ask to rethink academia as a 'care-full' institution, capable of recognizing bodies as territories and territories as bodies (Cabnal 2019)– the academic body as interconnected thinking flesh. From this perspective, care emerges not as a private matter, but as an institutional responsibility and a transformative principle for an education that produces situated knowledge, citizenship, inclusion, participation, and self-determination.

Anzaldúa, G. (1987). Borderlands / La Frontera: The New Mestiza. Aunt Lute Books.

Bhattacharya, T. (2017). Social Reproduction Theory: Remapping Class, Recentering Oppression. Pluto Press.

Butler J. (2004). Precarious life: the powers of mourning and violence. Verso.

Cabnal, L. (2019). El relato de las violencias desde mi territorio cuerpo-tierra. In X. L. Solano, & R. Icaza (eds.), En tiempos de muerte: Cuerpos, Rebeldías, Resistencias. Cooperativa Editorial Retos.

Dalla Costa, M., & James, S. (1972). The Power of Women and the Subversion of the Community. Falling Wall Press.

Del Re, A. (2015). "Produzione e riproduzione." In Lessico Marxiano. Manifestolibri.

Federici, S. (2004). Caliban and the witch: women, the body and primitive accumulation. Autonomedia.

Gago, V. (2020). Feminist International: How to Change Everything. London: Verso.

Lugones, M. (2024). Hacia un feminismo decolonial. Eterna Cadencia SL.

Pulcini, E. (2020). Tra cura e giustizia: Le passioni come risorsa sociale. Bollati Borringhieri

Segato, R.L. (2023). La guerra contro le donne, Tamu.

Tronto, J. C. (2015). Who cares? How to reshape a democratic politics. Cornell University Press.

PRACTICES OF CARE AND INCLUSION IN HIGHER EDUCATION: THE CABES QUESTIONNAIRE AS A TOOL FOR INSTITUTIONAL LISTENING

Daniela Maggi (Department of Human and Social Sciences, e-Campus University, Italy) · **Fabio Lucchini** (Department of Human and Social Sciences, e-Campus University, Italy) · **Aurora De Biasio** (Department of Human and Social Sciences, e-Campus University, Italy) · **Tania Moretta** (Department of Theoretical and Applied Sciences, e-Campus University, Italy) · **Venusia Covelli** (Department of Theoretical and Applied Sciences, e-Campus University, Italy)

Institutional care | University inclusion | Psychological well-being

This contribution presents a monitoring questionnaire developed within the activities of the CABES Committee (University Committee for Students with Special Educational Needs) at eCampus University, together with its first administration to students benefiting from the measures provided under the CABES resolution. The instrument was designed to collect information on the academic experience of students using the support measures offered by the University. It is explicitly conceived not as a tool for assessing academic performance, but as a device for institutional listening, aimed at understanding whether students feel supported, whether existing measures remain appropriate to their current needs, and whether revisions or new forms of support may be required. From this perspective, the questionnaire may be interpreted as a device of institutional care, consistent with a vision of the university as a "care-full" space, capable of recognising differentiated needs and translating inclusion into organisational practice (Moreau et al., 2025). Methodologically, this is an ad hoc questionnaire for institutional monitoring, predominantly quantitative but with qualitative openings, consisting of 41 items organised into 9 sections: general information on the course of study; progression through the degree programme; use and effectiveness of the measures set out in the resolution; quality of teaching and learning materials; relationships with teaching staff and administrative services; emotional well-being and study experience; relationship with the CABES Support Office; currently perceived needs; and request for contact. The instrument combines closed questions, multiple-response items, frequency and rating scales, as well as optional open-ended questions, thus collecting both summary indicators and narrative elements useful for interpreting students lived experiences. From a sociological perspective, the questionnaire frames university inclusion as a relational and organisational process, not reducible to formal access to compensatory measures alone (Cardano et al., 2021). Questions concerning academic progression, credits acquired, use of examination sessions, and the perceived causes of delays make visible the factors affecting students' continuation in higher education, including health conditions, organisational difficulties, relationships with lecturers, family problems, and work commitments. From a pedagogical perspective, the instrument investigates the adequacy of support measures in teaching activities and examinations, the quality of lessons, materials, recordings, and study supports, as well as the improvements that students consider necessary. The focus is therefore not limited to individual compensation but extends to the inclusive quality of the learning environment, in line with Universal Design for Learning and with approaches that take the variability of learning as a starting point for rethinking teaching practices and pedagogical mediation (CAST, 2024). The psychological dimension emerges in the sections devoted to psychological well-being and students' quality of life, with particular attention to the emotional aspects of university experience. In this way, the instrument shifts attention from academic performance alone towards psychological well-being, belonging, and self-efficacy, recognised as central factors in students' participation and persistence in higher education (Ryan & Deci, 2020; Thomas, 2012; Granieri et al., 2021). Overall, the CABES questionnaire may be interpreted as a multidimensional device of institutional care, capable of transforming inclusion from a formal measure into a reflective and transformative practice within higher education.

Cardano, M., Cioffi, M., & Scavarda, A. (2021). L'inclusione sociale di giovani studenti dislessici: da pionieri a esperti. Il caso dell'Università di Torino. In Disabilità e società Inclusione, autonomia, aspirazioni (pp. 77-97). Franco Angeli.

CAST. (2024). Universal Design for Learning guidelines version 3.0. CAST.

Moreau, M.-P., Wheeler, L., Holgate, A., e Menzies, V. (2025). Towards the "care-full" university: A national study of staff who are caregivers in the UK higher education sector. Anglia Ruskin University.

Granieri, A., Franzoi, I. G., & Chung, M. C. (2021). Psychological distress among university students. Frontiers in Psychology, 12, 647940.

Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. Contemporary Educational Psychology, 61, Article 101860.

Thomas, L. (2012). Building student engagement and belonging in higher education at a time of change: Final report from the What Works? Student Retention & Success programme. Paul Hamlyn Foundation / Higher Education Academy.

F.09

Teachers' Emotions, Agency and Professional Capacity for Inclusion within the Education–Democracy Nexus

PANEL CONVENORS: Donatella Poliandri (Invalsi – Italian National Institute for the Evaluation of Education, Italy); Letizia Giampietro (Invalsi – Italian National Institute for the Evaluation of Education, Italy); Umberto Pagano (University "Magna Graecia" of Catanzaro, Italy)

PANEL KEYWORDS: Teacher Agency, Socio-emotional Dimensions of Teaching, Inclusive Schooling

Inclusive education is increasingly recognised as a core condition for democratic schooling, yet its enactment takes place in school environments marked by social tensions, fragmentation and competing expectations. Teachers are called to sustain inclusive practices that respond to disability, neurodivergence, cultural and linguistic diversity, and forms of difference, while negotiating demands from students, families, colleagues and institutional frameworks. This work requires emotional labour and interpretative judgement. When teacher education —both initial and in-service—privileges procedural compliance over emotional, relational and reflective capacities, teachers may struggle to uphold accessibility, participation and recognition of difference as democratic values, especially in contexts affected by structural inequalities and educational poverty. Teachers' self-efficacy is closely linked to well-being and to their capacity to sustain inclusive pedagogies. Limited preparation, unclear guidance or insufficient formative support can heighten stress and undermine professional agency. Emerging technologies hold potential for more responsive and differentiated teaching yet may generate uncertainty or perceived loss of expertise when teachers are not supported through training and organisational capacity-building. Evaluation and accountability frameworks also shape teachers' emotional experience of inclusion. While they can support reflective practice and collective learning, they risk being perceived as external pressure when disconnected from participatory governance. This panel invites interdisciplinary contributions examining how emotional labour, self-efficacy, training and professional conditions shape teachers' capacity to enact inclusive education as a democratic practice. We welcome work on emotional competence and teacher agency; capacity-building for the meaningful use of emerging technologies; and evaluation processes that foster equitable, accessible and socially just school cultures.

HYBRID COMMUNITY OF PRACTICE FOR SUSTAINABLE CRITICAL PEDAGOGY IN ICT-INTEGRATED MATHEMATICS TEACHING AMONG PRE-SERVICE TEACHERS

Anastasia Gordon (Cape Peninsula University of Technology, South Africa)

Community of Practice | Critical Thinking | ICT-integration

Purpose: This study explores pre-service teachers' (PSTs) professional agency and ICT use to foster critical thinking and create democratic learning spaces in the mathematics classroom. It examines the challenges PSTs encounter in integrating ICT for critical thinking and the role Communities of Practice (CoP) play in shaping PSTs pedagogical practices. Additionally, it proposes a sustainable critical pedagogy framework in ICT-integrated Mathematics Teaching for PSTs. Study's Main Question: How can hybrid CoPs be leveraged to develop a sustainable critical pedagogy framework in ICT-integrated Mathematics Teaching among PSTs? Problem Statement: Mathematics education is of paramount importance, yet South African learner outcomes remain low compared to international benchmarks, as shown by the Trends in International Mathematics and Science Study report, National Senior Certificate results and provincial Systemic Tests. South Africa's Department of Education has identified teachers' limited capacity to foster critical thinking in the 4th Industrial Revolution (4IR) classroom as a key constraint. Despite current interventions such as Initial Teacher Education programmes and Continuous Professional Development initiatives, these efforts have had limited impact. Methodology: This study employed a qualitative, interpretive paradigm with a case study research design. The research was conducted at a University of Technology located in the Western Cape, South Africa. A purposive sample of seven (n=7) mathematics PSTs divided into two hybrid CoPs was investigated. Questionnaires, document analysis, observations and focus group interviews was used as data collection tools to gain in depth insight and understanding. The study used Kress and Van Leeuwen's (2001) multimodal discourse analysis as the main analytical tool as well as Braun and Clarke's (2006) Thematic Analysis. Theoretical Framework: This study is guided by combining Freire's (1970) critical pedagogy, Wenger's (1998) CoP and Mishra and Koehler's (2006) Technological Pedagogical and Content Knowledge (TPACK) framework, providing a comprehensive and integrated approach to understand how PSTs developed their ICT-integrated Mathematics teaching practices to foster critical thinking. Research findings: PSTs widely acknowledge the benefits of ICT integrated critical pedagogy, however, often lack the agency and capacity to implement it. PSTs encounter several challenges in integrating ICT for critical thinking. PSTs leveraged CoPs effectively to build a shared understanding and repertoire to increase and

improve their agency and ICT integrated critical pedagogy practice. Educational importance: This study proposes a sustainable critical pedagogical framework for ICT-integrated mathematics teaching among PSTs, aimed at fostering critical thinking. It contributes to policy and practice by addressing the theory–practice gap in ICT integration by leveraging CoPs and demonstrates how technology can be used pedagogically to promote critical thinking. Connection to the conference theme: This study directly aligns with the conference theme specifically, with Panel C.04: Teachers' Emotions, Agency and Professional Capacity for Inclusion within the Education–Democracy Nexus. This study foregrounds PSTs agency as central to democratic schooling. Rather than treating technology as neutral, the research explores how digital practices can foster dialogue, collaboration and problem-posing teaching, key principles of democratic education. The study additionally demonstrates how PSTs agency and professional capacity influence their ICT-integrated teaching practices to foster critical thinking.

Braun, V. and Clarke, V., 2022. Conceptual and design thinking for thematic analysis. Qualitative psychology, 9(1), p.3.

Department of Education & Department of Higher Education and Training. 2011a. Integrate strategic planning framework for teacher education and development in South Africa 2011–2015. South Africa: Pretoria.

Freire, P., 1970. Pedagogy of the oppressed. Continuum, New York.

Hennink, M., Hutter, I. and Bailey, a., 2020. Qualitative Research Methods. London: Sage Publications.

Kress, G. & van Leeuwen, T., 2001. Multimodal Discourse: The Modes and Media of Contemporary Communication. London: Arnold.

Mishra, P. and Koehler, M.J., 2006. Technological pedagogical content knowledge: A framework for teacher knowledge. Teachers college record, 108(6), pp.1017-1054.

Wenger, E., 1998. Communities of practice: Learning as a social system. USA: Cambridge University Press.

TRANSDISCIPLINARY PERSPECTIVES FOR RESEARCH AND INTERVENTION ON TEACHERS' EMOTIONAL–RELATIONAL COMPETENCIES: THE LAB-CERD (UNIVERSITY OF MODENA AND REGGIO EMILIA, ITALY)

Paola Damiani (Università degli Studi di Modena e Reggio Emilia, Italy) · **Tommaso Firaux** (Università degli Studi di Modena e Reggio Emilia, Italy) · **Marco Cavaglià** (Politecnico di Torino, Italy)

Emotional-Relational dimensions | Teacher Professional Development | Transdisciplinary research

The global crises and educational emergencies of recent decades have fostered new awareness and generated innovative lines of research and action, initiating a productive dialogue between researchers and professionals across multiple levels. This dialogue aligns with the paradigm of complexity and with the conceptualization of educational communities as ecosystems. Although schools are increasingly engaged in experimentation and innovation, their initiatives are not always coherent or clearly oriented and grounded in robust and shared scientific frameworks, thereby generating the risk of fragmentation and conceptual ambiguity. A paradigmatic example is the renewed emphasis on the emotional, affective, and relational dimensions as central to quality learning and to individual and contextual well-being within a co-development perspective. Contemporary health models (World Health Organization, 2001), together with advances in neuroscience, have confirmed longstanding insights from experienced educators and philosophical, psychodynamic, and pedagogical traditions regarding their importance. At the institutional level, such dimensions have been variously codified within educational frameworks as essential "competencies" or "skills" for students and, to a lesser and less coherent extent, for teachers. These are broad and heterogeneously defined constructs that encompass complex, multifactorial dimensions and processes for which traditional scientific models often prove insufficient. Balconi (2024), in line with Martha Nussbaum's philosophical perspective (2001), defines emotions as a "value-based state," understood as a system that cognitively interprets and explains the relationship between the self and the world. This value-based and rational system is grounded in an implicit biophysical, bodily substrate that substantiates it and cannot be overlooked in light of its evolutionary and educational implications, in line with the principles of Embodied Education (Damiani & Gomez Paloma, 2018; 2025). This abstract therefore aims to present the theoretical framework and initial applications of a transdisciplinary approach to the understanding and development of emotional-relational competencies. The approach is grounded in Embodied Cognition models and integrates contributions from neurobiology and physics. It has been preliminarily implemented at the Laboratory for Research and Development of Teachers' Emotional-Relational Competences (LAB-CERD) at the University of Modena and Reggio Emilia. A distinctive feature of LAB-CERD is its focus on teachers, which provides an

opportunity for critical reflection on emotional, social, and relational dimensions—considering their limitations, risks, and potential—beginning with persistent definitional challenges. As noted by Scheirlinckx et al. (2023, p. 3), “There has been broad interest from different fields, such as education, psychology, pedagogy, and labor economics, in constructs associated with Social Emotional Skills (SEMS) of teachers. Despite this interest, no clear consensus exists regarding the definition of teacher SEMS and the core skill constructs this domain should encompass.” More specifically, our framework is informed by the Extended Mind perspective (Clark, 2008) for teacher training and professional development. It seeks to enhance recognition of the teacher’s role as an “epigenetic environmental factor,” conceptualized as a regulator of the educational biophysical field through embodied emotional processes. The paper concludes by outlining the Laboratory’s initial training initiatives, which are structured around the operationalization of transdisciplinary principles and constructs such as the educational field, group synchronization, and consciousness.

Balconi, M. (2020). Neuroscienze delle emozioni: Alla scoperta del cervello emotivo nell’era digitale. FrancoAngeli.

Clark, A. (2008). Supersizing the mind: Embodiment, action, and cognitive extension. Oxford University Press.

Damiani, P. & Gomez Paloma, F. (2018). Educational ECS: Un approccio embodied cognitive per le scuole. Italian Journal of Educational Research, 9(21), 73–82.

Damiani, P., Gentilozzi, C., Gomez Paloma, F., & Cuccaro, A. (2025). Per una grammatica dell’Embodied Education: I dieci principi ispiratori per la formazione embodied cognition based. Embodied Education Journal, 1(1).

Firaux, T., Tuszynski, J. A., & Cavaglià, M. (2026). EMI model: A scale-free biophysical framework for human consciousness, cognition and behaviour. BioSystems, 259, 105674. https://doi.org/10.1016/j.biosystems.2025.105674

Nussbaum, M. C. (2001). Upheavals of thought: The intelligence of emotions. Cambridge University Press.

Scheirlinckx, M., Van Raemdonck, L., Abrahams, L., Teixeira, C., Alves, G., Primi, R., John, P.O., De Fruyt, F. (2023). Social–emotional skills of teachers: Mapping the content space and defining taxonomy requirements. Frontiers in Education, 8, Article 1094888. https://doi.org/10.3389/feduc.2023.1094888

World Health Organization. (2001). International classification of functioning, disability and health (ICF).

BUILDING CAPABLE SCHOOLS: ENHANCING TEACHERS' PROFESSIONAL CAPACITY FOR INCLUSION THROUGH A NATIONAL EVIDENCE-BASED TRAINING NETWORK

Ivano De Luca (Istituto Comprensivo Statale Di Taviano "Francesco Dimo", Italy) · **Simone Aldo Buonporto** (IDCERT Società Benefit srl) · **Sandra Calzolaro** (Istituto Comprensivo Statale Di Taviano "Francesco Dimo", Italy) · **Fabio De Vita** (Istituto Comprensivo Statale Di Taviano "Francesco Dimo", Italy) · **Susanna D'Amato** (Istituto Comprensivo Statale Di Taviano "Francesco Dimo", Italy) · **Federica De Blasi** (Istituto Comprensivo Statale Di Taviano "Francesco Dimo", Italy) · **Emanuela Tenuzzo** (Istituto Comprensivo Statale Di Taviano "Francesco Dimo", Italy) · **Simona Belloni** (Istituto Comprensivo Statale Di Taviano "Francesco Dimo", Italy)

Inclusive Education · Teacher Professional Development · Evidence-Based Practices

The increasing complexity of neurodiversity in contemporary classrooms poses significant challenges to educational equity and social justice. In the Italian context, the traditional approach to inclusion has often relied on ethical principles and generic pedagogical care, sometimes lacking the technical frameworks required to address severe behavioral and developmental needs effectively. This gap frequently impacts teachers' emotional well-being and professional agency, leading to feelings of inadequacy and burnout when facing complex educational scenarios. This contribution presents the conceptual framework, implementation strategy, and early outcomes of "Scuola Capace" (Capable School), a large-scale national professional development project funded by the European Union (NextGenerationEU) under the Italian National Recovery and Resilience Plan (PNRR). Led by the Comprehensive Institute "Francesco Dimo" (Taviano, Italy) as the lead institution, the project established a massive network of over 100 schools across the country, aiming to train 315 educational professionals (teachers, educators, and school staff). The core purpose of the project is to shift the inclusive paradigm from "generic welcoming" to "competent inclusion" by equipping school personnel with evidence-based practices derived from Applied Behavior Analysis (ABA). Specifically, the training aligns with the Registered Behavior Technician (RBT®) framework, adapted for the public school ecosystem. The methodology involves a 50-hour asynchronous active e-learning path that transcends traditional transmissive models. It incorporates video-modeling, branching scenarios, and practical simulations of behavioral interventions, data collection, and functional assessment. This model is designed to be highly scalable and permanently accessible through a digital "Repository of Inclusion," ensuring long-term sustainability and continuous professional development beyond the project's lifecycle. Within the education-democracy nexus, this initiative argues that true democratic schooling is achieved only when teachers possess the technical capacity and professional agency to guarantee equitable learning opportunities for all students, particularly the most vulnerable.

By mastering evidence-based strategies, teachers move from a state of emergency management to proactive educational design. This paper will discuss the organizational challenges of managing a massive inter-institutional network, the pedagogical implications of integrating behavioral sciences into the Italian inclusive tradition, and the potential of targeted, high-level professional development to foster a deeply democratic, neurodivergent-friendly school environment. Ultimately, the "Scuola Capace" model demonstrates how systemic policy funding can be leveraged to build grassroots professional capacity, transforming the abstract right to education into a concrete, measurable, and inclusive daily practice.

Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). Applied Behavior Analysis (3rd ed.). Pearson.
European Agency for Special Needs and Inclusive Education (2015). Empowering Teachers to Promote Inclusive Education. Odense, Denmark.
Florian, L., & Black-Hawkins, K. (2011). Exploring inclusive pedagogy. British Educational Research Journal, 37(5), 813-828.
Mitchell, D. (2014). What Really Works in Special and Inclusive Education: Using evidence-based teaching strategies (2nd ed.). Routledge.

TEACHER SELF-EFFICACY AND AFFECTIVE DIMENSIONS TO SUPPORT THE PROFESSIONAL DEVELOPMENT OF INCLUSIVE TEACHERS: AN EXPLORATORY STUDY

Lucia Scipione (Università Modena e Reggio Emilia, Italy) · **Paola Damiani** (Università Modena e Reggio Emilia, Italy)

Teacher Self-Efficacy | Inclusive Education | Teacher Professional Development

Teacher Self-Efficacy (TSE), defined as teachers' beliefs in their capability to positively influence student learning and behavior even under challenging conditions (Tschannen-Moran & Woolfolk Hoy, 2001), represents a crucial indicator of professional quality (Cardarello et al., 2017). The significant body of research has shown that teachers with high levels of TSE are characterizes by openness to pedagogical innovation (Sharma et al., 2012) and professional resiliency in dealing with the complexities of contemporary school environments (Skaalvik & Skaalvik, 2007). The concept of TSE in particularly pertinent in the context of inclusive education. In fact, teachers with a strong sense of efficacy in dealing with diversity among students are likley to display more positive attitudes toward inclusion education and to engage in more equitable and student-centered educational practices (Forlin et al., 2011; Sharma et al., 2012; Aiello et al., 2017; Pintus et al., 2021). Recent research also highlights the relevance of teachers' professional learning in developing their sense of efficacy in inclusive education settings. In addition, a systematic review carried out by Wray et al. (2022) also confirms that targeted training and direct experience are key predictors of TSE in inclusive contexts, highlighting the role of peer collaboration and mentoring in developing theoretical knowledge that is effectively applied to professional practice. Given the complexity of contemporary educational environments, research approaches that also consider quantitative data and a deeper analysis of teachers' perceptions and professional meanings appear particularly valuable. This exploratory study investigates the dimensions that support an inclusive teaching perspective by analyzing the relationship between perceived teaching efficacy and attitudes toward inclusion through an integrated methodological approach. The sample consists of pre-service teachers enrolled in the specialization course for support teaching (n = 136) and in-service teachers who obtained the specialization within the last five years (n = 20).The quantitative phase employs the Teacher Sense of Efficacy Scale (TSES), in the version validated for the Italian context (Cardarello et al., 2017; Pintus et al., 2021), focusing on teachers' perceived efficacy in implementing inclusive and innovative instructional strategies. In parallel, the Scale of Attitudes toward Collective Inclusion (SACI) (Castellana et al., 2023; Castellana De Vincenzo, 2025) is administered. This instrument was selected for its alignment with the Profile of Inclusive Teachers (European Agency, 2012) and for its attention to affective and behavioral components related to inclusive practices. To deepen the interpretation of these aspects, the study also incorporates open-ended questions and focus groups aimed at exploring processes of interprofessional scaffolding and uncovering latent dimensions related to inclusive professional identity (Maienza, 2020; Valenza et al., 2025). Preliminary findings confirm the influence of training experiences on teachers' sense of efficacy and describe the attitudes toward inclusion expressed by pre-service teachers in relation to their perceived ability to implement student-centered strategies. Qualitative results highlight empathy and interprofessional collaboration as key components of inclusive educational practice. These findings contribute to informing the development of teacher education pathways aimed at fostering a transformative form of inclusive professional agency.

Aiello, P., Sharma, U., Dimitrov, D., Di Gennaro, D., Pace, E., Zollo, I., & Sibilio M. (2017). A study on the perceptions and efficacy towards inclusive practices of teacher trainees. Italian Journal of Educational Research. Anno X, n. 19. Pensa Multimedia.

Cardarello, R., Bertolini, C., Pintus, A., Antonietti, M., & Scipione, L. (2017). Dimensioni soggettive della qualità: self-efficacy e giudizi di rilevanza per insegnanti in servizio della scuola secondaria. In La professionalità dell'insegnante. La ricerca e le pratiche. (pp. 129-148). Pensa Multimedia.

Castellana, G., De Vincenzo, C (2025). Validazione e standardizzazione della scala SACI per la rilevazione degli atteggiamenti inclusivi nei per-corsi di formazione specialistica. Italian Journal of Educational Research, 34, 56-72

Castellana, G., De Vincenzo, C., Patrizi, N., & Biasi, V. (2023). The SACI Scale: A questionnaire to assess attitudes and beliefs of teachers in training towards inclusive education. GIORNALE ITALIANO DELLA RICERCA EDUCATIVA, 30, 110-128.

Forlin, C., Earle, C., Loreman, T., & Sharma, U. (2011). The sentiments, attitudes, and concerns about inclusive education revised (SACIE-R) scale for measuring pre-service teachers' perceptionsabout inclusion. Exceptionality education international, 21(3).

Maienza, M. (2020). Un'indagine sulla percezione dell'efficacia delle pratiche inclusive dei docenti di scuola secondaria: analisi e integrazione dei dati raccolti con la scala TEIP. Italian Journal of Special Education for Inclusion, 8(2), 161-175.

Pintus, A., Bertolini, C., Scipione, L., & Antonietti, M. (2021). Validity and reliability of the Italianversion of the Teachers' Sense of Efficacy Scale. International Journal of Educational Management, 35(6), 1166-1175.

Sharma, U., Loreman, T., & Forlin, C. (2012). Measuring teacher efficacy to implement inclusive practices. Journal of research in special educational needs, 12(1), 12-21.

Skaalvik, E. M., & Skaalvik, S. (2007). Dimensions of teacher self-efficacy and relations with strain factors, perceived collective teacher efficacy, and teacher burnout. Journal of educational psychology, 99(3), 611.

Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. Teaching and teacher education, 17(7), 783-805.

Valenza, M., Filosofi, F., Serbati, A., & Venuti, P. (2025). Autoefficacia degli insegnanti ed efficacia collettiva. Innovazione formativa per una scuola inclusiva. RicercAzione, 17(1).

Wray E., Sharma U., & Subban P. (2022). Factors influencing teacher self-efficacy for inclusive education: A systematic literature review. Teaching and Teacher Education, 117, 103800.

BUILDING INCLUSIVE AGENCY THROUGH TEACHER COLLABORATION: CLASSROOM AND SPECIAL EDUCATION TEACHERS IN ITALIAN SCHOOLS

Sara Romiti (INVALSI, Italy) · **Letizia Giampietro** (INVALSI, Italy) · **Monica Perazzolo** (INVALSI, Italy) · **Graziana Epifani** (INVALSI, Italy) · **Donatella Poliandri** (INVALSI, Italy)

Teacher Collaboration | Inclusive Education | Teacher Agency

The literature has emphasized the interdependent relationship between professional collaboration and teacher agency in inclusive education (Li & Ruppar, 2020). Teacher agency can be understood as both an individual and collective capacity to create inclusive learning communities based on shared knowledge, skills, and collaboration, reflecting a shift from teaching as a solitary practice to teachers working together (Lyons et al., 2016). In school systems integrating special education, agency is relational, representing the situated capacity to work with others in interpreting problems and co-constructing social practices (Paloniemi et al., 2023). While professional collaboration generally involves shared responsibility for improving students' achievement and well-being (Hargreaves, 2019), collaboration between classroom teachers (CTs) and special education teachers (SETs) presents distinctive features. Such collaboration is supported by emotional consonance, mutual recognition and agreement on educational values (Jortveit & Kovač, 2022). Key dimensions include collaborative planning and teaching, encompassing various co-teaching models (Friend et al., 2010). However, research has highlighted the persistence of the "one teach, one assist" model, accompanied by asymmetries in power, responsibility, and professional recognition (Paulsrud & Nilholm, 2023). In the Italian debate, inclusive teaching has increasingly been recognized as the responsibility of the whole school (Cottini, 2017). Nevertheless, studies have documented persistent difficulties in developing co-teaching practices and discrepancies between normative expectations and everyday school practices (Ghedin & Acquario, 2023; Cardinali et al., 2025). This study investigates how collaboration between CTs and SETs is understood and experienced by Italian teachers and identifies facilitating and hindering factors shaping the construction of inclusive agency. The research questions are: Which features of professional collaboration for inclusion do teachers identify? What factors facilitate or constrain the development of teachers' inclusive agency? The study is based on a qualitative content analysis of semi-structured interviews conducted with 28 CTs and 31 SETs using a data-driven coding strategy (Schreier, 2012). Participants were selected through purposive sampling from 11 primary and 13 lower secondary school classes in central Italy (Lazio). Preliminary findings indicate that teachers recognise the importance of co-planning as a lever in developing targeted inclusive interventions and negotiating shared pedagogical responsibilities. At the same time, significant systemic constraints—particularly in lower secondary education—are highlighted. Multiple

forms of co-teaching emerge, that move beyond the “one teach, one assist” model and incorporate co-planned pedagogical strategies, such as drama-based activities. Some participants report mutual professional recognition and describe their roles as complementary, suggesting that collaboration can foster the development of collective, inclusive agency. Nonetheless, relational tensions and professional ambiguities persist. Some teachers report difficulties in being fully recognized in their professional role, while others struggle to perceive colleagues as genuine resources for inclusive practice. These dynamics reveal the fragile and negotiated nature of collaborative processes through which teachers build and renegotiate their agency in inclusive settings. Overall, the study provides evidence of a gradual shift toward more reciprocal and recognition-based forms of collaboration that may foster the development of individual and collective agency for inclusion. Such developments, however, require sustained institutional and policy support to become structurally embedded within school practice.

Cardinali, C., Romano, A. F., & Cinque, M. (2025). Co-teaching and school inclusion. An empirical study on perception and implementation in Italian secondary schools. Italian Journal of Educational Research, (34), 039-055. https://doi.org/10.7346/sird-012025-p39

Cottini, L. (2017). Dopo quarant’anni dalla 517, l’esigenza è sempre la stessa: avere insegnanti inclusivi. L’integrazione scolastica e scociale, 16(4), 370-383.

Friend, M., Cook, L., Hurley-Chamberlain, D., & Shamberger, C. (2010). Co-teaching: An illustration of the complexity of collaboration in special education. Journal of educational and psychological consultation, 20(1), 9-27. https://doi.org/10.1080/10474410903535380

Ghedin, E., & Aquario, D. (2023). Co-progettare, co-insegnare, co-valutare. Una ricerca sul valore della collaborazione tra pratiche e atteggiamenti degli insegnanti. L'integrazione scolastica e sociale, 22(3), 81-106. https://dx.doi.org/10.14605/ISS2232304

Jortveit, M., & Kovač, V. B. (2022). Co-teaching that works: special and general educators’ perspectives on collaboration. Teaching Education, 33(3), 286-300. https://doi.org/10.1080/10476210.2021.1895105

Hargreaves, A. (2019) Teacher collaboration: 30 years of research on its nature, forms, limitations and effects, Teachers and Teaching, 25:5, 603-621, DOI: 10.1080/13540602.2019.1639499

Li, L., & Ruppar, A. (2020). Conceptualizing Teacher Agency for Inclusive Education: A Systematic and International Review. Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children, 44(1), 42-59. https://doi.org/10.1177/0888406420926976

Lyons, W. E., Thompson, S. A., & Timmons, V. (2016). ‘We are inclusive. We are a team. Let's just do it’: commitment, collective efficacy, and agency in four inclusive schools. International Journal of Inclusive Education, 20(8), 889-907. https://doi.org/10.1080/13603116.2015.1122841

Paloniemi, A., Björn, P. M., & Kärnä, E. (2023). Special education teachers’ views on their agency in teacher collaboration. European journal of special needs education, 38(3), 349-362.

Paulsrud, D., & Nilholm, C. (2023). Teaching for inclusion – a review of research on the cooperation between regular teachers and special educators in the work with students in need of special support. International Journal of Inclusive Education, 27(4), 541-555. https://doi.org/10.1080/13603116.2020.1846799

Schreier, M. (2012). Qualitative content analysis in practice. (Vols. 1-0). SAGE Publications Ltd, https://doi.org/10.4135/9781529682571

BUILDING DEMOCRATIC CONTEXTS: PARTICIPATION, ENGAGEMENT, AND TRANSFORMATION THROUGH THE TNE METHOD

Silvia Rossi (Comune di Perugia) · **Edoardo Renzi** (University of Perugia, Italy) · **Alessandra Valastro** (University of Perugia, Italy)

Educational democracy | Agency | Participation

This contribution, grounded in an interdisciplinary framework, fits within the contemporary pedagogical debate that recognizes the school as an agent and a “vital organ of democracy” (Calamandrei, 1950), called upon to foster educational conditions capable of supporting a democratic, equitable, and peaceful development of contemporary societies (Pastori et al., 2022). From this perspective, the right to educational democracy requires that school systems guarantee not only formal access to education but also the full, active, and meaningful participation of every student in the life of the school community. This implies a rethinking of teaching practices and teachers’ professional attitudes, so that valuing differences becomes a systemic resource for learning and identity development. The research presents the preliminary results of a pilot project conducted in the province of Perugia involving forty preschool and primary school teachers over an eight-month period. The training program, carried out in collaboration with the Center for Democratic Initiative of Teachers (CIDI - Centro di Iniziativa Democratica degli Insegnanti), was structured into six training units and was guided by the “Everyone No One Excluded” (TNE - Tutti Nessuno Escluso) method, with the aim of responding to the growing relational complexity of contemporary classrooms and promoting a reflective professional posture among teachers. Methodologically, the study is based on a qualitative investigation aimed at exploring changes in teachers’ participation dynamics and professional self-perceptions. Data were collected through three focus groups, conceived as spaces for collective reflection that allowed changes in teachers’ perceptions and experiences to emerge. Indeed, it is the teachers themselves who, alongside improvements in the classroom climate (inclusion of isolated children and relational fluidity), report a

profound transformation of their professional posture. The analysis reveals strong emotional and operational engagement, as well as greater attention to problem-solving and conflict management, elements that can be traced to the activation of transformative agency (Fabbri, 2025). The most significant change concerns the reframing of educational time, involving a slowing down of school rhythms as well as a new recognition of themselves as agents capable of co-constructing enabling environments. Overall, the findings suggest that teachers' professional empowerment and the development of students' relational agency are interconnected processes that require organizational contexts open to reflection and pedagogical experimentation. The TNE method was perceived not only as a set of techniques (such as the circle, counting, or listening games), but as a genuine "work on oneself" capable of restructuring the professional habitus of teachers. Despite the challenges that emerged related to organizational fatigue, the TNE method emerges as a potentially useful operational tool to support participation, group cohesion, and the construction of educational environments oriented toward equity and social justice.

Calamandrei, P. (1950). Discorso pronunciato al III Congresso dell'Associazione a difesa della scuola nazionale (ADSN). Scuola democratica. Periodico di battaglia per una nuova scuola, 4(2), 1-5.

Fabbri, M. (2025). Dall'empowerment all'agency pedagogico trasformativa: prospettive di ricerca e linee per l'azione didattica. Milano: Franco Angeli.

Pastori, G., Zecca, L., & Zuccoli, F. (Eds.). (2022). La scuola come bene di tutti, la scuola per il bene di tutti. Quale scuola vogliamo? Milano: Franco Angeli.

TEACHERS' EMOTIONS AND PROFESSIONAL AGENCY IN DATA-INFORMED SCHOOL GOVERNANCE

Donatella Poliandri (INVALSI - Italian National Institute for the Evaluation of Education, Italy) · **Graziana Epifani** (INVALSI - Italian National Institute for the Evaluation of Education, Italy) · **Letizia Giampietro** (INVALSI - Italian National Institute for the Evaluation of Education, Italy) · **Monica Perazzolo** (INVALSI - Italian National Institute for the Evaluation of Education, Italy) · **Sara Romiti** (INVALSI - Italian National Institute for the Evaluation of Education, Italy)

Teacher Emotions | Teacher Agency | Data-Informed Decision Making

Educational systems are increasingly characterised by forms of data-informed governance in which schools are expected to rely on evidence, indicators and digital infrastructures to support educational improvement. In Italy, this orientation has been institutionalised through the National School Evaluation System introduced by DPR 80/2013, which requires schools to produce a Self-Evaluation Report (RAV)and engage in structured school improvement processes. Within this framework,teachers are progressively involved in practices of data-informed decision making and evidence-informed practice supporting organisational reflection and school development(Brown & Malin,2022;Mincu & Romiti,2022).At the same time,these developments unfold within broader processes of datafication and platformisation of education,where digital platforms and data infrastructures increasingly mediate professional work and decision-making(Perrotta & Selwyn,2019).Rather than interpreting teachers' emotional responses to these transformations as individual resistance to innovation, this study approaches emotions as situated indicators of how teachers experience and negotiate emerging forms of data-informed school governance. Drawing on sociocultural perspectives on teacher identity and vulnerability(Kelchtermans,2005; Lasky,2005) and studies on the emotional practice of teaching(Hargreaves, 1998), the analysis interprets emotions as signals of how teachers position their professional role within evolving evaluation frameworks. In this perspective, professional agency is not conceived as an individual attribute but as a context-dependent capacity shaped by organisational conditions, professional cultures and opportunities for participation. The study is based on qualitative interviews with 25 teachers working in five Italian upper secondary schools selected through purposeful sampling to represent different institutional profiles, territorial contexts and student populations. The sample includes general, technical and vocational schools located in metropolitan centres as well as in semi-urban and peripheral areas. Interviewees also represent different professional roles within schools, including teachers responsible for digital innovation,school evaluation,mentoring of newly appointed staff,newly appointed teachers,and teachers elected to school governing bodies. Data were analysed through a structured content analysis approach inspired by the conception of content analysis as inquiry (Losito, 2007). A data matrix was created with interviews as rows and thematic domains derived from the interview protocol as columns. The analysis focused on four areas:the role of data in school functioning,perceived constraints in the use of data,professional competences related to data use,and broader concerns regarding governance and participation.Findings reveal a pattern of professional ambivalence rather than resistance toward data

practices.Teachers recognise the potential value of data for informing pedagogical and organisational decisions.At the same time, they express concerns related to interpretative complexity,transparency,exposure to judgement and insufficient institutional support.These concerns are rarely directed at data or technologies themselves;rather,they reflect uncertainties about the organisational conditions through which data are produced,interpreted and used within schools.Emotions such as caution, uncertainty and professional fatigue emerge particularly where training,mediation and collective decision-making processes appear weak.Therefore, teachers' emotional responses also illuminate the democratic dimension of school governance, revealing how far data practices are perceived as shared professional resources or as externally driven accountability devices.The study suggests that these emotional responses offer a useful analytical perspective for understanding how data-informed governance is experienced in everyday school practice and how the expansion of data infrastructures may reshape teachers' professional space of participation and responsibility.

Brown, C., & Malin, J. R. (Eds.). (2022). The Emerald handbook of evidence-informed practice in education. Emerald Publishing.

Hargreaves, A. (1998). The emotional practice of teaching. Teaching and Teacher Education, 14(8), 835–854. https://doi.org/10.1016/S0742-051X(98)00025-0

Kelchtermans, G. (2005). Teachers' emotions in educational reforms: Self-understanding, vulnerable commitment and micropolitical literacy. Teaching and Teacher Education, 21(8), 995–1006. https://doi.org/10.1016/j.tate.2005.06.009

Lasky, S. (2005). A sociocultural approach to understanding teacher identity, agency and professional vulnerability in a context of secondary school reform. Teaching and Teacher Education, 21(8), 899–916. https://doi.org/10.1016/j.tate.2005.06.003

Losito, G. (2007). L'analisi del contenuto, in Cannavò, L. (Eds), Tecniche speciali di rilevazione, trattamento e analisi. FrancoAngeli: Milano.

Mincu, M. E., & Romiti, S. (2022). Evidence-informed practice in Italian education. In C. Brown & J. R. Malin (Eds.), The Emerald handbook of evidence-informed practice in education: Learning from international contexts. Emerald Publishing. https://doi.org/10.1108/978-1-80043-141-620221032

Perrotta, C., & Selwyn, N. (2019). Deep learning goes to school: Toward a relational understanding of AI in education. Learning, Media and Technology, 44(3), 251–269. https://doi.org/10.1080/17439884.2019.1585397

TEACHER AGENCY AND INCLUSION: CONSTRAINTS AND STRATEGIES IN HIGH COMPLEXITY SCHOOLS

Graziana Epifani (Invalsi - Italian National Institute for the Evaluation of Education, Italy) · **Letizia Giampietro** (Invalsi - Italian National Institute for the Evaluation of Education, Italy) · **Monica Perazzolo** (Invalsi - Italian National Institute for the Evaluation of Education, Italy) · **Sara Romiti** (Invalsi - Italian National Institute for the Evaluation of Education, Italy) · **Donatella Poliandri** (Invalsi - Italian National Institute for the Evaluation of Education, Italy)

Teacher agency | inclusion | student well-being

Teacher agency is a concept that has been widely examined in educational research, though its definition remains debated due to diverse theoretical perspectives (Andreoli et al., 2022). Educational research has increasingly emphasized the relationship between teacher agency and school inclusion, showing that teachers' intentional actions are key to promoting inclusive practices (Pantić, 2015, 2017; Corsi, 2024). From this viewpoint, inclusion is seen as a broad process involving all students, rather than just those with disabilities, and addressing the multiple forms of diversity present in educational settings (Lascioli, 2014). In this context, inclusive teacher agency refers to teachers' capacity to actively shape educational environments, influencing practices, relationships, and educational meanings (Biesta & Tedder, 2007; Biasi et al., 2014; Ciraci & Isidoro, 2017). Implementing inclusive practices plays a pivotal role in enhancing student well-being (Hannigan et al., 2019; Boyle et al., 2023). Based on these assumptions, we conducted interviews with 15 teachers responsible for school evaluation and improvement plans in 15 Italian schools, characterized by a high presence of students with special educational needs (such as students with a migrant background, specific learning difficulties, etc.) and socio-emotional difficulties (including anxiety, low self-esteem, behavioral disorders, and family problems). The study aims to explore: 1) the conditions that influence teacher agency, focusing on enabling and constraining factors, and 2) the strategies through which teachers negotiate constraints to promote inclusion and student well-being. The interviews were analyzed using thematic analysis (Braun & Clarke, 2006) to identify and interpret patterns of meaning. Findings show that constraints on teacher agency are multidimensional. First, context-related constraints emerge, including the lack of structured procedures and protocols for the inclusion of students with a migrant background, the high turnover of special education teachers, the lack of resources for school psychological support, and the limited availability of innovative technological tools. Second, socio-relational constraints were identified, such as weak collaboration and support among

colleagues, limited collaboration with external professionals (such as cultural mediators, psychologists, and local services), and weak educational partnerships with families. Finally, a few interviews highlight personal constraints, mainly related to teachers' perceived lack of adequate competencies in managing students with educational and relational difficulties. According to interview data, teachers implement diverse strategies to address these challenges and promote students' inclusion and well-being. Specifically, they act: 1) at the individual level, through active listening to students' needs and mentoring activities; 2) at the classroom level, by promoting project-based activities such as workshops, theatre-based activities, remedial and enrichment courses, and peer tutoring among students; 3) at the community level, by strengthening collaboration within the internal school community (teachers, school leaders, and families) and with external resources (experts, psychologists, and local services). The study shows that teacher agency contributes to enacting inclusive practices by supporting inclusion as a democratic process and promoting student well-being within the school community. The findings suggest that effective teacher action can operate across three levels—individual, classroom, and school community—, highlighting teacher agency as a situated, relational, and systemic process.

Andreoli, M., Zaniboni, L. ., Ghirotto, L. ., & Lascioli, A. . (2022). A Scoping Review on Teacher Agency for Inclusive Education: Mapping Existing Evidence and Conceptual Frameworks. Form@re - Open Journal Per La Formazione in Rete, 22(3), 9–29. https://doi.org/10.36253/form-13288

Biasi V., Domenici G., Capobianco R. e Patrizi N. (2014), Teacher Self-Efficacy Scale (Scala sull'Auto-Efficacia del Docente — SAED): adattamento e validazione in Italia, Journal of Education, Cultural and Psychological Studies,10, 485-509.

Biesta G.J.J. e Tedder M. (2007), Agency and learning in the life course: Towards an ecological perspective, Studies in the Education of Adults, 39, (2), 132-149.

Boyle, C., Allen, K.-A., Bleeze, R., Bozorg, B., & Sheridan, K. (2023). Enhancing positive wellbeing in schools: The relationship between inclusion and belonging. In M. A. White, F. McCallum, & C. Boyle (Eds.), New Research and Possibilities in Wellbeing Education, 371–384. DOI: 10.1007/978-981-99-5609-8_17.

Braun, V., Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology. 3 (2), 77–101

Ciraci A.M. e Isidori M.V. (2017), Insegnanti inclusivi: un'indagine empirica sulla formazione specialistica degli insegnanti di sostegno, Journal of Education, Cultural and Psychological Studies, n. 16, pp. 207-234.

Corsi F. (2024), La teacher agency inclusiva: il cammino di due decenni da una panoramica della letteratura. Prospettive e modelli internazionali, L'integrazione scolastica e sociale, 23, (4), 7-25.

Hannigan, S., Grima-Farrell, C., & Wardman, N. (2019). Drawing on creative arts therapy approaches to enhance inclusive school cultures and student wellbeing. Issues in Educational Research, 29(3), 756–773.

Lascioli, A. (2014). Verso l'Inclusive education. Foggia: Edizioni del Rosone.

Pantić, N. (2015). A Model for Study of Teacher Agency for Social Justice. Teachers and Teaching; Theory and Practice, 21(6), 759-778. 10.1080/13540602.2015.1044332

Pantić, N. (2017). An exploratory study of teacher agency for social justice. Teaching and Teacher Education, 66, 219-230. https://doi.org/10.1016/j.tate.2017.04.008

EMOTIONAL DEMANDS, PROFESSIONAL AGENCY AND THE DEMOCRATIC SUSTAINABILITY OF INCLUSION: EVIDENCE FROM TALIS 2024 ITALIAN DATA

Laura Palmerio (INVALSI, Italy) · **Carlo Di Chiacchio** (INVALSI, Italy) · **Sabrina Greco** (INVALSI, Italy)

Inclusive education | Teacher stress | TALIS

Inclusive education is widely seen as a cornerstone of democratic schooling, built on participation, recognition, and accessibility (UNESCO, 1994; WHO, 2001; UN, 2006). But turning these ideals into everyday classroom practice requires ongoing emotional and instructional effort from teachers. Through the lens of the Job Demands–Resources (JD-R) framework (Demerouti et al., 2001), adapting lessons for diverse classrooms, especially for students with special education needs (SEN) and language difficulties, constitutes a substantial job demand. At the same time, personal resources such as self-efficacy are believed to safeguard teachers' well-being and enhance their sense of professional agency (Dicke et al., 2018; Granziera et al., 2020). This study examines whether inclusion demands in Italian lower secondary schools are associated with teacher stress and self-efficacy, and whether personal resources mitigate these effects. Using TALIS 2024 teacher microdata for Italy (ISCED 2), we distinguish between structural and perceived inclusion demands. Structural demands refer to the reported share of students with SEN in a classroom (none; 1–10%; >10%). Perceived demands are measured through teachers' self-reported stress related to modifying lessons for students with SEN. We analyze general work-related stress and standardized measures of overall and SEN-specific self-efficacy as outcomes. All analyses use teacher sampling weights and replicate weights, in accordance with international large-scale assessment standards. The results show that both structural and perceived inclusion demands are associated with higher levels of teacher stress. Teachers working in classrooms where more than 10% of students have SEN report significantly higher stress compared

to those with none. However, the strongest predictor of stress is not classroom composition itself, but the perceived instructional demand of adapting materials and teaching practices. When structural composition and perceived demand are modeled together, the effect of perceived demand remains strong, while the structural effect diminishes. Inclusive instructional demands are also negatively associated with both overall and SEN-specific self-efficacy. In other words, the more stress teachers report from adapting instruction for students with SEN, the less professionally competent they tend to feel. Although higher overall self-efficacy is associated with lower stress, it does not fully buffer the impact of inclusion demands. Even teachers who perceive themselves as highly capable experience elevated stress under sustained inclusive instructional pressures. SEN-specific self-efficacy does not significantly moderate this relationship. Collectively, these findings highlight a central tension. Inclusive education is normatively essential to democratic schooling, but it also generates emotional demands that cannot be managed through individual commitment alone. Consistent with JD-R research, personal resources such as self-efficacy reduce overall strain, yet they do not eliminate the stress associated with ongoing inclusive adaptation. Inclusion, therefore, emerges not only as a pedagogical responsibility but as a question of democratic sustainability. Without supportive organizational conditions and collective structures, the emotional labour required to realize inclusive values may erode teachers' well-being and professional agency. Strengthening inclusive education ultimately means creating the emotional and institutional conditions that enable teachers to live out democratic principles in their daily practice.

Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands-resources model of burnout. Journal of Applied Psychology, 86(3), 499–512. https://doi.org/10.1037/0021-9010.86.3.499

Dicke, T., Stebner, F., Linninger, C., Kunter, M., & Leutner, D. (2018). A longitudinal study of teachers' occupational well-being: Applying the job demands-resources model. Journal of Occupational Health Psychology, 23(2), 262–277. https://doi.org/10.1037/ocp0000070.

Granziera, H., Collie, R., Martin, A. (2021). Understanding Teacher Wellbeing Through Job Demands-Resources Theory. In: Mansfield, C.F. (eds) Cultivating Teacher Resilience. Springer, Singapore. https://doi.org/10.1007/978-981-15-5963-1_14.

UNESCO. (1994). The Salamanca statement and framework for action on special needs education. Paris, France: UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000098427

United Nations. (2006). Convention on the Rights of Persons with Disabilities. Resolution adopted by the General Assembly, A/RES/61/106 https://social.desa.un.org/issues/disability/crpd/convention-on-the-rights-of-persons-with-disabilities-crpd

World Health Organization. (2001). International Classification of Functioning, Disability and Health (ICF). World Health Organization. https://www.who.int/standards/classifications/international-classification-of-functioning-disability-and-health

IN TUNE WITH INCLUSION - DESIGNING IN-SERVICE PROFESSIONAL DEVELOPMENT FOR INSTRUMENTAL MUSIC TEACHERS IN INCLUSIVE CONTEXTS: TEACHERS' PERSPECTIVES

Desiree Calzavara (Libera Università di Bolzano, Italy)

Instrumental music teachers | Professional development | Design-based research

In recent decades Italy has been experiencing a growing diffusion of instrumental practice in compulsory education thanks to middle schools with a focus on music (SMIM) (Spadolini, 2022). In these schools, students who request and pass an orientation test can attend three additional hours of instrumental, music theory, and ensemble lessons per week (Ministero dell'Istruzione e del Merito, 2022). Recent studies suggest that SMIMs could be less inclusive than the rest of the school system, at least in the sense that they do not host as many students with specific learning disorders or disabilities as the average for schools at the same level (Chiaro, 2022). Such a pattern might be linked to the possible gaps in instrumental teachers' training in an inclusive perspective highlighted by previous studies, as well as critical issues related to collaboration and inclusive practices (Rizzo, 2022). Nevertheless, instrumental teachers' own attitudes, perceptions, and professional needs remain largely unexplored. My research focuses on the professional development of instrumental music teachers in SMIMs in Trentino, Italy. The central research question is: How can in-service professional development be designed to support instrumental music teachers working in inclusive school contexts, from the teachers' own perspectives? The study will adopt a design-based research (DBR) methodology (Lehrer, 2019). DBR allows for iterative design, implementation, and evaluation of interventions directly in the school context, emphasizing teachers' beliefs (Dignath et al., 2022), attitudes (Kielblock, 2018), and situated practices as key elements in fostering inclusive teaching. Here, inclusion is considered broadly, focusing on equitable participation and learning opportunities for all students, rather than targeting specific groups or using formal labels. The exploratory phase of the study will begin with focus

groups involving school principals and other staff members to investigate their point of view on the training needs for a specific professional development program for instrumental music teachers. In the meantime, questionnaires aimed at exploring and comparing attitudes toward inclusion, self-efficacy, patterns of collaboration, and the perceived effectiveness and relevance to practice of the training already attended will be administered to instrumental music teachers and teachers of other subjects. Findings from both data sources will then be presented to instrumental music teachers and used to elicit a discussion on their perceived needs. This first mixed-methods data collection will inform the design of a context-sensitive in-service training program. Expected findings include a deeper insight into instrumental teachers' perspectives on inclusion, the identification of key professional development needs, and the development of a training model.

Chiaro, M. (2022). Il livello di inclusione delle SMIM attraverso l'analisi dei dati della ricerca quantitativa. In Strumento musicale e inclusione nelle SMIM: Ricerca, itinerari didattici e processi valutativi. Franco Angeli.

Dignath, C., Rimm-Kaufman, S., van Ewijk, R., & Kunter, M. (2022). Teachers' beliefs about inclusive education and insights on what contributes to those beliefs: A meta-analytical study. Educational Psychology Review, 34(4), 2609–2660. https://doi.org/10.1007/s10648-022-09695-0

Kielblock, S. (2018). Inclusive education for all: Development of an instrument to measure the teachers' attitudes. Springer.

Lehrer, R. (2019). Design research in education: A practical guide for early career researchers. Routledge.

Ministero dell'Istruzione e del Merito. (2022, 1 luglio). Decreto interministeriale n. 176: Disciplina dei percorsi a indirizzo musicale delle scuole secondarie di primo grado. https://www.mim.gov.it/-/decreto-ministeriale-n-176-1-settembre-2022

Rizzo, A. L. (2022). Strumento musicale e inclusione nelle SMIM. Franco Angeli.

Spadolini, A. (2022). Le scuole a indirizzo musicale: Storia, qualità e prospettive. Strumento musicale e inclusione nelle SMIM, 51–59.

REDISCOVER HUMAN SIMILARITIES THROUGHT DIVERSITY. THE NARRATIVE APPROACH TO IMPLEMENT EMPATHY DURING TEACHER TRAINING PROGRAMS FOR INCLUSION

Giulia Aguzzi (Università per Stranieri di Siena, Italy)

Teacher Agency | Empathy | Inclusive Schooling

More than fifteen years after the Italian Law 170/2010 which recognised Dyslexia and all Specific Learning Disorders (SLDs), significant amount of training hours for teacher on inclusion; even after the recognition of Neurodiversity as the leading paradigm to adsress the special educational needs, ensuring a truly inclusive and accessible school enviroment remains a challenge. On one hand, teachers often feel burdened by improperly used practices that cannot guaratee results nor prevent the growth of resentement and cultural prejudices. On the other hand, students with special needs internalize the same prejudices, and that leads them, particularly at the beginning of the university years, to hide their special needs or to apply inadecuate coping strategies in study challenges. This study proposes a solution aimed at decreasing teachers' perception of otherness and conflict towards students with special needs, specifically by enhacing their empathetic abilities to recognise a common human level. Using an interdisciplinary narrative approach, this study compares different supplementary phases in a standard teacher training course. One group watches a selected tv series featuring a neurodivergent main character. The second experimental group reads a selected novel in witch a neurodivergent character appears too. Both are involved in specific engaging narrative activities designed from narrative approach works to promote closer identification with neurodivergent characters. Both groups are interviewed both before and after the steps, to mesure the empathetic levels, self-efficacy perception and desired attitudinal changes. A control group, which follows only the standard course and is also interwied, establishes the baseline to evaluate the efficacy of the narrative intervention, a stroger human connection and shared humanity experience. The post-training collected data demonstrate that both cognitive and affective empathy are significantly enhanced by the narrative approach, showing higher outcomes compared to the control group. Moreover, a specific section of the study analyzed teachers' perceptions of neurodiversity by applying the same parameters used in previous research on student self-narratives, thereby highlighting a significant 'perception gap' between professional beliefs and lived experiences. The narrative approach, through both tv seris watching and novel reading, facilitates significantly the bridging of this bias gap, fostering a deeper and more effective empathetic relationship. This shift results in a reduction of perceived 'otherness' too, as well as an increased teachers'

sense of self-efficacy and wellbeing. This methodology seems to promote a stronger democratic sense of justice regarding learning rights, dismantling the 'special vs. normal' dichotomy in favor of a more human-centered and inclusive teaching practice.

Balestrini DP., Stoeger H. (2024). Cultural Framing of giftedness in recent US fictional texts. PloS ONE 19(8), 1-35-

Bandura A. (2000). Autoefficacia. Teoria e applicazioni. Trento: Erickson.

Batini F., Giusti S., Jedlowski P., Mantovani G., (2009). Le storie siamo noi: Gestire le scelte e costruire la propria vita con le narrazioni. In Teorie e oggetti delle scienze sociali Vol. 30. Liguori Editore.

Basso A. (2025). Le ventisette sveglie di Atena Ferraris. Milano: Garzanti.

Basso A. (2025). Le ottanta domande di Atena Ferraris: Milano: Garzanti.

Bianchi, L. (2025). Beyond inclusion. Coexistence and ideology, between educational fieldwork and pedagogical supervision. In Proceedings of the Third International Conference of the journal Scuola democratica. Education and/for Social Justice. Vol. 2: Cultures, Practices, and Change. A (pp. 358-365)

Bocci F. (2016). Il cinelinguaggio. Un mediatore tecnologico trasversale a tutte le età, per analizzare i processi inclusivi a scuola e nella società In L. Dozza & S. Ulivieri (A cura di), L'educazione permanente a partire dalle prime età della vita (pp. 469-479).

Bocci F. (2024). Rappresentazioni cinematografiche della disabilità e Pedagogia Speciale. Dalle classificazioni ai Disability Studies In I linguaggi della Pedagogia Speciale. La prospettiva dei valori e dei contesti di vita (pp.281-288)

Cali O., Per un approccio cognitivo alla serialità televisiva e al suo fandom [tesi di laurea].

Università degli Studi di Messina, a.a. 2016/2017.

Camilleri A. (2025) La filosofia di Montalbano. Palermo: Sellerio.

Chapman R. (2023). L'impero della normalità. Neurodiversità e capitalismo. Milano: Mim Edizioni.

Ciotti, F., Morabito, C. (2022). La narrazione come incontro. Firenze: University Press.

Cometa M. (2017). Perché le storie ci aiutano a vivere. Milano: Raffaello Cortina

Dall'Asta M. (2021). European neurodivergent detectives and the politics of autism representation. Cinéma & Cie, Vol. 21(36/37): 145-174.

Demetrio D. (1997). Il gioco della vita. Kit autobiografico, trenta proposte per il piacere di raccontarsi. Milano: Edizioni Guerini e Associati.

Demetrio D. (2017). La vita si cerca dentro di sé. Lessico autobiografico. Milano: Mimesis Edizioni.

Demetrio D. (1996). Raccontarsi. L'autobiografia come cura di sé. Milano: Raffaello Cortina.

Demetrio D. (2020). Micropedagogia. La ricerca qualitativa in educazione. Milano: Raffaello Cortina.

Demetrio D. (2012), Educare è narrare. Le teorie, le pratiche, la cura. Milano: Mimesis Edizioni

Didoné E., Il maestro delle inferenze e la cortesia: un'analisi pragmatica dell'evoluzione caratteriale del protagonista della serie TV "Sherlock". [tesi di laurea]. Università degli Studi di Padova, a.a. 2019/2020.

Engelbrecht, P., Savolainen, H., Nel, M. (2012). Understanding teachers' attitudes and self-efficacy in inclusive education: implications for pre-service and in-service teacher education. European Journal of Special Needs Education. https://doi.org/10.1080/08856257.2011.613603

Fondazione Ares, (a cura di). (2025). Autismo nelle donne e stereotipi di genere. Milano: Fondazione Ares.

Fisher, Y. (2017). Predicting Teachers' Perception of Inclusion: What is the Role of Self-Efficacy? Ec psychology and psychiatry, Vol2(5), 151–171.

Gallese V., Guerrra M. (2015). Lo schermo empatico. Cinema e neuroscienze. Milano: Raffaello Cortina.

Gaspari P. (2024). La narrazione interroga la pedagogia speciale. La sfida di abitare nuove storie inclusive. Milano: Franco Angeli.

Geethu V. (2021). Disability studies: a path breaking approach in literature. The Creative launcher, Vol 5(6): 15-19.

Goodley, D. et Al. (2018). Disability studies e inclusione. Per una lettura critica delle politiche e pratiche educative. Trento: Erickson.

Goldstein A.P. (2023). Empathy: development, training, and consequences. Routledge: London

Gonthier C., Guignard JH. (2025). Cultural specificities in gidtedness research: les spécificités culturelles dans la recherche sur le haut potentiel intellectuel. L'Année psychologique Vol. 125(2):3-15

Grasso A. (2016). La nuova fabbrica di sogni. Miti e riti delle serie tv americane. Milano: Il Saggiatore.

Gulya N., Feervari A. (2022). The impact of literary works containing characters with disabilities on students' perception and attitudes towards people with disabilities. International Journal of Educational Research, 17(3):102132.

Hassan, M. (2025). Social Issue in the Spotlight: A Study of TV Dramas and Their Effect on Audience Perspectives. Frotnline Journals, 5, 1-6.

Hau, H. G., & Selenius, H. (2023). A scoping review on the psychometric properties of the teacher efficacy for inclusive practices (TEIP) scale. Scandinavian Journal of Educational Research, 68(4), 792–802. https://doi.org/10.1080/00313831.2023.2185811

Izzo D. (2014). Il Migliore dei mondi possibili? Retorica e politica del poliziesco televisivo made in USA. Between, IV, n. 7.

Izzo D., Scarpino C. (2002). I soprano e gli altri. I serial televisivi americani in Italia. Acoma, n.36.

Jedlowki P. (2008). Il sapere dell'esperienza. Tra l'abitudine e il dubbio. Roma: Carocci.

Jones C., Gordon C., Mizzi S. (2023). Representation of autism in fictional media: A systmeatic review of media content and its impact on viewer knowledge and undesrstanding of autism. Autism, Vol27(8): 2205-2217.

Lutter C., e Reisenleitner M. (2004). Cultural Studies. Un'introduzione. Milano: Mondadori

Mariani A. (a cura di), (2014). L'orientamento e la formazione degli insegnanti del futuro. Firenze: Firenze University Press.

Marocchini E. (2024). Neurodivergente – Capire e coltivare la diversità dei cervelli umani. Roma: Edizioni Thlon.

Massa R. a cura di. (2004). La clinica della formazione. Un'esperienza di ricerca. Milano: Franco Angeli.

McClain M., Pfeiffer S. (2012). Identification of Gifted Students in the United States Today: A Look at State Definitions, Policies, and Practices. Journal of Applied School Psychology, 28, 59-88.

Mustaf A. (2025). Social Issues in the spotlight: A study of tv dramas and their effect on audience perspectives. Frontline Social Sciences and History Journal, Vol. 05(2): 1-6.

Palma M. (2016). Il dispositivo educativo. Per pensare e agire le esperienze educative. Milano: Franco Angeli.

Pedretti A.M., Stefan D. (2014). Scambiamoci le nostre storie Laboratorio intergenerazionale di approccio alla scrittura autobiografica. Modena: Memo Edizioni.

Piazza I. (2025). Paradigmi di canonizzazione: best seller vs classici. Uno sguardo all'estremo contemporaneo. AltreModernità, N.34-11/2025

Pinnelli S., Fiorucci A. (2019). Disabilità e inclusione nell'immaginario di un gruppo di insegnanti in formazione. Una ricercar sulle rappresentazioni. MeTis. Mondi educativi. Temi, indagini, suggestioni, 9(1), 528-556.

Reniers R., Corcoran R., Drake R., Shryane N., Völlm R. (2011). The QCAE: a Questionnaire of Cognitive and Affective Empathy. J Pers Assess, 93(1):84-95. doi: 10.1080/00223891.2010.528484.

Sanchez C., Brigaud E., Moliner P., Blanc N. (2022). The Social Representations of Gifted Children in Childood Professionals and the General Adult Population in France. Journal for the Education of the Gifted, vol. 0(0), 1-21.

Schianchi M. (2012). Storia della disabilità. Dal castigo degli dèi alla crisi del welfare. Roma: Carocci.

Singer T., Lamm C., (2015). la neuroscienza sociale dell'empatia. In Psicobiettivo • volume XXXV • 2-2015 • ARGOMENTI DOI: 10.3280/PSOB2015-002005

Smorti A. (2003). La psicologia culturale. Processi di sviluppo e comprensione sociale. Roma: Carocci.

Tatulli I., Bonavolontà G., Falchi S., Pia M., Zurro A.L., Mura A. (2024). Tutta la luce che non vediamo: una proposta metodologica per l'analisi delle rappresentazioni della disabilità nel Cinema e nelle Serie Tv. In I linguaggi della Pedagogia speciale. Lecce: Pensa Multimedia.

Traina G.(2025). Il successo del noir di Antonio Manzini e Rocco Schiavone come personaggio seriale. AltreModernità, N.34-11/2025.

Valenza, M. et al. (2025). Autoefficacia degli Insegnanti e ricadute sull'Inclusione. Verso un Modello di Formazioneper Tutti. Italian Journal of Special Education for Inclusion, XIII, 2, 252260. https://doi.org/10.7346/sipes-02-2025-22

Valtellina E. (2020). L'autismo oltre lo sguardo medico. I critical autism studies. Trento: Erickson.

Vicari S. (2022). Funzioni esecutive e disturbi dello sviluppo. Diagnosi, trattamento, e intervento educativo. Trento: Erickson.

Weik von Mossner A. (2017). Affective ecology: empathy, emotion and environmental narrative. Columbus (USA): Ohio State University Press

Woodcock S., Gibbs K., Hitches E., Regan C., (2024). Investigating Teachers' Beliefs in Inclusive Education and Their Levels of Teacher Self-Efficacy: Are Teachers Constrained in Their Capacity to Implement Inclusive Teaching Practices? Education Sciences. https://doi.org/10.3390/EDUCSCI13030280

Young R. (2020). Representations of disability in literature and elementary education. Eagle Scholar, Departmental Honors & Graduate Capstone Projects. 429.

FROM MULTIMEDIA TO MULTISENSORY ROOM: A PRELIMINARY INVESTIGATION INTO NEW PERSPECTIVES FOR INCLUSION AND TEACHERS' PROFESSIONAL COMPETENCIES

Paolo Lucattini (University of Molise, Italy) · **Filippo Bruni** (University of Molise, Italy) · **Marta De Angelis** (University of Molise, Italy)

Multimedia | multisensory environments | teacher training

Multimediality has been widely examined and increasingly adopted over recent decades. On one hand, it has been linked to the gradual consolidation of digital technologies; on the other, it has become an essential tool for inclusive processes. While the sensory saturation of visual and auditory channels has been acknowledged in broad terms, multimediality has assumed a more specific relevance for inclusion—exemplified by frameworks such as Universal Design for Learning. The principle of offering multiple modes of representation is now widely accepted. However, several limits persist. First, despite numerous initiatives in sensory education, teaching practice remains largely centered on vision and hearing, with other senses relegated to the background. Second, not all multimedia applications are effective: Mayer's experimental studies demonstrate principles that distinguish multimedia use that fosters genuine learning from uses that generate only emotionally gratifying engagement without cognitive benefits. Third, there is a consequent need for appropriate teacher training. Multisensory rooms open new possibilities beyond traditional multimedia formats: they enable methodological approaches and practical activities responsive to different forms of neurodiversity and to the varied cultural, linguistic, and social backgrounds present in classrooms. Beyond predominantly therapeutic uses, these environments have become increasingly common internationally in special schools. Approaches are highly heterogeneous: primarily passive, recreational uses coexist with more active, pedagogically oriented applications. These international practices are not easily transferable to the Italian context, where, over the last decade, cultural initiatives and training events have promoted the spread of multisensory environments in mainstream schools—often without aims strictly tied to disability. Some of the limitations identified for multimedia re-emerge at another level for multisensoriality: multisensory exposure alone does not automatically produce positive outcomes. Effectiveness depends on the modes of use, making teachers' professional competencies essential to integrate the necessary emotional engagement with an equally necessary cognitive dimension grounded in their own training. From this perspective, a first step is to analyze the perceptions of pre-service teachers to assess not only conceptual familiarity with multimedia and multisensoriality but also professional representations, expectations, and perceived criticalities. For this exploratory study, a questionnaire was administered to early childhood and primary teacher trainees. The instrument—composed of four sections (demographic/contextual data; theoretical and practical knowledge on multimedia and multisensoriality; pedagogical representations of multisensory rooms; professional training needs)—aims to capture both informational levels and emerging professional postures and training needs. Results provide actionable insights for rethinking initial teacher education with an inclusive, multisensory orientation.

Fowler, S. (2008). Multisensory rooms and environments: Controlled sensory experiences for people with profound and multiple disabilities. London: Jessica Kingsley Publishers.

Hogg, J., Cavet, J., Lambe, L., & Smeddle, M. (2001). The use of 'Snoezelen'as multisensory stimulation with people with intellectual disabilities: a review of the research. Research in developmental disabilities, 22(5), 353-372.

Janků, K. (ed.) (2023). Implementation of Snoezelen-Multisensory Environment in the Czech Republic, Poland and Catalonia. Czech Republic: Silesian University in Opava.

Mayer, R. E. (Ed.). (2005). The Cambridge handbook of multimedia learning. Cambridge: Cambridge University Press.

Pernaselci, V. (2014). L'educazione sensoriale. Roma: Armando.

LEADING FOR DEMOCRATIC INTELLIGENCE: TEACHER AGENCY, EMOTION, AND EPISTEMIC STEWARDSHIP IN INCLUSIVE SCHOOLS

Chris Brown (University of Southampton, United Kingdom) · **Ruth Luzmore** (University of Southampton, United Kingdom)

Teacher agency | Democratic intelligence | Inclusive education

Inclusive education is widely recognised as a democratic imperative, requiring schools to support participation, recognition of difference, and equitable learning opportunities for all students. Yet inclusive practice increasingly takes place within educational environments marked by epistemic fragmentation, including contested knowledge claims, polarisation, performative accountability pressures, and growing uncertainty linked to digital technologies and social change (Biesta, 2021; Gamote and Hyman, 2025). In such contexts, teachers are not only pedagogical practitioners but key epistemic actors, required to exercise judgement about evidence, values, emotions, and competing interpretations of need. This paper argues that teachers' capacity to enact inclusive education as a democratic practice depends critically on the alignment between professional agency, emotional labour, and the epistemic conditions shaped by leadership and organisational design. Drawing on the framework of democratic intelligence, the paper conceptualises inclusion as a system-level achievement rather than an individual disposition. Democratic intelligence refers to the capacity of educational systems to reason, learn, and act wisely under conditions of complexity and difference, and emerges from the interaction between individual epistemic capacity and organisational epistemic infrastructure (Brown, 2018). From this perspective, teachers' emotional experiences - such as uncertainty, moral tension, care, frustration, or professional vulnerability - are not peripheral to inclusion but central to how judgement is exercised in practice. Emotional labour becomes particularly salient in inclusive contexts involving neurodiversity, disability, and cultural difference, where procedural guidance is insufficient and teachers must interpret ambiguous situations while sustaining relationships and trust. The paper introduces epistemic stewardship as a leadership and organisational responsibility: the deliberate shaping of cultures, routines, and governance arrangements that enable teachers to engage productively with evidence, disagreement, and uncertainty without emotional overload or erosion of professional agency (Edmondson, 2019; Smith, 2020). It is argued that when accountability and evaluation frameworks prioritise compliance over collective sense-making, teachers' emotional strain intensifies and their capacity for inclusive judgement diminishes. Conversely, when schools operate as epistemic infrastructures - supporting psychological safety, structured professional dialogue, and participatory decision-making - teachers are better positioned to integrate emotional awareness with inclusive practice (Brown and Poortman, 2023). The paper further considers the implications of emerging technologies for inclusive education, suggesting that their democratic potential depends less on technical capability than on whether teachers are supported to interpret, contest, and use them confidently within shared epistemic norms (Biesta, 2021). The analysis concludes by outlining implications for teacher education, professional learning, and evaluation, arguing for a reorientation toward emotional competence, dialogic capacity, and epistemic judgement as foundational to inclusive schooling within democratic societies.

Biesta, G. (2021) World-centred education: A view for the present. London: Routledge.

Edmondson, A. (2019) The fearless organization: Creating psychological safety in the workplace for learning, innovation, and growth. Hoboken, NJ: Wiley.

Gamote, D. and Hyman, S. (2025) Inside the mind of a 16-year-old. London: DEMOS.

Smith, G. (2020) Disagreeing agreeably: How to have better arguments. London: Penguin.

DEMOCRATIC PROFESSIONALISM, TEACHER AGENCY, RELATIONAL GOVERNANCE, PROFESSIONAL CAPITAL; SOCIAL-EMOTIONAL LEARNING

Mohammed Elmeski (Faculty of Educational Sciences, University Mohammed V, Morocco)

Professionalism agency governance

Democratic schooling depends not only on formal participatory structures but on the professional capacity of teachers to enact public purposes within politically and economically demanding reform environments (Biesta, 2011). While scholarship increasingly foregrounds teachers' emotions and agency as central to inclusive practice (Zembylas, 2007; Priestley, Biesta, & Robinson, 2015), these dimensions are often framed as individual or dispositional attributes rather than as governance-mediated democratic capacities. This paper advances the concept of democratic professionalism, arguing that teacher agency is structurally conditioned by institutional legitimacy (Evetts, 2009), relational trust and professional capital (Hargreaves & Fullan, 2012), and broader political-economic contexts that shape the public purposes of education (Gramsci, 1971). Teachers may be understood, in Gramscian terms, as public intellectual actors situated within civil society whose work mediates between state reform agendas and lived community realities. Their ability to exercise democratic agency depends not only on technical competence but on emotionally sustainable professional environments that reinforce dignity, belonging, and relational accountability. From this perspective, teachers' emotions constitute part of the affective infrastructure through which democratic commitments are sustained, negotiated, or weakened. Drawing on scholarship in social-emotional learning (Elmeski & Bentahar, 2024), professional collaboration (Romiti, Florek, & Elmeski, 2025), and systems thinking in educational leadership (Elmeski, 2021), the paper develops a three-level analytical framework. At the micro level, teachers' social-emotional competencies and sense of professional dignity shape their engagement with inclusion as a civic practice. At the meso level, relational governance—collaborative cultures, shared norms, and distributed expertise—mediates the translation of policy into practice. At the macro level, governance coherence determines whether reform discourse, accountability mechanisms, and institutional supports align in ways that enable agency rather than produce compliance. The urgency of this analysis emerges from reform contexts where education is central to renegotiating the social contract. In Morocco, large-scale reforms are unfolding amid persistent youth unemployment pressures and human capital challenges (World Bank, 2022), territorial inequalities in educational access and outcomes (OECD, 2018), and heightened expectations of institutional accountability articulated in Framework Law 51.17 and the New Development Model (Commission Spéciale sur le Modèle de Développement, 2021). In such political-economic conditions, education systems are tasked simultaneously with promoting inclusion, improving measurable outcomes, and restoring public trust. These pressures intensify the emotional terrain of teaching. Rather than presenting a national case study, this contribution mobilizes reform dynamics as a comparative lens to illuminate structural tensions observable across systems confronting social fragmentation and institutional strain. The paper concludes by proposing indicators of democratic professional capacity that complement performance metrics with measures of relational trust, emotional sustainability, and perceived governance coherence. In doing so, it seeks to open dialogue between evaluation institutions, policy scholars, and teacher education programs committed to renewing democratic schooling through structurally supported professional agency.

Biesta, G. J. J. (2011). Learning democracy in school and society: Education, lifelong learning, and the politics of citizenship. Sense Publishers.

Commission Spéciale sur le Modèle de Développement. (2021). Le nouveau modèle de développement. Royaume du Maroc.

Elmeski, M. (2021). Commentary – Systems thinking and educational leadership: Implications of the special issue to school improvement in development contexts. Journal of Educational Administration, 59(1), 132–137. https://doi.org/10.1108/JEA-02-2021-249

Elmeski, M., & Bentahar, A. (2024). Exploring the integration of social-emotional learning in EFL pre-service teacher preparation in Morocco: A mixed-method study. Anglica. An International Journal of English Studies, 33(1), 125–150.

Evetts, J. (2009). The management of professionalism: A contemporary paradox. In S. Gewirtz, P. Mahony, I. Hextall, & A. Cribb (Eds.), Changing teacher professionalism: International trends, challenges and ways forward (pp. 19–30). Routledge.

Gramsci, A. (1971). Selections from the prison notebooks (Q. Hoare & G. N. Smith, Eds. & Trans.). International Publishers.

Hargreaves, A., & Fullan, M. (2012). Professional capital: Transforming teaching in every school. Teachers College Press.

OECD. (2018). Reviews of national policies for education: Education in Morocco. OECD Publishing. https://doi.org/10.1787/9789264304161-en

Priestley, M., Biesta, G., & Robinson, S. (2015). Teacher agency: An ecological approach. Bloomsbury Academic.

Romiti, S., Florek, A., & Elmeski, M. (2025). Enhancing collaboration between school professionals and local communities. Journal of Professional Capital and Community, 10(3), 253–259.

World Bank. (2022). Morocco economic monitor: From resilience to shared prosperity. World Bank.

Zembylas, M. (2007). Emotional ecology: The intersection of emotional knowledge and pedagogical content knowledge in teaching. Teaching and Teacher Education, 23(4), 355–367. https://doi.org/10.1016/j.tate.2006.12.002

TEACHING AND INCLUSION: FINDING A BALANCE BETWEEN EMPATHY AND ARTIFICIAL INTELLIGENCE

Jessica Mazzuca (University of Catanzaro Magna Graecia, Italy)

empathy | artificial intelligence | inclusive education

An education capable of going beyond technical and incomplete frameworks, focusing on the importance of the relationships it creates, is essential to building meaningful connections that foster authentic human exchange, enriching both the individual and the community. This is possible because education is not just an intellectual endeavor, it is also a social endeavor. However, if education begins with the intention of opening spaces, it sometimes ends up closing them. What brings education back onto the tracks of its natural process is an invisible thread, silently unfolding around us: empathy. Friedrich Nietzsche reminds us of this when, with his critique of the culture of passive knowledge, he warns against an education reduced to mere transmission. Because without emotion, education is reduced to a sterile exercise, incapable of truly impacting the lives of individuals and the well-being of the community. Without emotion, there is no true understanding, nor change. If education remains limited to methodological skills alone, it loses its most profound dimension: that of forming individuals capable of thinking, feeling, and transforming the world. Emerging technologies could help in this regard, offering the potential for more responsive and differentiated teaching. The integration of artificial intelligence (AI) and emotional intelligence represents the real challenge for contemporary education. If AI represents the ability to process information and provide responses, emotional intelligence is the ability to understand, manage, and value one's own and others' emotions. It is not a choice between opposites, but a balance to be cultivated. Educating both intelligences: this is today's challenge to make education inclusive, a fundamental condition for a democratic society.

-F. Nietszche, Ueber die Zukunft unserer Bildungsanstalten, Basel, 1872; tr. it., Sull'avvenire delle nostre scuole, Milano, Adelphi, 2006

REINTRODUCING THE EARLY WOMEN SOCIOLOGISTS: EFFECTS ON UNIVERSITY TEACHING AND PEDAGOGICAL PRACTICES

Chiara Ferrari (Università Cattolica del Sacro Cuore, Italy)

Early Women Sociologists | Sociology Teaching | Pedagogical Transformation

Although sociology became institutionalised in the nineteenth century within industrial and patriarchal societies (Jedlowski, 2009), women actively contributed to its early theoretical, methodological, and empirical development (McDonald, 1994). However, as the disciplinary canon took shape - privileging predominantly male figures (Deegan, 1991) - their contributions were marginalised according to a logic of "gender and knowledge politics" (Lengermann and Niebrugge, 1998). Sociology thus constructed its presumed epistemological neutrality from a male standpoint, removing gender as a foundational category (Arango, 2005). Since the 1970s, a systematic rediscovery of the Early Women Sociologists (EWS) has taken place (Santagati et al., 2023), progressively expanding beyond the Anglophone context and reconstructing a more inclusive genealogy of the discipline. Much of this recovery has been promoted by scholars working within academia, who have conducted archival research, edited volumes, and revised university curricula. This study explores the pedagogical implications of this canon revision by asking: what is the effect on university teaching of the recent introduction of the EWS into sociology programmes? Beyond adding new content, does their inclusion reshape teachers' professional agency, emotional engagement, and capacity to enact inclusive and democratic pedagogies? An international literature review identified 106 scholars specialising in the EWS. An online survey explored their research-teaching activities and professional networks. Network-analysis items enabled the identification of 13 key professors involved in disseminating EWS scholarship. These professors (from Spain, Italy, Mexico, Colombia, Brazil, and the United States) were interviewed through semi-structured interviews, including a section devoted to teaching practices and professional experiences. Preliminary findings highlight three main dimensions. First, the EWS articulated a conception of the subject as situated and particularised rather than abstract. This epistemological orientation appears to foster more inclusive pedagogical approaches attentive to lived experience and social positioning. Professors report strong processes of identification with these authors, describing how teaching their texts enhances their sense of professional meaning and

reflexivity. This emotional involvement supports their capacity to sustain participatory learning environments. Second, students similarly display processes of identification, recognising elements of their everyday experiences in these texts, which are then reframed within a collective and theoretically grounded perspective. This results in at least three effects: (1) increased interest and enthusiasm for the discipline; (2) higher levels of emotional engagement and participation; and (3) the emergence of further educational demands. Third, the introduction of the EWS appears to foster a rethinking of teaching practices among university lecturers. It is not merely a matter of adding new texts or new names to the syllabus, but of transforming the mode of teaching itself: the hierarchical dimension of the classroom is attenuated in favour of greater horizontality; circular seating arrangements are preferred; materials produced by the EWS (writings, letters, experience-based texts) are used to stimulate students' sociological imagination. In this sense, revising the canon becomes not only an epistemic intervention but also a professional and emotional resource for teachers. The classroom is reconfigured as a more inclusive and democratic space, where theory and lived experience interact and knowledge is co-constructed through participatory practices.

Arango, L. G. (2005) ¿Tiene sexo la sociología? Consideraciones en torno a la categoría género, Sociedad y Economía 8, 159-186.
Deegan, M. J. (eds.) (1991). Women in sociology: A bio-bibliographical sourcebook. Westport: Greenwood Press.
Jedlowski, P. (2009). Il mondo in questione: introduzione alla storia del pensiero sociologico. Roma: Carocci.
Lengermann, P.M. and Niebrugge, G. (1998). The Women Founders. Sociology and Social Theory. 1830-1930, Long Grove: Waveland Press, Inc.
McDonald, L. (1994). The women founders of the social sciences. Carleton: Carleton University Press.
Santagati, M, Ferrari, C., Noia, E., Cornaggia and C., Mediana, L. (2023). Donne all'origine della sociologia. Il contributo alla ricerca empirica in America, in Europa e in Italia. AG. About Gender, 12(23), 249-287. https://doi.org/10.15167/2279-5057/AG2023.12.23.2039.

AN EMPIRICAL STUDY OF CIRCLE SINGING AS A METHODOLOGY TO PROMOTE INCLUSION AND ENHANCE TEACHER COMPETENCES IN HIGHER EDUCATION

Giuseppe Pantano (Roma Tre University, Italy - Université de Lorraine) · **Susanna Zanella** (Roma Tre University, Italy - Universität Münster – Musikhochschule) · **Amalia Rizzo** (Roma Tre University, Italy)

Circle Singing | inclusive education | teacher training

This contribution presents an empirical study conducted at Roma Tre University that examines Circle Singing as an inclusive methodology for developing disciplinary and socio-relational skills and student wellbeing, while also functioning as a teacher-training tool within higher education (Pantano & Rizzo, 2025). Framed within a critical reading of postmodernity (Lyotard, 1985), the pervasive influence of social media (Lancet, 2024), and the fragmentation of identities (Wang, 2022), this study proposes an embodied practice which fosters the emotional and relational development of both teachers and students, while simultaneously supporting the acquisition of linguistic and musical skills. Given the challenges posed by contemporary society "professional education is not education for understanding alone; it is preparation for accomplished and responsible practice in the service of others" (Shulman, 2005, p. 53). Indeed, in educational contexts such as schools and universities, educators bear the responsibility of guiding students toward recognising the other as a value, preventing tendencies toward exclusion, and instead fostering pathways of openness, understanding, and dialogue. Confrontation with alterity renders an inclusive orientation of educational action indispensable. In schools, this implies fostering the full expression of learners' potential by embracing plurality and difference through the creation of social bonds grounded in shared affinities (Benasayag & Schmit, 2003), while also drawing on the transformative potential of arts-based learning methodologies. Within this framework, music can serve as a privileged instrument for promoting interculturality and fostering inclusive educational environments (UNESCO-KACES, 2010), while also proving particularly effective in arousing and regulating emotions (Juslin et al., 2010) and in supporting the development of socio-relational and reflexive competences. The musical laboratory particularly fosters the experience of flow (Csikszentmihalyi, 2003), especially in collective improvisation (Sawyer, 2012), which offers a privileged setting for continuous shifting between self and other. Moreover, singing has been shown to enhance mood (Clift & Hancox, 2010), generating feelings of euphoria or "singer's high" (Jacob et al., 2009), and helping to build a sense of community and friendship among all participants, including teachers (MacDonald, Kreutz & Mitchell, 2012). Community music also fosters lifelong learning, especially in the presence of students with special educational needs, enabling both personal and collective wellbeing to flourish alongside the development of musical disciplinary competences. Widely disseminated through the work of Bobby McFerrin, Circle

Singing positions difference as a resource, intentionally directing the educational focus toward the plurality of individuals involved in generating a collective, engaging experience. In particular, the present quali-quantitative study investigates a Circle Singing laboratory conducted at Roma Tre University between October and December 2025 (Pantano & Rizzo, 2025). The intervention involved 104 students and employed standardised digital tools (PROMS, SpeechAce) to assess musical and linguistic outcomes. Questionnaires and focus groups were used to evaluate socio-relational dimensions and wellbeing indicators. Preliminary analyses underpin statistically significant improvements in musical and linguistic competences, which correlate with an increased sense of belonging, reduced performance anxiety, and enhanced bodily awareness. Focus groups and questionnaires further highlighted students' positive engagement with the methodology, with the majority indicating that they intend to incorporate Circle Singing into their future teaching practice.

Benasayag, M., & Schmit, G. (2003). L'epoca delle passioni tristi. Feltrinelli.

Clift, S., & Hancox, G. (2010). The significance of choral singing for sustaining psychological wellbeing: Findings from a survey of choristers in England, Australia and Germany. Music Performance Research, 3(1), 79–96.

Csikszentmihalyi, M. (2003). Good business: Leadership, flow, and the making of meaning. Viking.

Jacob, C., Guptill, C., & Sumsion, T. (2009). Motivation for continuing involvement in a leisure-based choir: The lived experiences of university choir members. Journal of Occupational Science, 16(3), 187–193.

Juslin, P. N., Liljeström, S., Västfjäll, D., & Lundqvist, L.-O. (2010). How does music evoke emotions? Exploring the underlying mechanisms. In P. N. Juslin & J. A. Sloboda (Eds.), Handbook of music and emotion: Theory, research, applications (pp. 605–642). Oxford University Press.

Lancet, The. (2024). Unhealthy influencers? Social media and youth mental health. The Lancet, 404(10461), 1375. https://doi.org/10.1016/S0140-6736(24)02134-2

Lyotard, J.-F. (1985). The postmodern condition: A report on knowledge (G. Bennington & B. Massumi, Trans.). University of Minnesota Press. (Original work published 1979)

MacDonald, R. A. R., Kreutz, G., & Mitchell, L. (Eds.). (2012). Music, health, and wellbeing. Oxford University Press.

Pantano, G., & Rizzo, A. L. (2025). Circle Singing as an inclusive interdisciplinary practice: Assessing musical and linguistic development through innovative research tools. Italian Journal of Educational Research, S.I., 179–190. https://doi.org/10.7346/sird-1S2025-p179

Sawyer, K. (2012). La forza del gruppo: Il potere creativo della collaborazione. Giunti.

Shulman, L. S. (2005). Signature pedagogies in the professions. Daedalus, 134(3), 52–59.

UNESCO-KACES. (2010). Arts education glossary research. UNESCO.

Wang, Q. (2022). The triangular self in the social media era. Memory, Mind & Media, 1, E4, 1–12.

GENERATIVE AGENCY, CAPABILITY, AND WELL-BEING IN INCLUSIVE TEACHING PRACTICES

Daniela Gulisano (Università degli Studi di Catania, Dipartimento di Scienze della Formazione, Italy) · **Paolina Mulè** (Università degli Studi di Catania, Dipartimento di Scienze della Formazione, Italy)

Teacher agency inclusive teaching practices

When examining the teaching profession and professionalism to observe the qualitative nature of action—alongside aspects of competence, knowledge, care, pride, and a sense of belonging—a pivotal role is played by the effective interpretation of educational practice. This becomes the primary focal point for new perspectives in study and research. In this sense, the context in which teachers operate daily is constantly evolving, encompassing diverse cultures and existential conditions. This requires calibrated, person-centered planning that extends beyond mere knowledge acquisition toward the attainment of a generative, competent, and enabling agency capable of increasing methodological-didactic awareness. The teacher as an agent of change and an "expert-in-action" in active and laboratory-based methodologies emerges as one who takes responsibility for their role within the school institution. They become a true resource within a complex organization that constantly needs to enhance its level of skills and internal capabilities to address emerging and unforeseen challenges. In synthesis, capacity-in-action is interpreted as functioning (agency) and as a necessary condition for determining human specificity and freedom of action. On this subject, the leading scholar Amartya Sen defines capability as this human faculty to utilize the dense network of relational resources, often identified as social capital: 'competence to act, hybridization, and dense synergistic interaction between material and immaterial forms of the man-world, person-life context relationship.' In other words, drawing also from Martha Nussbaum's definition, the capability approach focuses on the uniqueness of the person, their dignity, and the real spaces of opportunity available to them. Thus, a new dimension of educational and didactic action takes shape, implying the need to rethink the meaning and purpose of the teacher's professional practice. In this direction, a central role is played by the quality and well-being of teacher training, whose profile must be defined as inclusive. Indeed, the possibility of navigating the complexity of the

current educational system lies in adhering to the values that define the inclusive teacher's profile, as updated in 2022 by the European Agency for Development in Special Needs Education (TPL4I). Consequently, within this work—starting from the guidelines developed by the European Agency regarding the 'Profile of Inclusive Teachers'—a National exploratory survey was conducted following the primary research paradigm on original data. The objective is to investigate the quality of the profile and the professional competences/capabilities of the inclusive teacher, aiming for a substantial renewal of teaching practices and inclusive planning processes for a school truly dedicated to developing the talents and potential of each and every student.

Altet M., La formation professionnelle des enseignants. Analyse de pratiques et situations pedagogiques, PUF, Paris 1994

Calvert L., Moving from Compliance to Agency. What Teachers Need to Make Professional Learning Work, Learning Forward and NCTAF. Oxford, OH, 2016

Calvert L., The Power of Teacher Agency, The Learning Professional, 2016, 37 (2), 51-56.

Fabbri L., Comunità di pratiche e apprendimento riflessivo. Per una formazione situata, Carocci, Roma 2007

Ferrari, L., & Taddei, A., Teacher agency: perspectives and limits. Ricerche Di Pedagogia E Didattica. Journal of Theories and Research in Education, 12(3), 2017, 1–11

Gulisano D., L'Agentività professionale del docente inclusivo secondo il Capability Approach, in «EduCrazia. Rivista di riflessioni pedagogiche e didattiche», Volume I, n.1, anno V-2024, 08-16

Gulisano D., Quale profilo per il docente inclusivo? Alcune risultanze di un'indagine esplorativa effettuata al Corso di Specializzazione per le Attività di Sostegno Didattico agli Alunni con Disabilità dell'Università degli Studi di Catania, «ANNALI ONLINE DELLA DIDATTICA E DELLA FORMAZIONE DOCENTE», vol. 15, 2023, p. 273-290

Mulè P, Gulisano D (a cura di), L'insegnante tra innovazione didattica e processi inclusivi, Studium, Roma 2024

Nussbaum M. C., Creating Capabilities. The human development approach, The Belknap Press Harvard University, Cambridge 2010

Sen A. H., Lo sviluppo è libertà. Perché non c'è crescita senza democrazia, Mondadori, Milano 2000

F.10

The Realm of Ableist Meritocracy: Unmasking Practices of Pseudo-Inclusion Within the Italian Education System

PANEL CONVENORS: Marianna Piccioli (Università degli Studi di Roma "Foro Italico", Italy); Simona D'Alessio (Grids – Gruppo di Ricerca Inclusione e Disability Studies, Italy); Giuseppe Vadalà (Grids – Gruppo di Ricerca Inclusione e Disability Studies, Italy); Fabio Bocci (Università degli Studi Roma Tre, Italy)

PANEL KEYWORDS: Inclusion, Disability Studies, Ableism

In a time when the democratic role of public schooling and inclusive education is being challenged, this panel seeks to offer a crucial space for dialogue concerning various forms of resistance aimed at constructing and preserving a constitutional, equitable, and just educational system. The session invites scholars whose work actively critiques and opposes the ableist and performative vision intrinsically linked to the ideology of merit, both within educational contexts and the broader society. We welcome studies and critical analyses of culture and research methodologies that position education as a collective public matter. Submissions should focus on areas of inquiry that promote genuine inclusive processes by targeting the elimination of institutionalized forms of discrimination and oppression, particularly disabling practices and ableism. We are keenly interested in proposals that offer strategies for active participation and cultural and political transformation. Presentations grounded in theoretical perspectives, such as Disability Studies (DS) and Critical Disability Studies (CDS), are particularly encouraged. These approaches offer innovative frameworks for analyzing policies and cultural practices, and for carrying out research, enabling us to identify the multifaceted forms of discrimination and exclusion, and propose viable pathways for systemic change.

DECONSTRUCTING ABLEISM IN TEACHER EDUCATION: REFLEXIVITY, HABITUS, AND REPRESENTATIONS OF DISABILITY

Alessandra Maria Straniero (University of Calabria, Italy)

Teacher Education | Ableism | Professional Habitus

International and national educational policies recognize teacher education as a strategic lever for promoting inclusive schooling. Nevertheless, a substantial body of research highlights a persistent gap between the normative discourse on inclusion and everyday educational practices. This gap can be attributed, at least in part, to the endurance of social representations of disability grounded in deficit-oriented and ableist paradigms, which continue to implicitly shape teachers' attitudes, educational expectations, and instructional choices. This contribution offers a theoretical and

methodological reflection on teacher education as a privileged space for the deconstruction of perceptions and attitudes toward disability, positioning professional reflexivity as a central formative device. Drawing on the theoretical framework of social representations and the concept of professional habitus, the paper examines how tacit cognitive schemes, doxic beliefs, and embodied dispositions orient educational action – often below the threshold of conscious awareness – thereby reproducing practices that contradict the principles of inclusive education. From this perspective, teacher education cannot be reduced to the transmission of technical or methodological competencies, but must be understood as a transformative process aimed at critically interrogating the dominant educational imaginary surrounding disability. Particular attention is devoted to reflexivity as a practice capable of making visible the cultural assumptions underpinning teaching practices and of activating processes of critical reworking of professional experience. The contribution discusses a range of reflective training devices – including the narration of practices, professional and autobiographical writing, the analysis of instructional planning, professional journaling, and dialogic peer exchange – conceived as tools for bringing to the surface stereotypes, automatisms, and implicit attitudes toward disability. These devices enable teachers to critically examine the distance between inclusive discourses and enacted practices, fostering a transformation of professional habitus toward greater awareness, critical engagement, and inclusivity. The aim of the paper is to offer theoretical and methodological insights for rethinking teacher education as an ethical and political practice, capable of supporting the development of a reflective teaching professionalism oriented toward educational justice and the construction of genuinely inclusive educational practices.

European Agency for Special Needs and Inclusive Education. (2021). Teacher Professional Learning for Inclusion: Literature Review. Odense, Denmark: European Agency.

European Commission/EACEA/Eurydice. (2021). Teachers in Europe: Careers, Development and Well-being. Eurydice Report. Luxembourg: Publications Office of the European Union.

European Council. (2020). Council conclusions on European teachers and trainers for the future – Sustainable competences and motivation for the teaching profession (2020/C 193/04). Official Journal of the European Union, C193/11.

Magnoler, P. (2011). Tracce di habitus? Education Sciences & Society, 2(1), 67-82.

Mortari, L. (2003). Apprendere dall'esperienza. Il pensare riflessivo nella Formazione. Roma: Carocci.

Perrenoud, P. (2001). De la pratique réflexive au travail sur l'habitus. Recherche et formation, 36, 131-162.

Perrenoud, P. (2001). Costruire competenze a partire dalla pratica. Roma: Anicia.

UNESCO. (2020). Global Education Monitoring Report 2020: Inclusion and education – All means all. Paris: UNESCO.

PRACTICING DEMOCRACY AND INCLUSIVE EDUCATION THROUGH PHILOSOPHY FOR CHILDREN IN PRIMARY SCHOOL

Arianna Vennarucci (Istituto comprensivo Claudio Abbado, Italy)

philosophy children inclusion

This contribution presents and discusses a Philosophy for Children (P4C) project implemented in a primary school within a comprehensive institute in Rome. The project is designed as an innovative and inclusive pedagogical practice aimed at fostering democratic schooling through dialogical inquiry, critical thinking, and participatory learning processes. In a contemporary educational context increasingly shaped by standardization and homogenizing curricular models, the teaching of philosophy is conceived as a form of pedagogical resistance, capable of preserving plurality, subjectivity, and critical reflection within schooling. Grounded in the theoretical framework of Philosophy for Children, as developed by Matthew Lipman and later expanded by international scholarship, the project is carried out over one academic year with students aged 8–10. Philosophical inquiry sessions are integrated into the regular curriculum and structured around the Community of Inquiry model. Through shared reading of philosophical stimuli, collective question generation, and dialogical discussion, pupils are encouraged to express their viewpoints, listen to others, justify their reasoning, and collaboratively construct meaning. This process supports inclusive participation by valuing diverse cognitive styles, linguistic repertoires, and lived experiences, thus challenging normative and deficit-based conceptions of learning. The project explicitly addresses the democratic and inclusive dimension of schooling by positioning students as active participants in knowledge construction. Classroom dialogue functions as a micro-democratic space in which rules of discussion are co-constructed, authority is shared, and differences are recognized as epistemic resources. In this sense, philosophical inquiry counters the logic of standardization by resisting the reduction of students to measurable performances and instead

affirming their voices as singular, relational, and socially situated. Curriculum teachers work alongside trained P4C experts, who co-facilitate inquiry sessions, model philosophical dialogue, and support teachers in adopting a facilitative rather than transmissive role. This collaborative approach contributes to the creation of an inclusive learning environment in which all students, including those at risk of marginalization, can participate meaningfully. By fostering critical questioning and reflexivity, P4C offers children conceptual tools to recognize and challenge stereotypes, implicit biases, and taken-for-granted assumptions that often underpin processes of exclusion, oppression, and discrimination. Qualitative data are collected through classroom observations, students' reflective journals, audio recordings of discussions, and teachers' field notes. The analysis highlights developments in students' argumentative skills, dialogical dispositions, and openness to plural perspectives. Moreover, the P4C approach contributes to reshaping classroom relationships, promoting mutual respect, cooperation, and a stronger sense of belonging within the learning community. This paper argues that Philosophy for Children represents a powerful pedagogical innovation capable of strengthening democratic and inclusive practices in primary education. By embedding philosophical inquiry into everyday school life and by proposing the project on a yearly basis, the initiative demonstrates how democratic schooling can be cultivated from an early age, not merely as a curricular topic but as a lived educational experience. The contribution concludes by reflecting on the implications for teacher education and on the sustainability of P4C practices within comprehensive school systems committed to resisting standardization and promoting social justice through education.

A. Cosentino (a cura di), Filosofia e formazione. 10 anni di P4C in Italia (1991-2001), Liguori

M. Lipman, A.M. Sharp, F.S. Oscanyan, L'indagine filosofica. Philosophy for Children, Liguori

G. Ruzzante, La Philosophy for Children come comunità di ricerca inclusiva. Formazione & Insegnamento. Rivista internazionale di Scienze 104 dell'educazione e della formazione, (2016) 14(2)

V. Waksman, W. Khoan, Fare filosofia con i bambini. Strumenti critici e operativi, Liguori

THE ILLUSION OF INCLUSION: DECIPHERING THE ABLEIST AND PERFORMATIVE APPARATUS WITHIN THE NEW ITALIAN NATIONAL GUIDELINES 2025

Marianna Piccioli (Università degli Studi di Roma "Foro Italico", Italy)

Systemic Ableism | National Guidelines 2025 (Italy) | Performative Meritocracy

In un panorama educativo italiano che storicamente si dichiara inclusivo, le politiche scolastiche recenti sembrano orientarsi verso una "pseudo-inclusione" che maschera—sotto la retorica del talento e della personalizzazione—un ritorno a logiche neoliberiste e abiliste. Questo contributo propone un'analisi critica delle "Linee Guida Nazionali 2025" (Indicazioni Nazionali 2025) attraverso la lente degli Studi Critici sulla Disabilità (CDS), con l'obiettivo di smascherare come il sistema educativo continui a funzionare come strumento di normalizzazione. The analysis focuses on three main problematic nodes identified within the ministerial text. First, the construction of the notion of "talent" is examined: although presented as a universal potential, it is framed as the "active and situated expression of cognitive resources," effectively establishing a value parameter based on performance. This approach transforms merit into an "ableist realm" where success is the individual's responsibility, marginalizing anyone with non-conforming functioning or divergent processing speeds. Secondly, the study analyzes the persistence of normative bodily and cognitive standards in the areas of physical and digital competence. The pursuit of "precision," "finalization of movement," and "speed" in developmental milestones reflects a view of the body and mind as machines to be optimized, ignoring disability epistemologies and the concepts of interdependence. Finally, the intervention highlights how the language of "deficit compensation," despite attempts at terminological updates, maintains a firm medical and individual perspective on disability. This paradigm prevents genuine cultural transformation, reducing inclusion to a technical management of "diversity" so as not to disturb the pace of the "normal" classroom. The objective of this presentation is to demonstrate how these guidelines, by promoting rigid autonomy and an exclusionary meritocracy, act as disabling practices. In conclusion, trajectories of resistance based on critical pedagogy and disability justice will be proposed, shifting the focus from "subject performance" to the "transformation of contexts" for an authentically constitutional and equitable educational system.

Campbell, F. K. (2009). Contours of ableism: The production of disability and abledness. Springer.

Foucault, M. (1972). L'ordine del discorso. Einaudi.

Foucault, M. (1977). Microfisica del potere. Einaudi.
Foucault, M. (1998). Le parole e le cose. Un'archeologia delle scienze umane. Rizzoli.
Foucault, M. (2005). Nascita della biopolitica. Corso al Collège de France (1978-1979). Feltrinelli.
Gardou, C. (2006). Diversità vulnerabilità e handicap. Per una nuova cultura della disabilità. Edizioni Centro Studi Erickson.
Gardou, C. (2015). Nessuna vita è minuscola. Per una società inclusiva. Mondadori Università.
Geanellos, R. (2000). Exploring Ricoeur's hermeneutic theory of interpretation as a method of analysing research texts. Nursing inquiry, 7(2), 112-119.
Goffman, E. (2003). Stigma. L'identità negata. Ombre Corte.
Goffman, E. (2009). Stigma: Notes on the management of spoiled identity. Simon and Schuster.
Goodley, D. (2014). Dis/Ability Studies: Theorising Disablism and Ableism. Routledge.
Goodley, D., D'Alessio, S., Ferri, B., Monceri, F., Titchkosky, T., Vadalà, G., ... & Medeghini, R. (2018). Disability Studies e inclusione. Per una lettura critica delle politiche e pratiche educative. Edizioni Centro Studi Erickson.
Hall, S. (1980). Encoding/decoding. In S. Hall, D. Hobson, A. Love, & P. Willis (A cura di), Culture, media, language (pp. 128–138). Hutchinson.
Hall, S. (1992). The twelve cultural paradigms. Sage Publications.
Hall, S. (2011). Che cos'è la cultura popolare? Laterza.
Hall, S., & Mellino, M. (2007). La cultura e il potere. Conversazione sui cultural studies. Meltemi Editore.
Hoggart, R. (1957). The uses of literacy. Penguin.
Ianes, D. (a cura di) (2025). Credere, Obbedire, Insegnare. Voci critiche sulle Indicazioni Nazionali 2025 per il primo ciclo di istruzione. Edizioni Centro Studi Erickson.
Medeghini, R. (2015). Norma e normalità nei disability studies: Riflessioni e analisi critica per ripensare la disabilità. Edizioni Centro Studi Erickson.
Medeghini, R., D'Alessio, S., Marra, A. D., Vadalà, G., & Valtellina, E. (2013). Disability Studies. Emancipazione, inclusione scolastica e sociale, cittadinanza. Edizioni Centro Studi Erickson.
Monceri, F. (2017). Etica e disabilità. Morcelliana.
Murphy, R. F. (2017). Il silenzio del corpo: Antropologia della disabilità. Edizioni Centro Studi Erickson.
Oliver, M. (2023). Le politiche della disabilitazione. Il Modello Sociale della disabilità. Ombre Corte.
Ricoeur, P. (1965) (2002). Della Interpretazione. Saggio su Freud. Il Saggiatore.
Ricoeur, P. (1969) (1982). II conflitto delle interpretazioni. Jaca Book.
Shakespeare, T. (1994). Cultural representations of disabled people. Dustbins for disavowal? Disability and Society, 9(3), 283–299.
Shakespeare, T. (2013). Disability rights and wrongs revisited. Routledge.

THE ROLE OF ABLEISM IN PRODUCING MICRO-EXCLUSION

Francesca Marotti (University of Florence, Italy)

Micro-Exclusion | Ableism | Inclusive Education

The Italian school system was a pioneer in the deinstitutionalization of education, being the first to welcome all students into the regular education system and establishing inclusive education as its current guiding principle. However, the practical implementation of this principle remains fraught with challenges. Within the Italian academic landscape, research informed by the Disability Studies perspective has exposed systemic flaws in the inclusive process, which often culminate in practices of exclusion and discrimination. Specifically, since the early 2000s, processes of micro-exclusion have been brought to light. In line with this theoretical framework, an observational study was conducted across two primary schools in the Tuscany region to identify contemporary phenomena of micro-exclusion within school contexts. The findings revealed that such practices persist across seven key domains: language, physical spaces, temporal organization, interpersonal relationships, instructional design, educational provision, and assessment. This contribution aims to analyze these phenomena through the lens of Critical Disability Studies to understand which elements, typical of ableism, drive their manifestation. From the analysis of the observed phenomena, it emerges that the school system remains deeply rooted in an ableist paradigm. Firstly, there is a noticeable "pollution" of language, resulting from both implicit and explicit categorization processes that reflect a marked prevalence of the individual-medical model. Secondly, the constant reference to the norm triggers separation at multiple levels. Processes of instructional design and assessment, alongside the organization of educational provision, all based on the concept of homogeneity and the ideal of the "average student", render those who do not fit this canon victims of normalization, adaptation, compensation, and simplification, at best. At worst, these students face exclusion from learning and socialization, leading to the creation of parallel tracks delegated solely to the support teacher. Furthermore, this phenomenon of delegation is reflected in the interpersonal dynamics within the class group. Finally, the normative organization of space induces push-out phenomena toward environments constructed for specific categories of students based on their impairment, thereby shifting the focus back onto the individual rather than the context. The school has struggled to embrace the challenge of being transformed by diversity,

which continues to be interpreted as a deviation from a norm, a condition to be reduced to facilitate assimilation. The necessary shift toward inclusive education, understood as a radical transformation of the system, has yet to be fully realized. It is, therefore, essential to reclaim an authentically inclusive perspective: one that shifts the focus away from the "non-normative" student to examine the disabling context and deconstruct the dominant ableist ideologies from which exclusionary and discriminatory practices derive.

Bellacicco, R., Dell'Anna, S., Micalizzi, E., & Parisi, T. (2022). Nulla su di noi senza di noi. Una ricerca empirica sull'abilismo in Italia. FrancoAngeli.
Campbell, F. K. (2009). Contours of ableism: The production of disability and abledness. Springer.
D'Alessio, S. (2011). Inclusive education in Italy. A critical analysis of the policy of integrazione scolastica. Sense Publishers.
Goodley, D. (2014). Dis/Ability Studies: Theorising Disablism and Ableism. Routledge.
Medeghini, R. (2015). Norma e normalità nei disability studies: Riflessioni e analisi critica per ripensare la disabilità. Edizioni Centro Studi Erickson.
Piccioli, M. (2020). Relational Model e Cultural Model come incontro tra integrazione e inclusione. Un'occasione di sviluppo per la scuola italiana. Edizioni ETS.
Valtellina, E. (2025). Sulla disabilitazione. Introduzione ai disability studies. UTET Università.
Wolbring, G. (2008). The politics of ableism. Development, 51, 252-258.

THE NON-NEUTRALITY OF THE EDUCATIONAL GUIDANCE OF STUDENTS WITH DISABILITIES: AN ETHNOGRAPHY OF SCHOOL TRANSITIONS

Luca Fabris (Univeristy of Bologna, Italy)

Disability · Guidance · Ethnography

The research is based on a year of ethnographic observation of three groups of students at different stages of their education in four schools in Bologna: two second-year classes in lower secondary school; two classes in the first two years of upper secondary school; and a group of young adult activists with disabilities. Integrating socio-anthropological literature and Disability Studies, the study focused on how guidance practices contribute to the construction of a representation of disabled people by teachers and help to propose to young disabled people an identity to internalise and an educational trajectory to adhere to, producing a looping effect specific to the school field. These representations correspond to imaginaries and educational opportunities that privilege medical-functional needs over personal aspirations. Secondly, through a socio-material analysis of guidance practices, it observed in action some guidance devices - teaching materials, "consigli di orientamento" and differentiation of the PEI - which contribute to the over-representation of students with disabilities in technical and vocational education. This streaming is facilitated by a process of "platformisation" of guidance (Unica) which centralises the collection of information and reduces the complex educational process of choice to a predetermined future to adhere to. The school life stories of the group of young adult activists have served as a tool to shed light on the material and cultural barriers in the students' experiences and their strategies of resistance and rebellion against the destinies offered to them. Can the human being be a project? A project of whom and for whom?

Oliver M. (1990), The Politics of Disablement, Macmillan, Londra;
Romito M. (2016), Una scuola di classe. Orientamento e disuguaglianza nelle transizioni scolastiche, Guerini scientifica, Milano;
Hacking I. (2007), Kinds of People: Moving Targets, British Academy, London.

ACHIEVEMENT AND ACHIEVEMENT DIFFERENCES IN PRIMARY EDUCATION: INEQUALITY-CRITICAL REFLECTIONS ON A DISCOURSE ANALYSIS OF EDUCATIONAL POLICY

Sara Baroni (Free University of Bolzano-Bozen, Italy) · **Simone Seitz** (Free University of Bolzano-Bozen, Italy) · **Anna Schwermann** (Free University of Bolzano-Bozen, Italy) · **Aline Lupa** (Free University of Bolzano-Bozen, Italy)

Discourse analysis · inequity · achievement

Achievement is not a neutral educational category but historically and politically framed and produced within "discourse-practice formations" (Ricken & Reh 2018). Since decades it is furthermore a crucial element of educational scientific research (Black & Wiliam, 1998; Agrusti, 2021; Piscozzo & Stefanel, 2022). Referring to Foucault's concept of dispositif (2002), achievement can be understood as part of a complex ensemble of discourses which powerfully structure social

practices within school as an institution (Seitz et al., 2024a). Starting from here, this contribution addresses the question of which ideas of achievement and achievement differences are conveyed through educational policy documents in the Italian inclusive educational system. In a sub-study of a cross-national research project, discourse analyses on educational policy documents (2001-2020) on primary education from Italy and Germany were conducted (APrA: "Achievement: A social practice in Primary School. An International Comparative Analysis on Germany and Italy" DFG-JOINT, 2025–2027; Free University of Bozen-Bolzano; Carl von Ossietzky University Oldenburg). In this context and based on the sociology-of-knowledge approach to discourse (SKAD; Keller 2013), we problematize the phenomenon "achievement" as a discursive construct that is historically shaped within intertwined complexes of power and knowledge (Foucault, 2002). The sampling process of the discourse analysis combined deductive and inductive procedures, that led to a data corpus of 20 analyzed documents regarding primary education in Italy (and the Autonomous Province of Bozen-Bolzano), valid or issued between 2001-2020. The analysis was conducted by adapting coding strategies of Grounded Theory (Glaser & Strauss, 2017) to the requirements of SKAD and the specific knowledge interests of this study (Keller, 2013). The reconstruction of the discourse related to Italy uncovered a strong focus on individualized acquisition of competences being embedded into tensions between logics of meritocracy and educational equity (Boarelli, 2019; Seitz, Baroni & Schwermann, 2026 in press). As assessment translates learning processes into visible and measurable forms, achievement functions as a societal contribution of each. This manifests itself in the subjectification of all students as autonomous achieving subjects and future contributors to society, while the institutional structures foster personality development by valuing, on the one hand diversity and on the other hand, deserving behavior and merit. In our presentation, we critically reflect on the derived concepts of autonomy of the individual and relate it to implicit hegemonial concepts of ability and their close connection to normalcy (Stojanov, 2018; Migliarini, D'Alessio & Bocci, 2018; Seitz et al., 2024b) which change meaning in the light of meritocratic dynamics of achievement enhancement – even within an inclusively structured educational system. This study therefore contributes to the internationally oriented, inequality-critical reflection on achievement-related discourses and their significance for the (re-)production of normality, difference, and educational inequality at the level of (inclusive) primary education.

Agrusti, G. (2021). Per un ritorno agli obiettivi. Come cambia la valutazione nella scuola primaria. Cadmo (1), 5 – 20.

Black, P., & Wiliam, D. (1998). Assessment and Classroom Learning. Assessment in Education: Principles, Policy & Practice, 5(1), 7 – 74.

Boarelli, M. (2019). Contro l'ideologia del merito. Editori Laterza.

Foucault, M. (2002) [1972]. Archeology of knowledge. Routledge.

Glaser, B. & Strauss, A. (2017) [1999]. Discovery of Grounded Theory. Strategies for Qualitative Research. Routledge.

Keller, R. (2013). Doing discourse research. An introduction for social scientists. SAGE.

Migliarini, V., D'Alessio, S. & Bocci, F. (2018): SEN Policies and migrant children in Italian schools: micro-exclusions through discourses of equality. Discourse: Studies in the Cultural Politics of Education, DOI: 10.1080/01596306.2018.1558176

Piscozzo, M., & Stefanel, S. (2022). La valutazione nella scuola primaria. Obiettivi, curricoli, scelte. UTET.

Ricken, S. & Reh, N. (2018, Eds.). Leistung als Paradigma. Springer VS.

Seitz, S., Demo, H., & Cappello, S. (2024a). Financing inclusive Education: Critical Reflections on the Italian Model of Resource Allocation for Inclusive Education. Italian Journal of Special Education for Inclusion, XII(1), 220232. https://doi.org/10.7346/sipes-01-2024-21

Seitz, S., Kaiser, M., Auer, P. & Bellacicco, R. (2024b). Giftedness, achievement, and inclusion: A discourse analysis. L'Integrazione Scolastica e Sociale 23(1), 8-32. DOI: 10.14605/ISS2312401

Seitz, S., Baroni, S. & Schwermann, A. (2026, in press). Riflessioni su rendimento, merito e meritocrazia in ottica inclusiva. In S. Seitz, S. Baroni, A. Lupa, H. Demo & V. Macchia (Eds.), equità e sostenibilità – Kontexte und Kontraste. Bu,press.

Stojanov, K. (2018). Educational justice and transnational migration. Journal of Global Ethics, 14(1), 34–46. https://doi.org/10.1080/17449626.2018.1498370

CRIPPING MERITOCRACY: ABLEIST PERFORMANCE AND NORMATIVE BODIES IN CONTEMPORARY EDUCATION

Barbara Centrone (University of Roma Tre, Italy)

Crip studies | meritocracy | normativity

In contemporary educational discourse, meritocracy is frequently presented as a neutral principle meant to reward talent, effort, and individual commitment. Yet a growing body of critical scholarship has shown how meritocratic systems are embedded in normative assumptions about productivity, autonomy, and performance. These assumptions reflect broader socio-economic structures shaped by neoliberal capitalism, which tends to evaluate human worth according to the capa-

city to perform efficiently within competitive environments. This paper approaches meritocratic ideology through a crip lens, engaging with the emerging field of Crip Studies, a transdisciplinary framework that extends Crip Theory by integrating multiple epistemological and methodological perspectives. Building on the insights of Disability Studies and Queer Theory, Crip Studies interrogate the normative systems that regulate bodies, identities, and ways of living, making visible how different structures of oppression operate together and reinforce one another (Centrone, 2025). From this perspective, meritocratic ideology can be understood as structurally ableist. As Robert McRuer argues, modern societies operate through the implicit expectation of compulsory able-bodiedness, a normative standard that assumes bodies should be autonomous, efficient, and constantly capable of performing within capitalist temporalities (McRuer, 2006). Educational institutions play a key role in reproducing these expectations, evaluating students according to standardized criteria of performance, discipline, and developmental normality. Seen through a crip perspective, ableism does not only affect disabled people, it organizes a broader hierarchy of bodies based on their capacity to conform to socially sanctioned norms: bodies that interrupt expectations of productivity, autonomy, or linear development—such as disabled, chronically ill, or neurodivergent bodies—are often positioned as deviant within meritocratic frameworks. At the same time, bodies that destabilize dominant gender norms and reproductive expectations, including trans and queer subjects, can similarly challenge the normative order that meritocratic ideology seeks to stabilize (Butler, 1990). These dynamics are also connected to dominant relational norms. Recent work on mononormativity has highlighted how capitalist societies tend to naturalize the monogamous couple as the legitimate form of affective and sexual life, shaping expectations around intimacy, care, and social reproduction (Vasallo, 2022). When examined from a crip perspective, these norms appear closely tied to broader systems of normalization that privilege stable, productive, and socially recognizable forms of life. Within this framework, meritocracy functions not simply as a mechanism of evaluation but as a technology of normalization that contributes to producing hierarchies among bodies and identities. In the Italian education system, such dynamics often coexist with discourses that formally promote inclusion. The result is a configuration that can be described as pseudo-inclusion: institutional practices that appear inclusive while continuing to reproduce normative expectations about bodies, abilities, and identities. Mobilizing the analytical tools offered by Crip Studies, this paper argues that addressing ableist meritocracy requires more than expanding access to existing educational structures. It requires a critical examination of the normative assumptions that underpin educational institutions and a rethinking of educational practices in ways that foreground interdependence, collective responsibility, and epistemic plurality.

Butler, J. (1990). Gender trouble feminism and the subversion of identity. Routledge
Centrone, B. (2025). I Crip Studies. In E. Valtellina (Ed.), Sulla disabilitazione. Introduzione ai Disability Studies. UTET Università.
McRuer, R. (2006). Crip Theory: Cultural Signs of Queerness and Disability. New York University Press.
Vasallo, B. (2022). Per una rivoluzione degli affetti: Pensiero monogamo e terrore poliamoroso. Effequ.

DISABILITY STUDIES AND DEMOCRATIC SCHOOLING

Simona D'Alessio (istituto comprensivo Octavia, Italy - GRIDS) · **Giuseppe Vadalà** (GRIDS - Gruppo di Ricerca Inclusione e Disability Studies) · **Marianna Piccioli** (Università 'Foro Italico') · **Fabio Bocci** (Università Roma Tre)

Disability Studies inclusive education equity

The workshop introduces the crucial role played by Disability Studies for the development of a democratic school. It analyses the importance of Disability Studies as a critical theoretical framework against which to analyze and investigate processes and policies that can contribute to the development of inclusive education in schools and in society as a whole. Inclusive education is addressed as a key factor for the development of a just, equitable and democratic school. Drawing upon an analysis of the theoretical premises that have supported the development of Disability Studies both at national and international levels, the workshop will provide an opportunity of presenting the results from a research study conducted in a comprehensive school located in the outskirts of the city of Rome, investigating intersectionality focusing, in particular, at disability and migration issues. The final purpose is to engage teachers and school practitioners, in general, to reflect upon their practices and to adopt a Disability Studies perspective to unmask potentially discriminatory practices that can prevent the creation of a democratic school systems despite our intentions of doing otherwise.

•D'Alessio, S, Brent E. C. Migliarini, V. (2025) Supporting Disabled Migrant Students and Families from the Global South in Italy in Brent C. Elder and Valentina Migliarini (Eds) Humanizing Disability and Inclusive Education Research in the Global South, Palgrave:pp. 169-197
•D'Alessio,S. (2025) L'educazione inclusiva in Italia: un processo di cambiamento non ancora pienamente realizzato, in Enrico Valtellina (Eds) Sulla disabilitazione. Introduzione ai Disability Studies. UTET, Milano pp.269- 285
•Bocci, F,; D'Alessio, S., Medeghini, R.; Migliarini, V.; Scavarda A.; Vadalà, G.; Valtellina, E.; (2022) Inclusione: prospettive e sfide contemporanee. L'impatto della pandemia sulla vita delle persone con disabilità tra buone pratiche e criticità. Erickson: Trento
•Goodley, D., D'Alessio S. et al (2018) Disability Studies e inclusione. Erickson: Trento
•Medeghini, R., D'Alessio, S., Marra, A., Vadalà, G., Valtellina, E., (Eds), (2013), Disability Studies. Emancipazione, inclusione scolastica e sociale, cittadinanza. Erickson: Trento
•D'Alessio, S. (2011) Inclusive Education in Italy. A Critical Analysis of the Policy of Integrazione Scolastica. Rotterdam: Sense Publishers
•Migliarini, V. Elder B.C,. & D'Alessio, S. (2022) A DisCrit-Informed Person-Centered Approach to Inclusive Education in Italy, Equity & Excellence in Education, DOI: 10.1080/10665684.2021.2047415
•Migliarini, V., Stinson C., & D'Alessio S., (2019): 'SENitizing' migrant children in inclusive settings: exploring the impact of the Salamanca Statement thinking in Italy and the United States, International Journal of Inclusive Education https://doi.org/10.1080/13603116.2019.1622804
•Migliarini, V., D'Alessio, S., Bocci, F. (2018). SEN policies and migrant children in Italian schools: micro-exclusions through discourses of equality. Discourse: Studies in the Cultural Politics of Education, doi: /10.1080/01596306.2018.1558

MERITOCRACY, INCLUSION, AND THE BOUNDARIES OF FAIRNESS IN SCHOOLING: EVIDENCE FROM A SURVEY EXPERIMENT IN ITALY

Rosa Bellacicco (University of Turin, Italy) · **Tania Parisi** (University of Turin, Italy) · **Sara Romanò** (University of Turin, Italy)

Meritocracy | Inclusion | Ableism

In contemporary educational debates, inclusive policies are increasingly framed as a potential threat to meritocratic ideals such as competition, performance, and individual achievement. This tension can be understood within the broader framework of ableism, defined as a system of beliefs and practices that constructs able-bodiedness and able-mindedness as the normative standard of what is considered "normal," competent, and fully human (Campbell, 2009; Goodley, 2014; Wolbring, 2014). Within educational systems, these norms are often embedded in meritocratic discourses that frame achievement as the outcome of individual effort and ability, while obscuring the structural conditions that shape students' opportunities to succeed. As a result, accommodations and support measures intended to promote equity may be perceived as unfair advantages that undermine the principle of merit (Littler, 2017; Mitchell & Snyder, 2015; Bellacicco et al., 2022). Such perceptions reflect what scholars describe as the normalization of ableist expectations within schooling, where curricula, assessment practices, and institutional routines implicitly privilege certain forms of cognitive, behavioral, and bodily performance (Broderick & Lalvani, 2017; Bolt, 2017; Parekh, 2023). Importantly, ableism does not operate only through overt hostility or explicit discrimination. It also takes more subtle and socially normalized forms, such as paternalism, pity, or overprotective attitudes, which may contribute to the marginalization of students perceived as less able to meet normative expectations of performance (Nario-Redmond, 2020). As Parekh (2023) argues, educational systems often reproduce ableism through apparently neutral mechanisms such as evaluation practices, curricular pacing, and resource allocation, which can systematically position some students as less capable or less deserving of full participation. In this sense, meritocratic logics may function as a powerful cultural framework that legitimizes exclusion while maintaining the appearance of fairness.The study relies on a factorial survey experiment administered to a representative sample of approximately 2,000 individuals in Italy. Two vignette experiments examine how respondents evaluate educational decisions involving students in difficulty. The first vignette (3×2 design) assesses whether interrupting the regular curriculum to support students with different types of difficulties is considered appropriate. The experiment varies the school track (lower secondary school, vocational hospitality institute, scientific high school) and the reason for interruption (COVID-19 learning loss vs. special educational needs). Results show that respondents are more likely to consider pandemic-related disruptions legitimate, while special educational needs are perceived as a weaker justification for modifying the curriculum. The second vignette (3×3 design) explores teachers' decisions to reassign a role in a school play from a student with different types of difficulties to another. The student's condition (anxiety, disability, or no specific reason) and the decision-making context (demanding parents, precarious employment contract, or neutral context) are experimentally manipulated. Risk-laden contexts significantly increase the likelihood of marginalizing the struggling student. Overall, the findings highlight how meritocratic beliefs and institutional pressures may legitimize subtle forms of

ableism, revealing the tensions between inclusion and meritocracy within contemporary schooling. These results contribute to ongoing debates on the contradictions of merit-based educational systems and the challenges of building genuinely inclusive schools.

Bellacicco R., Dell'Anna S., Micalizzi E., Parisi T. (2022). Nulla su di noi senza di noi. Una ricerca empirica sull'abilismo in Italia. FrancoAngeli.

Bolt, D. (2017). Enabling the classroom and the curriculum: Higher education, literary studies and disability. Journal of Further and Higher Education, 41(4), 556–565.

Broderick, A. A., & Lalvani, P. (2017). Disability studies and the inclusive classroom: Critical practices for creating least restrictive attitudes. International Journal of Inclusive Education, 21(4), 369–383.

Campbell, F. K. (2009). Contours of ableism: The production of disability and abledness. Palgrave Macmillan.

Goodley D. (2014). Dis/ability studies: Theorising disablism and ableism. Routledge.

Littler, J. (2017). Against meritocracy: Culture, power and myths of mobility. Routledge.

Mitchell, D. T., & Snyder, S. L. (2015). The biopolitics of disability: Neoliberalism, able-nationalism, and peripheral embodiment. University of Michigan Press.

Nario-Redmond, M. R. (2020). Ableism: The causes and consequences of disability prejudice. Wiley-Blackwell.

Parekh, G. (2023). Ableism in education: Rethinking school practices and policies. W. W. Norton / Routledge.

Wolbring, G. (2014). Ability expectation and ableism: A conceptual framework. Disability & Society, 29(8), 1188–1199.

REFLECTIONS ON INTERMEDIATE LEADERSHIP AS A RESOURCE FOR INCLUSION IN ITALIAN SCHOOLS: THEMES AND ISSUES FROM A DISABILITY STUDIES PERSPECTIVE

Maria Antonietta Maggio (Università degli Studi di Parma, Italy)

Instrumental Function for Inclusion | Disability Studies | intermediate leadership for inclusion

Can we consider intermediate leadership as a potential promoter of real change in inclusive practices in Italian schools? This paper aims to answer this question from the perspective of Disability Studies, which emphasizes that: -in Italian schools, exclusionary practices still exist that refer to paradigms that are considered obsolete (D'Alessio, 2011; Ferri, 2015); -everyone's actions are guided by their own value framework, and understanding it allows them to recognize existing limitations (Travaglini, 2020); -there are ethical issues in the approach to disability that must be considered first (Piccioli, 2020). Intermediate leadership is made up of teachers who support the Headmaster by filling specific roles in areas that each school identifies as significant to its needs. The focus is on teachers with Instrumental Function for Inclusion, who manage all organizational, educational, and teaching aspects related to students with SEN. Specifically, for students with disabilities, they also support special education teachers in designing the Individualized Educational Plan and in defining pathways and experiences related to the Life Project. These two aspects emerged significantly in the results of an exploratory study conducted in the Specialization Course for Support Teachers at the University of Parma (IX edition). Trainee support teachers, asked in a specific structured Workshop, shared their views on the role of the Instrumental Function, describing them as "expert" and capable of sharing a "culture of inclusion" with the professional community, which they recognized as specific to each school. This "culture of inclusion", considered in conjunction with the lack of a unified regulatory profile and the absence of a specific training program, highlights the urgent need to further investigate this role, which remains defined only in each "Piano dell'Offerta Formativa" (in which each school discloses its organizational choices based on identified needs). Specific training programs, based on the Disability Studies perspective, would: -direct interest in the true potential of the Instrumental Function role; -accompany those in the role towards an informed reflection on the implications of their choices; -overcome the disparities that still represent an obstacle to the development of a quality school (D'Alessio, 2015); -support the attention of teachers who hold these roles to their own framework of values. A training program would promote a vision of the role of the Instrumental Function teacher as an "ally" (Oliver, 1990) of people with disabilities, who can therefore act according to specific beliefs (Barton, 2011), making choices and promoting practices capable of transforming cultures (Booth & Ainscow, 2014), and developing inclusive education from a Disability Studies perspective (Piccioli, 2020). The research, though conducted in a limited context, confirmed that teachers share the idea that this role is a strategic for inclusion, for example in supporting planning for students with disabilities. Recognizing the potential of intermediate leadership in improving inclusion means reaffirming that change is a process that must be supported. Incorporating Disability Studies into educational programs would enable this change to be supported anchoring it in pedagogical thinking grounded in solid values and culture (Piccioli, 2025).

Barton, L. (2011). La investigación en la educación inclusiva y la difusión de la investigación sobre discapacidad. In Revista Interuniversitaria de Formación de Profesorado. 25. 63-76. https://www.redalyc.org/pdf/274/27419147004.pdf

Booth, T., Ainscow, M. (2014). Nuovo Index per l'inclusione. Percorsi di apprendimento e partecipazione a scuola (trad. it. F. Dovigo). Roma: Carocci.

D'Alessio, S. (2011). Decostruire l'integrazione scolastica e costruire l'integrazione in Italia. In Medeghini, R. & Fornasa W. (a cura di), L'educazione inclusiva. Culture e pratiche nei contesti educativi e scolastici: una prospettiva psicopedagogica. Milano: Franco Angeli.

D'Alessio, S. (2015). La ricerca per l'educazione inclusiva a livello globale. In L'Integrazione scolastica e sociale v. 14 n.3. 243-250. https://rivistedigitali.erickson.it/integrazione-scolastica-sociale/it/visualizza/pdf/1135

Ferri, B.A. (2015). L'inclusione: un progetto non ancora realizzato. Perché abbiamo bisogno dei Disability Studies in Education. In L'integrazione scolastica e sociale, v.14 n.2. 128-134. https://ojs.pensamultimedia.it/index.php/sipes/article/view/1660/1603

Oliver, M. (1990). The Politics of Disablement. London: Macmillan.

Piccioli, M. (2020). Disabilità e sviluppo dell'educazione inclusiva: alcune questioni di etica nella ricerca nella prospettiva dei Disability Studies. In Italian Journal of Special Education for Inclusion. 8(1), pp. 53-66. https://doi.org/10.7346/sipes-01-2020-05

Piccioli, M. (2025). In continuo viaggio : verso una scuola inclusiva di qualità. Trento: Erickson.

Travaglini, A. (2020). Inclusione, normalità e disabilità: una rilettura secondo i Disability Studies. In Medical Humanities & Medicina Narrativa. Vol.2. 137-149. Roma, @racne. https://doi.org/10.4399/97888255332559

F.11

Toward an Embodied Crip Pedagogy: Activism, Interdependence, and Democratic Transformation in Educational Spaces

PANEL CONVENORS: Barbara Centrone (University of Roma Tre, Italy); Elisa Costantino (University of Genova, Italy); Sofia Righetti Nottegar (University of Verona, Italy); Alice Scavarda (University of Torino, Italy)

PANEL KEYWORDS: crip pedagogy, activism, body

In contemporary educational contexts characterised by the resurgence of ableist, racist, classist and cisheteropatriarchal norms, the body becomes the primary site where democratic participation is negotiated. Disabled, queer and otherwise marginalised subjects increasingly encounter surveillance, discipline and normative regulation that shape their right to inhabit educational spaces and to be recognised as full democratic agents. The panel adopts a crip lens as an epistemological and methodological foundation, following the formulation of the emerging field of Crip Studies (Centrone, 2025; McRuer, 2006) that weave together contributions from diverse fields that centre the body as a pedagogical and political site shaped by intersecting structures of power and develops multidimensional tools to interrogate how hierarchies of gender, race, class, disability and sexuality are produced, sustained and contested. This approach allows us to analyse how ableist and cisheteropatriarchal logics operate within educational institutions while generating tools for reimagining democratic participation through embodied, interdependent and socially just pedagogical practices. It repositions the body as a relational and political entity, foregrounding vulnerability and ecosociality as foundations for democratic coexistence (Costantino et al., 2025). We welcome theoretical and empirical papers on: – the interrelationship between disability and other identity axes in education and activism; – manifestations of compulsory able-bodiedness in schooling and teacher–student relations; – how crip theory challenges compulsory able-bodiedness in pedagogical and activist spaces; – the role of educational ICT in fostering or hindering oppressive practices; – activism resistance strategies (care practices, minority stress management, etc.); – pedagogical resistance strategies (self-training, shared knowledge production); – embodied pedagogical approaches, including comics and applied theatre.

CRIPPING DISPARITIES OF SUPPORT: RECONFIGURING DISABILITY, SUPPORT, AND PARTICIPATION IN HIGHER EDUCATION

Francesca Peruzzo (University of Birmingham, United Kingdom)

reasonable adjustments | assemblage | activism

This paper examines how everyday negotiations around 'support' in higher education in England function as sites where democratic and equitable participation is materially enabled or constrained. It draws on the multi-institutional project Addressing Disparity of Support: co-creating CPD and guidelines on reasonable adjustments with disabled students, developed in continuity with earlier research on disabled student activism in higher education (Peruzzo and Raaper, 2024) and in collaboration with the grassroots organisation Disabled Students UK (DSUK). Using a participatory design with disabled student co-researchers, the study approaches Reasonable Adjustment Plans (RAPs) not as administrative provisions but as arrangements that organise recognition, legitimacy, and presence within university life. The paper therefore shifts the analytical question from whether support works to how institutions come to know, define, and govern disability. To address this, the project develops an ecological approach informed by neo-materialist thought (Allan and Youdell,

2019), in which disability is analysed as an assemblage involving students, funding systems, administrative procedures, built environments, digital platforms, diagnostic documentation, affects, and embodied expertise. This perspective makes visible how participation depends on how relations between bodies, timetables, lecture capture systems, evidentiary categories, and accountability metrics are configured. Ableism thus operates infrastructurally, distributing capacities across human and non-human elements instead of residing solely in attitudes or prejudice. Support infrastructures here function as regulatory pedagogies in which norms of normalcy and deviance are produced (Sandahl, 2003). Adjustments are typically organised through compensatory logics requiring students to repeatedly narrate impairments and establish credibility and validation (Peruzzo, 2022). In Dolmage's (2017) terms, higher education maintains a 'logic of accommodation' that preserves institutional norms while relocating adaptation onto individuals. The result is conditional inclusion, according to which participation is permitted insofar as students align themselves with bureaucratic temporalities and evidence-informed practices. The study adopts co-production extended by crip pedagogy (McRuer, 2006) and crip epistemologies (Johnson & McRuer, 2014). Disabled student co-researchers co-designed surveys, analysed qualitative responses from students and staff, and co-developed training resources. The findings reveal dynamics operating across temporal, organisational, and relational scales. First, support is temporally misaligned with embodied experience, where administrative predictability conflicts with fluctuating conditions, producing interruption and fatigue. Second, responsibility is redistributed downward, making inclusion an individual managerial task performed through reminders, explanations, and negotiation. Third, support generates relational asymmetries in which staff uncertainty is stabilised through students' ongoing pedagogical labour. The analysis moves from RAPs as administrative devices, to regulatory pedagogies, and finally to sites where democratic participation is organised through socio-material relations. Participation emerges not from formal entitlement but from how institutions configure time, communication, environments, and responsibility across human and non-human actors. Institutional redesign becomes necessary, in which access shifts from an individualised burden to a collectively maintained capacity. Disabled students' knowledge and lived experience thus operate not as supplementary perspectives but as organising principles for imagining disabled futures (Kafer, 2013; Johnson & McRuer, 2014) and re-orienting higher education policy and practice toward a more equitable and democratic university experience.

Allan, J. and Youdell, D. (2017) Ghostings, materialisations and flows in Britain's special educational needs and disability assemblage, Discourse: Studies in the Cultural Politics of Education, 38:1, 70-82, DOI: 10.1080/01596306.2015.1104853

Dolmage, J., (2017). Academic Ableism: disability and higher education. Ann Harbour: University of Michigan Press.

Johnson, M. L. & McRuer, R. (2014). Cripistemologies: an introduction. Journal of Literacy and Cultural Disability Studies, 8(2), 127-147. https://doi.org/10.3828/jlcds.2014.12

Kafer, A. (2013). Feminist, queer, crip. Indiana University Press.

McRuer, R. (2006). Crip Theory. Cultural signs of queerness and disability. New York and London: New York University Press

Peruzzo, F. (2022). The Model of Becoming Aware: Disabled subjectivities, policy enactment and new exclusions in higher education. Journal of Education Policy, 37(3) 482-504, https://doi.org/10.1080/02680939.2020.1856415

Peruzzo, F., and Raaper, R. (2024). The making of the activist disabled subject: disability and political activism in English higher education. Discourse: Studies in the Cultural Politics of Education, 45(2), 173–186. https://doi.org/10.1080/01596306.2023.2271406

Sandahl, C. (2003). Queering the crip or cripping the queer?". GLQ: A Journal of Lesbian and Gay Studies, 9,(1-2), 25–56. https://doi.org/10.1215/10642684-9-1-2-25.

GIVING "BODY" TO RESEARCH: EMBODIED INQUIRY AND CRIP PEDAGOGY FOR THE DEMOCRATIZATION OF EDUCATIONAL CONTEXTS

Giovanni Gottardo (University of Siena, Italy) · **Francesca Bulletti** (University of Siena, Italy)

Embodied Inquiry | Crip Pedagogy | Fibromyalgia

This contribution aims to show the potential of Embodied Inquiry (Thanem & Knight, 2019; Leigh & Brown, 2021; Ferri, 2022) as a research methodology focused on empowerment and the possibility of being a sounding board for the voice of disabled people and bodies (Oliver, 2023; Gottardo, 2025a), thereby democratizing research and educational contexts. Starting from studies on embodiment (Gomez Paloma, Raiola & Tafuri, 2015) and Crip Studies (Valtellina, 2024; Centrone, 2025), a survey conducted with women with fibromyalgia will be presented, aimed at intercepting the knowledge generated by bodies about bodies themselves. Crip Studies is an interdisciplinary and critical field which, starting from Crip

Theory (McRuer, 2006), addresses identity, intersectional and multi-perspective dimensions (Costantino, Centrone & Bocci, 2025), often not considered within Disability Studies (Romano, 2025). The aim is to identify and unmask the construct of ability as an imposed norm, a canon that defines what is normal and desirable (Bocci & Straniero, 2020), while proposing to subvert it. Embodied Inquiry, as a research methodology focused on the body as a perceptive, communicative, and expressive tool (Leigh & Brown, 2021), moves precisely in this direction: considering the uniqueness and specificity of everyone. This research methodology, developed from neuroscience studies, seeks to capture bodily experiences, inscribed in the body, which are often difficult to communicate in words (Gottardo, 2025b). Thus, people with disabilities do not "disappear" from research (Giaconi et al., 2000), but become its heart, and the marginality and silence of their bodies (Bocci, 2000) becomes protagonism and a living voice. Through the presentation of a survey involving 10 women with fibromyalgia, we want to show how research can be configured as a practice attentive to the rhythms of the body, its suffering and fatigue, respectful of crip time (Kafer, 2013). A research practice conducted within a theater workshop, a protected space, a "suspension of life" (Cappa, 2016), where each woman is free to be herself, vulnerable, fragile, beyond the logic of 'normality' and performativity. A research practice that, through a multimodal approach using tools such as artistic performance, the production of artefacts and reflective writing, gives voice to and values the experience of women with a chronic illness that is (in)visible and often not recognized as a disability (Pieri, 2023). A research practice in which the researchers continually question their own position to avoid falling into the "easy way out" of epistemic injustice (Fricker, 2007), recognizing themselves as an "instrument" of amplification, at the service of women with fibromyalgia. A practical research approach that does not talk about disability but seeks to create knowledge from this perspective. A perspective that allows us to rethink places of education, to transform them into places of resistance, into democratic places (bell hooks, 1998).

bell hooks. (1998). Elogio del margine. Milano: Feltrinelli.

Bocci, F. (2000). L'abilismo e i corpi intralciati nella rappresentazione mediale. In F. Gomez Paloma (Eds.), Embodiment & School, 126-133. Lecce: Pensa Multimedia.

Bocci, F., & Straniero, A.M. (2020). Altri corpi. Visioni e rappresentazioni della (e incursioni sulla) disabilità e diversità, Roma: Roma TrE-Press.

Cappa, F. (2016). Formazione come teatro. Milano: Raffaello Cortina.

Centrone, B. (2025). I Crip Studies. In E. Valtellina (Eds.), Sulla disabilitazione. Introduzione ai disability studies, 399-413. Milano: UTET.

Costantino, E., Centrone, B., & Bocci, F. (2025). Vita indipendente come pratica pedagogica critica. Disabilità, emancipazione e trasformazione sociale nella prospettiva dei Crip Studies. L'integrazione scolastica e sociale, 24(4).

Ferri, N. (2022). Embodied Research. Roma: Armando Editore.

Fricker, M. (2007). Epistemic Injustice: Power and the Ethics of Knowing. Oxford University Press.

Giaconi, C., Del Bianco, N., D'Angelo, I., Taddei, A., & Rodrigues, M.B. (2000). Embodiment e Disability. Rappresentazioni e narrazioni delle persone con disabilità. In F. Gomez Paloma (Eds.), Embodiment & School, 324-336. Lecce: Pensa Multimedia.

Gomez Paloma, F., Raiola, G., & Tafuri, D. (2015). La corporeità come potenzialità cognitiva per l'inclusione. L'integrazione scolastica e sociale, 14(2), 158-169.

Gottardo, G. (2025a). Corpi (dis)abilitati. L'avvio di un'indagine performativa incarnata con donne con fibromialgia. Journal of Inclusive Methodology and Technology in Learning and Teaching, 5(2).

Gottardo, G. (2025b). Embodied Theatre: una pratica teatrale incarnata nei e tra i corpi. In L. Fabbri, C. Melacarne, & P. Malavasi (Eds.), Ricerca, servizi, politiche territoriali pedagogiche, 116-121.Lecce: Pensa Multimedia.

Kafer, A. (2013). Feminist, Queer, Crip. Indiana University Press.

Leigh, J., & Brown, N. (2021). Embodied inquiry: research methods. London, New York: Bloomsbury Academic.

McRuer, R. (2006). Crip Theory. Cultural Signs of Queerness and Disability. New York: NYU Press.

Oliver, M. (2023). Le politiche della disabilitazione. Verona: Ombre Corte.

Pieri, M. (2023). LGBTQ+ People with Chronic Illness. Chroniqueers Southern Europe. Cham: Palgrave Macmillian.

Romano, A. (2025). Le disabilità in azienda. Milano: Mondadori Università.

Thanem, T., & Knights, D. (2019). Embodied Research Methods. London: Sage.

Valtellina, E. (Eds.). (2024). Teorie critiche della disabilità. Sesto San Giovanni: Mimesis.

CRIP ACTIVISM AS PEDAGOGY OF RESISTANCE: INTERDEPENDENCE, CARE, AND COLLECTIVE LEARNING AS PRACTICES OF SOCIAL JUSTICE

Sofia Righetti Nottegar (University of Verona, Italy)

crip activism · crip studies · disability justice

Within the emerging debates in Critical Disability Studies, crip activism can be understood as a space for the production of pedagogical practices and strategies of resistance capable of interrogating the ableist logics that permeate educational and social spaces. In contexts characterized by the strengthening of neoliberal and cisheteropatriarchal norms, disabled bodies and minds are frequently subjected to regulatory mechanisms that determine who can participate, under which temporal regimes, and according to which capacities (Russell, 2019). In this scenario, crip activism develops collective practices that make these normative regimes visible and produce alternative forms of social organization and knowledge production (Kafai, 2021). This paper situates itself at the intersection of Critical Disability Studies, Crip Theory (McRuer, 2006), and Disability Justice (Sins Invalid, 2016), placing these perspectives in dialogue with critical pedagogy (Freire, 1970; hooks, 1994; Giroux, 2011). Within this framework, crip activism is interpreted not only as a sociopolitical practice but also as a pedagogical space in which activist and educational strategies of resistance are developed for the broader community, disabled and non-disabled alike. On the one hand, crip communities develop practices of collective care, mutual support, and coping with minority stress that challenge the material and symbolic effects of ableism and other systems of normative oppression. On the other hand, these practices generate processes of self-education and shared knowledge production that configure activism as a site of collective learning oriented toward care and social justice (Piepzna-Samarasinha, 2018). Through the analysis of these practices, this paper argues that crip activism, grounded in cripistemology (McRuer & Johnson, 2014) and in the collective production of knowledge, can be interpreted as a form of critical pedagogy capable of fostering agency, interdependence, the political imagination of desirable futures (Kafer, 2013), and the democratic transformation of educational spaces. This reflection aims to contribute to the development of the field of crip studies (Centrone, 2025; McRuer, 2006), particularly to its articulation as a pedagogy of resistance. From this perspective, the analysis of crip activist practices makes it possible to explore how crip studies may offer theoretical and methodological tools for rethinking education as a relational and interdependent practice oriented toward social justice.

Centrone, B. (2025). I Crip Studies. In E. Valtellina (a cura di), Sulla disabilitazione. Introduzione ai Disability Studies (pp. 399–413). UTET Università.
Freire, P. (1970). Pedagogy of the oppressed. Continuum.
Giroux, H. A. (2011). On critical pedagogy. Continuum.
hooks, b. (1994). Teaching to transgress: Education as the practice of freedom. Routledge.
Kafer, A. (2013). Feminist, queer, crip. Indiana University Press.
Kafai, S. (2021). Crip kinship: The disability justice & art activism of Sins Invalid. Arsenal Pulp Press.
McRuer, R. (2006). Crip theory: Cultural signs of queerness and disability. New York University Press.
McRuer, R., & Johnson, M. L. (2014). Cripistemologies: Introduction. Journal of Literary & Cultural Disability Studies, 8(2), 127–147. https://doi.org/10.3828/jlcds.2014.11
Piepzna-Samarasinha, L. L. (2018). Care work: Dreaming disability justice. Arsenal Pulp Press.
Russell, M. (2019). Capitalism and disability. Haymarket Books.
Sins Invalid. (2016). Skin, tooth, and bone: The basis of movement is our people. Sins Invalid.

CRIPPING THE SENSE OF PLACE: DISABILITY, URBAN ACCESSIBILITY AND SPATIAL BELONGING

Sonia Bragaglia (Università Roma Tre, Italy) · **Barbara Centrone** (Università Roma Tre, Italy)

Social geography · sense of place · crip theory

In humanistic and social geography, the concept of sense of place has long been used to describe the affective, symbolic and experiential relationships that people develop with the environments they inhabit (Tuan, 1977). These reflections, however, have often implicitly assumed a normative subject able to move through space without encountering structural barriers. Drawing on Crip Theory (McRuer, 2006) and the emerging interdisciplinary field of Crip Studies (Centrone, 2025), this contribution proposes a re-reading of the notion of sense of place through the lens of disability understood as a socially produced barrier. When cities, infrastructures and institutions are organised around able-bodied norms, disabled

people encounter environments that are not only partially accessible but also socially and symbolically unwelcoming. Disability geography has shown how spatial organisation can reinforce patterns of exclusion (Gleeson, 1999). At the same time, recent transfeminist analyses highlight how urban space reflects the needs and movements of a presumed universal subject, historically aligned with cisheteropatriarchal, able-bodied and economically privileged norms (Rosenkranz, Castelli & Olcuire, 2023). Space thus functions as a dispositif that regulates visibility, mobility and legitimacy. From a crip perspective, these dynamics become particularly evident when considering the everyday spatial experiences of disabled and neurodivergent people navigating environments that are not designed for their bodies and sensory worlds (Parrella & Villani, 2023). Repeated encounters with architectural barriers, sensory overload or normative expectations of bodily performance reshape the lived relationship between bodies and places, often generating ambivalent forms of attachment, estrangement or avoidance. This perspective is particularly relevant for educational environments, where spatial accessibility directly affects participation, recognition and the possibility of inhabiting institutions as democratic subjects. Bringing crip theory into dialogue with human and urban geography, the paper argues that accessibility should be understood not merely as a technical adjustment but as a political issue concerning spatial justice and democratic participation. Rethinking urban and educational environments through disabled experiences opens new possibilities for imagining spaces grounded in interdependence, care and relational forms of belonging.

Rosenkranz, G., Castelli, F., & Olcuire, S. (2023). Bruci la città. Generi, transfemminismi e spazio urbano. Firenze: Edizioni Firenze;
Centrone, B. (2025). Crip Studies. In Valtellina, E. (eds) Sulla Disabilitazione. Introduzione ai Disability Studies. Torino: UTET;
Gleeson, B. (1999). Geographies of Disability. London: Routledge;
McRuer, R. (2006). Crip Theory: Cultural Signs of Queerness and Disability. New York: NYU Press;
Parrella, V., & Villani, D. (2023). La città autistica. Torino: Einaudi;
Tuan, Y. F. (1977). Space and Place. Minneapolis: University of Minnesota Press.

PERSONAL ASSISTANCE AS CRIP FREEDOM: CARE, AUTONOMY AND SELF-DETERMINATION FOR DISABLED LGBTQ+ SUBJECTIVITIES

Elisa Costantino (Università degli Studi di Genova, Italy) · **Barbara Centrone** (Università Roma Tre, Italy)

Personal assistance | self-determination | disability

Although the right to Independent Living was formally recognised in Italy through the ratification of the UN Convention on the Rights of Persons with Disabilities (CRPD) via Law no. 18/2009, which commits the State to guarantee “freedom of choice and full participation in the community” (Art. 19), this right remains largely unmet. According to the European Union Agency for Fundamental Rights, services supporting Independent Living in Italy remain highly fragmented and characterised by strong regional disparities, with a persistent reliance on familistic care models that limit disabled people’s autonomy and opportunities for self-determination (FRA, 2022). Within contemporary contexts marked by ableist and cisheteropatriarchal norms, care arrangements become a crucial site where bodies are regulated and democratic participation is negotiated. Familistic systems of care often function as dispositifs of surveillance and control that restrict disabled people’s capacity to inhabit social spaces as autonomous subjects. For LGBTQ+ disabled people, these dynamics take on particular significance. Research shows that LGBTQ+ individuals frequently experience discrimination or silence within family contexts, which may become even more constraining when family members are also primary caregivers (European Commission, 2020). Recent studies further demonstrate that LGBTQ+ disabled people often encounter infantilisation, censorship and discrimination within care systems, directly affecting their capacity to express sexual and relational identities (Abbott et al., 2025; Kempapidis et al., 2024; Smith et al., 2025). This paper draws on a qualitative research project investigating the intersectional discrimination experienced by LGBTQIAP+ disabled people (Centrone & Costantino, 2025). Through semi-structured interviews, the study explores how different care arrangements shape the possibility of self-determination, focusing specifically on the role of personal assistance as a practice of freedom and crip self-determination (Centrone, 2025; Costantino, Centrone & Bocci, 2025). The analysis examines how the difference between accessing non-familial personal assistance and depending on family caregivers affects individuals’ ability to express their sexual identity, build relationships and inhabit their bodies in self-determined ways. Within a crip epistemological framework that interrogates the co-extensivity between compulsory able-bodiedness (McRuer, 2006) and normative re-

gimes regulating sexuality and intimacy, the paper analyses how familistic care systems may reproduce forms of control, invisibility and segregation. The central argument is that the possibility of choosing and training one's personal assistant constitutes a material condition of freedom and a prerequisite for the full expression of the self. Personal assistance, in this perspective, can function not only as a support service but also as a political infrastructure enabling democratic participation and relational autonomy. Reframing care through a crip perspective therefore allows us to understand personal assistance as a form of embodied resistance to ableist and cisheteronormative regimes of care. By foregrounding interdependence and collective responsibility, crip care practices open possibilities for reimagining autonomy, desire and participation beyond familistic and institutional models, enabling disabled LGBTQ+ bodies to emerge as political and relational subjects.

Abbott, D., Coleman-Fountain, E., & Humphrey, H. (2025). Disabled people negotiate gender, sexual identity and self-directed social care support in England: how does choice and control operate?. Critical and Radical Social Work, 13(1), 112–128.

Centrone, B. (2025). I Crip Studies. In E. Valtellina (Ed.), Sulla disabilitazione. Introduzione ai Disability Studies. UTET Università.

Centrone, B., & Costantino, E. (2025). Multiple discrimination: An intersectional study on the embodied experience of LGBTQIAP+ disabled people. The Lab's Quarterly, 27(2), 55–87.

Costantino, E., Centrone, B., & Bocci, F. (2025). Vita indipendente come pratica pedagogica critica. Disabilità, emancipazione e trasformazione sociale nella prospettiva dei Crip Studies. L'integrazione scolastica e sociale, 24(4), 98–119.

European Commission. (2020). Union of Equality: LGBTIQ Equality Strategy 2020–2025 (COM(2020) 698).

European Union Agency for Fundamental Rights (FRA). (2022). Italy — Services mapping: Independent living.

Kempapidis, T., Heinze, N., Green, A. K., & Gomes, R. S. M. (2024). Queer and disabled: Exploring the experiences of people who identify as LGBT and live with disabilities. Disabilities, 4(1), 41–63.

Legate, N., Ryan, R. M., & Rogge, R. D. (2017). Daily autonomy support and sexual identity disclosure predict daily mental and physical health outcomes. Personality and Social Psychology Bulletin, 43(6), 860–873.

McRuer, R. (2006). Crip Theory: Cultural Signs of Queerness and Disability. NYU Press.

Smith, E. M., Zirnsak, T.-M., Bartlett, K., Power, J., & Bigby, C. (2025). "Because it's who I am": Self-determination of LGBTQ adults with intellectual disability. Disability & Society, 40(7), 1990–2010.

THE PEDAGOGY OF ABSENCE: DISABILITY, ARTISTIC TRAINING AND THE LIMITS OF ACCESS TO THE PERFORMING ARTS

Simone Chiacchiararelli (Università degli studi di Bari "Aldo Moro", Italy)

Disability | Performing Arts Training | Crip Pedagogy

Although the performing arts are often framed as spaces of experimentation and bodily freedom where norms can be challenged, training in the performing arts continues to be structured around implicit models of corporeality, normative pedagogical practices and technical standards that presuppose a substantial uniformity of bodies. This paper interrogates artistic training as a key site where a first selection of bodies occurs, shaping which corporealities gain access to professional artistic pathways. This process affects both the presence—or absence—of certain bodies on the contemporary stage and the forms of embodied representation that the performing arts system makes imaginable. In the Italian context — within which this research is currently situated — schools and academies of theatre and dance, like many performance venues, first present problems of architectural inaccessibility. In cases where this first obstacle can be overcome, other barriers of a pedagogical nature quickly emerge. Training techniques, curricula and teaching models continue to be built around a form of compulsory able-bodiedness that implicitly works to redraw the boundaries of who can participate in artistic training. Even if such barriers were to be surpassed, a third dimension of exclusion would still remain, operating on a cultural level: both the educational system and the professional field of the performing arts rarely make space for such bodies. As a consequence, this produces an absence of models, references and political imaginaries. As a result, many people with disabilities are unable to access institutional artistic training, turning instead to demanding informal pathways or abandoning professional training altogether. Paradoxically, performative practices often become accessible mainly through inclusive contexts and forms of so-called social theatre. While this research does not seek to demonize these experiences, it highlights how they rarely lead to professional artistic pathways and instead function as channels of access that seldom challenge this structural configuration. The result is an extremely limited presence of disabled artists. This system feeds a vicious circle: the limited number of artists with disabilities produces a reduced presence of these corporealities on stage; reduced visibility generates few models and forms of representation; and the

absence of such models makes it harder for many disabled people in the audience to imagine their own bodies in those spaces. In this way, the system tends to produce a continuous self-reproduction of absence. Building on these considerations, the paper examines artistic training as a central mechanism through which the absence of disabled bodies in the performing arts is produced, drawing on an initial mapping of training pathways in theatre and dance academies in Italy. Situating itself at the intersection of performance, disability, queer, and crip studies, the research also explores how certain contemporary artistic practices challenge this configuration by experimenting with alternative modes of transmitting and training the performative body. From this perspective, experiences developed by choreographer and performer Chiara Bersani suggest the emergence of an embodied crip pedagogy, capable of redefining access to training and performance through the use of disability as method.

P. Auslander - C. Sandahl (editors), Bodies in commotion. Disability & Performance, University of Michigan, 2005.
J. Butler, Corpi che contano. I limiti discorsivi del “sesso”, Feltrinelli, Milano, 1996.
I. Caleo, Performance, Materia, Affetti. Una cartografia femminista, Bulzoni, Roma, 2021.
J. Deleuze, Cosa può un corpo. Lezioni su Spinoza, Ombre Corte, Verona, 2013.
L. J. Davis, Beginning with disability. A primer, Routledge, New York - Abingdon, 2018.
L. J. Davis, The disability studies reader, Routledge, New York - Abingdon, 2017.
E. Fischer-Lichte, Estetica del performativo. Una teoria del teatro e dell’arte, Carocci, Roma, 2014.
b. hooks, Insegnare a trasgredire. L’educazione come pratica di libertà, Meltemi, Milano, 2020.
Kafer, Feminist, Queer, Creep, Indiana University Press, Bloomington, 2013.
F. Monceri, Etica e disabilità, Editrice Morcelliana, Brescia, 2017.
_____ , Disabilità o disabilitazione? Una questione politica, Editrice Morcelliana, Brescia, 2025
J. Ranciere, La partizione del sensibile. Estetica e politica, DeriveApprodi, Roma, 2022.
M. Schianchi, Storia della disabilità. Dal castigo degli dei alla crisi del welfare, Carocci, Roma, 2012.
R. Schneider, The Explicit Body in Performance, Routledge, London, 1997.

F.12

Inclusion Beyond Crisis: Navigating Diversity, Inequality, and Social Justice in the Schooling of Ukrainian Refugee Students in the Czech Republic

PANEL CONVENORS: Martin Fico (Masaryk University, Czech Republic (Czechia)); Jarmila Bradová (Masaryk University, Czech Republic (Czechia)); Miroslav Jurčík (Masaryk University, Czech Republic (Czechia)); Lenka Ďulíková (Masaryk University, Czech Republic (Czechia)); Oksana Yuriyivna Stupak (Masaryk University, Czech Republic (Czechia)); Štefánia Sokolová (Masaryk University, Czech Republic (Czechia))

PANEL KEYWORDS: diversity in schools, refugees, education

This panel explores how Czech primary and lower-secondary schools address diversity, inclusivity, and multidimensional inequalities in the context of the large-scale arrival of Ukrainian refugee students after 2022. Based on a comprehensive research project that combines multiple methods, building on earlier research initiated at the start of the migration wave (Hlaďo et al., 2024; Šeďová et al., 2024), the panel examines how schools navigate the complex intersection of cultural differences, educational needs, and social justice. Ukrainian refugee students represent a unique group: they are forcibly displaced yet often arrive with relatively high prior educational attainment and socio-economic backgrounds. Their sudden transition into a new linguistic, curricular, and social environment brings to the forefront systemic inequalities and hidden mechanisms of exclusion within host schools. The panel examines how schools strive to create inclusive environments that value diversity while also addressing disparities in access to support, academic opportunities, and relational inclusion. Attention is devoted to how school leaders, teachers, and supporting staff interpret inclusivity, how students experience diversity in everyday interactions, and how families navigate new educational systems under conditions of displacement. The discussion highlights the tensions between formal commitments to inclusion and the practical constraints that reproduce inequalities, such as limited resources, varying school readiness, and unequal distribution of support services. By situating refugee inclusion within broader debates on diversity, equality, and social justice, the panel offers an interdisciplinary dialogue on how schools can more effectively respond to the overlapping challenges of diversity in democratic education systems.

"FINDING MY PLACE AT SCHOOL": PUPIL PERSPECTIVES ON THE INCLUSION OF UKRAINIAN STUDENTS IN CZECH CLASSROOMS

Miroslav Jurčík (Masaryk University, Czech Republic (Czechia)) · **Martin Fico** (Masaryk University, Czech Republic (Czechia)) · **Oksana Stupak** (Masaryk University, Czech Republic (Czechia)) · **Jarmila Bradová** (Masaryk University, Czech Republic (Czechia)) · **Lenka Ďulíková** (Masaryk University, Czech Republic (Czechia))

Refugee inclusion | Ukrainian pupils | Czech pupils

The Russian invasion of Ukraine in 2022 fundamentally reshaped educational realities across Europe and led to a substantial increase in the number of Ukrainian pupils in Czech schools. The Czech Republic is among the countries hosting the highest proportion of people under temporary protection (Eurostat, 2025), which places significant demands on schools to ensure equitable access to education and to support the meaningful participation of newly arrived pupils. Although national and international policies emphasise inclusive education, a persistent gap remains between these aspirations and pupils' everyday experiences (Ainscow, 2020; Slee, 2018). This study focuses exclusively on the perspectives of Ukrainian and Czech lower secondary pupils and explores how they experience the inclusion of Ukrainian classmates in school life. The study adopts a qualitative design based on semi-structured interviews with 16 Ukrainian and 16 Czech pupils from four lower secondary schools in the South Moravian Region. Data were analysed using thematic analysis, with attention to experiences of communication, classroom participation, peer relationships, and perceived support. Findings indicate that Czech language proficiency is a central precondition for participation. Ukrainian pupils describe language as key to independence, confidence, and active engagement, while Czech pupils identify language differences as the main barrier to communication. At the same time, maintaining the Ukrainian language serves an important emotional function for newly arrived pupils and helps them cope with initial uncertainty. Social inclusion emerges as a gradual and relational process rather than an automatic outcome of classroom placement. Friendships and informal peer support play a crucial role in reducing anxiety and strengthening Ukrainian pupils' sense of belonging. However, a tendency towards linguistic clustering persists, which can limit broader peer interaction. Ukrainian pupils also report uncertainty about academic expectations and fear of making mistakes, which constrains their willingness to participate. The findings demonstrate that pupil interviews provide indispensable insight into the subtle, everyday mechanisms of inclusion that are not always visible from an institutional perspective. They suggest that effective support goes beyond language instruction alone and

requires systematically creating opportunities for safe communication, cooperation, and relationship-building among peers. For practice, this implies the need to design teaching and school activities that actively foster participation, amplify pupils' voices, and contribute to making diversity a normal and valued feature of the school community rather than an exceptional condition requiring special treatment.

Ainscow, M. (2020). Promoting inclusion and equity in education: Lessons from international experiences. Nordic Journal of Studies in Educational Policy, 6(1), 7–16. https://doi.org/10.1080/20020317.2020.1729587

Eurostat. (2025). Temporary protection for persons fleeing Ukraine. European Commission. https://ec.europa.eu/eurostat

Slee, R. (2018). Inclusive education isn't dead, it just smells funny. Routledge. https://doi.org/10.4324/9780429486869

NAVIGATING THE GAP: SOCIOLOGICAL PERSPECTIVES ON THE INCLUSION OF REFUGEE STUDENTS IN CZECH SCHOOLS

Lenka Ďulíková (Masaryk University, Department of Education) · **Miroslav Jurčík** (Masaryk University, Department of Education) · **Martin Fico** (Masaryk University, Department of Education) · **Oksana Stupak** (Masaryk University, Department of Education) · **Jarmila Bradová** (Masaryk University, Department of Education)

Inclusive education | Refugee integration | Pedagogical dilemmas

The 2022 refugee crisis acted as a catalyst that exposed the deep-seated structural characteristics of the Czech education system. This presentation uses the integration of Ukrainian pupils as a case study to explore the broader sociological dimensions of inclusion within a historically homogeneous environment. Using Bronfenbrenner's ecological systems theory, the contribution analyzes the friction between high-level policy expectations (the macrosystem) and the lived reality of the classroom (the microsystem). We argue that in the absence of robust external scaffolding, the responsibility for complex social integration has been transferred almost entirely to individual actors within the school. Through the lens of Norwich's framework of pedagogical dilemmas, the presentation examines the shifting professional identity of teachers who find themselves navigating the gap between traditional academic roles and the immediate necessity of crisis intervention. We focus on how educators negotiate these conflicting demands in an environment where professional boundaries are being redefined on the fly. Consistent with the conference theme, the core of the contribution lies in the thesis that current inclusive practices represent a form of "fragile improvisation." Specifically, we discuss the friction between the rigid "institutional logic" of the school and the precarious "survival logic" of refugee families. By framing these challenges as sociological phenomena rather than mere administrative hurdles, the analysis questions the limits of a system that relies on individual teacher dedication instead of intentional structural design. The findings suggest that without addressing this systemic vacuum, the Czech education system remains in a state of managed emergency rather than moving toward genuine inclusion.

Bronfenbrenner, U. (1979). The ecology of human development. Harvard University Press.

Norwich, B. (2008). Dilemmas of difference, inclusion and disability. European Journal of Special Needs Education, 23(4), 287–304. https://doi.org/10.1080/08856250802387166

Slee, R. (2018). Inclusive education isn't dead, it just smells funny. Routledge.

Tomlinson, S. (2012). The politics of race, class and special education. Routledge.

TEACHERS AS BORDER GUARDS? NARRATIVE FRAMING OF UKRAINIAN REFUGEES IN CZECH SCHOOLS

Štefánia Sokolová (Masaryk University, Czech Republic (Czechia)) · **Martin Fico** (Masaryk University, Czech Republic (Czechia)) · **Lenka Ďulíková** (Masaryk University, Czech Republic (Czechia)) · **Miroslav Jurčík** (Masaryk University, Czech Republic (Czechia)) · **Jarmila Bradová** (Masaryk University, Czech Republic (Czechia)) · **Oksana Yuriyivna Stupak** (Masaryk University, Czech Republic (Czechia))

narrative framing | refugees | attitudes

Migration has become one of the current social issues shaping contemporary European education systems, placing teachers at the forefront of negotiating diversity and inclusion in everyday school practice. Rather than being neutral transmitters of curricular content, teachers actively interpret social phenomena and construct meanings that influence classroom climates, peer relations, and the educational trajectories of students with migrant backgrounds (Woodcock & Anderson, 2024). This paper examines narrative frames as key cognitive and discursive tools through which Czech lower-secondary school teachers make sense of migration (Seiger et al., 2025), with a specific focus on perceptions of migrants from Ukraine. Drawing on recent typologies of migration narratives, the study distinguishes between inclusive frames (solidarity- and victimization-oriented) and exclusive frames (crisis- and xenophobia-oriented), which represent contrasting ways of interpreting migrants' presence and societal impact (Bayerl et al., 2023). Understanding the psychological and attitudinal foundations of narrative frames is crucial for designing policies and professional development initiatives that foster inclusive school environments. The main aim of the study is to investigate how the affective, cognitive, and behavioral components of teachers' attitudes toward migrants from Ukraine, conceptualized within the ABC model of attitudes, predict identification with inclusive and exclusive narrative frames. In the Czech context, understanding how teachers perceive migrants from Ukraine is essential for establishing functional and inclusive educational policies (Pivarč, 2024). The project addresses three interrelated research questions: (1) How are affective, cognitive, and behavioral attitudes toward migrants from Ukraine structured among Czech lower-secondary school teachers? (2) To what extent do these components predict teachers' endorsement of inclusive and exclusive narratives? (3) Are there identifiable profiles of teachers based on combined attitude patterns and narrative orientations? By linking psychological attitude components with narrative framing, the study offers an integrative perspective that connects individual dispositions with broader discursive structures, particularly as inclusion is driven more by social learning than by specific organizational techniques (Ainscow, 2020). Methodologically, the project employs an advanced quantitative design based on a survey administered to Czech lower-secondary school teachers. Structural Equation Modeling (SEM) combined with Path Analysis will then be used to test direct and indirect relationships between attitude components and narrative frames. Additionally, Multivariate Analysis of Variance (MANOVA) will be applied to examine group differences across selected sociodemographic and professional characteristics. The study is expected to generate both theoretical and practical contributions. Theoretically, it advances understanding of how individual-level attitudes translate into narrative positioning within educational contexts. In practice, the findings will inform teacher education and professional development by identifying attitudinal patterns associated with inclusive framing, thereby supporting targeted interventions aimed at democratic schooling, educational equity, and the strengthening of inclusive school cultures.

Ainscow, M. (2020). Promoting inclusion and equity in education: lessons from international experiences. Nordic Journal of Studies in Educational Policy, 6(1), 7–16. https://doi.org/10.1080/20020317.2020.1729587

Bayerl, P. S., Hough, K. L., Pannocchia, D., Ilcheva, M., Markov, D., Rogoz, M., Brahim, N. B., Bermejo, R., Bazaga, I., Tamayo, M., Spathi, T., Kampas, G., Papadaki, D., Georgakopoulou, K., Lore, V. P., & Rut, V. C. (2023). Migration to the EU. A review of narratives and Approaches. In Zenodo (CERN European Organization for Nuclear Research). https://doi.org/10.5281/zenodo.6973583

Pivarč, J. (2024). Postoje učitelů základních škol k inkluzivnímu vzdělávání. Studia Paedagogica, 29(1), 83–107. https://doi.org/10.5817/sp2024-1-4

Seiger, F., Kajander, N., Neidhardt, A., Scharfbillig, M., Dražanová, L., Deuster, C., Krawczyk, M., Blasco, A., Icardi, R., Tzvetkova, M., Bakker, L., & Olivo, R. K. (2025). Navigating migration narratives. JRC Publications Repository. https://doi.org/10.2760/7999210

Woodcock, S., & Anderson, J. (2024). Conceptions to classrooms: The influence of teacher knowledge on inclusive classroom practice. International Journal of Educational Research Open, 8, 100412. https://doi.org/10.1016/j.ijedro.2024.100412

EDUCATIONAL SUPPORT AND PUBLIC OPINION: EXPERIENCES OF UKRAINIAN CHILDREN AND PARENTS IN CZECH LOWER SECONDARY SCHOOLS

Oksana Yuriyivna Stupak (Masaryk University) · **Martin Fico** (Masaryk University) · **Jarmila Bradová** (Masaryk University) · **Miroslav Jurčík** (Masaryk University) · **Lenka Ďulíková** (Masaryk University)

diversity in schools | Ukrainian refugees | education

Since February 2022, hundreds of thousands of Ukrainian families have been forced to leave Ukraine due to the full-scale aggression of the Russian Federation, seeking safety in other European countries. Czechia was among the first to open its borders and provide material, humanitarian, educational, and moral support to Ukrainians. At the same time, the country's education system faced a number of challenges related to the integration of Ukrainian children who did not speak Czech, experienced stress, and encountered difficulties adapting to a new environment. The aim of this qualitative study is to examine how Ukrainian pupils and parents perceive the support their children receive in Czech schools, as well as to determine how public opinion about Ukrainians in Czech society influences the educational process and interactions among pupils. The research was conducted in four lower secondary schools in Brno in 2025 as part of a grant-funded project supported by the Czech Science Foundation. The empirical data were collected through semi-structured interviews with 16 Ukrainian pupils and 16 Ukrainian parents. The findings show that most Ukrainian pupils feel supported by Czech teachers and classmates both in the learning process and in extracurricular activities. This support is reflected in help with homework, participation in group projects, and additional lessons in the Czech language. At the same time, newly arrived students more often communicate only within Ukrainian peer circles due to the language barrier. Parents reported difficulties in finding a place for their child in a school, particularly in 2024–2025, but emphasized the friendliness and openness of teaching staff. They also noted a lighter academic workload and the absence of obligatory homework in Czech schools compared with Ukrainian schools. A separate aspect of the study concerned the impact of changing public attitudes towards Ukrainians on the adaptation of families. Although most respondents did not report personal experiences of discrimination, some parents noted caution in the public use of the Ukrainian language and a tendency to communicate mainly within the Ukrainian community, remaining in a kind of "social bubble." At the same time, these factors, according to the respondents, do not have a significant impact on their children's academic performance at school. The results obtained have practical significance for improving inclusive approaches in the Czech education system. They highlight the importance of intercultural support aimed at ensuring psychological well-being, meeting educational needs, and promoting the social integration of Ukrainian children into Czech society.

Hlado, P., Lojdová, K., Obrovská, J., Šeďová, K., Lintner, T., Fico, M., & Stupak, O. (2024). "The schools try, but. . .": A holistic perspective on the social adaptation of Ukrainian refugee students in Czech schools. Learning Culture and Social Interaction, 48, 100854. https://doi.org/10.1016/j.lcsi.2024.100854

Šeďová, K., Obrovská, J., Hlado, P., Lojdová, K., Machovcová, K., Stupak, O., Fico, M., & Lintner, T. (2024). 'They usually look happy.' approaches to the adaptation of Ukrainian refugees in Czech schools. Pedagogy Culture and Society, 33(5), 1553–1574. https://doi.org/10.1080/14681366.2024.2362965

FICTIONAL CLASSMATES, REAL BIASES: EXPLORING PEER INGROUP AND OUTGROUP DISTINCTIONS THROUGH A VIGNETTE-BASED EXPERIMENT

Martin Fico (Masaryk University, Czech Republic (Czechia)) · **Nikol Králová** (Masaryk University, Czech Republic (Czechia)) · **Lenka Ďulíková** (Masaryk University, Czech Republic (Czechia)) · **Oksana Yuriyivna Stupak** (Masaryk University, Czech Republic (Czechia)) · **Miroslav Jurčík** (Masaryk University, Czech Republic (Czechia)) · **Jarmila Bradová** (Masaryk University, Czech Republic (Czechia))

prejudice | intergroup bias | vignette experiment

The increasing diversification of primary and lower secondary education in the Czech Republic provides an important context for examining peer responses to migration-related categories. The demographic composition of Czech primary schools has changed significantly since the Russian invasion of Ukraine in 2022. As of March 31 2025, there were 46,806 Ukrainian pupils enrolled in Czech elementary and secondary education, representing approximately 3.1 % of all students at these levels, with Ukrainians remaining the largest group of foreign-national pupils in the system. Ukrainian students account for the majority of foreign pupils, followed by Vietnamese and Slovak pupils, who together with Ukrainians and Russians comprise the vast majority of non-Czech nationalities in Czech schools (Ministry of Education, Youth and Sports

of the Czech Republic, 2025). These shifts have intensified everyday intergroup contact in classrooms and raised questions about how Czech children perceive and interact with peers from different national and ethnic groups in their educational environment. Current state of knowledge suggests that even minimal social categorization can activate ingroup–outgroup distinctions (Tajfel & Turner, 1979). Contemporary work on intergroup bias further demonstrates that prejudice in late childhood and early adolescence often manifests in subtle or latent forms rather than overt hostility (Brewer, 1999; Dovidio et al., 2010). In school contexts, such bias may be expressed through reduced willingness to cooperate, social distancing, or passive bystanding in exclusion situations rather than explicit rejection. Developmental research on ethnic and migration-related attitudes indicates that these patterns are already observable in middle childhood (Raabe & Beelmann, 2011). Building on this theoretical framework, we employ a vignette-based experimental design (Atzmüller & Steiner, 2010; Shadish, Cook, & Campbell, 2002) conducted in the Czech Republic. Students aged approximately 11–15 are randomly assigned to experimental conditions in which they read short, realistic school scenarios. The design manipulates two dimensions: A) the fictional classmate's citizenship (Czech, Slovak, Ukrainian, Vietnamese, Russian, or unspecified) and B) ethnicity (Roma vs. unspecified/majority appearance). This factorial structure allows us to examine whether both national belonging and ethnic cues independently shape the social and behavioral reactions of lower secondary school students toward their fictional classmates. The dependent variables capture declared social and behavioral reactions, measured using a Likert-type scale. These include indicators of prosocial intentions (e.g., willingness to cooperate, befriend, or support the classmate) and social distancing or exclusionary tendencies (e.g., avoidance or reluctance to interact). The main research question asks whether students' declared reactions differ depending on the fictional classmate's citizenship and ethnicity. This comparative dimension allows us to explore whether broader socio-political and educational contexts moderate peer responses to newly arrived Ukrainian students and other immigrants. The study contributes to research on intergroup relations in adolescence by providing experimentally grounded evidence from real school populations across Czech lower secondary schools. The findings aim to inform discussions on school inclusion policies and early interventions addressing subtle forms of intergroup bias in increasingly diverse classrooms.

Atzmüller, C., & Steiner, P. M. (2010). Experimental vignette studies in survey research. Methodology, 6(3), 128–138.

Brewer, M. B. (1999). The Psychology of prejudice: ingroup love and outgroup hate? Journal of Social Issues, 55(3), 429–444. https://doi.org/10.1111/0022-4537.00126

Dovidio, J. F., Hewstone, M., Glick, P., & Esses, V. M. (2010). The SAGE Handbook of Prejudice, Stereotyping and Discrimination. SAGE Publications Limited.

Ministry of Education, Youth and Sports of the Czech Republic. (2025). Ukrajinských žáků je v ČR lehce přes 3 procenta. https://edu.gov.cz/ukrajinskych-zaku-je-v-cr-lehce-pres-3-procenta

Raabe, T., & Beelmann, A. (2011). Development of ethnic, racial, and national prejudice in childhood and adolescence: A multinational meta-analysis of age differences. Child Development, 82(6), 1715–1737. https://doi.org/10.1111/j.1467-8624.2011.01668.x

Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). Experimental and quasi-experimental designs for generalized causal inference. Houghton Mifflin.

Tajfel, H., & Turner, J. C. (1979). An integrative theory of intergroup conflict. In W. G. Austin & S. Worchel (Eds.), The social psychology of intergroup relations (pp. 33–48). Monterey, CA: Brooks/Cole.

ECHOES OF HOME : HOW CZECH PARENTAL ATTITUDES TOWARDS UKRAINIANS IN CZECH SOCIETY SHAPE PEER RELATIONS BETWEEN CZECH AND UKRAINIAN STUDENTS

Jarmila Bradová (Masaryk University, Czech Republic (Czechia)) · **Lenka Ďulíková** (Masaryk University, Czech Republic (Czechia)) · **Miroslav Jurčík Jurčík** (Masaryk University, Czech Republic (Czechia)) · **Martin Fico** (Masaryk University, Czech Republic (Czechia)) · **Oksana Stupak** (Masaryk University, Czech Republic (Czechia))

parental attitudes · Ukrainian displacement · social inclusion

The 2022 Russian invasion of Ukraine fundamentally reshaped educational realities across Europe, leading to a substantial increase in Ukrainian pupils within the Czech school system. While national policies emphasize inclusive education, a gap remains between institutional aspirations and students' everyday social experiences. This study explores the research question: What impact does Czech parents' opinion towards Ukrainians in Czech society have on relations between Ukrainian and Czech students? Adopting a qualitative design, the study utilizes semi-structured interviews with 16 Czech parents of lower secondary pupils in the South Moravian Region. Data were analyzed using thematic analysis to identify how parental discourse regarding social dynamics and national identity influences their children's peer interactions with

Ukrainians classmates. The findings reveal that parental attitudes function as a hidden curriculum through four primary dimensions. First, the linguistic burden of integration establishes Czech proficiency not merely as a skill, but as a moral metric of effort and a threshold for social acceptance. Second, a distinction emerges between instrumental and transformative views of inclusion: while some parents focus purely on the blending in of Ukrainian pupils, a significant subset perceives the inclusive classroom as a future asset, equipping their children with social competencies for a globalized world. Third, the study identifies a home-to-school attitude transfer, where parental skepticism reinforces linguistic clustering, while parental appreciation for diversity fosters deeper peer-to-peer relationship building. Finally, these dynamics suggest meritocratic expectations of belonging, where social inclusion is viewed as a status Ukrainian pupils must earn through proactive motivation. As an implication to teaching practice, these findings suggest that student inclusion does not occur in a vacuum; rather, effective support necessitates a triadic approach involving the school, the student, and the home. To foster a truly democratic school community, schools must actively engage parents to reframe diversity as a long-term societal asset. This shift is essential for transforming the presence of displaced pupils from an exceptional condition into a standard, valued feature of the school environment.

Ainscow, M. (2020). Promoting inclusion and equity in education: Lessons from international experiences. Nordic Journal of Studies in Educational Policy, 6(1), 7–16. https://doi.org/10.1080/20020317.2020.1729587

Berry, J. W. (1997). Immigration, acculturation, and adaptation. Applied Psychology: An International Review, 46(1), 5–34. https://doi.org/10.1080/026999497378467

Dryden-Peterson, S. (2024). Refugee education: Aligning access, learning, and opportunity. Daedalus, 153(4), 79–95. https://doi.org/10.1162/daed_a_02105

Guo-Brennan, L., & Guo-Brennan, M. (2019). Building welcoming and inclusive schools for immigrant and refugee students: Policy, framework and promising praxis. In M. A. Guo-Brennan & L. Guo-Brennan (Eds.), Immigrant and refugee students in Canada (pp. 73–93). Emerald Publishing Limited. https://doi.org/10.1108/978-1-78756-044-420191006

Obrovská, J., Svojanovský, P., & Sharma, U. (2025). Teachers' inclusive core practices and all students' perspectives. Teaching and Teacher Education, 165, Article 105120. https://doi.org/10.1016/j.tate.2025.105120

TEACHING FORCED MIGRANTS IN CZECHIA: CHALLENGES OF DIVERSITY AND NECESSARY SUPPORT SYSTEMS

Tereza Švadová (Masaryk university, Czech Republic (Czechia)) · **Jana Veličková** (Masaryk university, Czech Republic (Czechia)) · **Alice Brychová** (Masaryk university, Czech Republic (Czechia)) · **Petr Pytlík** (Masaryk university, Czech Republic (Czechia)) · **Hana Svobodová** (Masaryk university, Czech Republic (Czechia))

diversity | forced migration | teachers needs

In 2022, the Czech Republic received the highest number of forcibly displaced persons from Ukraine per capita within the European Union (Ministry of the Interior of the Czech Republic, 2022). As a consequence of these migration waves, more than 40,000 pupils of Ukrainian nationality enrolled in Czech primary schools within a single school year (StatIS 2021/2022–2022/2023, Ministry of Education, Youth and Sports). The number of pupils and families experiencing psychological, economic, housing, and legal insecurity also increased (PAQ Research, 2022). The integration of pupils was further hindered by language barriers and limited system capacity, resulting in an uneven burden placed particularly on schools and teachers in regional capitals. This situation revealed previously underexamined mechanisms of exclusion operating at multiple levels of the Czech education system. The discussion focuses on the perspective of educational professionals, their need for further training and methodological support as key preconditions for providing quality support to pupils, and simultaneously raises questions regarding professional motivation and the financing of language and other forms of support. Building on these premises, the Czech part of an international project (with Germany, Poland, Ukraine, and Hungary) will be presented. This project examines the professionalisation of pre-service and in-service teachers working with forced migrant students in lower and upper secondary schools, as well as the resulting classroom diversity. It addresses the question of what teachers need in this field and how they would like to be educated or trained. Based on the findings, an online course will be developed to address the professional development needs of teachers in this field. Ten interviews were conducted: eight individual interviews with teachers and two focus groups – one on-site with six teachers and another online with six pre-service teachers. Initial findings indicate that teachers have a clear need for practical pedagogical strategies to ensure that classroom diversification benefits both forced migrants and Czech students. In particular, they emphasise the importance of individualised teaching that is sensitive to multilingualism,

cultural diversity, and experiences of trauma, addressing the needs of students with migration experience. They also highlighted the need for a clearer comparison between the Czech educational system and curricula and those of students' countries of origin. At the system level, a need for a navigation guide to the infrastructure of available counselling facilities was mentioned. Last but not least, support instruments or strategies for teachers' wellbeing are also reported to be needed. An introduction to the newly developed training course for educators will be included in the presentation. Overall, the presentation aims to contribute to an interdisciplinary dialogue within the panel on how schools, particularly teachers, can more effectively respond to the overlapping challenges of diversity in democratic education systems, and how teacher education can better address teachers' needs in coping with this challenge.

Ministry of Education, Youth and Sports. (n.d.). Education yearbook. https://statis.msmt.cz/rocenka/rocenka.asp

Ministry of the Interior of the Czech Republic. (2022). Quarterly migration report IV/2022. Ministry of the Interior of the Czech Republic.

PAQ Research. (2022). Voice of Ukrainians: Education, housing, employment, poverty, mental health / Refugee survey. https://www.paqresearch.cz/post/voice-of-ukrainians-education-housing-employment-poverty-mental-health/

CONFERENCE STREAM

STREAM G

Critical Pedagogies, Intersectionality and Epistemic Justice

19 panels · 171 papers

G.01

Bias, Schooling, and Trajectories in STEM: How to Go Beyond the Gender Gap

PANEL CONVENORS: Marialuisa Villani (Department of Political and Social Sciences, University of Bologna, Italy); Alessia Macagno (Department of Psychology, University of Turin, Italy); Francesca Bianchi (Department of Biomedical Sciences for Health, University of Milan, Italy); Francesca Arnaboldi (Department of Biomedical Sciences for Health, University of Milan, Italy); Silvia Facchinetti (Department of Economics, Management and Quantitative Methods, University of Milan, Italy)

PANEL KEYWORDS: Gender bias, STEM education, Educational inequalities

Persistent gender disparities in Science, Technology, Engineering, and Mathematics (STEM) are neither uniform across disciplines nor explained by innate differences in ability. Research shows that boys and girls start school with comparable early numeracy skills, yet large-scale longitudinal evidence indicates that a mathematics gender gap, absent at school entry, becomes significant after a few months of schooling and consolidates within the first year. This points to schooling processes, rather than biology, as a key site where inequalities are produced. Gendered expectations from teachers and families, assessment regimes that reward competitiveness and speed, school cultures that present some STEM fields as "naturally" masculine, and peer dynamics that normalise boys as "suited" to maths and technology shape students' self-perceptions and trajectories. These mechanisms operate differently across disciplines: while some life sciences have become more gender-balanced, areas such as mathematics, physics, computer science, and engineering remain male-dominated and symbolically exclusive. This panel examines how biases embedded in teaching practices, assessment regimes, family expectations, peer cultures, and school organisations structure students' pathways across STEM disciplines. It explicitly welcomes interdisciplinary contributions from sociology, educational studies, psychology, and related fields, and is open to all methodological approaches, including quantitative analyses, qualitative inquiry, mixed-method designs, and intervention-based studies. The panel also encourages cross-country and comparative work. Drawing on these diverse perspectives and on large-scale evidence of the early emergence of gender gaps, it discusses how schools can build more equitable learning environments, support girls' identification with STEM, and challenge the cultural assumptions that constrain their educational choices.

BEYOND ASPIRATIONS: GENDER STEREOTYPES, EDUCATIONAL EXPECTATIONS AND STEM CHOICES AMONG ITALIAN UPPER-SECONDARY STUDENTS

Marialuisa Villani (University of Bologna, Italy) · **Alessia Macagno** (Università degli Studi di Torino) · **Silvia Facchinetti** (3Università degli Studi di Milano) · **Francesca Arnaboldi** (3Università degli Studi di Milano) · **Francesca Bianchi** (3Università degli Studi di Milano)

STEM | Gender Gap | Educational Inequalities

Gender inequalities remain deeply embedded within STEM (Science, Technology, Engineering and Mathematics) fields. In Italy, only 16.6% of women aged 25–34 hold a STEM degree compared with 34.5% of men (ISTAT, 2023). This gap reflects the persistence of cultural stereotypes and the limited visibility of female role models in scientific careers(Bilimoria & Lord, 2014; Cheryan et al., 2017). Previous research highlights how social and professional role models shape educational aspirations and influence both students' and families' decision-making processes regarding educational pathways (De Vita & Giancola, 2017; Jaoule-Grammare 2024). Although girls increasingly display higher expectations toward tertiary education (OECD 2025), contributing to the ongoing feminisation of higher education in Italy, STEM fields remain strongly gendered. Structural and cultural mechanisms coexist: while women's investment in higher education has expanded across Western countries, traditional beliefs portraying STEM disciplines as more suitable for boys continue to influence educational choices, reinforced by gendered performance expectations in mathematics during schooling. Educational expansion therefore coexists with persistent gendered representations of professions. The project WHEN – Women in science: wHere wE staNd? investigated gender stereotypes related to STEM careers among upper-secondary students, examining how these perceptions shape educational and occupational expectations and how social origin interacts with university choice processes (Arnaboldi et al. 2025). The study involved 1,642 students enrolled in the fourth and fifth year of upper-secondary schools who participated, between 2023 and 2025, in university orientation initiatives organised by the University of Milan. For the present analysis, we focus on students attending Scientific Lyceum (Italian academic-track upper secondary school) programmes. The analytical sample includes 430 students who completed the pre-intervention questionnaire and a subsample of 205 students who completed both pre- and post-intervention surveys. Data were analysed using paired-sample t-tests, chi-square tests and ANOVA. Preliminary findings reveal persistent gender stereotypes: male students tend to underestimate female peers' mathematical abilities, while female students identify work–family reconciliation as a major perceived barrier to scientific careers. However, post-intervention results indicate a reduction in stereotypical perceptions, particularly among female students, who report lower levels of discouragement related to the

perceived incompatibility between scientific careers and private life. By linking gender stereotypes, social origin and educational expectations within a pre–post intervention design, this study contributes to understanding how gender inequalities in STEM are produced not only through structural constraints but also through anticipatory processes shaping students' imagined futures and perceived opportunity structures (Jaoule-Grammare 2024).

Arnaboldi, F., Macagno, A., Villani, M., Biganzoli, G., & Bianchi, F. (2025). Women in Science: Where We Stand?—The WHEN Protocol. Education Sciences, 15(4), 408. https://doi.org/10.3390/educsci15040408

Bilimoria, D., & Lord, L. (Eds.). (2014). Women in STEM careers: International perspectives on increasing workforce participation, advancement and leadership. Edward Elgar Publishing

Cheryan, S., Ziegler, S. A., Montoya, A. K., & Jiang, L. (2017). Why are some stem fields more gender balanced than others? Psychological Bulletin, 143(1), 1–35. https://doi.org/10.1037/bul0000052

De Vita, L., & Giancola, O. (2017). Between education and employment: Women's trajectories in stem fields. Polis, 1, 45–72.10.1424/86079

Jaoul-Grammare M. (2024). Gendered Professions, Prestigious Professions: When Stereotypes Condition Career Choices, in European Journal of Education, v. 59, n. 2, e12603, https://doi.org/10.1111/ejed.12603

ADDRESSING THE GENDER ISSUE IN STEM EDUCATION

Silvia Galano (Università di Napoli Federico II, Italy) · **Clementina Sasso** (Istituto Nazionale di Astrofisica) · **Jacopo Giammatteo** (Istituto Superiore di Sanità) · **Antonella Pilozzi** (Istituto Superiore di Sanità) · **Alessandro Rizzo** (Istituto Nazionale per l'Analisi delle Politiche Pubbliche) · **Floriana Torpedine** (Istituto Nazionale per l'Analisi delle Politiche Pubbliche) · **Valerio Vagelli** (Agenzia Spaziale Italiana) · **Daniela Vellutino** (Università di Salerno) · **Claudia Villante** (Istituto Nazionale di Statistica)

teachers' training · gender gap · STEM education

Many studies, especially in science education research, investigate how gender stereotypes (GS) may affect teachers' teaching attitudes and practices [1-3] and, also, students' attitudes [4] and interest towards STEM disciplines [5]. GS may act, implicitly and explicitly, in school context [6-8]: for example reinforcing the idea that individuals have different chance to succeed in STEM fields on the basis of their gender. Thus these stereotypes may contribute to discourage girls to choose certain study areas, such as engineering or physics, that result to be male dominated fields and, at the same time, may discourage boys to study disciplines, such as biology, that results to be female dominated [9]. Despite the large number of studies investigating how GS influence the teachers and the students, very little of this research filters through and have an impact on school practice, in particular in Italy. This is mainly due to structural shortcomings in teacher training that in our country fails to offer teachers structured training focused on enabling them to access the latest studies in the field of Research in Education and in Science Education. This clearly emerge from the analysis of the curricula of the courses for Italian perspective teachers including only 16 CFU (1 CFU ranges from 5 to 8 hours of lessons) addressing discipline content and, only in some cases, pedagogical content knowledge [10]. To address this issue, supported by a large collaboration of Unified Guarantee Committee (CUG) of Research Institutions and Universities, we develop a wide initiative focused on supporting teachers to develop competences useful to design and implement Research-Based Teaching-Learning activities specifically focused on supporting their students to recognize and deconstruct GS thus to allow students to make more informed choices about their future. We considered that many different and intertwined causes contribute to the existence and persistence of GS: the socio-economic context in which individuals live, family context, teachers' and peers' attitudes and ideas, etc. As these factors are related to many different research fields, we involved colleagues from different research areas – e.g. sociology, psychology, linguistics, etc - in teachers' training to support participants to delve deeper into the latest results from research addressing GS in different areas. Researchers and teachers co-designed activities to be implemented in classrooms. These activities included the design of a structured interview protocol that students' will use to interview male and female STEM researchers. All the interviews will be part of a Podcast sponsored by the network of the involved CUG. Overall about 90 teachers were involved in our initiative. To assess the pilot edition of the initiative, we collected qualitative feedback from both the involved teachers and researchers. In particular, teachers shared with us notes and observations about the training course and the activities implemented in classrooms. These feedback from these notes and observations will be the base for revising topics addressed in the first edition of the initiative and to improve the co-designed teaching-learning activities. We will present details of our teaching training initiatives describing results from the pilot implementation.

1.Muntoni, F and Retelsdorf, J. (2018) Gender-specific teacher expectations in reading—The role of teachers' gender stereotypes, Contemporary Educational Psychology, 54, 212-220, https://doi.org/10.1016/j.cedpsych.2018.06.012
2.Tiedemann, J. Teachers' Gender Stereotypes as Determinants of Teacher Perceptions in Elementary School Mathematics. Educational Studies in Mathematics 50, 49–62 (2002). https://doi.org/10.1023/A:1020518104346
3.Sule Alan, Seda Ertac, Ipek Mumcu; Gender Stereotypes in the Classroom and Effects on Achievement. The Review of Economics and Statistics 2018; 100 (5): 876–890. doi: https://doi.org/10.1162/rest_a_00756
4.Gajda A, Bo´jko A, Stoecker E (2022) The vicious circle of stereotypes: Teachers' awareness of and responses to students' gender-stereotypical behaviour. PLoS ONE 17(6): e0269007. https://doi.org/10.1371/journal.pone.0269007
5.Dunlap, S.T., Barth, J.M. Career Identities and Gender-STEM Stereotypes: When and Why Implicit Gender-STEM Associations Emerge and How They Affect Women's College Major Choice. Sex Roles 89, 19–34 (2023). https://doi.org/10.1007/s11199-023-01381-x
6.White, M. J., & White, G. B. (2006). Implicit and explicit occupational gender stereotypes. Sex Roles, 55(3–4), 259–266. https://doi.org/10.1007/s11199-006-9078-z
7.Steffens, M. C., Jelenec, P., & Noack, P. (2010). On the leaky math pipeline: Comparing implicit math-gender stereotypes and math withdrawal in female and male children and adolescents. Journal of Educational Psychology, 102, 947–963. https://doi.org/10.1037/a0019920
8.Steele, C. M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. American Psychologist, 52(6), 613–629. https://doi.org/10.1037/0003-066X.52.6.613
9.ISTAT, (2024) LIVELLI DI ISTRUZIONE E RITORNI OCCUPAZIONALI | ANNO 2023, https://www.istat.it/wp-content/uploads/2024/07/REPORT-livelli-istruzione.pdf
10.DECRETO DEL PRESIDENTE DEL CONSIGLIO DEI MINISTRI 4 agosto 2023.
11.ISTAT, (2025), Stereotipi sui ruoli di genere: il punto di vista di ragazze e ragazzi, chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.istat.it/wp-content/uploads/2025/07/Stereotipi-di-genere-1.pdf
12.ISTAT (2025), La violenza contro le donne dentro e fuori la famiglia - Primi risultati anno 2025, https://www.istat.it/comunicato-stampa/la-violenza-contro-le-donne-dentro-e-fuori-la-famiglia-primi-risultati-anno-2025/
13.Villante C., Scarnicchia L., Muratore M.G.,(2023) Looking at gender stereotypes to fight gender based violence, Rassegna Italiana di Criminologia, Vol.3 / 2023, DOI: https://doi.org/10.7347/RIC-032023-p211%20 https://ojs.pensamultimedia.it/index.php/ric/article/view/6973
14.Deriu, F., Villante, C., Muratore, M.G. et al.(2025) Challenging Big Data for studying gender-based violence: a methodological proposal. Qual Quant 59, 5537–5555 https://doi.org/10.1007/s11135-025-02209-4

INVISIBLE BARRIERS AND GENDER SEGREGATION. VOICES IN DIALOGUE FROM A STUDY ON PROMOTING FEMALE PARTICIPATION IN STEM FIELDS

Chiara Bove (Università di Milano-Bicocca, Italy) · **Alessandra Mussi** (eCampus University) · **Caterina Rapini** (Università di Milano-Bicocca, Italy) · **Maddalena Sottocorno** (Università di Milano-Bicocca, Italy)

STEM | educational segregation | occupational segregation

Italian data show a persistent underrepresentation of women in the STEM-related learning path (European Commission, 2025). Similar trends are evident in the percentage of women employed in the technical, IT and engineering work sectors. CNEL-ISTAT data confirm that the gender gap is still an issue that affects the careers and learning trajectories of young women, both in terms of horizontal segregation (greater concentration in a small number of professions) and vertical segregation (effective access to qualified professions or top positions within organizations) (Freguja et al., 2025). Persistent gender stereotypes contribute to this picture, which translate into social and family influence from childhood (Ghigi, 2019; Biemmi & Mapelli, 2017; Sità, 2025). In pedagogical terms, it is important to understand how gender stereotypes and expectations manifest in the cultures and practices of educational institutions and actors, whether they are formal, informal, or non-formal. Observing this phenomenon, it emerges that not only visible barriers affect girls and young women's paths, but also invisible ones are based on implicit educational models of parents, teachers and other subjects with care responsibilities, often translating into a real orientation conditioned by gender (Mapelli et. al, 2001; Hussénius, 2020; De Gioannis, 2022; Bonvini et al., 2023). To prevent educational inequalities, it becomes important to decode the formative cultures that run through the daily lives of girls at school, in the family and in the world of peers (Biemmi, 2020; Lopez, 2022) to invest in those protective factors that can help reduce the gender gap. In this framework, this presentation offers insights based on three workshops, conducted as part of the international project "STAR Girls - Supporting Talent & Ambition in Renewable Energy Sector for Girls" (Erasmus PLUS), with the aim of promoting greater participation of young girls in the clean and renewable energy sector, through mentoring paths. The workshops have involved professionals from the technical sectors, human resources managers, teachers and representatives of the educational world, researchers and scholars. The workshops were designed as opportunities for discussion and dialogue about the obstacles and facilitators of women's participation in STEM-related training and professions. The first outcomes

highlight consolidated barriers, alongside less visible aspects. Some female participants shared their experiences entering contexts perceived as "men-only worlds," expressing their fears and strategies for negotiating belongings (Hussénius, 2020). The need to question not only careers traditionally precluded to girls but also those implicitly precluded to boys emerges. This makes visible how gender stereotypes act in both directions in the construction of professional imaginaries (Ottaviano & Persico, 2020). Finally, a broader reflection on the meaning of entering STEM for girls emerges: not only as a functional choice for employability or individual success according to neoliberal logic, but also as a meaningful choice capable of opening up perspectives of agency, transforming contexts, and redefining professional identities.

Biemmi, I. & Mapelli B. (2017). Pedagogia di genere. Educare ed educarsi a vivere in un mondo sessuato. Mondadori Università.

Biemmi, I. (2020). Orientare nell'ottica della parità di genere: una riflessione pedagogica. Lifelong Lifewide Learning, VOL. 16, N. 35, pp. 121-130.

Bonvini, E., Ghigi, R., & Impicciatore, R. (2023) Rappresentazioni degli insegnanti e disuguaglianze nell'orientamento scolastico. Polis, (3), 357–392. https://doi.org/10.1424/108571

DeGioannis, E. (2022). Implicit gender-science stereotypes and college-major intentions of Italian adolescents. Social Psychology of Education, 25(5), 1093–1112. https://doi.org/10.1007/s11218-022-09709-3

European Commission: Directorate-General for Education, Youth, Sport and Culture. (2025). Education and training monitor 2025: Italy. Publications Office of the European Union. https://data.europa.eu/doi/10.2766/2719813.

Freguja, C., Romano, M.C., Sabbadini, L.L. (Eds.) (2025). Rapporto CNEL-ISTAT. Il lavoro delle donne tra ostacoli e opportunità. Documento di sintesi. https://www.istat.it/wp-content/uploads/2025/03/istat-cnel.pdf

Ghigi, R. (2019). Fare la differenza: educazione di genere dalla prima infanzia all'età adulta. Il Mulino.

Hussénius A. (2020). Trouble the gap: gendered inequities in STEM education. Gender and Education, 32(5), 573–576. https://doi.org/10.1080/09540253.2020.1775168

Lopez, A.G. (2022). "Sessismo economico" e violenza basata sul genere: da questione culturale a questione educativa. Civitas educationis. Education, Politics, and Culture. Vol 11, N° 2.

Mapelli, B, Tarizzo, G., De Marchi, D. (2001). Orientamento e identità di genere: Crescere donne e uomini. La nuova Italia.

Ottaviano, C., & Persico, G. (2020). Maschilità e cura educativa: Contronarrazioni per un (altro) mondo possibile. Genova University Press.

Sità, C. (2025). Genere, infanzia e culture educative. Edizioni Junior.

FEMALE EDUCATIONAL EXPANSION WITHOUT CONVERGENCE IN STEM: PERSISTENT GENDER SEGREGATION IN ITALIAN HIGHER EDUCATION

Carmela Spicola (Studiosa indipendente, Italy)

gendered educational segregation | STEM | gender socialization

In Italy, despite the significant growth in women's participation in higher education, the distribution of fields of study continues to display marked gender polarization. In particular, women remain underrepresented in technological, engineering, and digital fields, while continuing to be overrepresented in the humanities, education, and health-related disciplines. This paper addresses this empirical puzzle by investigating the reasons behind the persistence of disciplinary segregation in university choices despite the expansion of female education and the introduction, over the last decade, of numerous national and European initiatives aimed at promoting girls' access to STEM disciplines. This paper analyses the evolution of university enrolments by gender in Italy over the period 2014/2015–2024/2025, with particular attention to STEM fields. The analysis is based on administrative data from the Ministry of University and Research and combines the examination of enrolment shares with the calculation of Duncan's dissimilarity index, in order to assess whether the expansion of women's participation in tertiary education has translated into greater convergence in field-of-study choices or whether the structure of segregation has remained substantially stable over time. The findings show that, over the decade under consideration, the gender distribution of enrolments has remained strongly polarized. Women remain markedly underrepresented in engineering, computer science, and digital technology fields, while women remain the majority in the humanities, education, and health-related disciplines. The dissimilarity index shows limited fluctuations, but no trajectory of structural convergence. This stability is particularly significant, as it persists despite a decade of national and European initiatives aimed at promoting girls' access to scientific and technological disciplines from the school years onward. The absence of a convergence dynamic suggests that educational segregation can hardly be interpreted exclusively in terms of individual aptitude differences or reduced exposure of female students to scientific and mathematical subjects during schooling. Such an interpretation is also not fully consistent with the fact that gender polarization does not affect all STEM fields uniformly. Rather, the findings appear more compatible with approaches that

emphasize the role of socialization processes, role expectations, and the symbolic representations associated with different fields of study in shaping educational and professional aspirations. In this perspective, schooling constitutes an important, though not exclusive, node within processes that remain insufficiently explored and that also unfold within broader cultural, familial, and professional contexts. Taken together, this evidence offers a longitudinal empirical contribution to the discussion on the persistence of educational segregation in Italian higher education and calls for greater attention to the cultural, social, and professional contexts within which educational choices take shape.

Barone, C. (2011). Some things never change: Gender segregation in higher education across eight nations and three decades. Sociology of Education, 84(2), 157–176.

Charles, M., & Bradley, K. (2009). Indulging our gendered selves? Sex segregation by field of study in 44 countries. American Journal of Sociology, 114(4), 924–976.

Correll, S. J. (2001). Gender and the career choice process: The role of biased self-assessments. American Journal of Sociology, 106(6), 1691–1730.

Eagly, A. H., & Karau, S. J. (2002). Role congruity theory of prejudice toward female leaders. Psychological Review, 109(3), 573–598.

European Commission. (2024). She Figures 2024. Publications Office of the European Union.

OECD. (2020). Dream Jobs? Teenagers' Career Aspirations and the Future of Work. OECD Publishing.

UNESCO. (2024). Global Education Monitoring Report 2024: Gender Report. UNESCO.

UNESCO. (2017). Cracking the Code: Girls' and Women's Education in STEM. UNESCO.

MEASURING SCHOOL-RELATED GENDER BIAS: INSIGHTS FROM A NEW AD HOC ITALIAN SURVEY

Alessandro Concas (Università degli Studi di Cagliari, Italy) · **Mariano Porcu** (Università degli Studi di Cagliari, Italy) · **Isabella Sulis** (Università degli Studi di Cagliari, Italy) · **Cristian Usala** (Università degli Studi di Cagliari, Italy)

gender bias | Item Response Theory | Italian school system

Gender disparities in educational and career pathways emerge early in development and persist throughout the life course, with girls and boys exhibiting divergent patterns in subject performance, educational track selection, and occupational aspirations. These differences are shaped substantially by parental gender biases that influence children's perceptions, attitudes, and educational decisions from early schooling onward [1][2]. Despite growing recognition of this phenomenon, literature reveals significant measurement limitations: most existing instruments lack rigorous psychometric validation, fail to integrate assessment across multiple educational domains (i.e. subjects, school tracks, and professional roles), and focus disproportionately on STEM-related biases while neglecting complementary stereotypes in humanities and social sciences[3]. This study addresses these gaps by developing and validating a psychometrically sound instrument to measure school-related gender bias, administered to two nationally representative samples: 2,215 parents of adolescents aged 12–16 and 1,916 young adults aged 18–25. Data were collected through a structured online questionnaire administered between July and August 2025 as part of the EduCAR Youth project. Both samples were drawn using quota sampling stratified by geographical area and municipality size to ensure national representativeness, and are balanced by gender and age. We employed Item Response Theory (IRT) to construct the measurement scale, using a two-parameter logistic (2PL) model to convert pattern of responses in a latent trait score indicating the degree of presence of gender bias [4] [5]. Exploratory factor analysis revealed a clear unidimensional structure in both samples, with the first factor explaining approximately 70% of total variance. The instrument consists of 11 items covering three domains: academic subjects (i.e., mathematics, literature, social sciences), school tracks (i.e., classical lyceum, scientific lyceum, technical institutes), and professional roles (i.e., engineering/IT professions, leadership positions, care-oriented professions). The scale performed consistently across both samples, demonstrating excellent internal consistency (ω = 0.95), high item discrimination (parents: 1.94–3.35; young adults: 1.92–3.13), satisfactory fit statistics, and a TIF > 15 peaking at higher levels of the latent trait. Differential Item Functioning analysis supported partial measurement invariance, with 9 out of 11 items functioning equivalently across samples. Young adults (M = 0.45, SD = 0.70) showed significantly higher gender bias than parents (M = 0.18, SD = 0.59; Kruskal–Wallis Test, $p < .001$). In the parents' sample, gender bias was significantly higher among fathers, parents of boys, younger parents, residents of Central and Northern Italy, and those with either high or low occupational status. Higher bias was also associated with the use of private tutoring, remedial lessons, and local educational support services, as well as expectations that children would attend technical rather than academic secondary tracks. In the young adults' sample, higher bias levels were found among men,

residents outside the Islands, workers compared with students, those not planning to have children, and individuals with lower levels of education. The validated 11-item scale offers a brief, psychometrically robust tool for screening gender bias across educational domains in both research and applied settings. Future research should examine longitudinal relationships between bias and educational outcomes, test cross-cultural generalizability, and incorporate implicit measurement approaches [3].

1. OECD (2025), "Pursuing gender equality in a changing world", OECD Publishing, Paris, https://doi.org/10.1787/e8d9869a-en.
2. Carlana, M., & Corno, L. (2024). Thinking about parents: Gender and field of study. In AEA Papers and Proceedings (Vol. 114, pp. 254-258). 2014 Broadway, Suite 305, Nashville, TN 37203: American Economic Association.
3. De Gioannis, E. (2023). the conundrum of gender-science stereotypes: a review and discussion of measurements: E. De Gioannis. Quality & Quantity, 57(4), 3165-3182.
4. Baker, F. B., & Kim, S. H. (2004). Item response theory: Parameter estimation techniques. CRC Press.
5. Birnbaum, A.: Some latent trait models and their use in inferring an examinee's ability. In: Lord, F.M., Novick, M.R. (eds.) Statistical Theories of Mental Test Scores, pp. 397–479. Addison-Wesley, Reading (1968)

G.02

Bourdieu and Beyond: Connecting Critical Theories to Rethink Educational Inequalities

PANEL CONVENORS: Flora Petrik (University of Tübingen, Germany); Aina Tarabini (Universitat Autònoma de Barcelona, Spain)

PANEL KEYWORDS: Bourdieu, theory, social justice

Bourdieu's work has been central to understanding how education contributes to the reproduction of social hierarchies. His analyses showed that schools not only distribute knowledge but legitimise unequal relations by valuing particular social practices, cultural dispositions, and forms of learning. Although education is often celebrated as a site of democratic participation, empirical research continues to demonstrate how institutional routines of classification and evaluation sustain exclusion. To grasp these dynamics today, Bourdieusian concepts must be revisited not as fixed explanatory models but as theoretical tools that remain open to ongoing revision, refinement, and critique, so as to better capture the evolving configurations of power that shape contemporary education. At the same time, Bourdieusian sociology has been criticised for overemphasising reproduction while underemphasising transformation, for attributing limited agency to learners and educators, and for insufficiently engaging feminist, postcolonial, and decolonial knowledge. Rather than rejecting Bourdieu on these grounds, this panel seeks to take these critiques as entry points for theoretical dialogue, that moves Bourdieu into conversations with epistemologies that unsettle dominant norms and expand what counts as educational knowledge. We argue that understanding the relationship between education and democracy today requires frameworks that forge theoretical bridges to (re)imagine social justice not merely as redistribution but as relational justice and collective transformation. The panel invites theoretical contributions that put Bourdieusian concepts into dialogue with critical perspectives such as care ethics, intersectionality, and post-structuralist approaches. Through this dialogue, the panel aims to refine analytical vocabularies for studying inequality while expanding imaginaries of democratic education.

HABITUS DISRUPTION AND RELATIONAL JUSTICE: WORKING-CLASS PARENTS IN MIDDLE-CLASS SCHOOLS

Manuela Mendoza (Universidad de O'Higgins, Chile)

Habitus disruption | Recognition and misrecognition | School mix

This paper examines how working-class parents in Chile make sense of their children's attendance at predominantly middle-class schools, which stand out as unusually socioeconomically mixed within one of the most segregated education systems in the OECD (Molina & Lamb, 2022). Focusing on parents' narratives, it asks what forms of inclusion, misrecognition, and ambivalent belonging are generated when families enter fields dominated by middle-class norms, and how these experiences invite a reworking of Bourdieusian concepts in dialogue with critical theories of recognition, emotion, and postcoloniality. Empirically, the paper draws on a qualitative multiple-case study of two socioeconomically mixed schools in Santiago that enrolled students from diverse class backgrounds. Through in-depth interviews with working-class

parents, the study explores how they interpret the benefits and costs of their children's participation in middle-class school spaces, paying attention to everyday practices of dress, food, parental involvement, and financial contributions as key sites where classed boundaries are negotiated and reproduced. Analytically, the paper mobilises Bourdieu's concepts of habitus, capital, and field to examine how working-class parents acquire a "feel for the game" of middle-class schooling and how misfits between dispositions and institutional expectations produce moments of habitus disruption (e.g., Bourdieu, 1990; Bourdieu & Wacquant, 1992). Building on elaborations such as Ingram and Abrahams' (2018) notion of habitus interruption, the analysis shows that parents oscillate between reconciliation, destabilisation, and reconfirmation of their working-class orientations as they attempt to support their children's schooling while preserving dignity and self-worth. These negotiations illuminate not only processes of symbolic domination but also the fragile emergence of "third spaces" in which new, more hybrid ways of inhabiting school fields become possible (Bhabha, 1994). At the same time, the paper argues that a Bourdieusian lens centred on reproduction and misrecognition is insufficient to fully grasp these dynamics, and thus brings Bourdieu into dialogue with feminist, recognition, and postcolonial perspectives. Drawing on Fraser (1995; Fraser & Honneth, 2003), the analysis conceptualises inclusion as a matter of redistribution, recognition, and representation, showing how school policies that promote socioeconomic mix may still function as "misrecognition regimes" when working-class families are positioned as grateful beneficiaries rather than as equal interlocutors. Insights from Skeggs and Reay highlight the emotional and moral dimensions of class (Reay, 2015; Skeggs, 1997). Postcolonial critiques further expose how class hierarchies intersect with racialised imaginaries and colonial legacies of servitude in Latin America (Bhabha, 1994). By situating Bourdieusian concepts in conversation with these critical frameworks, the paper contributes to the panel's aim of rethinking educational inequalities through "Bourdieu and beyond." It advances a theorisation of inclusion as relational justice that requires not only access to prestigious schools but also the revaluation of working-class identities and practices on their own terms.

Bhabha, H. (1994). The Location of Culture. Routledge.

Bourdieu, P. (1990). The logic of practice. Polity Press.

Bourdieu, P. & Wacquant, L. J. (1992). An invitation to reflexive sociology. Polity.

Fraser, N. (1995). From redistribution to recognition? Dilemmas of justice in a 'post-Socialist' age. New Left Review, (212), 68–93.

Fraser, N., & Honneth, A. (2003). Redistribution or recognition? A political-philosophical exchange. Verso.

Ingram, N. & Abrahams, J. (2018) Stepping outside of oneself: how a cleft-habitus can lead to greater reflexivity through occupying 'the third space', in: N. Ingram, J. Thatcher, C. Burke, & J. Abrahams (Eds) Bourdieu: The next Generation: The Development of Bourdieu's Intellectual Heritage in Contemporary UK Sociology. Sociological Futures.

Molina, A., & Lamb, S. (2022). School segregation, inequality and trust in institutions: evidence from Santiago. Comparative Education, 58(1), 72-90.

Reay, D. (2015). Habitus and the psychosocial: Bourdieu with feelings. Cambridge Journal of Education, 45(1), 9–23.

Skeggs, B. (1997). Classifying practices: Representations, capitals and recognitions. Class matters:'Working-class' women's perspectives on social class, 123-139.

EVERYDAY INTIMACIES OF EARLY YEARS PRACTITIONERS: GOSSIP AS SYMBOLIC POWER IN THE EARLY CHILDHOOD WORKFORCE IN ENGLAND

Ruby Juanita Brooks (Manchester Metropolitan University, United Kingdom)

Early childhood | gossip | gender

Bourdieu's work has been central to analysing how education reproduces inequality through the unequal distribution and recognition of capital. Yet less attention has been paid to the intimate, relational practices through which power is negotiated within feminised educational workplaces. This paper brings Bourdieusian theory into dialogue with feminist perspectives on care and relational labour to rethink everyday informal talk, commonly dismissed as 'gossip', as a site of symbolic power. Drawing on qualitative interviews with women practitioners in the early years workforce in England, the study examines how gossip shapes professional relationships, mediates authority, and produces social distinction within a gendered and classed field. Mobilising Bourdieu's concepts of habitus, symbolic violence, and masculine domination, the analysis demonstrates how gossip simultaneously reproduces professional hierarchies and enables subtle forms of resistance. Through everyday exchanges, practitioners negotiate moral worth, competence, and belonging: processes central to the maintenance and contestation of symbolic power. However, the paper also argues that Bourdieusian accounts of reproduction require expansion to adequately capture the relational and affective dimensions of care work. Feminist insights

into intimacy and relational labour illuminate how women's gossip constitutes a form of situated knowledge production, often devalued within professionalisation discourses. Recent moves to regulate practitioners' talk in the name of professional standards risk silencing these relational practices and reinforcing symbolic hierarchies. By repositioning gossip as both a mechanism of distinction and a resource for collective knowledge-making, this paper suggests that attending to everyday intimacies is crucial for reimagining social justice in education as relational and collective, rather than solely redistributive.

n/a

THE AFFECTIVE FIELD OF SCHOOLING: RETHINKING BOURDIEU THROUGH CARE

Aina Tarabini (Autonomous University of Barcelona, Spain)

Bourdieu | Affective field | Educational inequality

This paper reconceptualises the educational field as an affective field, arguing that care, emotional labour and relational dynamics are not peripheral to schooling but constitutive of its structuring logic. While Bourdieu's concepts of habitus, capital and field have been central to analyses of educational reproduction (Bourdieu, 1986), the affective dimensions of schooling have rarely been theorised as integral to the organisation of the field itself. Building on Diane Reay's work on emotional capital (Reay, 2000, 2004) and Kathleen Lynch's theorisation of affective equality and love labouring (Lynch, 2009), this paper extends a Bourdieusian framework to foreground care as a central mechanism through which educational hierarchies are reproduced and contested. The paper makes three conceptual contributions. First, it proposes the notion of the affective field of schooling as an analytical lens that integrates affective relations into the core dynamics of habitus formation, capital accumulation and position-taking. Rather than "adding" emotion to Bourdieu, I argue that affective relations shape the field's hierarchies of legitimacy, recognition and belonging, and are therefore constitutive of learner identities and educational trajectories (Bourdieu, 1986; Reay, 2004). Second, the paper distinguishes analytically between emotional capital (as resource), care-related emotional labour (as practice) and affective inequality (as outcome), demonstrating how these dimensions interact to reproduce classed and gendered hierarchies within schools (Reay, 2000; Lynch, 2009). Third, drawing explicitly on Lynch's framework of affective equality, it argues that educational disadvantage entails not only cognitive deprivation but also affective marginalisation: unequal access to recognition, emotional security and relational support that are foundational to learning (Lynch, 2009). These theoretical developments are grounded in empirical sensitivity through the LEARNER project, which examines learner identities and trajectories in secondary education. Using selected vignettes from interviews and observations with teachers, students and families, the paper illustrates how care circulates, is demanded and differentially valued within everyday school life. Teachers are increasingly positioned as emotional buffers in contexts of intensified socio-economic inequality; families' unequal emotional resources shape expectations and learner identities; and students themselves engage in peer care and emotional labour that often remains institutionally invisible. By foregrounding care as a structuring principle of the educational field, this paper repositions affect at the centre of debates on educational inequality and learner formation. In doing so, it advances a dialogue between Bourdieu, Reay and Lynch and offers new analytical tools for mapping the affective economies through which schooling reproduces – and potentially transforms – social hierarchies.

Bourdieu, P. (1986). The Forms of Capital. In J. Richardson (Ed.), Handbook of Theory and Research for the Sociology of Education (pp. 241–258). Greenwood.

Lynch, K. (2009). Affective equality: Who cares? In M. Baker, K. Lynch, J. Cantillon & J. Walsh (Eds.), Affective Equality: Love, Care and Injustice (pp. 19–39). Routledge.

Reay, D. (2000). A useful extension of Bourdieu's conceptual framework? Emotional capital as a way of understanding mothers' involvement in their children's education. Sociology, 34(4), 569–588.

Reay, D. (2004). Gendering Bourdieu's concepts of capitals? Emotional capital, women and social class. The Sociological Review, 52(2_suppl), 57–74.

ILLUSIO AND THE MISRECOGNITION OF BELONGING IN HIGHER EDUCATION

Nicola Ingram (University College Cork, Ireland) · **Ryan Wilkinson** (University of Leeds) · **Kirsty Finn** (University of Manchester)

illusio misrecognition belonging

In this paper we focus on Bourdieu's concept of illusio. We are interested in its utility for making sense of the ways institutional conceptions of 'belonging' have become the 'go-to' policy and practice response for managing entrenched inequalities and disparities in student experience in Higher Education. Within different national contexts belonging has a long conceptual history within educational research and it has been considered by sociologists of education with nuance and care (e.g. Hurtado & Carter 1997; Finn 2017; Thomas KC 2018; Gravett & Ajawi 2021). Notwithstanding this long-standing academic engagement, belonging has however, come to represent a codified set of initiatives and discourses that are increasingly taken up and deployed by policy makers and sector leaders as part of a crisis management apparatus that seeks to 'deal with' deeply ingrained structural inequalities (e.g. mental health and well being, attainment differentials by race, class and gender). This is particularly heightened within the UK where the commodification and individualisation of HE has continued unabated for thirty years. In this context belonging is misrecognised as an individualised commodity to be acquired through induction to the 'feel for the game' (Bourdieu 1990, p.66) in the higher education field rather than something that requires deep structural change. We bring illusio into conversation with institutional conceptions of belonging to offer a theorisation of the processes through which the structural conditions that shape inequalities are silenced and misrecognised in policy and practice responses. Illusio denotes the condition of being so caught up and invested in the game, that the game itself goes unquestioned, and can account for the misrecognition of belonging as a commodity delivered through conformity to existing field structures. This framing of belonging is dressed as a means of delivering change whilst simultaneously maintaining the existing field structure and doxa. We argue that this creates a toxic illusio where the surface appearance of commitment to institutional change obscures the reality of immovable institutionalised structures of inequality. We show that for the maintenance of inequalities not only is it necessary for those directing or implementing policy to be under the spell of the illusio, but for the system to continue to exist and reproduce itself, institutions need the perceived beneficiaries of belonging agendas to similarly recognise, buy into and ultimately conform to the rules of the game. The paper demonstrates that through countless acts of recognition (Bourdieu 1990) - brought about by everyday practices that reproduce the commonsense position that belonging is something to strive for and for institutions to endow – a toxic illusio of belonging is generated. This creates the conditions under which belonging as an agenda goes unquestioned and institutional belonging practices and activities are misrecognised as addressing inequalities when they are all the while obfuscating the structural conditions of their existence.

Bourdieu, P. (1990). The logic of practice. Polity Press.

Gravett, K., & Ajjawi, R. (2021). Belonging as situated practice. Studies in Higher Education, 47(7), 1386–1396. https://doi.org/10.1080/03075079.2021.1894118.

Finn, K. (2017). Multiple, relational and emotional mobilities: Understanding student mobilities in higher education as more than 'staying local' and 'going away'. British Educational Research Journal, 43(4), 743–758. https://doi.org/10.1002/berj.3287.

Hurtado, S., & Carter, D. F. (1997). Effects of college transition and perceptions of the campus racial climate on Latino college students' sense of belonging. Sociology of Education, 70(4), 324–345. https://doi.org/10.2307/2673270.

Thomas, K. C. (2018). Rethinking student belonging in higher education: From Bourdieu to borderlands. Routledge.

SOCIAL MOBILITY AS SUBJECTIVATION: BOURDIEU AND BUTLER IN DIALOGUE

Flora Petrik (University of Tübingen, Germany)

First-generation students University Inequality

Transitions to university continue to be structured by classed, racialised, and gendered inequalities, even in systems marked by expansion and widening participation. For upwardly mobile students, entry into higher education is frequently tied to experiences of dislocation, misrecognition, and struggle (Bathmaker et al., 2016). Bourdieusian scholarship has been central to analysing these processes, particularly through the concepts of habitus, field, and capital (Reay, 2018). At the same time, Bourdieu has often been criticised for privileging reproduction over transformation and for leaving insufficient room for the contingent, conflictual, and psychosocial dimensions of practice (Rieger-Ladich, 2017). Con-

sequently, scholars have sought to read Bourdieu in more dynamic ways. This includes, most prominently, Lahire's work on dispositions (Lahire, 2003), as well as more recent contributions in the sociology of education that aim at grasping the complexity of subject formation under conditions of inequality (Manzano et al., 2026). This paper adds to these debates by bringing Bourdieu into dialogue with Judith Butler in order to develop a more differentiated account of educational upward mobility. The paper draws on a biographical case study from a wider qualitative study on first-generation students in Austria (Petrik, 2025). Its empirical focus is the educational trajectory of a female student from a Turkish working-class family who enters university through a non-traditional route and encounters repeated forms of institutional and interpersonal devaluation. Methodologically, the paper works with biographical-narrative interview material and reconstructive interpretation. Theoretically, it asks how experiences of first-generation students can be understood when habitus-theoretical perspectives (Bourdieu, 1984) are connected to Butler's account of subject formation (Butler, 1997). Upward mobility is approached as a contradictory process of subjectivation unfolding in the tension between recognition and resistance. Bourdieu makes it possible to grasp how students' dispositions are shaped by classed histories and how universities privilege forms of cultural ease and familiarity that first-generation students are less likely to inherit. Butler helps to sharpen the analysis of how students are called into being through powerful acts of interpellation: as deficient, unsuitable, extraordinary, or legitimate. This perspective directs attention to the question of how first-generation students become intelligible as students, how they are positioned within the university, and how they negotiate injurious and enabling interpellations. The dialogue between Bourdieu and Butler proves particularly productive when approached through two concepts: dispositions and fields. Dispositions shape receptivity to acts of interpellation in both Butler's sense of psychic disposition and Bourdieu's understanding of a system of socially formed dispositions. In their interplay, they condition whether subjects become susceptible to forms of address that reproduce educational inequality or to those that enable them to overcome educational barriers. Acts of interpellation, however, do not unfold on neutral terrain. They are embedded in specific biographical, institutional, and social contexts that correspond to the social space. Bringing field theory into dialogue with a theory of subjectivation therefore allows educational transitions by upwardly mobile students to be analysed as powerful processes in which social (non-)reproduction and subject formation are mutually constituted.

Bathmaker, A.-M., Ingram, N., Abrahams, J., Hoare, A., Waller, R., & Bradley, H. (2016). Higher Education, Social Class and Social Mobility. The Degree Generation. Palgrave MacMillan.

Bourdieu, P. (1984). Distinction. Routledge.

Butler, J. (1997). The Psychic Life of Power: Theories in Subjection. Stanford University Press. https://doi.org/10.1515/9781503616295

Lahire, B. (2003). From the habitus to an individual heritage of dispositions. Towards a sociology at the level of the individual. Poetics, 31(5–6), 329–355. https://doi.org/10.1016/j.poetic.2003.08.002

Manzano, M., Tarabini, A., & Gil, S. (2026). Comprender cómo el alumnado se comprende: Apuntes para una definición de las identificaciones en el campo educativo. Con-Ciencia Social, (9), 161–170. https://doi.org/10.7203/con-cienciasocial.9.32132

Petrik, F. (2025). Practices of Becoming: What and How Do First-Generation Students Learn When Transitioning to University? Studies in Adult Education and Learning, 31(2), 135-153.

Reay, D. (2018). Working class educational transitions to university: The limits of success. European Journal of Education, 53(4), 528–540. https://doi.org/10.1111/ejed.12298

Rieger-Ladich, M. (2017). Emanzipation als soziale Praxis. In M. Rieger-Ladich & C. Grabau (Eds), Pierre Bourdieu: Pädagogische Lektüren (pp. 335–362). Springer Fachmedien Wiesbaden. https://doi.org/10.1007/978-3-531-18904-8_17

SOME INSIGHTS ON RECOGNITION AND HIGHER EDUCATION: FROM BOURDIEU'S FIELD-CENTRED APPROACH TO HONNETH'S NORMATIVE PERSPECTIVE

Carlos Palma-Amestoy (Pontificia Universidad Católica de Chile, Chile)

Bourdieu | Honneth | recognition

Pierre Bourdieu's theory has been useful for exploring and understanding transitions and experiences associated with educational inequalities. By applying his fundamental triad made up of habitus, field and capital (Bourdieu, 1990), as well as other sophisticated ideas such as illusio, social magic and symbolic violence (Ingram & Allen, 2019; Nairz-Wirth et al., 2017; Wilkinson et al., 2026), to name just a few, researchers around the world have been able to disentangle educational gaps and divisions in their respective contexts. Following this line of research, this paper focuses on one of the most fundamental concepts in Bourdieu's theoretical framework: recognition (Bourdieu, 2000), which has often been overlooked or taken for granted. In doing so, I aim to expand Bourdieu's ideas on the matter by linking them to Axel Honneth's

(2005) contributions. Thereby, this paper shows how some essential elements of Honneth's perspective on recognition can complement Bourdieu's ideas in exploring educational inequalities, particularly in relation to the field of higher education. Empirically, this paper draws on data from two studies in Chile of students at different stages of their educational trajectories. The first group comprises students from intermediate and lower positions in the social space who are in the process of transition from school to higher education, while the second group consists of students at elite universities from working-class or less privileged social backgrounds. Considering these cases, this paper reflects on how Honneth's ideas – e.g., the struggle for recognition, disrespect, and ideological forms of recognition (Honneth, 2005, 2012) – can shed light on students' experiences of social inequalities and meritocratic striving in higher education within contemporary societies. Overall, this paper shows how Honneth's critical theory and concepts can strengthen Bourdieusian analysis of educational inequalities.

Bourdieu, P. (1990). The Logic of Practice. Polity Press.

Bourdieu, P. (2000). Pascalian Meditations. Stanford University Press.

Honneth, A. (2005). The Struggle for Recognition. Polity Press.

Honneth, A. (2012). Recognition as ideology: The connection between morality and power. In A. Honneth, The I in We: Studies in the Theory of Recognition (pp. 75–97). Polity Press.

Ingram, N., & Allen, K. (2019). 'Talent-spotting' or 'social magic'? Inequality, cultural sorting and constructions of the ideal graduate in elite professions. The Sociological Review, 67(3), 723–740.

Nairz-Wirth, E., Feldmann, K., & Spiegl, J. (2017). Habitus conflicts and experiences of symbolic violence as obstacles for non-traditional students. European Educational Research Journal, 16(1), 12–29.

Wilkinson, R. G., Finn, K., & Ingram, N. (2026). The contemporary contradictions of belonging in higher education: Successful transitions in times of crisis. Critical Studies in Education, 1–20.

STRUCTURED HYBRIDITY AND THE DEMOCRATIC STRUGGLE OVER EDUCATIONAL PURPOSE

Shilpi Saini (Dream a Dream, India) · **Sreehari Ravindranath** (Dream a Dream, India) · **Apoorva Bhatnagar** (Dream a Dream, India) · **Amit V Kumar** (Dream a Dream, India) · **Joseph Thomas Rijo** (Dream a Dream, India)

Educational Purpose | Symbolic Power | Democratic Education

The purpose of education is frequently presented in policy discourse as self-evident and technical: raising learning levels, enhancing human capital, ensuring inclusion. Yet to ask what education is for is a normative and political question about the forms of knowledge legitimised, capacities valued, and desired futures. Far from being settled, the purpose of education constitutes a field of struggle. Drawing on Bourdieu's concepts of field, doxa, and symbolic power (Bourdieu, 1977; 1991; Bourdieu & Wacquant, 1992), this paper conceptualises educational purpose as a structured terrain in which multiple narratives coexist, yet are differentially institutionalised through classificatory regimes. Symbolic power operates through the naturalisation of these classifications, rendering certain purposes necessary and marginalising others. Educational inequality, in this framing, is not only a matter of unequal resources but of symbolic stratification: some aspirations acquire institutional force, while others remain rhetorically affirmed yet structurally weak. The struggle over purpose therefore organises hierarchies of recognition, determining which capacities and futures are rendered legitimate. The contemporary policy moment—particularly in the Global South contexts—is not characterised by a singular dominant doxa, but by what we term 'structured hybridity': the layering and partial incorporation of emerging narratives (well-being, holistic development, inclusion, cultural rootedness) within enduring developmentalist and technocratic architectures. Pluralism of purposes here does not imply equality. Coexistence occurs under asymmetrical conditions in which measurable, performance-oriented purposes are more readily convertible into standards, assessments, funding streams, and accountability mechanisms. The argument is grounded in the India leg of a qualitative, participatory study examining how narratives about the purpose of education shape systems transformation and children's opportunities to thrive. Our analysis of India's National Education Policy 2020, alongside dialogic Exploration Circles with educational actors, reveals a 'foundational–measurable–future-ready–cultural–inclusive' architecture of purpose. While equity and well-being are prominently articulated, the policy's operational levers—standards, assessments, and governance reforms—continue to privilege measurable and performance-oriented rationalities. This selective convertibility produces layered inequalities of recognition, instrumentality, and futurity. Emerging relational aims are incorporated, yet often subordinated to technocratic logics. This hybridity is mirrored at the level of system actors who articulate economic mobility, cultural continuity,

democratic participation, and human flourishing as simultaneous aspirations. Yet these purposes are differentially convertible into institutional instruments. As a result, thriving-oriented narratives frequently circulate as moral commitments without equivalent structural force. The paper argues that the relationship between education and democracy cannot be understood solely through civic outcomes. Democracy is at stake in the struggle over whose definitions of educational purpose become authoritative, institutionalised, and materially consequential. By theorising structured hybridity, the paper refines analytical vocabularies for studying educational inequality beyond redistribution alone, foregrounding the role of symbolic power in organising plural purposes. Introducing thriving as a relational horizon, it expands imaginaries of democratic education toward dignity, belonging, care and collective flourishing. Rather than prescribing a singular purpose, the paper examines how plural purposes are negotiated within unequal symbolic terrains—and with what consequences for every child's opportunity to thrive.

Bourdieu P. (1977). Outline of a Theory of Practice. Nice R, trans. Cambridge University Press; 1977.
Bourdieu, P., & Wacquant, L. J. D. (1992). An invitation to reflexive sociology. University of Chicago Press.
Ministry of Education (MOE), Government of India. (2020). National Education Policy 2020. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

THE PARADOX OF INSTITUTIONALIZED CARE: HABITUS, REFLEXIVITY AND THE LIMITS OF TRANSFORMATION

Jelena Stefanovic (University of Milan, Italy)

Habitus | Care Ethics | Educational integration

This paper brings Pierre Bourdieu into dialogue with care ethics to examine the implications of educational integration policies targeting students from disadvantaged backgrounds (low socioeconomic status, immigrant origin, and their intersection). Drawing on 71 in-depth interviews with teachers, administrative staff, students, and parents in four lower secondary schools on the periphery of Milan, the empirical analysis explores how institutionalized practices intended to promote integration may paradoxically constrain care's transformative potential. The argument is not that teachers do not care; their intentions and efforts are evident. However, analysis of the empirical material suggests that care is shaped by the habitus of those who provide it. Where significant misalignment of habitus exists between teachers and students from disadvantaged contexts, care risks operating through reciprocity rather than responsiveness. In Joan Tronto's (1993) ethics of care, responsiveness requires attending to the other's expressed position rather than extending to them what one would consider care for oneself. Reflexivity – the capacity to interrogate one's dispositions and assumptions – is crucial for responsiveness and thus the enactment of care that is transformative; yet institutionalization may weaken it. In Zygmunt Bauman's (1993) terms, institutional arrangements can anesthetize moral reflection by delegating responsibility to procedures. At the same time, teachers act as street-level bureaucrats (Lipsky, 1980), whose discretionary space can enable context-sensitive and responsive practice. However, analysis of interviews suggests that the proliferation of institutional solutions may limit the potential of this space by implying that inequalities have already been adequately addressed. Under these conditions, a double-layered symbolic violence may emerge: first, through the universalism of schooling, which presents itself as neutral while reproducing inequality; and second, through integration policies shaped by the habitus of those who design and implement them. What appears as integration may therefore function as another veil obscuring relations of domination. The paper concludes that care can become transformative only when institutional arrangements cultivate reflexivity, enabling teachers to respond to students' needs rather than relying solely on standardized procedures. By situating Bourdieu in conversation with care ethics, the analysis refines the conceptual vocabulary for understanding educational inequalities and highlights the importance of institutional design in enabling or constraining the transformative possibilities of care in schools.

•Bauman, Z. (1993). Postmodern ethics. Blackwell.
•Lipsky, M. (1980). Street-Level Bureaucracy: The Dilemmas of Individuals in Public Service. New York: Russell Sage Foundation.
•Tronto, J.C. (1993). Moral boundaries: A political argument for an ethic of care. Routledge.

RETHINKING EDUCATIONAL INEQUALITY THROUGH TASTE: A BOURDIEUSIAN ANALYSIS OF STUDENTS' DISPOSITIONS TOWARDS LEARNING

Paula Arboix Caldentey (Autonomous University of Barcelona, Spain)

Taste | School learning | Dispositions

Students' dispositions towards school and learning are neither neutral nor equally distributed (Tarabini, 2023). Building on Pierre Bourdieu's sociology of education (Bourdieu & Passeron, 1977; 1979; Bourdieu, 1984), research has long shown how schools privilege ways of feeling, thinking and acting historically associated with the middle classes, thereby contributing to the reproduction of social hierarchies. Yet, the processes through which these affinities become embodied as durable dispositions remain underexplored. This paper proposes to revisit Bourdieu's concept of taste, as elaborated in Distinction (1984), to analyse the unequal construction of students' emotional dispositions towards learning at school. Conceptualising taste as a symbolic-affective disposition embedded in the habitus opens up a notion that is often psychologised or naturalised through the ideology of natural gifts (Bourdieu & Passeron, 1977). Following Bourdieu, taste is understood not as an individual preference but as a socially constituted disposition that appears natural and self-evident (Bourdieu, 1984). Precisely because of this misrecognised character, taste plays a key role in legitimising power relations and obscuring the social conditions underpinning educational inequalities. In school settings, what counts as "good taste" in learning -valued forms of knowledge, expression, participation, and relation to school- is defined by dominant groups and protected by symbolic boundaries (Skeggs, 2004). As such, taste operates as a mechanism of differentiation and exclusion, positioning students hierarchically within educational institutions. Empirically, the paper draws on findings from a qualitative research project that examines the unequal constitution of young people's dispositions towards school learning in terms of their taste and distaste. The study combines seven focus groups, twenty-one semi-structured interviews, and a four-month ethnography conducted in two secondary schools with different pedagogical projects. Participants were students aged 13-14 from diverse social backgrounds. Particular attention is paid to the intersections of class and gender, and to how these interact with institutional contexts to shape differentiated relations to knowledge, pedagogical methods, and school cultures. The findings reveal patterned inequalities in how students develop symbolic-affective orientations towards school learning. While some students experience consonance between their habitus and the dominant norms of schooling, facilitating smooth trajectories and a sense of belonging, others experience misalignment, producing forms of distaste that manifest as disengagement or the feeling that "school is not for them." By foregrounding taste as an analytical bridge between habitus, affect, and institutional practices, the paper contributes to refining Bourdieusian approaches to the study of educational inequality. More broadly, it suggests that recognising and challenging the symbolic boundaries that define "legitimate" taste in schooling may open possibilities for more relational and democratically just educational practices.

Bourdieu, P. (1984 [1979]). Distinction: A Social Critique of the Judgement of Taste. Harvard University Press.
Bourdieu, P. (1990). The Logic of Practice. Stanford University Press.
Bourdieu, P., & Passeron, J.-C. (1977). Reproduction in Education, Society and Culture. Sage.
Bourdieu, P., & Passeron, J. C. (1979). The inheritors: French students and their relation to culture.
Skeggs, B. (2004). Class, self, culture. Routledge.
Tarabini, A. (2023). Learning and Human Development. Sociological Foundations of Education, 3, 107.

ROOTS AND LEAVES: RETHINKING THE RELATIONSHIP BETWEEN HABITUS AND IDENTITY

Sara Gil (Universitat Autònoma de Barcelona, Spain) · **Martí Manzano** (Universitat de Barcelona) · **Aina Tarabini** (Universitat Autònoma de Barcelona, Spain)

Habitus | Identity | Educational inequalities

The concepts of habitus and identity are central in the sociology of education. However, their longstanding relation has been under-theorised. Despite their prominence in analyses of inequality, these terms are frequently conflated, used interchangeably, or treated in isolation, leaving their conceptual articulation unresolved. This communication seeks to bridge this gap by drawing on Pierre Bourdieu's (1990, 2000) theory of practice alongside significant feminist sociology

extensions—notably the work of Diane Reay (2015), Nicola Ingram (2019), and Louise Archer (2003) —while also engaging in a dialogue with Stuart Hall's (2019) theorization of identity and identifications. In our presentation, we argue that a precise analytical distinction between habitus and identity is essential for understanding how social structures and individual agency interact within educational fields. Integrating these traditions, the framework conceptualizes habitus through the lens of scholars like Reay, who highlights its emotional and psychosocial dimensions, and Ingram, who explores "habitus under tension" during social mobility. Furthermore, it incorporates Archer's focus on identity as a performative and relational act through which individuals seek recognition and negotiate belonging. Together, these perspectives show that while habitus orients what feels natural or desirable, identity becomes most visible in moments of friction or misalignment between dispositions and social fields. Central to this proposal is the metaphor of a tree: habitus represents the "roots"—a hidden but stable structure that draws on the "soil" of structural position to nourish social action. In contrast, identifications are the "leaves"—visible, exposed, and constantly reshaped by the "wind and light" of situational conditions. While habitus operates at a pre-reflexive level with a degree of stability, identifications are more flexible, situational, and potentially reflexive, allowing agents to negotiate who they are in response to specific contexts. Our paper develops a relational model of identification structured around four key dimensions: becoming, positioning, interacting, and enabling. First, identifications are processes of "becoming" rather than fixed essences, emphasizing the ongoing, processual nature of self-construction. Second, "positioning" highlights how identifications are forged within the frames of available discourses and "doxas" in a particular social field. Third, the "interacting" dimension underscores that identities are constructed through intersubjective recognition or misrecognition in everyday social encounters. Finally, "enabling" accounts for the mobilization of material and symbolic capitals—economic, social, cultural, and symbolic—required to sustain specific identifications. This framework strengthens intersectional analysis by showing how multiple axes of power, such as class, gender, and ethnicity, are mediated through both embodied dispositions and situational identity work. By distinguishing between durable dispositions and situated negotiations, the model provides researchers with heuristic tools to examine how educational inequalities are lived and reproduced. Ultimately, the communication advocates for a non-deterministic reading of Bourdieu that recognizes the possibility of transformation while remaining anchored in the structural realities that shape individuals' trajectories.

Archer, L. (2003). Race, masculinity and schooling: Muslim boys and education. Open University Press. https://doi.org/10.2307/4066096
Bourdieu, P. (1990 [1980]). The logic of practice. Stanford University Press
Bourdieu, P. (2000 [1972]). Esquisse d'une théorie de la pratique. Éditions du Seuil
Hall, S. (2019). Essential Essays Vol. 2: Identity and Diaspora. Duke University Press
Ingram, N. (2018). Working-Class Boys and Educational Success: Teenage Identities, Masculinities and Urban Schooling. Springer
Reay, D. (2015). Habitus and the psychosocial: Bourdieu with feelings. Cambridge Journal of Education, 45(1). https://doi.org/10.1080/0305764X.2014.990420

'I NEED TO LEARN HOW TO TALK': SOCIOLINGUISTIC REFLECTIONS ON HABITUS AND DOXA IN FIRST-GENERATION UNIVERSITY STUDENTS NARRATIVES

Marco Romito (Università degli Studi di Milano-Bicocca) · **Andrea Renee Leone-Pizzighella** (Marie Skłodowska Curie Individual Fellow, Eurac Research)

Bourdieu | First-generation students | linguistic anthropology

In this contribute we use Bourdieu as a bridge between the sociology of education and the linguistic anthropology of education to analyze the ways in which first-generation university students narrate their entry into and experience in the university field. By analyzing sociological interviews, course assignments and focus-groups with methodological lens from the language sciences (analysis of narrative), we ask: what becomes tellable about language, self-presentation and belonging when FGS recount their first steps into university? And how do those tellings reveal both symbolic exclusion and the micro-conversions through which students navigate 'the game' of university participation? The analysis outline how FGS, during the transition from school and family to university, recognize the university as a relatively distinct field and consequently adopt, embody, and enact a habitus which—given their social and schooling trajectories—enables them to take up positions within it.

Agha, A. (2007). Language and Social Relations. Cambridge University Press.

Bourdieu, P., Passeron, J.-C., & Martin, M. D. S. (1994). Academic Discourse: Linguistic Misunderstanding and Professorial Power. Polity Press.

Groves, O., & O'Shea, S. (2019). Learning to 'be' a university student: First in family students negotiating membership of the university community. International Journal of Educational Research, 98, 48–54. https://doi.org/10.1016/J.IJER.2019.08.014

Hanks, W. F. (2005). Pierre Bourdieu and the Practices of Language. Annual Review of Anthropology, 34, 67–83. https://doi.org/10.1146/annurev.anthro.33.070203.143907

Wortham, S. (2001). Narratives in Action: A Strategy for Research and Analysis. Teachers College Press.

Wortham, S. E. F., & Rymes, B. (Eds.). (2002). Linguistic Anthropology of Education: Praeger.

G.03

Can the Children Speak? Ethical Conundrums in Fostering Young People's Participation in Research and Education

PANEL CONVENORS: Greta Persico (University of Milano-Bicocca, Italy); Ale Blue Santambrogio (University of Enna "Kore", Italy)

PANEL KEYWORDS: Children, participation, ethics

The purpose of the panel is to identify and address ethical dilemmas that arise from research and educational practices with children and adolescents, acknowledging these groups as often marginalized by a widespread adultcentric system. On the contrary our aim is to explore how to value children and adolescents' expertise, with particular attention to marginalised groups (on the basis of gender, sexuality, race, class and ability) in order to challenge social, educational, epistemological and cultural injustice. Recognising age as a key factor in marginalising and oppressing children, prompts ethical questions related to their participation in research and education. These questions directly address the positioning of the researcher or educator. How is power negotiated within asymmetrical relationships? How can this power be leveraged for the benefit of children? How do researchers or educators position themselves when operating within oppressive contexts? The panel also addresses the complexities of visibility and invisibility, participants' protagonism and privacy, as well as recognizing children's needs. Relevant questions arise about the legitimacy and intellectual property of knowledge and any artefacts produced by young people while stressing methods and processes involved in assessing the outcomes of research or educational projects. We welcome contributions on the following topics with regard to both research and educational experiences: - Theoretical proposals and critical analyses relating to ethical issues involving children from marginalised groups; - Negotiation processes in involving children, including their adults caregivers; - Informed consent collection processes; - Participatory methodology including visual and creative methods; - Co-construction and dissemination of knowledge.

REFLEXIVITY, RESPECT, AND CLASSROOM DIAGRAMS: METHODOLOGICAL INSIGHTS FOR EXPLORING STUDENT PERSPECTIVES ON STUDENT–TEACHER RELATIONSHIPS

Maria Giulia Tongiani (University of Southampton, United Kingdom)

student voice | student teacher relationships | reflexivity

In this paper, I draw from my research exploring how adolescents in Italy make sense of their relationships with teachers to discuss the potentialities and challenges of engaging with students reflexively to gain a deeper understanding of school experiences. I conceive student-teacher relationships (STR) as a dynamic, affective and dialogic relationship between individual students and teachers emerging from their reciprocal (re)actions within the physical, social and ideological setting of the school (Cook-Sather, 2002; Woods, 1978). I extend these ideas to the research framework, drawing from the student voice notion of dialogue as listening and speaking seriously and with respect, recognising the legitimacy of both adult and youth perspectives (Bourke and Loveridge, 2018; Grion and Cook-Sather, 2013). Respect has been a core value and the methodological foundation for foregrounding students' perspectives in the research and its output, without fully relinquishing interpretative power as the researcher. To translate these premises into practice, critical reflexivity has been embedded in the research from the planning stages to the analysis of the data, following the principles of reflexive thematic analysis. 42 semi-structured interviews were conducted with middle and high school students (ages 13–17) and teachers, online and in-person, between January and April 2025. During the interviews, participants were asked to complete a blank classroom diagram, placing their teachers/students, themselves, and factors that contribute to shaping STRs. Inspired by socio-spatial mapping and relational diagramming approaches, the task allowed participants not only to represent their perceived relational space of the classroom but also to convey experiences through verbal and non-verbal means, supporting those who have a harder time expressing themselves (Donnelly, Gamsu and Whewall, 2020;

Bagnoli, 2009; Umoquit et al., 2008). In addition, two focus groups with volunteer student participants were conducted in late May 2025 to establish a dialogue among them, the researchers and the ongoing analysis. The research presented tried to address the tensions of engaging with young people in a study led by an adult researcher. On the one hand, using the diagrams as part of semi-structured interviews helped different voices to emerge and foster respect and reflexivity throughout the research. Framing relationships in context, the diagram allowed for mediating abstraction and situatedness, as participants represent relationships and dynamics that are meaningful to them within the context in which they exist. Not less importantly, it helped the researcher and participants explore and reflect on aspects of experience that would otherwise have remained untapped. Indeed, the diagram became a tool for reflecting on my positionality as a former student and researcher in becoming, as I created one ahead of the first interview. Nonetheless, the research process presented ethical and practical dilemmas of participation and epistemological power, heightened by the demands of working between two countries (the UK and Italy) with different education systems, cultures, and policies, such as the recruitment of student participants and the power dynamics of the interview encounter. Ultimately, the paper offers methodological insights into how we can value young people's perspectives while navigating the ethical dilemmas of their participation in research.

Bagnoli, A. (2009) 'Beyond the standard interview: the use of graphic elicitation and arts-based methods', Qualitative Research, 9(5), pp. 547-70. Available at: https://doi.org/10.1177/1468794109343625

Bourke, R. and Loveridge, J. (eds.) (2018) Radical Collegiality Through Student Voice: Educational Experience, Policy and Practice. Singapore: Springer Singapore Pte. Limited.

Cook-Sather, A. (2002) 'Authorizing Students' Perspectives: Toward Trust, Dialogue, and Change in Education', Educational Researcher, 31(4), pp. 3-14. Available at: https://doi.org/10.3102/0013189X031004003

Donnelly, M., Gamsu, S. and Whewall, S. (2020) 'Mapping the relational construction of people and places', International Journal of Social Research Methodology, 23(1), pp. 91-108. Available at: https://doi.org/10.1080/13645579.2019.1672284

Grion, V. and Cook-Sather, A. (2013) Student Voice. Prospettive internazionali e pratiche emergenti in Italia. Milano: Guerini Scientifica.

Umoquit, M.J. et al. (2008) 'The efficiency and effectiveness of utilizing diagrams in interviews: an assessment of participatory diagramming and graphic elicitation', BMC Medical Research Methodology, 8(1), p. 53. Available at: https://doi.org/10.1186/1471-2288-8-53

Woods, P. (1978) 'Relating to Schoolwork: some pupil perceptions', Educational Review, 30(2), pp. 167-75. Available at: https://doi.org/10.1080/0013191780300210

QUESTIONINGS, SILENCES, AND CESSIONS OF POWER. PRACTICES AND REFLECTIONS THROUGH PICTURE BOOKS

Sara Marini (SCOSSE aps, Italy) · **Elena Fierli** (SCOSSE aps, Italy) · **Giulia Franchi** (SCOSSE aps, Italy)

questionings picturebooks gender-stereotypes

This contribution offers a reflection on education on differences from an intersectional and transfeminist perspective, developed through the experience of the association Scosse and the project Leggere senza stereotipi (Fierli et al. 2015; 2020). At its core lies the role of the picturebook as a mediating device that can reproduce cultural models and gender stereotypes (Gianini Belotti 1978; Turin 2003; Chabrol Gagne 2011), but also open spaces for imagination and normative deconstruction. This tension between "domestication" and "resistance" (Bruel 2022) characterizes a device that carries within itself a "semantic duplicity" (Campagnaro 2014): stories for young children are written and illustrated, but they are also selected and mediated by adults. This dichotomous relationship is deeply infused with power, and it becomes even more pronounced in the case of wordless picturebooks. In this specific type of books, since reading does not depend on the comprehension of written language, meaning is constructed through an open dialogue with images. These images function as open questions, inspiring infinite responses and legitimizing multiple interpretations of the narrative through visual storytelling. This mechanism removes from adults the exclusive authority over reading, interpretation, and mediation, resulting in an inevitable and radical cession of power. Within this framework, the practice of questioning emerges as a privileged pedagogical method for fostering critical awareness and a plurality of perspectives (Gamberi et al. 2010; Ghigi 2019). Through the analysis of picturebooks and comics for children, it becomes evident that "children's questions" constitute a driving force in the construction of the self, in line with Cooley's (1922) dialogical conception of the mind and with Freire and Faundez's (1985) "pedagogy of the question." Dialogue, circle time, and conversational circles (Muntoni 2005; Ginzburg 2017) are practices that restore authority and space for autonomy to children's thoughts

and processes, fostering a co-production of meanings and a horizontal form of learning grounded in listening, negotiation, and self-determination. This kind of literature also reveals children's ability to competently address issues of gender and to question stereotypes that are internalized at an early age (Ellemers 2018; Fabes, Martin, Hanish 2019). Since 2016, practices of questioning aimed at children and adolescents have been promoted through the project Fammi capire, which focuses on representations of bodies and sexualities in illustrated books. In dialogue with symbolic interactionism (Rinaldi 2016), this project makes it possible to create spaces for collective reflection and to observe how identities and sexual meanings are produced and negotiated in situated interaction. International literature also confirms the willingness and expressive urgency of younger generations with regard to gender identities and experiences (Ryan et al. 2013; Martino et al. 2016; Bartholomaeus et al. 2017; Perry et al. 2019). Finally, radically deconstructive questioning practices aimed at challenging cis-heteronormativity and hierarchies of privilege (Borghi 2020; Paechter 2017; Lingiardi, Vassallo 2011) stand in contrast to "judging questions," normative devices, and evaluative approaches. Educating children to ask questions from an early age thus becomes a transformative lever for denaturalizing the gender order and promoting inclusive, plural, and legitimizing environments for all subjectivities.

Bartholomaeus, Clare, Damien W. Riggs, and Yarrow Andrew. 2017. "The capacity of South Australian primary school teachers and pre-service teachers to work with trans and gender diverse students." Teaching and Teacher Education 65: 127-135

Borghi Rachele. 2020. Decolonialità e privilegio. Pratiche femministe e critica al sistema-mondo. Milano: Meltemi

BRUEL C. (2022). L'aventure politique du livre jeunesse. Paris, La Fabrique editions

CAMPAGNARO M. (2014, a cura di). Le terre della fantasia. Leggere la letteratura per l'infanzia e l'adolescenza. Roma,Donzelli.

Chabrol Gagne, Nelly. 2011. Filles d'albums. Les représentations du féminin dans l'album. Le Puy-en-Velay: L'Atelier du poisson soluble

Cooley, Charles H. 1922. "Human nature and the social order (Rev. ed.)." New York: Scribner 1922: 352

Ellemers, Naomi. 2018. "Gender stereotypes." Annual review of psychology 69: 275-298.

Fabes, Richard A., Carol Lynn Martin, and Laura D. Hanish. 2019. "Gender integration and the promotion of inclusive classroom climates." Educational Psychologist 54.(4): 271-285.

Fierli, Elena, Franchi, Giulia, Lancia, Giovanna, and Sara Marini. 2015. Leggere senza stereotipi. Percorsi educativi 0-6 anni per figurarsi il futuro. Cagli: Settenove

Fierli, Elena, Giulia Franchi, Giovanna Lancia and Sara Marini. 2020. "Cetriolini e pesci pagliaccio. Rompere le norme di genere nella letteratura illustrata per l'infanzia" Roots & Routes X.(34): settembre-dicembre 2020

Freire, Paulo and Antonio Faundez. 1985. Por uma Pedagogia da Pergunta. Rio de Janeiro: Paz e Terra. 26-27

Gamberi, Cristina, Maria Agnese Maio, and Giulia Selmi (a cura di). 2010. Educare al genere: riflessioni e strumenti per articolare la complessità. Roma: Carocci

Ghigi, Rossella. 2019. Fare la differenza. Educazione di genere dalla prima infanzia all'età adulta. Bologna: Il Mulino

Gianini Belotti Elena (a cura di). 1978. Sessismo nei libri per bambini. Milano: Edizioni dalla parte delle bambine

Ginzburg, Alessandra. 2017. "Per una pedagogia dell'ascolto". Bambini maggio(2017): 4-5

Lingiardi, Vittorio and Vassallo, Nicla. 2011. Classificazioni sospette. In Nussbaum, Martha, Craven. Disgusto e umanità: l'orientamento sessuale di fronte alla legge. Milano: Il Saggiatore

Martino, Wayne, and Wendy Cumming-Potvin. 2016. "Teaching about sexual minorities and "princess boys": A queer and trans-infused approach to investigating LGBTQ-themed texts in the elementary school classroom." Discourse: Studies in the Cultural Politics of Education 37.6: 807-827

Muntoni, Ludovica. 2005. I bambini pensano difficile. Roma: Carocci

Paechter, Carrie. 2017. "Young children, gender and the heterosexual matrix". Discourse: studies in the cultural politics of education. 38(2): 277-291

Perry, David G., Rachel E. Pauletti, and Patrick J. Cooper. 2019. "Gender identity in childhood: A review of the literature." International Journal of Behavioral Development 43.4: 289-304

Ryan, Caitlin L., Jasmine M. Patraw, and Maree Bednar. 2013. "Discussing princess boys and pregnant men: Teaching about gender diversity and transgender experiences within an elementary school curriculum." Journal of LGBT Youth 10.1-2: 83-105.

Turin, Adela. 2003. Guida alla decifrazione degli stereotipi sessisti negli albi. Città di Torino. http://www.comune.torino.it/politichedigenere/bm~doc/guida-alla-decifrazione-degli-stereotipi-sessisti-negli-albi-illustrati.pdf [consultato il 13/10/2020]

WHO OWNS THE CAMERA? STUDENT VOICE, VISUAL POWER AND THE POLITICS OF PARTICIPATION IN SCHOOLS

Chiara Dina Paganuzzi (University of Milano-Bicocca, Italy)

Children rights | Student Voice | Participatory Video

In post-democratic educational systems, student participation is frequently institutionalised yet substantively neutralised, reduced to consultative rituals within adult-centric governance structures (Sousa & Ferreira, 2024; Fielding, 2013; Hope, 2012a; Lundy 2007). Against this backdrop, this paper presents preliminary insights from an ongoing comparative doctoral project, "RE-DE-PART - Remagining Democratic Participation", investigating how participatory and visual methodologies can both document and reconfigure democratic participation in secondary schools. Grounded in the UNCRC (1989) and

operationalised through Lundy's model of participation comprising space, voice, audience, and influence (Lundy, 2007; Lundy et al., 2011), the research adopts a qualitative, comparative (Yin, 2018) and participatory design (Pastori, 2017; Mantovani 2007) across three European upper-secondary schools characterised by distinct governance configurations. Particular attention is devoted to participatory video (Colucci, 2016; Lunch et al. 2006) and online video elicitation (Tobin et al., 2010) as epistemic, pedagogical and political devices capable of unsettling adult-centric regimes of knowledge production. Rather than positioning young people as informants, participatory video reconfigures them as narrative agents and co-constructors of meaning. Through video diaries and collaboratively produced micro-documentaries, students document lived experiences of listening, exclusion, deliberation and influence. These artefacts are subsequently mobilised in transnational online video elicitation sessions, enabling dialogical comparison across contrasting democratic ecologies. The methodology thus becomes not only a tool of inquiry but a site where democratic practice is enacted and contested (de Lange & Geldenhuys, 2012; Rogers, 2016). However, this repositioning generates acute ethical tensions. First, power asymmetries persist even within participatory designs: who frames the research questions, curates visibility, and ultimately authorises dissemination? Second, visibility itself is ambivalent. While participatory video amplifies voice and challenges epistemic marginalisation, it simultaneously exposes participants to institutional scrutiny, reputational risks and the politics of representation. Third, questions of epistemic authority emerge: are students recognised as legitimate interpreters of democratic life, or are their narratives reabsorbed into adult analytic frameworks? Preliminary findings from the two highly participatory schools suggest that visual methodologies cultivate reflexive awareness of participation as lived power, revealing both enabling infrastructures (deliberative assemblies, sociocratic circles, negotiated curricula) and subtle reproductions of hierarchy. In the Italian case, operating within a more traditional governance structure, participatory video acts as a catalyst for intergenerational dialogue and as a lever for subsequent participatory intervention aimed at redistributing influence. The paper argues that participatory video, when embedded within a critically reflexive and ethically negotiated framework, can contribute to epistemic justice by challenging credibility deficits and supporting students as legitimate knowers (Fricker, 2007; Burroughs & Tollefsen, 2016). Yet such transformation demands sustained negotiation of consent as process, collaborative management of research outputs, and a grounded redistribution of power. The question, therefore, is not merely whether children can speak or film, but whether educational institutions are willing to be transformed by what they reveal.

Burroughs, M. D., & Tollefsen, D. (2016). Learning to listen: Epistemic injustice and the child. Episteme, 13(3), 359–377. https://doi.org/10.1017/EPI.2015.64

De Lange, N., & Geldenhuys, M.-M. (2012). Youth envisioning safe schools: A participatory video approach. South African Journal of Education, 32(4), 357–381. https://doi.org/10.15700/SAJE.V32N4A734

Fielding, M. (2013). Whole school meetings and the development of radical democratic community. Studies in Philosophy and Education, 32(2), 123–140.

Fricker, M. (2007). Epistemic injustice: Power and the ethics of knowing. Oxford University

Press.

Hope, M. A. (2012a). Small and Perfectly Formed? Is Democracy an Alternative Approach to School Leadership? School Leadership & Management, 32(3), 291–305. https://doi.org/10.1080/13632434.2012.688739

Yin, R. K. (2018). Case study research and applications: Design and methods (6th ed.). Thousand Oaks, CA: Sage.

Lunch, N., & Lunch, C. (2006). Insights into participatory video: A handbook for the field. Oxford: InsightShare.

Lundy, L. (2007). "Voice" is not enough: Conceptualising Article 12 of the United Nations Convention on the Rights of the Child. British Educational Research Journal, 33(6), 927–942.

Lundy, L., McEvoy, L., & Byrne, B. (2011). Working With Young Children as Co-Researchers: An Approach Informed by the United Nations Convention on the Rights of the Child. Early Education and Development, 22(5), 714–736. https://doi.org/10.1080/10409289.2011.596463

Mantovani, S. (2007). La ricerca sul campo in educazione: I metodi qualitativi. Milano: Mondadori.

Pastori, G. (2017). In ricerca: Prospettive e strumenti per educatori e insegnanti. Milano: FrancoAngeli.

Tobin, J., Mantovani, S., Bove, C. (2010). Methodological Issues in Video Based Research on Immigrant Children and Parents in Early Childhood Settings. In M. Tarozzi, L. Mortari (a cura di), Phenomenology and Human Research Today (pp. 204-225). Zeta Books.

Rogers, M. (2016). Problematising participatory video with youth in Canada: The intersection of therapeutic, deficit and individualising discourses. Area, 48(3), 282–288.

https://doi.org/10.1111/area.12141

Sousa, I., & Ferreira, E. (2024). Students' Participation in Democratic School Management: A Systematic Literature Review. Journal of Social Science Education, 23(1).

Tobin, J., Mantovani, S., & Bove, C. (2010). Methodological issues in video-based research on immigrant children and parents in early childhood settings. In P. Thomson & J. Sefton-Green (Eds.), Researching creative learning: Methods and issues (pp. 149–163). Routledge.

UNCRC. (1989). Convention on the Rights of the Child. United Nations.

SPEAKING BETWEEN ACCOUNTABILITY AND PROTECTION: ETHICAL AND METHODOLOGICAL CHALLENGES IN PARTICIPATORY RESEARCH WITH LGBTIQ ADOLESCENTS

Ale Blue Santambrogio (GenderLens APS, Italy) · **Elena Tubertini** (University of Verona, Italy) · **Federica De Cordova** (University of Verona, Italy) · **Chiara Sità** (University of Verona, Italy)

child-centered research | LGBTIQ adolescents | democratic participation

The present contribution will address a methodological reflection on the CLICK project "Connecting Families, Educators and Policymakers to Improve the Well-Being of LGBTIQ Children Through an Intersectional Approach". The project seeks to enhance the well-being of LGBTIQ adolescents (14-18) by addressing gender-based violence and discrimination through an intersectional, child-centered, multi-actor framework involving youth, families, educators, and key policy-makers. Community-based participatory research (Fine & Torre, 2019; Puckett, 2017) aims to center the lived experiences of minoritized individuals and is widely employed in psychosocial field to actively engage queer individuals (Clements et al., 2025). Our contribution will reflect on the meaning of constructing democratic research with adolescents whose lives and accountability are shaped by age-based discrimination and intersecting inequalities of gender, sexuality, race, class, and ability, as well as their need for protection (Mayo & Rodriguez, 2019). Rather than assuming adolescents' participation in action-research as inherently emancipatory (James, 2007), we will explore the ethical and methodological challenges of making their participation meaningful, safe, active, and rooted in social justice. CLICK adopted an interdisciplinary and mixed-methods design combining focus groups, surveys, and semi-structured interviews. Adolescents were engaged through diverse creative and dialogical tools intended to re-center their perspectives and recognize them as experts of their own lived experiences (Giorgi et al., 2021). The project also established a Children Advisory Board, where adolescents were recognized as key consultants, ensuring the rigorous implementation of the research, the soundness of the results, and the effectiveness of the outputs. We will discuss how facilitation practices were intended to decentralize adult authority and how institutional constraints (i.e., ethical committees, protection obligations, and funding frameworks) simultaneously enable and limit youth democratic participation. We will discuss the need to balance between fostering visibility and active participation on the one hand and ensuring privacy and safety on the other. Therefore, a focus will be placed on the procedures for informed consent and confidentiality (Martínez Muñoz & Velásquez Crespo, 2021). Addressing discrimination, violence, and identity requires navigating consent, GDPR-compliant data management, and child protection protocols while keeping in mind the physical and psychological safety of adolescents who may have not yet disclosed their queer identity to their families or schools. We will conclude by addressing questions of justice and co-construction of knowledge. While the needs and perspectives of young people, their well-being, and community resistance are key components of the project, transforming adolescents' narratives into policy recommendations can raise significant issues of interpretation, intellectual ownership, and potential epistemic extractivism (Furman et al., 2019). A central inquiry will be to determine who speaks on behalf of whom in dissemination processes, and how the voices of young people are translated into institutional language. Drawing on ongoing fieldwork, we will discuss how enabling adolescents to "speak" in research is not merely a matter of technique, but of democratic accountability. Within this framework, participation becomes a space where democracy is practiced, contested, and redefined. A reflexive model of child-centered research could conceptualize democracy not as a normative peripheral concern, but rather as an open-ended methodological challenge.

Clements, Z. A., Puckett, J. A., Huynh, K. D., Matsuno, E., & Galupo, M. P. (2025). Transforming Queer Mixed Methods Research to be Trans and Nonbinary-Inclusive. Journal of Mixed Methods Research, 15586898251333464. https://doi.org/10.1177/15586898251333464

Fine, M., & Torre, M. E. (2019). Critical participatory action research: A feminist project for validity and solidarity. Psychology of Women Quarterly, 43(4), 433-444. https://doi.org/10.1177/0361684319865255

Furman, E., Singh, A. K., Wilson, C., D'Alessandro, F., & Miller, Z. (2019). "A Space Where People Get It": A Methodological Reflection of Arts-Informed Community-Based Participatory Research With Nonbinary Youth. International Journal of Qualitative Methods, 18. https://doi.org/10.1177/1609406919858530

Giorgi, A., Pizzolati, M., & Vacchelli, E. (2021). Metodi creativi per la ricerca sociale: Esempi, pratiche e strumenti. Bologna: Il mulino.

James, A. (2007). Giving Voice to Children's Voices: Practices and Problems, Pitfalls and Potentials. American Anthropologist, 109(2), 261–272. https://doi.org/10.1525/aa.2007.109.2.261

Martínez Muñoz, M., & Velásquez Crespo, G. (2021) Guía metodológica. Orientaciones para la investigación respetuosa con niñas, niños y adolescentes. ¡Alzando la voz! Proyecto de Autoexpresión y Empoderamiento de Hijos e Hijas Víctimas de Violencia de Género de Cruz Roja. Madrid: Cruz Roja Española.

Mayo, C., & Rodriguez, N. M. (Eds.). (2019). Queer Pedagogies: Theory, Praxis, Politics. Cham: Springer International Publishing.

Puckett, Y. (2017). Bringing the IRB into the community: A new framework for the ethical regulation of CBPR. MedCrave Online Journal of Public Health, 5(5), 183-118. https://doi.org/10.15406/mojph.2017.05.00145

MORE THAN A THOUSAND WORDS: THE PHOTOGRAPHIC ARCHIVE OF THE PIOUS INSTITUTE OF THE DEAF IN MILAN

Francesca Di Meo (Pio Istituto dei Sordi, Italy) · **Luca Des Dorides** (Università degli Studi di Milano - Bicocca)

Deaf Schools | Epistemic Justice | Public History

The use of photos to represent educational experiences is a common practice at least from the XIXth century that has left traces of educational practices and ideologies. Yet, alongside other sources relating to the cultural heritage of education, it is only in recent times that they have used for a renewed history of education that broadens the horizons beyond the focus on educators and teaching methods (Julia, 2010; Becchi, 2010; Ferrari, 2010; Zoppi, 2016; Dussel, 2013; del Pozo, 2020). In the 2021 the Pio Istituto dei Sordi Foundation in Milan has started a reorganization project of its photographic archive relating to the life of the Istituto Sordomuti Poveri di Campagna di Milano. This project has created a fonds of over 1.000 photos that concern the life of the institution between 1852 and 1967 with the aim of filling a serious documentary gap in the documentation relating to the history of education of deaf people in Italy. It is a fundamental documentation for the history of the Italian Deaf education because it concerns the era of the special school for deaf and their overcoming resulting from the so-called “inclusion law” (Law no. 517 of 1977). This material allows us to refine our considerations about the public image of deaf people in the era of the institutionalization. This image has been very little studied and the reference sources are mainly those relating to the sector-specific press focused on two main roles: “the unhappy one” and “the benefactor” (Des Dorides, 2020). According to this narrative script, Italian press represented deafness by systematically resorting to rhetorical terms and constructions that confined deaf people in subordination. The photographs, however, evoke a more complex image that is closer to the students' perspective: that of a place of relationships and growth in which many students, often for the first time, constructed their own world of relationships and self-image (Debé&Des Dorides, 2024). This collection was digitized, catalogued and it is now available to the public in digital format. In 2024, on the occasion of the 170th anniversary of the foundation of the Pio Istituto dei Sordi, this perspective was the key for the realisation of a photographic exhibition with augmented reality content: “More than a thousand words”. Drawing on the concept of epistemic injustice (Fricker, 2007) and the ideas of the Public History of Education (Herman et. al., 2022; Bandini, 2023), this exhibition, aimed at enhancing this cultural heritage, had the main objective of giving back to the community, with mainly visual sources, an alternative key to the experience of special schools for the deaf in Italy. Thanks to the development of a native app the use of images, archive documents and bibliographical sources merged with the stories of former pupils that come to life thanks to augmented reality allowing for in-depth multimedia content (texts, images and LIS videos). The aim of this paper is to illustrate the solutions adopted for the realization of the photographic exhibition and the approaches adopted to share processes and outcomes.

Bandini, G. (2023). Public History of Education. A Brief Introduction. Firenze Firenze University Press.

Becchi, E. (2010). Il bambino di ieri: breve storia di una storiografia. Studi sulla formazione, 1, 7-21.

Debè, A., Des Dorides, L. (2024). Between words and images: the valorisation of the historical-educational heritage at the Pio Istituto dei Sordi di Milano. Ascenzi, A., Bandini, G.(eds). The Histori-cal Educational Heritage as a Source for the Public History of Education. Edizioni Università di Mac-erata, 745-760.

Des Dorides, L. (2020). Senza parole: lingua dei segni e conflitto sociale. Zapruder, 52, 14-38.

Dussel, I. (2013). The Visual Turn in the History of Education: Four Comments for a Historiographi-cal Discussion. Popkewitz, T.S. (ed.). Rethinking the History of Education: Transnational Perspectives on Its Questions, Methods, and Knowledge, New York, Palgrave Macmillan, 29-49

Ferrari, M. (2010). Il bambino e il suo ambiente: cose dei bambini e cose per i bambini nel dibattito storiografico. Studi sulla formazione, 1, 29-55.

Fricker, M. (2007). Epistemic Injustice: Power and the Ethics of Knowing. Oxford University Press

Herman, F., Braster, S., Del Pozo, M.M. (2022). Exhibiting the Past. Public Histories of Education. Berlin, De Gruyter.

Julia, D. (1996). Riflessioni sulla recente storiografia dell’educazione in Europa. Per una storia com-parata delle culture scolastiche. Annali di storia dell’educazione e delle istitu¬zioni scolastiche, 3, 119-147.

Del Pozo, M.M., Braster, S. (2020). The Visual Turn in the History of Education: Origins, Methodolo-gies, and Examples. Fitzgerald, T. (ed.), Handbook of Historical Studies in Education. Singapore Springer, 893-908.

Zoppi, I. (2016). Gli album fotografici dell’archivio storico INDIRE. Memorie scolastiche degli anni Quaranta tra esposizione e archiviazione. RSF – Rivista di storia della fotografia, 4, p. 91-100.

G.04

Caring Literacy Education: Transforming Hatred and Violence in Divided Societies

PANEL CONVENORS: Tammy Shel (Aboody) (Max Stern Academic College of Emek Yezreel, Israel); Natalie Baruch (Ben-Gurion University of the Negev); Miriam Awad Morad (University of Haifa The Israel Democracy Institute)

PANEL KEYWORDS: Caring literacy, Education, Media Literacy

Reducing hatred and violence, while promoting critical thinking, is education's main challenge. This is especially difficult in the context of the Jewish-Palestinian conflict. Hostile patriarchal forces, including those influencing social media and AI, often intervene to serve their own interests. This interference adds layers of complexity, including widespread gaslighting, that make it harder to address these influences. The challenge now is to overcome these barriers during an era of overwhelming media and offer hope to children. I suggest the concept of caring literacy, which aims to undermine violent and dominating narratives in content. This panel invites scholars to submit abstracts that explore the importance of caring literacy in resisting hatred and violence through educational practices focused on care. A key question in the philosophy of caring education is how to overcome the obscuring of our shared humanity within educational systems that serve the patriarchal interests, and how to resist the reproduction of violent structures. Learning through caring literacy can be emancipatory, transformative, and subversive to these hostile forces because it springs from the duality of conflicts and reconciliation within relationships. It provides nurturing pathways for coping with conflicts. However, this approach requires the amalgamation of lived experience with critical thinking in pedagogy and learning through the integration of ethnographic research with a philosophical analysis (ethnophilosophy). It enables learners to undergo Buber's transition from I-It to I-Thou. Although Jews and Palestinians are often seen as adversaries, there exists a unique shared humanity between them that should be fostered and maintained.

CARING LITERACY AS INSTITUTIONAL PRACTICE: EMPATHETIC INQUIRY, REFLECTIVE AUTHORITY, AND DE-ESCALATION IN ARAB SCHOOL LEADERSHIP

Maysoun Shehadeh Ershead (Sakhnin College Academic College for Teacher Education, Israel) · **Marcel Amasha** (Sakhnin College Academic College for Teacher Education, Israel) · **Yasser Awad** (Sakhnin College Academic College for Teacher Education, Israel)

Caring Literacy | Educational Leadership | Divided Societies

In divided societies marked by protracted conflict, structural inequality, and normalized forms of symbolic and relational violence, educational leadership is often required to manage crises while operating within systems shaped by fear, hierarchy, and reactive authority. These challenges are particularly acute in Arab schools in Israel, where school leaders work under conditions of political marginalization, chronic uncertainty, and heightened social tension. In such contexts, educational institutions are frequently pressured to prioritize control, compliance, and rapid response, often at the expense of care, reflection, and shared humanity. This paper advances the concept of caring literacy as an institutional and pedagogical capacity that enables educational leaders to resist escalation, transform professional language, and re-humanize organizational practices. Caring literacy is understood not as an individual moral trait, but as a set of learnable, collective practices embedded in professional routines, decision-making processes, and leadership discourse. It offers a way to address conflict, fear, and anger without reproducing the very structures of domination and exclusion that sustain violence. Drawing on a multi-case qualitative study conducted in two Arab localities in Israel, the paper examines the design and implementation of empathetic inquiry as an architecture of critical professional development within municipal leadership forums and school-based professional learning communities. Empathetic inquiry is a structured dialogical methodology that supports leaders in working with emotionally charged professional dilemmas through four recurring stages: creating a holding space, articulating a live dilemma, engaging in multi-perspectival reframing, and generating de-escalatory courses of action. Through this process, emotional experience is not suppressed or privatized, but translated into collective professional judgment. Methodologically, the study integrates ethnographic observation, longitudinal documentation of leadership discourse, and design-based research. Within this framework, moments of crisis and conflict are treated as opportunities for institutional learning rather than as failures to be managed through coercion. Empathetic inquiry functions as a mediating practice that enables leaders to slow down reactive responses, attend to relational dynamics, and reframe authority as ethical and reflective rather than hierarchical. The findings highlight three interrelated transformations. First, a shift in professional language from blame, urgency, and moralization toward precision, responsib-

ility, and relational accountability. Second, the emergence of reflective authority, grounded in care and shared meaning-making rather than control. Third, the institutionalization of caring literacy as a mechanism of de-escalation, allowing schools to interrupt cycles of symbolic violence and respond to conflict in ways that sustain dignity and trust. By conceptualizing care as a form of literacy rather than a personal virtue, this study contributes to broader debates on education in divided societies. It demonstrates how caring literacy can operate as a counter-force to securitized, patriarchal, and media-driven narratives that normalize domination and obscure shared humanity. The paper argues that embedding care within institutional practices offers a viable pathway for educational leadership committed to reducing violence and fostering ethical responsibility under conditions of conflict.

Bourdieu, P., & Passeron, J.-C. (1990). Reproduction in education, society and culture (Vol. 4). London: Sage.

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development. Palo Alto, CA: Learning Policy Institute.

Hess, J. L., Fila, N. D., Purzer, S., & Strobel, J. (2015, June). Exploring the relationship between empathy and innovation among engineering students. In Proceedings of the 2015 ASEE Annual Conference & Exposition (pp. 26–740).

Mackenzie, C., & Sorial, S. (2022). The empathy dilemma: Democratic deliberation, epistemic injustice and the problem of empathetic imagination. Res Publica, 28(2), 365–389.

Molinari, E., & Pietrantonio, V. (2023). Working through transformations in play. Psychoanalytic Dialogues, 33(4), 497–514.

Ramadan, I., & Razer, M. (2025). The struggle to maintain schools in times of war. Social Sciences, 14(5), 279.

Winnicott, D. W. (1953). Psychoses and child care. British Journal of Medical Psychology, 26(1), 68–74.

CARING LITERACY IN EDUCATION - TOWARD AN EMANCIPATORY RHETORIC BEYOND FEAR AND VIOLENT PATRIARCHAL DOMINATION

Tammy Shel (Aboody) (Max Stern Academic College of Emek Yezreel, Israel)

Caring literacy | Education | Media Literacy

A key question in the philosophy of caring education is how to resist education that obscures our shared humanity and reproduces violent patriarchal cognition. The starting point of caring emphasizes that humanity is one interconnected web, and thus any rupture at one end resonates everywhere. We are inherently involved in dialectical relationships that demand navigating conflicts. Therefore, education rooted in care emphasizes human dignity through critical, reflective learning. It is essential for reconciliation and resistance to structural violence, as a compass's trajectory. The intricate paradigm that governs the conflicts in the Middle East, and in this abstract, the Palestinian-Israeli conflict, requires a delicate and courageous vision due to the domination of structured violent patriarchy on either side. Reducing hatred and violence while promoting critical thinking is a primary challenge in education. This is especially difficult in the context of the Jewish-Palestinian conflict, in the era of the inflation of AI platforms and social media outlets' false gaslighting information. An education grounded in caring as a literacy challenges the perspectives of the patriarchal ruling class and illuminates the hidden agendas that sustain its power. The question is, how to do that? How can we expose the manipulative motivations that endanger lives by instigating violence and wars? How can education overcome the forces that distort learning, particularly in history and religion, to maintain conservative, patriarchal power? Caring literacy embodies emancipatory epistemological resistance to patriarchal domination through critical reflection grounded in the inherent trajectory of lived experiences that share a common humanity. Hostile patriarchal forces, including those influencing social media and AI, intervene primarily to advance their own interests, complicating efforts to challenge them through widespread gaslighting. Caring literacy seeks to counter these violent barriers, offering hope to children by undermining dominating narratives through lived experiences. In the absence of caring leadership, caring orientation becomes an act of epistemological resistance to structured conservative patriarchy. This abstract, therefore, explores the ways in which caring literacy can resist hatred and violence across learning contexts, whether in PK–12, higher education, or non-formal educational settings. The process of deconstructing and reconstructing our knowledge based on ethos and myths is crucial to establishing emotionally attuned and caring learners and citizens. It is comparable to the challenge of learning a new language. It necessitates the nurturing of cognitive habits of perceiving safety and security in terms of human kindness. Caring literacy offers the humanization of the formidable 'other' beyond the strict framework that governs our consciousness. Caring literacy enhances our responsibility to the humanity of the formidable 'other,' e.g., Palestinians and Jews, in the amalgamation of content learning with the lived experiences of the learners. This approach makes the tight

link between the personal and the public and political spheres and vice versa. It is vital to add that although Jews and Palestinians are often seen as adversaries, there exists a unique shared humanity between them that should be fostered and maintained. Hence, education that emanates from caring literacy, that amalgamates philosophy with lived experiences, is vital.

Buber, M. (1970). I And Thou. Charles Scribner's Sons.
Catastathis, A. (2014). The concept of intersectionality in feminist theory. Philosophy compass, 9(5), 304-314.
Chodorow, N. (1999). The power of feelings. Yale University Press.
Cho, S., Crenshaw, K.W., & McCall, L. (2013). Toward a field of intersectionality studies: theory, applications, and praxis. Signs, 38(4), 785-810. https://doi.org/10.1086/669608
Crenshaw, K. (1991). Mapping the margins: intersectionality, identity politics, and violence against women of color. Stanford Law Review, 43(6), 1241-1299.
Davis, A.Y. (1981). Women, race & class. Penguin Modern Classics.
Foucault, M. (2002). Archeology of knowledge. Routledge.
Geertz, C. (2008). Thick description: Toward an interpretive theory of culture. In The cultural geography reader (pp. 41-51). Routledge.
Gilligan, C. (1982). In a different voice. Harvard University Press.
Haraway, D. (1997). Feminism and Technoscience. Routledge.
Hayosh, T & Paul-Binyamin, I (2023). The Severely Divided Israeli Society in Quest of a Socially-oriented Pedagogy, Israel Affairs, 29 (3).
Hill Collins, P. (1991). Black Feminist Thought. Routledge.
Hill Collins, P. (2019). Intersectionality a critical social theory. Duke University Press.
Honneth, A. (2007). Disrespect: the normative foundations of critical theory. Polity Press.
hooks, b., (2000), All about Love: New Visions. William Morrow.
Hobart, H.J.K., & Kneese, T. (2020). Radical care: survival strategies for uncertain times. Social Text 142, 38(1): 1-16. DOI 10.1215/01642472-7971067
hooks, bell. (1995). Feminism: A transformational politic. In F. L. Hord & J. S. Lee (Eds.), I am because we are reading in Black philosophy (pp. 329-337). University of Massachusetts Press.
Jamal, A. (2007). Strategies of minority struggle for equality in ethnic states: Arab politics in Israel. Citizenship studies, 11(3), 263-282.
Noddings, N. (1984). Caring, a feminine approach to ethics & moral education. University of California Press.
Noddings, N. (1992). The challenge to care in schools: An alternative approach to education. Teachers College Press.
Paul-Binyamin, I., & Reingold, R. (2014). Multiculturalism in teacher education institutes – The relationship between formulated official policies and grassroots initiatives. Teaching & Teacher Education, 42, 47-57. DOI: 10.1016/j.tate.2014.04.008
Paul- Binyamin, I & Hisherik, M (2022). Students of education's views on the social role of academia and their future role as educators, citizenship teaching and learning, 17 (2), 273-293.
Plato. (1989). The republic. Anchor Books.
Puig de la Bellacasa, M. (2012). Nothing comes without its world: thinking with care. The sociological review, 60(2): 197-216.
Rousseau, J.-J. (1998). Emile. Everyman.
Shel, T., & Paul-Binyamin, I. (2025). Education for sustainable coexistence on an academic campus in times of war. Taboo, Vol. 23(1): 82-102.
Shel, T. (2007). The ethics of caring: bridging pedagogy and utopia. Sense publishers.
Shel, T. (2009). The dialectic of tolerance and intolerance in the ethics of caring. In D. Kellner, T. Lewis, C. Pierce, & K.D. Cho (Eds.), Marcuse's challenge to education (pp. 117-130). Rowman & Littlefield Publishers.
Shel, T. (2024). Don't let the system define you: caring as an approach in research and therapy, An anthology of non-conformism: rebel wom!n words, ways and wonders (pp. 165-176). DIO Press.
Shonfeld, M., Cotnam-Kappel, M., Judge, M., Ng, C. Y., Ntebutse, J. G., Williamson-Leadley, S., & Yildiz, M. N. (2021). Learning in digital environments: a model for cross-cultural alignment. Educational Technology Research and Development, 1-20
Smooha, S. (2019). Arabs and Jews In Israel/two Volume Set. Routledge.
Spade, D. (2013). Intersectional resistance and law reform. Signs, 38(4), 1031-1055.
Truth, S. (1997). Narrative of Sojourner Truth. Dover Publications.
Valenzuela, A. (1999). Subtractive schooling: U.S.-Mexican youth and the politics of caring. State University of New York Press.
Wollstonecraft, Mary. (1988). A Vindication of the Rights of Woman. Norton & Company.

DEMOCRACY AND THE FREEDOM OF EXPRESSION OF TEACHERS: THE CASE OF ISRAEL

Moran Svorai (The Hebrew University of Jerusalem, Israel)

The Right to Education | Freedom of Expression | Professional Responsibility

Israel, a country characterized by deep political, ideological, and normative divisions both across and within communal groups, has long been marked by persistent controversy over the aims of education and the extent to which critical thinking is encouraged within the education system. These debates are inseparable from foundational questions concerning the distinction between political education and ideological indoctrination, and the proper goals of education. More than seventy-five years after its establishment, debates over the right to education and its proper nature in such a complex society remain deeply salient. Against this backdrop, the lecture examines the legitimate limits of teachers'

freedom of expression and their pedagogical responsibility to foster critical thinking, in light of the current legal framework and the need to safeguard relevant values. Since the outbreak of the war in Israel and the Gaza Strip, a central question has become increasingly acute: how should educators act in such a context, and what obligations and limits should govern their role? Of particular note is the Baruchin case, which addresses teachers' freedom of expression and their pedagogical commitment to engaging students with current events, including questions related to the Israeli–Palestinian conflict in general and the war in particular; however, the case was decided on technical grounds by a Regional Labor Court and therefore does not constitute binding precedent. Other incidents that have not reached the courts include cases in which teachers were summoned to internal inquiries for attempting to discuss current events in class and foster critical thinking; cases in which teachers were summoned to hearings due to opinions expressed outside the school, including on social media; and cases in which teachers were effectively barred from employment within the Ministry of Education following short-term arrests – later found to be unlawful – arising from pro-democracy demonstrations conducted outside the workplace. Recent research indicates that many teachers – especially Arab teachers and those holding left-wing views – experience fear regarding the expression of their opinions, leading to self-censorship and undermining their ability to engage students in meaningful discussion of current events. Taken together, these measures give rise to a demonstrable chilling effect. That effect was intensified by formal political interventions, including a controversial 2024 amendment empowering political officials to dismiss teachers and reduce budgets on the basis of alleged "terrorist" expressions, without adequate procedural safeguards. This amendment is pending before the Supreme Court. The lecture opens with a critical survey of Israel's existing legal framework and then proposes reform grounded in educational theories that emphasize the duty to engage students with current events, cultivate critical thinking, and refrain from ideological indoctrination. It also draws on international law, as well as regional and domestic teachers' ethical codes. The analysis further emphasizes students' rights – particularly those of K–12 pupils – to a humanistic, values-based education. It proposes a new approach grounded in lessons drawn from the South African Constitution concerning the right to education, and in the application of restorative justice to educational challenges, enabling students to imagine and evaluate alternative futures.

(1) Domestic Education Legislation:
* The State Education Law (1953), 5713–1953, S.H. 137 (Isr.);
* Prohibition on Employment of Teaching Staff and Denial of Funding Law (Legislative Amendments), 5785–2024, S.H. 3301 (Nov. 7, 2024) (Isr.);
(2) Judicial Decisions on Education and Freedom of Expression:
* Kol Ha'am Co. Ltd. v. Minister of the Interior, HCJ 73/53, 7 PD 871 (1953) (Isr.);
* Dr. Israel Sheib v. Minister of Defense, HCJ 144/50, 5 P.D. 399 (1951) (Isr.);
* Noar KeHalacha Association v. Ministry of Education, HCJ 1067/08 (Isr. Sup. Ct. Aug. 6, 2009) (Nevo);
* Tebeka – Advocacy for Equality and Justice for Ethiopian Israelis v. Minister of Education, HCJ 7426/08 (Isr. Sup. Ct. Aug. 31, 2010) (Nevo));
* Rubinstein v. Knesset, HCJ 3752/10 (Isr. Sup. Ct. Sept. 17, 2014) (Nevo);
* Emek Ha'ela Democratic School Association v. Ministry of Education, Adm. App. 9589/16 (Isr. Sup. Ct. Dec. 20, 2016) (Nevo);
* El-Nuchba Ltd. v. Ministry of Education, Admin. M. 9961/16 (Isr. Sup. Ct. Jan. 1, 2017) (Nevo);
* Baruchin v. Petah Tikva Municipality, Lab. Ct. (Reg'l Tel Aviv–Jaffa) 40668-11-23 (Apr. 2, 2024) (Nevo);
* Avni v. Knesset; Supreme Monitoring Committee for Arab Citizens in Israel v. Knesset, HCJ 52884-11-24 & HCJ 44936-12-24 (Isr. Sup. Ct. Dec. 31, 2025) (order nisi);
(3) Scholarly Literature:
* Adam Shinar & Mordechai Kremnitzer eds., Quiet, They're Shooting? Freedom of Expression in Wartime (Israel Democracy Institute & Reichman University – Rubinstein Center for Constitutional Challenges 2026);
* Saleem Badat & Yusuf Sayed, Post-1994 South African Education: The Challenge of Social Justice, 652 Annals Am. Acad. Pol. & Soc. Sci. 127 (2014);
* Chiedza Simbo, The Right to Basic Education, the South African Constitution and the * Juma Musjid Case: An Unqualified Human Right and a Minimum Core Standard, 17 Law, Democracy & Dev. 477 (2013);
* Eric Berger, The Right to Education Under the South African Constitution, 103 Colum. L. Rev. 614 (2003);
* Dalton Miller-Jones & Marilyn Marks Rubin, Achieving Equity in Education: A Restorative Justice Approach, 27 J. Pub. Mgmt. & Soc. Pol'y 1 (2020);
(4) International Human Rights Law:
* International Covenant on Economic, Social and Cultural Rights art. 13, Dec. 16, 1966, 993 U.N.T.S. 3;
* Convention on the Rights of the Child arts. 28–29, Nov. 20, 1989, 1577 U.N.T.S. 3;
(5) Professional Codes of Ethics for Educators:
* American Ass'n of Educators, Code of Ethics for Educators (adopted 2011);
* National Education Association, Code of Ethics for Educators (Sept. 14, 2020);

CLASSROOM POWER AND DEMOCRACY: JEWISH AND ARAB TEACHERS' RESPONSES TO SCHOOL BULLYING IN JERUSALEM

Vered Zioni-Koren (Hebrew University of Jerusalem, Israel)

School bullying | Teacher responses | Ethno-national dynamics

Bullying and peer violence are pervasive phenomena among adolescents, occurring within relatively permanent social groups and often with minimal support for victims. Research indicates that bullying is a complex, multi-level phenomenon influenced by inter- and intra-individual factors. Exposure to violence has both immediate and lifelong effects on physical and mental health and can negatively impact psychological and social well-being. In Israel, bullying is a significant concern, with both verbal and physical forms being common. Local studies document rising incidences of bullying and a decreasing average age of involved students, mirroring international trends. Teacher-student relationships play a pivotal role in shaping classroom social dynamics. Negative school climates, where beliefs supporting aggression prevail, correlate with increased bullying. Conversely, victimization is less common when teachers are perceived to disapprove of bullying and maintain positive relationships with students. Students' perceptions of teacher interventions influence their willingness to report bullying, highlighting the importance of teacher practices in mediating classroom violence. This study adopts a critical sociological perspective to examine how Jewish and Arab teachers in Jerusalem interpret, negotiate, and respond to incidents of student bullying. Teachers' responses are conceptualized as socially situated practices shaped by institutional norms, power relations, and ethno-national contexts, rather than as merely technical pedagogical decisions. The study asks whether—and how—responses to school violence differ between Jewish and Arab teachers within the same urban educational space. It investigates variations in disciplinary practices, modes of intervention, and the meanings attributed to violent incidents. Special attention is given to teachers' reliance on formal disciplinary mechanisms, involvement of school authorities, engagement with parents, and use of exclusionary measures such as suspension or expulsion. These practices are analyzed not only as responses to individual incidents but also as reflections of differential positioning within the Israeli education system and its broader socio-political structures. Focusing on Jerusalem, a city marked by profound ethno-national, political, and symbolic tensions, situates teachers' responses to bullying within a contested social landscape. Despite growing research on school violence, relatively little attention has been paid to how teachers' disciplinary practices are embedded in relations of power, minority-majority dynamics, and unequal institutional constraints. This gap is particularly evident in Israel, where education functions not only as a pedagogical arena but also as a site of social regulation and political meaning-making. The study employs qualitative research design. Data are collected through in-depth, semi-structured interviews with Jewish and Arab high school teachers in Jerusalem. Analysis combines inductive thematic exploration with theory-informed deductive interpretation, allowing identification of recurring patterns in teachers' narratives and situating them within broader theoretical discussions on discipline, authority, institutional power, and ethno-national relations. Through comparative analysis, the study illuminates how responses to school bullying are shaped not only by professional norms but also by differential access to authority, legitimacy, and institutional support, highlighting the intersection of pedagogy, power, and democracy in a divided urban educational context.

Blomqvist, K., Saarento-Zaprudin, S., & Salmivalli, C. (2020). Telling adults about one's plight as a victim of bullying: Student- and context-related factors predicting disclosure. Scandinavian Journal of Psychology, 61(2), 151–159.

Camodeca, M., & Coppola, G. (2018). Participant roles in preschool bullying: The impact of emotion regulation, social preference, and quality of the teacher-child relationship. Social Development, 28(1), 3–21.

Khoury-Kassabri, M., Khoury, N., & Ali, R. (2015). Arab youth involvement in delinquency and political violence and parental control: The mediating role of religiosity. American Journal of Orthopsychiatry, 85(6), 576–585.

Laftman, S. B., Modin, B., & Östberg, V. (2016). School climate and exposure to bullying: A multilevel study. School Effectiveness and School Improvement, 28(1), 1–12.

Massarwi, A. A., & Khoury-Kassabri, M. (2018). Correlation between indirect aggression and parent-child communication among Arab Palestinian adolescents: Gender as a moderator. Social Work Research, 42(3), 199–209.

Olweus, D., Solberg, M. E., & Breivik, K. (2020). Long-term school-level effects of the Olweus Bullying Prevention Program (OBPP). Scandinavian Journal of Psychology, 61(2), 108–116.

Silverman, D. (2006). Interpreting qualitative data: Methods for analyzing talk, text, and interaction (3rd ed.). London, UK: Sage.

Strindberg, J., Horton, P., & Thornberg, R. (2020). Coolness and social vulnerability: Swedish pupils' reflections on participant roles in school bullying. Research Papers in Education, 35(5), 603–622.

Wojcik, M., & Flak, W. (2021). Frenemy: A new addition to the bullying circle. Journal of Interpersonal Violence, 36(13–14), 6543–6563.

CARING LITERACY AND NATIONALIST MASCULINITY: INFORMAL EDUCATION AND THE MOBILIZATION OF MARGINALIZED YOUTH

Natalie Baruch (Natalie Baruch, Israel)

Israeli–Palestinian Conflict | Nationalist Masculinity | caring literacy

This paper analyzes how Jewish supremacy organizations, such as LEHAVA (Prevention of Assimilation in the Holy Land), mobilize and instrumentalize marginalized young Jewish men in Jerusalem as agents of nationalist activism. Drawing on the framework of caring literacy, the paper proposes a sociological reading of LEHAVA as an informal educational arena in which gender, nationalism, and demographic anxiety converge. Operating within Israel's far-right political landscape, LEHAVA seeks to prevent romantic relationships between Jewish women and Palestinian men, framing such relationships as existential threats to Jewish continuity and sovereignty. While commonly understood as a political extremist organization, this study conceptualizes LEHAVA as a site of gendered socialization that transforms socio-economic marginality into nationalist masculinity. Through qualitative analysis of public discourse, media representations, organizational materials, and secondary scholarly literature, the paper explores how adolescents and young adults internalize and reproduce ethnonational narratives during critical stages of identity formation. In this process, vulnerability, precarity, and experiences of social exclusion are reframed as moral missions centered on protection, honor, and collective survival. Within LEHAVA's ideological framework, Jewish women, particularly from marginalized backgrounds, are symbolically constructed as bearers of demographic and cultural continuity. Simultaneously, Palestinian men are portrayed as demographic and moral threats, thereby reinforcing a binary logic of protection and danger. The regulation of female sexuality becomes central to nationalist masculinity, positioning young men as guardians of communal boundaries. The paper argues that this mobilization functions as a form of informal pedagogy. Through protests, campaigns, digital media, and public performances, young men are socialized into a model of militant and protective masculinity grounded in notions of "family honor," demographic anxiety, and religious-national redemption. Masculinity and nationalism thus become mutually reinforcing categories through which belonging, pride, and self-worth are constructed. Importantly, the paper situates this process within broader tensions surrounding Jewish identity in contemporary Israel, particularly among marginalized youth seeking recognition and collective dignity in contexts marked by socio-economic inequality and cultural dislocation. LEHAVA's appeal, therefore, cannot be understood solely in ideological terms but must also be examined as a response to unmet needs for affiliation, meaning, and esteem. The paper concludes by asking how such movements can be critically addressed without reproducing the very dynamics of exclusion they mobilize. Drawing again on caring literacy, it suggests that alternative models of masculinity rooted in relational responsibility, empathy, and inclusive belonging—cultivated from early childhood—may offer a democratic counter-framework to nationalist extremism. By reframing masculine strength within the training of street counselors and youth workers—shifting emphasis from control and patriarchal protectionism toward care-based relational engagement—this approach opens new possibilities for rethinking masculinity, identity formation, and social cohesion in divided societies.

Baruch, N. (2024). Crossing the fence: Mixed marriages between Israeli women and Palestinian men living together in the West Bank (Doctoral dissertation, Ben-Gurion University of the Negev).

Ahmed, S. Living a feminist life. Duke University press books.

Engelberg, A. (2017). Fighting intermarriage in the Holy Land: Lehava and Israeli ethnonationalism. Journal of Israeli History, 36(2), 229–247. https://doi.org/10.1080/13531042.2018.1466468

Fogiel-Bijaoui, S. (2017b). Sleeping with the 'enemy': Mixed marriages in the Israeli media. Journal of Israeli History, 36(2), 213–228.

Gaya, A. (2022). Identity formation among mixed families in a conflictual society: The case of Jewish-Muslim families in Israel. Social Compass, 63(3), 1–17. https://doi.org/10.1177/00377686221090785

Hakak, Y. (2015). 'Undesirable relationships' between Jewish women and Arab men: Representation and discourse in contemporary Israel. Ethnic and Racial Studies, 39(6), 976–993. https://doi.org/10.1080/01419870.2015.1103877

Hakak, Y. (2016). Battling against interfaith relations in Israel: Religion, therapy, and social services. Journal of Marital and Family Therapy, 42(1), 45–57. https://doi.org/10.1111/jmft.12123

Racin, L., & Dein, S. (2010). Jewish-Arab couple relationships in Israel: Underlying motives for entering and engaging in intermarriage. Journal of Muslim Mental Health, 5(3), 278–300.

Yuval-Davis, N. (1993). Gender and nation. Ethnic and Racial Studies, 16(4), 620–632.

FROM AUTHORITY TO INSPIRATION: RECLAIMING RELIGIOUS NARRATIVES FOR DEMOCRATIC CIVIC COMPETENCE AND CARING LITERACY

Miriam Awad Morad (University of Haifa, The Israel Democracy Institute)

Critical Caring Literacy | Religious Narratives | Democratic Civic Education

In the current so-called “post-truth” era, a significant gap has emerged between universal liberal values and personal-communal identities, particularly within traditional and minority societies such as Arab society in Israel. This dissonance often leads to the alienation of students from democratic civic education, which is frequently perceived as an external imposition that threatens cultural and religious roots (Youniss, 2011). Drawing on my doctoral research regarding the concept of truth and my professional work at the Israel Democracy Institute, this paper proposes a transformative pedagogical model that treats religious texts as a source of inspiration rather than a source of authority. The core of this proposal is the development of a “critical caring literacy”. Unlike traditional religious education that emphasizes dogmatic obedience, this approach treats religious texts as ethical and philosophical landscapes. By critically engaging with scriptures that advocate for human dignity, justice, and peace, learners can discover that universal values are deeply embedded within their own heritage. This aligns with the classical philosophical tradition of Al-Farabi (1964), who viewed the pursuit of truth as the ultimate path to human happiness, and with contemporary efforts to balance the communitarian, civic, and liberal aims of Islamic education (Saada, 2022). This model is currently being implemented through my field-based initiatives among young people in Arab society in Israel within non-formal educational frameworks. The goal is to cultivate democratic civic competence that fosters partnership with Jewish society based on shared universal foundations. However, this pedagogy does not ignore the asymmetrical power relations and the structural complexities inherent in the Jewish-Palestinian conflict (Shel Aboody & Paul-Binyamin, 2025). Rather, it employs an ethnographic-philosophical approach (“ethnophilosophy”) to bridge lived experience with philosophical analysis, allowing students to navigate their identity while resisting violent or exclusionary narratives. By reclaiming religious narratives to support equality and liberty, we foster a critical religious education that allows for reflection within the faith tradition (Saada & Magadlah, 2021). This facilitates Buber’s (1970) transition from “I-It” to “I-Thou,” where the “Other” is no longer an adversary of values but a partner in a shared moral quest. Ultimately, this approach offers a compass for divided societies, promoting a shared humanity that honors particularity while upholding the inviolable dignity of all individuals (hooks, 2003).

Al-Farabi. (1964). The political regime (Al-Siyasa al-Madaniyya also known as the treatise on the principles of beings) (F. M. Najjar, Ed.). Imprimerie Catholique. (Original work published ca. 940–950).

Buber, M. (1970). I and Thou (W. Kaufmann, Trans.). Charles Scribner's Sons. (Original work published 1923).

Hooks, b. (2003). Teaching community: A pedagogy of hope. Routledge.

Noddings, N. (2013). Caring: A relational approach to ethics and moral education (2nd ed.). University of California Press.

Saada, N. (2022). Balancing the communitarian, civic, and liberal aims of religious education: Islamic reflections. Religions, 13(2), 111.

Saada, N., & Magadlah, H. (2021). The meanings and possible implications of critical Islamic religious education. British Journal of Religious Education, 43(2), 206-217.

Shel Aboody, T., & Paul-Binyamin, I. (2025). Education for sustainable coexistence on an academic campus in times of war. Taboo: The Journal of Culture and Education, 24(1), 82-102.

Youniss, J. (2011). Civic education: What schools can do to encourage democratic understanding and action. Applied Developmental Science, 15(2), 98-103.

G.05

Decolonial Researches between Pedagogical Horizons and Critical-Participatory Methodologies

PANEL CONVENORS: Rosita Deluigi (Unimc – University of Macerata, Italy); Paola Dusi (Univr – University of Verona, Italy); Davide Zoletto (Uniud – University of Udine, Italy)

PANEL KEYWORDS: Decolonial Research, Participative Methodologies, Critical Pedagogy

The decolonization of knowledge (and, along with it, of ontology) is identified as a fundamental task of decoloniality, aimed at re-subjectivising colonial (sub)objects. From the position of a critical pedagogy within the discourse between the Global North and South, it is crucial to engage in committed dialogue towards an epistemic disobedience and reconstruction of social justice. The recognition of multiple expressive, cognitive, and experiential forms will serve as the cornerstone of a transformative research process. This pathway - grounded in the theoretical and methodological principles of decolonial pedagogy and participative research in various articulations, including dialogue and exchange with Indigenous perspectives -, will be discussed with scholars in an inter-transdisciplinary approach. The panel intends to raise awareness about different ways of conceiving existence and knowledge, particularly with those grounded in non-extractivist relationships with the Earth and other living beings. The contemporary world in which we are immersed, on one hand, challenges us through the voices of the Other - their anthropology, their epistemic approaches - while on the other hand, it expresses socio-cultural and political pressures that continue to deny legitimacy to individuals and groups who embody non-predominant ways of life and knowledge. In light of the struggle against several and severe forms of injustice, it's urgent to seek new epistemic, methodological, and practical foundations for both educational and existential pathways. The panel will be a place in which cultivate new interpretive frameworks for socio-economic, political and educational dynamics, as well as methodologies and tools for their deconstruction and reconstruction.

PERFORMING TRANSENSUS: NAVIGATING NEOLIBERAL CONSTRAINTS AND DECOLONIAL HORIZONS IN THE INTRACOMP PROJECT

Marta Milani (University of Verona, Italy) · **Sara Salmi** (University of Verona, Italy) · **Emanuela Piccolo** (University of Verona, Italy)

Transensus | Cultural Democracy | Epistemic Justice

Contemporary cultural policies often frame intercultural competence as a measurable, individualized skill aligned with neoliberal and technocratic models of integration (Biesta, 2011). While these approaches aim to standardize inclusion, they tend to shift responsibility onto individuals and short-term projects, obscuring the structural asymmetries and epistemic injustices that shape cross-cultural encounters. As a result, interculturalism is frequently reduced to fragmented, project-based interventions rather than engaging with its broader political and institutional dimensions (Dervin, 2022; Milani, 2018). This presentation argues that Intercultural and Transcultural Competence (ITC) should instead be understood as a dynamic, generative praxis: a relational process continually negotiated within conditions of institutional constraint and power imbalance. Drawing on the INTRACOMP project as its primary site of inquiry, the study examines how practitioners engage in the labor of "staying with tension"—specifically the friction between grassroots activism and bureaucratic survival. Grounded in the INTRACOMP Manifesto for Cultural Democracy, the research adopts a post-qualitative, narrative methodology utilizing Story-Based Collective Enquiry. This approach foregrounds reflexivity and methodological reciprocity, resisting extractive research paradigms. Central to the theoretical framework is the concept of Transensus—an agonistic space where differing values are mutually acknowledged without forced consensus—shifting the focus from social integration toward the subjectification of the political actor. Through the analysis of INTRACOMP's diverse contexts—from the Institute of Papua New Guinea Studies, where Indigenous dance decolonizes research paradigms, to the Italian Third Sector, where cultural competence is embedded in informal community mechanisms—the paper conceptualizes the project as a "living infrastructure." This site reveals how practitioners must navigate the "coloniality of care" to translate grassroots creativity into the quantifiable evaluation regimes required by international funding bodies. The findings suggest that decolonial pedagogies must embrace the unfinished, processual nature of inter-cultural work. Rather than seeking technocratic closure, inclusive cultural practice depends on sustaining institutional fragility as a space for collective imagination. It concludes that cultural difference functions not as a problem to be managed, but as a democratic resource through which cultural democracy can be practically enacted.

Ascoli, U., & Pavolini, E. (Eds.). (2015). The Italian welfare state in a European perspective. Policy Press.

Biesta, G. J. J. (2010). Good education in an age of measurement: Ethics, politics, democracy. Routledge.

Clandinin, D. J., & Connelly, F. M. (2000). Narrative inquiry: Experience and story in qualitative research. Jossey-Bass.

Dervin, F. (2022). Interculturality in Fragments: A Reflexive Approach. (Encounters between East and West). Springer International Publishing AG. https://doi.org/10.1007/978-981-19-5383-5

INTRACOMP Project. (2025). D1: Cultural Democracy, interculturalism and transculturalism: Conceptual grounds and political explorations [Internal Project Document]. Horizon Europe.

INTRACOMP Project. (2025). D4.1: Inclusive arts CoP and beliefs: Exploring practitioner perspectives on intercultural and transcultural competence in participatory arts (E. Piccolo, M. Milani, S. Salmi, M. Guerinoni, & T. Ó Brádaigh Bean, Eds.). [Internal Project Document]. University of Verona.

INTRACOMP Project. (2025). T6.1: Mapping report: Policy stakeholders and documents in the Italian context (S. Salmi, M. Guerinoni, & E. Piccolo, Eds.). [Internal Project Document] University of Verona.

Juneja, M. (2023). Transculturality. In Keywords for the study of culture. Meta-Consensus.

Kolsteeg, J. (2022). Conceptualising cultural democracy. Journal of Cultural Management and Policy.

Milani, M. (2018). Educating communities for the development of intercultural competence. Journal of Educational, Cultural and Psychological Studies, (17), 207–220. https://doi.org/10.7358/ecps-2018-017-mila

Ofamo'oni, J., & Rowe, N. (2020). The Māfana framework: How Pacific students are using collaborative tasks to decolonize their learning. Higher Education Research & Development, 40(1), 1–14. https://doi.org/10.1080/07294360.2020.1852392

Porto Santo Conference. (2021, April 25). The Porto Santo charter. https://portosantocharter.eu/the-charter/

Rancière, J. (1999). Dis-agreement: Politics and philosophy. University of Minnesota Press.

Rowe, N., et al. (2025). The INTRACOMP manifesto for cultural democracy in conditions of climate mobility. INTRACOMP Consortium.

St. Pierre, E. A. (2011). Post qualitative research: The critique and the coming after. In N. K. Denzin & Y. S. Lincoln (Eds.), The SAGE handbook of qualitative research (4th ed., pp. 611–626). Thousand Oaks, CA: SAGE Publications.

St. Pierre, E. A. (2011). Post qualitative research: The critique and the coming after. In N. K. Denzin & Y. S. Lincoln (Eds.), The SAGE handbook of qualitative research (4th ed., pp. 611–626). SAGE Publications.

Ticktin, M. (2011). Casualties of care: Immigration and the politics of humanitarianism in France. University of California Press.

EMBRACING PLURALITY: RETHINKING MIGRANT IDENTITIES AND EDUCATIONAL PRACTICE THROUGH A COMPLEX EPISTEMOLOGY

Federica Matera (University of Turin, Italy) · **Giulia Gozzelino** (University of Turin, Italy)

Children Migrations | Partecipatory Research | Transnational Identities

Recognizing dynamism as a constitutive feature of human beings and multiplicity as a primary characteristic of contemporary identities, this paper underscores the necessity and urgency of developing research postures, practices, and competencies capable of countering single-story narratives and embracing disorientation, creativity, and cultural pluralism within the framework of a complex epistemology. Contemporary societies are traversed by separatist, assimilationist, and differential exclusion policies that generate rigid categorizations, impoverish interpretative models, and lead to social isolation and identity closure. Marked by a profound crisis of democracy—one that rejects intercultural encounters within hyper-complex societies—spaces of sociality, education, and culture increasingly appear characterized by segmentation and marginalization. These tendencies privilege orientations that celebrate homogenization among groups, lineage, and identity fixity, while fearfully rejecting mobility and cultural hybridization. This conception of identity, together with the emergency-driven representation of migration—promoting the "control of the foreigner" and reinforcing prejudice—is supported and amplified by: (a) securitarian and homogenizing rhetorics that depict migration as flows, waves, or invasions; (b) migration policies in the Italian context that implement pushbacks, blockades, expulsions, the strengthening of borders, and restrictions on family reunification and residence criteria; and (c) ethnocentric educational orientations and guidelines. Within this scenario, migrant children and adolescents, reunified and unaccompanied, represent one of the most socially vulnerable groups. The paper considers them as privileged witnesses both to the systematic violation of rights and to processes of empowerment, resilience, and the co-construction of new cultures, narratives, and visions. These processes restore depth, multidimensionality, and transnationality to migrant histories and identities, situated between forms of continuity and generative crossings. Adopting a critical pedagogical perspective, the contribution reflects on initial findings emerging from observations and interviews conducted within a participatory research project carried out at the University of Turin in collaboration with Diskolé APS and Renken ETS. The protagonists of this process are young adults who reinterpret their experiences as migrant minors through the lenses of education,

culture, and civic participation. In dialogue with researchers and educators, they critically problematize their trajectories, contributing to the shared construction of knowledge, to the decolonization of minds and practices, and to the re-signification of migratory experiences within educational and social contexts.

Ambrosini, M. (2008). Un'altra globalizzazione. La sfida delle migrazioni transnazionali. Bologna: Il Mulino.

Ambrosini, M. (2009). La globalizzazione dal basso. Transnazionalismi e diaspore migranti. In A. Bosi (Ed.), Città e civiltà. Nuove frontiere di cittadinanza (pp. 41-53). Milano: Franco Angeli.

Beneduce, R. (2006). Prefazione. Tradurre corpi. In S. Taliani & F. Vacchiano, Altri corpi. Antropologia ed etnopsicologia della migrazione (pp. 13-42). Milano: Unicopli.

Borghi, R. (2020). Decolonialità e privilegio. Pratiche femministe e critica al sistema-mondo. Milano: Meltemi.

Castles, S. (2002). Migration and Community Formation under Conditions of Globalization. The International Migration Review, 36(4), 1143-1168.

Cohen, R., & Toninato, P. (Eds.). (2010). The Creolization Reader. Studies in Mixed Identities and Cultures. London and New York: Routledge.

Deluigi, R., & Gozzelino, G. (2022). Sguardi, corpi e posizionamenti. Esperienze educative e di ricerca tra Kenya, Senegal e Italia. Metis, 12(2), 102-115.

Dusi, P. (2024). Imparare ad abitare zone scomode: decolonizzare la conoscenza e i sistemi scolastici andando oltre il deficit thinking. Pedagogia e Vita, 82(2), 17-34.

Freire, P. (1973). L'educazione come pratica della libertà. Milano: Arnoldo Mondadori Editore.

Freire, P. (2004). La pedagogia degli oppressi. Torino: EGA Editore.

Freire, P. (2014), Pedagogia della speranza. Un nuovo approccio a La pedagogia degli oppressi. Torino: EGA Editore.

Freire, P. (2021). Il diritto e il dovere di cambiare il mondo. Per una pedagogia dell'indignazione. Trento: Il Margine.

Hannerz, U. (1992). Cultural Complexity. Studies in the Social Organization of Meaning. New York: Columbia University Press.

Hannerz, U. (1996). Transnational Connections. Culture, People, Places. New York-London: Routledge.

Hannerz, U. (1997). Fluxos, fronteiras, hybridos: palavres-chave da antropologia transnacional. Mana, 3, (1), 7-39.

Hannerz, U. (2001). La diversità culturale. Bologna: Il Mulino.

hooks, b. (1984). Feminist Theory: From Margin to Center. Boston: South End Press.

hooks, b. (1994). Teaching to Transgress. Education as the Practice of Freedom. New York, NY: Routledge.

hooks, b. (1998). Elogio del margine. Razza, sesso e mercato culturale. Milano: Feltrinelli.

Matera, F. (2024). Minori migranti non accompagnati e sfide educative. Per un modello pedagogico di accoglienza. Bari: Progedit.

Mignolo, W.D., & Tlostanova M.V. (2006). Theorizing from the Borders. Shifting to Geo- and Body-Politics of Knowledge. European Journal of Social Theory, 9(2), 205-221.

Pinto Minerva, F. (2014). Essere "fuori" e portare "dentro" di sé i luoghi dell'origine. In F. Stara (Ed.), La costruzione del pensiero e delle strategie interculturali (pp. 57-68). Lecce: Pensa MultiMedia.

Portes, A., Guarnizo, L.E., & Landolt, I. (1999). The Study of Transnationalism: Pitfalls and Promise of an Emergent Research Field. Ethnic and Racial Studies, 22(2), 217-237.

Quijano, A. (2000). Colonialidad del poder y clasificación social. Journal of World-Systems Research, 6(2), 342-386.

Santos Fermino, A. (2008). Identità trans-culturali. Insieme nello spazio transizionale. Pisa: Edizioni del Cerro.

Sayad, A. (2002). La doppia assenza. Dalle illusioni dell'emigrato alle sofferenze dell'immigrato. Milano: Raffaello Cortina Editore.

Zoletto, D. (2024). Abitare in contesti ad alta complessità socioculturale. Milano: FrancoAngeli.

RECENTERING EPISTEMOLOGIES AND LANGUAGES IN CONDITIONS OF VULNERABILITY: REFLECTIONS FROM THE PERSPECTIVE OF CRITICAL AND DECOLONIAL APPLIED LINGUISTICS

Marta Guarda (Eurac Research, Italy) · **Giorgia Andreolli** (Eurac Research, Italy)

multilingualism vulnerability epistemic (in)justice

In today's increasingly multilingual and mobile societies, educational spaces gather individuals whose identities, languages and knowledges are shaped by complex historical and personal trajectories. Despite such heterogeneity, a monolingual paradigm (Gogolin, 2008) still prevails within many European school systems—i.e., the assumption, rooted in assimilationist, deficit-oriented and implicitly (neo)colonial ideologies, that schooling should operate through one dominant standard language. Such habitus continues to structure educational practices and the very ontology of what counts as legitimate knowledge. This contributes to the reproduction of vulnerability through forms of epistemic injustice (Fricker, 2007), whereby knowledges associated with dominant language communities are prioritized, while the linguistic repertoires and epistemic bases of minoritized and migranticized (Dahinden 2025) communities are marginalized and misframed. From the perspective of critical and decolonial applied linguistics (e.g., Menezes de Souza 2025), this contribution interrogates how these hierarchies operate as mechanisms of epistemic exclusion. It does so by connecting theoretical and critical considerations with a reflection on our experiences as researchers in the multilingual context of Alto Adige/Südtirol. Here, a growing number of minoritized and migranticized languages coexist alongside the three official languages (German, Italian, Ladin). The latter constitute the foundation for a strict separation into three distinct

educational systems. The intersection of historical and more recent forms of multilingualism makes Alto Adige/Südtirol a particularly revealing site, as it highlights structural conditions that can crystallize inequalities. Forms of such inequalities are evident in the persistent epistemic imbalance between dominant and non-dominant languages, whereby perceived economic value and cultural desirability contribute to positioning some speakers and groups in more vulnerable positions within the educational system (Guarda, 2025; Wand, 2023). Against this backdrop and following Causevic et al. (2020)'s invitation to show how epistemologies in conditions of vulnerability can be actively and critically (re)centered, this contribution presents insights from two research projects: an ethnographic study with families experiencing the transition from kindergarten to primary school, and a participatory action research project with primary school teachers. Both projects aim to reposition linguistically minoritized and migranticized students and families as competent knowers and speakers. Building on relational pedagogy (Gravett et al., 2021; Huzar, 2025), translanguaging (García & Li Wei, 2014), and transknowledging (Ennser-Kananen et al., 2024), the presentation explores possibilities for (re)constructing educational and research relationships in ways that foster connection and reciprocity, and where multiple languages and knowledges can co-exist without being appropriated or hierarchized. In particular, it will exemplify the potential of an approach that, starting from the assumption of intellectual equality among all subjects (Huzar, 2025), recognizes linguistic and epistemological diversity as a resource and fosters transformative practices capable of challenging linguistic hierarchies that generate vulnerability, promoting connections based on increased solidarity and understanding (Badwan, 2022).

Badwan, K. (2022). 'I'm afraid there are no easy fixes': Reflections on teaching intercultural communication through embracing vulnerability. In: Holmes, P. & Corbett, J. (a cura di), Critical Intercultural Pedagogy for Difficult Times, pp. 160–175. https://doi.org/10.4324/9781003150756-1

Causevic, A., et al. (2020). Centering knowledge from the margins: Our embodied practices of epistemic resistance and revolution. International Feminist Journal of Politics, 22(1), pp. 6–25.

Dahinden J. (2025) ...when the category 'migration' lost its innocence for migration scholars. And what now? A plea for dialogue. Comparative Migration Studies 13: 1-2. https://doi.org/10.1186/s40878-025-00459-7

Ennser-Kananen, J., Riuttanen, S. & Ortega, Y. (2024). Towards transknowledging: Epistemic justice matters for language scholars. Apples - Journal of Applied Language Studies, 18(3), pp. 66–87.

Fricker, M. (2007). Epistemic Injustice: Power and the ethics of Knowing. Oxford: Oxford University Press.

García, O. & Li Wei. (2014). Translanguaging: Language, bilingualism and education. Basingstoke: Palgrave Macmillan.

Gravett, K., Taylor, C.A. & Fairchild, N. (2021). Pedagogies of mattering: re-conceptualising relational pedagogies in higher education. Teaching in Higher Education, 29(2), pp. 388–403. https://doi.org/10.1080/13562517.2021.1989580

Guarda, M. (2025). Fostering educational change at the intersection of macro-level institutional narratives and micro-level classroom experiences. Education Sciences, 15(4), 472. https://doi.org/10.3390/educsci15040472

Huzar, T.J. (2025). Practising vulnerability; presuming equality: towards a pedagogy of care. Journal of Learning Development in Higher Education, 35. https://doi.org/10.47408/jldhe.vi35.1349

Meighan, P.J. (2023). Colonialingualism: Colonial legacies, imperial mindsets, and inequitable practices in English language education. Diaspora, Indigenous, and Minority Education, 17(2), pp. 146–155.

Menezes de Souza L.M. (2025) Southernizing linguistics. In: Makoni S., Idem U., Dartey., E.A. and Antia B.E (eds) Entanglements: Between Decolonial and Southernizing Linguistics. Clevedon: Multilingual Matters, pp. 42-73. https://doi.org/10.2307/jj.30297093

Wand, A. (2023). Segregation in language education: The case of South Tyrol, Italy. Basingstoke: Palgrave Macmillan.

BECOMING LEGIBLE: MIGRANT WOMEN'S SITUATED NARRATIVES BETWEEN SKILL FORMATION, WORK AND RECOGNITION

Francesco Vittori (University of Verona, Italy) · **Paola Dusi** (University of Verona, Italy)

Decolonial Pedagogy | Migrant Women | Adult Education

Skill development and language courses for migrants are often portrayed as neutral and empowering approaches that facilitate participation, employability, and social integration. In Italy, programs offering Initial Vocational Education and Training (IVET) and Italian as a second language (L2), often provided by CPIAs (in Italian, Centri Provinciali per l'Istruzione degli Adulti), are viewed as essential tools for fostering inclusion and civic recognition (Gabrielli et al., 2020). However, when analyzed through decolonial and critical pedagogical perspectives (Smith, 2012; Santos, 2014), language and vocational training emerge as ambivalent dispositifs that not only develop practical and linguistic competencies but also establish regimes of legitimacy, recognition, and conditional belonging. This paper conceptualizes vocational education and language training as pedagogical spaces shaped by normative and epistemic orders governing access to recognition and social intelligibility. The study is based on a qualitative analysis of 33 semi-structured interviews conducted in person

with adult migrant workers living in Italy as part of the SKILLS4JUSTICE Horizon Europe project. Data were analyzed using thematic analysis (Braun & Clarke, 2014), employing a hybrid deductive–inductive approach (Swain, 2018). Within this broader dataset, the paper foregrounds six narratives of migrant women, approached as situated epistemic positions (Haraway, 1988). These narratives reflect diverse life trajectories. A young Tunisian woman, recently a mother, migrates from an economically unstable background and views language learning and employment as pathways to stability, yet finds herself confined to domestic labor. An Albanian widow with two children, after years of financial dependence within her marriage, migrates seeking autonomy but is limited to cleaning work. A young Cameroonian woman leaves her homeland with her girlfriend due to social and personal constraints, seeking to live and love freely while pursuing recognition and professional fulfillment. Additionally, three older women from Eastern Europe (Moldova and Ukraine) migrate to support transnational families and enter long-term care work. Despite their varied backgrounds, these women's paths predominantly converge in feminized and socially undervalued sectors of employment. This convergence should not be read as a direct outcome of IVET and L2 education, but as a pattern shaped by broader institutional and normative frameworks within which skill formation and language training may participate in aligning migrants' trajectories with socially devalued labor niches. Findings indicate that educational and training pathways are experienced as both necessities and regulatory thresholds. Institutional norms privilege standardized linguistic performances while marginalizing plurilingual repertoires and embodied communicative practices, thereby reinforcing dominant constructions of legitimacy (Haraway, 1988). Participants' narratives reveal experiences of linguistic inadequacy, self-discipline, and conditional recognition. These dynamics align with Benasayag and Schmit's (2003) analysis of the internalization of normative expectations. Rather than representing individual failures, these stories illustrate patterned processes of gendered incorporation (Itzigsohn & Giorguli-Saucedo, 2005), where legal precarity and survival imperatives constrain educational participation and occupational mobility. By emphasizing the situated voices of migrant women, this paper contributes to decolonial debates on education, migration, and epistemic justice, highlighting how language education functions as a political and pedagogical site where recognition (Dusi, 2020), legitimacy, and exclusion are continuously structured and negotiated.

Benasayag, M., & Schmit, G. (2007). L'epoca delle passioni tristi. Feltrinelli. (Original work published 2003)

Braun, V., & Clarke, V. (2014). What can thematic analysis offer researchers? International Journal of Qualitative Studies on Health and Well-being, 9(1).

Dusi, P. (2020). Recognition. At the core of intercultural education. In C. Pica-Smith, R. M. Contini (Eds.), Intercultural Education: Critical Perspective, Pedagogical Challenges and Promising Practices (pp.29-60). Nova Publisher

Gabrielli, S., Benvenuto, G., Sposetti, P., & Szpunar, G. (2020). I Cpia come enti istituzionali di inclusione: un caso di studio a Roma. In Centro Studi e Ricerche IDOS (Eds.), Osservatorio romano sulle migrazioni. Quindicesimo rapporto (pp. 207-211). IDOS Edizioni.

Haraway, D. (1988). Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective. Feminist Studies, 14(3), 575–599.

Itzigsohn, J., & Giorguli-Saucedo, S. (2005). Incorporation, transnationalism, and gender: Immigrant incorporation and transnational participation as gendered processes. International migration review, 39(4), 895-920.

Santos, B. de Sousa (2014). Epistemologies of the South: Justice Against Epistemicide. Routledge.

Swain, J. (2018). A hybrid approach to thematic analysis in qualitative research: Using a practical example. Sage research methods.

Smith, L. T. (2012). Decolonizing Methodologies: Research and Indigenous Peoples. Zed Books.

HIDING AND SEEKING THE ITALIAN COLONIAL PAST: AN ANALYSIS OF IMAGES INSERTED IN HISTORY TEXTBOOKS FROM 1950 TO PRESENT DAYS

Alessia Mastropietro (Sapienza Università di Roma, Italy) · **Gabriele Di Carlo** (Sapienza Università di Roma, Italy) · **Ariela Desio** (Università degli Studi di Firenze, Italy) · **Chiara Prometti** (Sapienza Università di Roma, Italy) · **Francesco Petraglia** (Sapienza Università di Roma, Italy) · **Giovanna Leone** (Sapienza Università di Roma, Italy)

colonial images · textbooks images · Italian colonial history

This paper analyses changes in time of educational tools meant to make young Italian students aware of their in-group colonial history, proposing that this kind of study can give relevant insights on how broader socio-psychological processes are gradually facing this difficult past. Immediately after the swift collapse of the so-called Italian colonial "Empire", a social denial (Cohen, 2001) silenced for decades the severe crimes committed during the colonial invasions. Moreover, an enduring social myth, depicting Italians as good fellows, incapable of cruelty ("Italiani brava gente", Del Boca, 2005), sometimes also surfacing today, heavily biased the Italian societal discourse about the colonial past. Finally, even when history scholars proved beyond doubt the occurrence of these past crimes (Labanca, 2002), a self-censorship (Bar-Tal,

2017) advised not to touch on this matter, presenting it as inconvenient or out of date. The gradual unfolding of these processes consolidated a "social amnesia" that still persists (Leone & Sarrica, 2017). In this societal frame, in the first decade of 2000s narratives on colonial crimes were finally included among manuals' contents, although briefly and somewhat reluctantly (Leone & Mastrovito, 2010; Cajani, 2013). While other popular narratives on this period (provided by literature, movies, games, etc.) still lacked, school became the main place where young generations were made aware of their in-group past history, even in its cumbersome traits, contributing to build, share, or challenge a colonial imaginary (Gabrielli, 2015). In the context of formal education, history textbooks play the central role of highly legitimated narrative artifacts (Sakki, 2025). Today, in Italian contemporary intercultural context, history textbooks provide to the new classrooms narratives addressing both to colonizers and colonized descendants. In our study we decided to focus on the use of images that only recently received a keener attention, due to their influence on cognitive and emotional reactions of readers (Gabowitsch & Topolska, 2023). We longitudinally analyzed the images siding the narrative on Fascist colonial episodes, reviewing 21 Italian history textbooks, from 1950 to present days. Interestingly, results showed that the use of images varied in three time periods, and allowed to distinguish qualitatively different kinds of images gradually emerging. In a first period, ranging from 1950 to 1980, following an initial absence of images, geo-historical maps began to appear, and were consistently present from this period on. In a second time period, starting from the 1990s, documentary photographs - often depicting the shocking colonial violence committed by Italians - and magazine covers or newspaper front pages sided the maps. Finally, in a third time period, from the 2000s onwards, explicit Fascist propaganda images were introduced in textbooks to complement the other kinds of images. Afterwards, in-depth qualitative semi-structured interviews addressing young students, both Italian and Italian of second generation (N=20) were conducted, exploring their emotional and cognitive reactions when presented with these different kinds of images.

Bar-Tal, D. (2017). Self-censorship as a socio-political-psychological phenomenon: Conception and research. Political Psychology, 38, 37-65.

Cajani, L. (2013). The image of Italian colonialism in Italian history textbooks for secondary schools. Journal of Educational Media, Memory, and Society, 5(1), 72-89.

Cohen, S. (2001). States of denial: Knowing about atrocities and suffering. Cambridge, UK: Polity Press.

Del Boca, A. (2005). Italiani, brava gente? Un mito duro a morire [Italians, good fellows? A myth that dies hard]. Vicenza, Italy: Neri Pozza

Gabowitsch, M., & Topolska, A. (2023). Visual literacy in history education: Textbooks and beyond. Journal of Educational Media, Memory, and Society, 15(1), 1-19.

Gabrielli, G. (2015). Il curricolo "razziale". La costruzione dell'alterità di razza e coloniale nella scuola italiana (1860-1950). Macerata: EUM.

Labanca, N. (2002). Oltremare: storia dell'espansione coloniale italiana. Bologna: Il Mulino.

Leone, G., & Mastrovito, T. (2010). Learning about our shameful past: A socio-psychological analysis of present-day historical narratives of Italian colonial wars. International Journal of Conflict and Violence (IJCV), 4(1), 11-27.

Leone, G., & Sarrica, M. (2017). The making of a civic discourse on a controversial historical past: from denial to parrhesia. ESSACHESS – Journal for Communication Studies, 10 (19), 33-53.

Sakki, I. (2025). Collective Memory and History Textbooks. Current Opinion in Psychology, 102073.

DECOLONISING HEALTHCARE COMMUNICATION: INTERCULTURAL TRAINING FOR PROVIDERS IN THE INTERCOMSALUD PROJECT

Carmen Merino Cabello (University of Alcalá, Spain) · **Sofía Antequera-Manzano** (University of Alcalá, Spain) · **Andrea Sanz de la Rosa** (University of Alcalá, Spain) · **Candelas Bayón Cenitagoya** (University of Alcalá, Spain)

Intercultural competence · Healthcare provider training · Decolonial pedagogy

The following proposal presents the Spanish national project Intercomsalud as an example of culturally sensitive research grounded in participative methodologies and critical pedagogy. The project addresses structural inequalities in healthcare communication affecting migrant women in settings where linguistic, cultural and epistemic barriers often lead to exclusion and reduced quality of care (Pena Díaz, 2023; Cox & Maryns, 2021). Since the training offer regarding intercultural matters for healthcare providers is very limited in Spain (Álvaro Aranda, 2025), the Intercomsalud project proposes training methodologies addressed at providers that discuss interculturalism from a decolonial approach, attempting to eliminate unconscious bias and increase understanding when communicating with migrant patients. Methodologically, Intercomsalud adopts an interdisciplinary and participatory design. Its initial empirical phase, that took place in 2025, involved ethnographic observation and videorecording of clinical encounters between providers, migrant patients and,

when available, an interpreter/intercultural mediator. Then, a specific tool was designed to analyse intercultural competence based on the affective, cognitive and behavioural processes of healthcare providers (Chen & Starosta, 1996; Deardorff, 2015) when interacting with patients from different backgrounds. Data gathered and analysed during this phase was then used in the creation of a training course addressed at healthcare providers and aimed at improving intercultural awareness and sensitivity. The course was conceived within a critical pedagogical framework that encourages trainees to question assumptions about knowledge, authority and patient–professional relationships, fostering cultural sensitivity and the questioning of institutional routines that might increase power asymmetries. Through practical exercises, reflective practices and intercultural discussion, the goal of the course is to increase the communicative abilities of healthcare providers in an intercultural medical setting and decrease the unconscious bias regarding cultural matters. The materials will be taught in 2026 both as an online and an onsite course to healthcare staff within the Community of Madrid, in Spain, and then tested by means of qualitative surveys to determine the potential of a wider application at a national level. The present proposal will showcase course, based on the analysis of intercultural competence of healthcare professionals, and then discuss the teaching and learning experience by means of qualitative surveys. The final goal of the Intercomsalud project is contributing to the improvement of healthcare services for migrants, fostering decolonial practices and introducing training options for healthcare providers working in intercultural contexts.

Álvaro Aranda, C. (2025). La competencia intercultural en los grados universitarios de medicina en España. Hikma, 24(2), p. 1-28. doi.org/10.21071/hikma.v24i2.17471

Cox, A., & Maryns, K. (2021). Multilingual consultations in urgent medical care. The Translator, 27(1), 75–93. https://doi.org/10.1080/13556509.2020.1857501

Chen, G. M., & Starosta, W. J. (1996). Intercultural Communication Competence: A Synthesis. Annals of the International Communication Association, 19(1), 353–383. https://doi.org/10.1080/23808985.1996.11678935

Deardorff, D.K. (2015). How to Assess Intercultural Competence. In Research Methods in Intercultural Communication, Z. Hua (Ed.). https://doi.org/10.1002/9781119166283.ch8

Pena Díaz, C. (2023). La comunicación intercultural en el sistema público de salud mental en España. Onomázein, 13, p. 19-38 https://doi.org/10.7764/onomazein.ne13.02

EDUCATORS' CONCEPTIONS OF CHILD PARTICIPATION: IMPLICATIONS FOR EDUCATIONAL DEVELOPMENT IN KHARTOUM STATE, SUDAN

Gofran Khalfalla (The Aga Khan University, Institute for Educational Development, Eastern Africa, Sudan)

Participation | indigenous knowledge | emancipatory pedagogy

Gofran Murtada Kamal Khalfalla The Aga Khan university, Institute for Educational Development, East Africa gofran-mkk@gmail.com Abstract: The research project explores child participation as a transformative approach within the educational context of Khartoum State, Sudan. In a setting marked by both traditional pedagogical practices and cultural participatory roots, the study explores the communal participatory conceptualizations that are shaped by Khartoum's distinct realities shaped by decades of conflicts and social disparities. The analysis aims to enrich understanding of participatory frameworks -particularly the Child-to-Child approach- through the specific realities experienced in Khartoum state. The study focuses on educators as key agents in this process, recognizing their position as potential catalysts for development (Heikka et al., 2022; Joshi, 2022). Drawing on Paulo Freire's emancipatory pedagogy, the research acknowledges that educators may simultaneously be victims of oppressive educational structures and perpetuators of practices that limit child agency (Hederman, 1982). This duality makes understanding their conceptions crucial for meaningful educational development. The main research question guiding this inquiry is: How do educators in Sudan conceptualize child participation, agency, and active citizenship, and how do these understandings shape their educational practices? This question is explored through a theoretical framework combining constructivism (both cognitive and social) and Freirean emancipatory pedagogy, allowing for examination of how meanings are constructed individually and collectively within specific sociocultural contexts. The Child-to-Child approach serves as a proposed response - a pedagogical methodology and development intervention built on participatory principles that positions children as active agents in their own learning and community development (Hawes, 1988; Vaghela, 2021). The research explores how this approach interacts with indigenous participatory traditions. As external actors -such as International Non-Governmental Organiza-

tions- increasingly influence educational provision, often guided by agendas detached from local knowledge (ElAsad, 2025; Higgins & Novelli, 2020), it becomes crucial to understand how Sudanese educators define participation. Doing so is an act of epistemic justice: it reclaims indigenous knowledge, values local expertise, and promotes educational development rooted in Sudan's pedagogical conceptions. International participatory education frameworks establish certain definitions of participation, agency, and active citizenship, usually crafted for stable environments. However, decades of unrest and persistent inequality in Sudan have likely led to distinct interpretations and subtleties in these concepts. Communal practices grounded in indigenous participatory culture have helped sustain communities amid prolonged crises. Therefore, educational projects with participatory aims must draw on existing cultural practices to be effective. The study's significance lies in its potential to inform culturally responsive educational interventions in Sudan. By centering educators' voices and examining their lived experiences and conceptualizations, the research aims to bridge theory and practice, connecting documented participatory roots in Sudanese culture with the position of children as active citizens in educational settings. Findings will contribute to more nuanced understandings of how international educational frameworks can be meaningfully adapted and implemented in fragile and conflict-affected contexts, moving beyond uniform approaches toward context-sensitive pedagogical transformation. This research holds significance for Education in Emergencies scholarship, participatory pedagogies, and educational development practice in conflict-affected regions.

ElAsad, S. (2025). Education in emergencies (EiE) in Sudan: Relief on whose terms? International Review of Education, 71(2), 321-337. https://doi.org/10.1007/s11159-025-10158-1

Hawes, H. (1988). Child-to-Child: Another path to learning.

Hederman, M. P. (1982). Paulo Freire's "Pedagogy of the Oppressed". https://www.jstor.org/stable/30023905

Heikka, J., Kettukangas, T., Turja, L., & Heiskanen, N. (2022). How educators commit to enhancing children's participation in early childhood education pedagogical plans. South African Journal of Childhood Education, 12(1). https://doi.org/10.4102/sajce.v12i1.1170

Higgins, S., & Novelli, M. (2020). Rethinking Peace Education: A Cultural Political Economy Approach. Comparative Education Review, 64(1), 1-20. https://doi.org/10.1086/706759

Joshi, S. (2022). 'Participatory' Pedagogical Approach in Teaching and Learning for Sustainable Educational Goals. https://globaljournals.org/GJHSS_Volume22/5-Participatory-Pedagogical.pdf22

Vaghela, J. F. (2021). Child to Child Education Programme: A Model for overall Development of school going Students of Poorer Communities. Journal of Advanced Research in English and Education, 05(01), 1-11. https://doi.org/10.24321/2456.4370.202001

COMMUNITY BASED PARTICIPATORY RESEARCH: A METHODOLOGICAL APPROACH AS A PRACTICE OF DECOLONISATION. THE EXPERIENCE OF THE D@RTS HORIZON PROJECT

Cristina Balloi (University of Verona, Italy)

Community Based Participatory Research | Decoloniality | Cultural Literacy

Community Based Participatory Research (CBPR) represents a methodological approach that is widely established within the fields of Medicine and the Health Sciences (Coughlin et al., 2017), where it has emerged in response to the historical exclusion of minorities and vulnerable groups from public health policies and interventions. This methodological framework is characterised by the collaboration between researchers and communities aimed at building trust, sharing power, fostering co-learning, strengthening community assets and resources, promoting capacity building, and examining and addressing needs identified by the community itself (Israel et al., 2012). Grounded in the active participation of communities in research processes, CBPR seeks to rebalance power relations between researchers and research participants, promoting a more inclusive production of knowledge. Although its use has progressively expanded into other areas of the Social Sciences, the field of education remains one of the most marginal. A broader application in this field could provide an opportunity to deconstruct approaches, methodologies, and methods in order to reconstruct new balances and new research relationships between researchers and the 'researched', who in many cases remain constrained by the predominant use of scientific approaches that are insufficiently oriented toward a decolonial perspective on research and on the recognition of communities, citizens, and minority knowledge (Walsh, 2007). Within CBPR, the role of the researcher also shifts, becoming an opportunity to critically engage with one's own positionality and with the interpretation of power relations (Forster & Forster, 2023), as well as to experiment with decolonial data collection tools and analysis methods. This paper aims to present the experience of implementing CBPR within an ongoing research project funded by Horizon Europe, focused on the development of a Cultural Literacy Competences Portfolio through the practice

of Performing Arts (music, drama, and dance). Four target communities are involved in Serbia, Italy, Germany, and Norway. Children, adolescents, and adults are engaged in a methodological process inspired by CBPR. The research has demonstrated the potential of this method as an opportunity to work through a decolonial perspective, understood as an emancipatory possibility within the research process itself, as it recognises community members as holding equal dignity in the production of knowledge (Gorman & Garnett, 2009), which is co-generated and co-produced. It has also revealed the practical demands that such an approach entails. Among these, the community engagement phase is crucial for its role in the process, yet it also represents a challenge in balancing the project's limited timeframe. This paper presents reflections on the challenges and opportunities that CBPR offers as a decolonial perspective for research in European projects.

Coughlin, S. S., Smith, S. A., & Fernandez, M. E. (Eds.). (2017). Handbook of community-based participatory research. Oxford University Press.

Forster, M., & Forster, D. A. (2023). Done first, and done properly: The importance of basic education in the decolonization of higher education. Alternation, Special Edition, (41), 442–461.

Gorman, J., & Garnett, S. T. (2009). Research, collaboration and community development - Evolution of a partnership. Learning Communities: International Journal of Learning in Social Contexts.

Israel, B. A., Eng, E., Schulz, A. J., & Parker, E. A. (2012). Methods for Community-Based Participatory Research for Health. (2nd ed.). John Wiley & Sons, Incorporated.

Walsh, C. (2007). Shifting the geopolitics of critical knowledge: Decolonial thought and cultural studies 'others' in the Andes. Cultural Studies, 21(2–3), 224–239.

DECOLONIAL DISCOURSES AND THE PROFESSIONAL BECOMING OF TEACHERS IN SOUTH AFRICA

Zayd Waghid (Cape Peninsula University of Technology, South Africa)

Decoloniality | Epistemic Justice | Critical Teacher Education

In the contemporary global era, grounded in social and epistemic justice, critical teacher education is pivotal towards transforming intersectional discrimination, neoliberalism, and the legacies of colonialism. The continued dominance of the Eurocentric knowledge paradigm of the Global North in the South continues to create tension in education. Educators, in particular, have an essential role to play in cultivating students' awareness and criticality around how social and cognitive injustice can be disrupted, specifically by developing students' need to critically scrutinise how knowledge is produced, whose lives, voices, and knowledges are valued, and how current biases can be addressed. This research explores how discourses of (de)coloniality shape Teacher Education in South Africa. Pre-service teachers' responses were analysed using Grounded Theory methodology, interpreted through the lens of critical and decolonial theories. Drawing on interviews with student teachers from a South African university, we investigate how these discourses are perceived, internalised, challenged, or reinterpreted by future educators situated within varying historical legacies and institutional frameworks. Our aim is not only to compare how (de)colonial narratives shape student teachers' understandings of their profession. This study first critically examines the structures, relations, and conditions of knowledge production, its dissemination and educational practices in the South African education context. We draw specifically on those postcolonial theories that advance knowledge through pragmatic application of Indigenous Knowledge Systems and decolonising pedagogical approaches to develop critical global citizens. We aim not only to add diverse perspectives, but also to re-examine existing curricula and priorities, if and, how these cultivate socially conscious and responsible students. Second, we present results from interviews conducted with student teachers, the aim of which was to discover what decolonisation means to them and its impact on their pedagogical professionalism. The study aims to identify overlaps and differences in their conceptions and to provide insights into opportunities for further research, teaching and international exchange. One focus is the discussion of the development of a professional identity that encompasses critical analysis of social interaction in an educational context.

Luckett, Kathy, & Suellen Shay (2017). Reframing the curriculum: A transformative approach. Critical Studies in Education. Advance online publication. https://doi.org/10.1080/17508487.2017.1356341

Maluleka, Paul (2021): Fallism as Decoloniality: Towards a Decolonised School History Curriculum in Post-colonial-apartheid South Africa. Journal for Transdisciplinary Research in Southern Africa.

Mignolo, Walter D. (2009): Epistemic Disobedience, Independent Thought and De-Colonial Freedom. In: Theory, Culture & Society, 26 (7–8), pp. 159–181.

Sayed, Yusuf/Motala, Shireen/ Hoffman, Nimi (2017): Decolonising initial teacher education in South African universities: More than an event. In: Journal of Education, 68, 59–91.

Vandeyar, Saloshna (2019). Why decolonising the South African university curriculum will fail. In: Teaching in Higher Education.

Waghid, Zayd/ Hibbert, Liesel (2018): Decolonising pre-service teachers' colonialist thoughts in higher education through defamiliarisation as a pedagogy. In: Educational Research for Social Change, 7(SPE), 60–77.

Waghid, Zayd/ Ontong, Krystle (2022). Exploring the phenomenon of Afrofuturism in film in decolonising the university curriculum: A case study of a South African University. In: Citizenship, Teaching and Learning, 17(1), 27–48.

wa Thiong'o, Ngugi (1986). Decolonising the mind: The politics of language in African literature. London: James Currey

BEYOND ACADEMIC HEGEMONY: UNDERCOMMONS, POPULAR EDUCATION, AND DECOLONIALITY

Lisa Stillo (Roma Tre University, Italy) · **Aurora Bulgarelli** (Link Campus University)

undercommons | popular education | epistemic injustice

Critically interrogating the academic ecosystem while being part of it is neither a simple nor a self-evident undertaking. As Harney and Moten (2013) suggest, reflecting critically on the world of the universitas from the position one occupies within it may risk producing an excess of mannerism and a form of professionalization that operates primarily at the individual level, benefiting the single academic rather than communities. In this sense, the communities in question are those that are marginalized, Indigenous, subaltern, and all those forms of alterity that inhabit and experience the system. The relationship between academia and the worlds of the undercommons/subaltern/oppressed/colonized (Bhabha, 1994; Freire, 1968; Harney and Moten, 2013; Spivak, 1988) can be interpreted through a dual mechanism: on the one hand, the appropriation and assimilation of the knowledge of those considered subaltern, to the advantage of dominant knowledge and the refinement of cultural colonialism; on the other hand, the devaluation of non-Western epistemologies. This process has allowed the university to legitimize itself as a hegemonic center of knowledge production, albeit at the cost of the systematic erasure of the original cultural matrices from which such knowledge emerges. This contribution proposes to reflect on the dynamics of epistemic injustice that, still today, shape the ways of understanding and acting in the world (De Sousa Santos, 2014), attempting to circumvent the logics of extraction and/or devaluation of other forms of knowledge and recognizing their vital necessity in educational contexts. With the awareness that education and training may function as mechanisms for reproducing marginalizing social dynamics (Freire, 1968; Bourdieu and Passeron, 1970; Illich, 1971), the paper seeks to advance a decolonial reflection on the logics through which institutional spaces too often become interpreters of monocultural visions, to the detriment of the contributions of the knowledge of alternative subjectivities (Spivak, 1988; Smith, 1999; Borghi, 2020; hooks, 1994; Lorde, 1984; Zakaria, 2022). In this regard, the paper intends both to recover the perspectives and practices of popular education—particularly those connected to Latin American contexts (Gadotti, Torres, 1993; Puiggrós, 2016) —as spaces capable of valuing forms of knowledge, experiences, bodies, and subjectivities often rendered invisible by dominant narratives and institutions, and to engage with certain experiences of social movements for civil rights that embody an otherwise (Mignolo & Walsh, 2018), often perceived as uncanny (Spivak, 1999) and frequently considered subaltern and minoritarian.

Bhabha, H. K. (1994). The Location of Culture. Routledge.

Borghi, R. (2020). Decolonialità e privilegio. Pratiche femministe e critica al sistema-mondo. Meltemi.

Bourdieu, P., & Passeron, J. (1970). La reproduction: Elements pour une theorie du systeme d'enseignement. Minuit.

De Sousa Santos, B. (2014). Epistemologies of the South. Justice against Epistemicide. Routledge.

Freire, P. (1968/2005). Pedagogy of the Oppressed. Continuum.

Gadotti M., Torres C. (1993) (a cura di), Educación Popular. Crisis y Perspectivas, Miño y Dávila, Buenos Aires.

Harney, S. & Moten, F. (2013). The Undercommons. Fugitive Planning & Black Study. Minor Compositions.

hooks, b. (1994). Teaching to Transgress. Education as Practice of Freedom. Routledge.

Illich, I. (1971) Deschooling society. Penguin.

Lorde, A. (1984). Sister Outsider: Essays and Speeches. Crossing Press.

Mignolo, W.D. & Walsh, C.E. (2018). On Decoloniality: Concepts, Analytics, Praxis. Duke University Press.

Puiggrós A. (2016). La educación popular en América Latina. Origines, polémicas y perspectivas. Colihue, Buenos Aires.

Smith, L.T. (1999). Decolonizing Methodologies: Research and Indigenous peoples. Zed.

Spivak, G. C. (1988). Can the Subaltern Speak?. In Cary Nelson and Lawrence Grossberg (eds) Marxism and the Interpretation of Culture. Macmillan

Spivak, G. C. (1999). A Critique of Postcolonial Reason: Toward a History of the Vanishing Present. Harvard University Press.

Zakaria, R. (2022). Against White Feminism. Penguin.

FEMINIST AND DECOLONIAL CLASSROOMS: LEARNING WITH BELL HOOKS

Antonietta De Vita (University of Verona, Italy)

Feminist and Decolonial Classrooms | Engaged pedagogy | Critical pedagogy

This presentation explores the pedagogical thought of bell hooks and its relevance for feminist and critical approaches to teaching in contemporary higher education. Drawing on a teaching experience developed within a university course on feminist epistemologies and philosophies, the contribution reflects on the transformative potential of the classroom when it is conceived as a relational and participatory space of learning. The presentation will discuss how the encounter with hooks' work - particularly Teaching to Transgress: Education as the Practice of Freedom - has informed and illuminated a teaching practice aimed at creating a classroom environment based on dialogue, participation, and critical reflection. Within this framework, the classroom is understood not simply as a place for the transmission of knowledge, but as a community of learning in which students' voices and experiences are recognized as meaningful elements in the educational process. A central focus of the presentation concerns hooks' concept of engaged pedagogy, which challenges hierarchical and transmissive models of education. In contrast to traditional approaches based on the passive reception of information, engaged pedagogy emphasizes participation, shared responsibility, and the co-construction of knowledge. Teaching thus becomes a relational practice grounded in mutual recognition and in the development of critical awareness. The discussion will also situate hooks pedagogical vision within the broader tradition of critical pedagogy, highlighting in particular the influence of Paulo Freire. Freire's critique of the "banking model" of education and his understanding of education as a practice of freedom strongly shaped hooks' approach to teaching. At the same time, hooks extends this framework through a feminist and intersectional perspective that addresses the interconnected structures of sexism, racism, and class inequality within educational institutions. Special attention will be devoted to the experiential and political dimensions of learning that emerge in hooks' work. Her reflections are deeply connected to her own experience as a Black woman navigating the tensions between segregated schooling and predominantly white academic environments. These experiences contribute to the development of a pedagogical perspective centered on recognition, difference, and the possibility of transforming the classroom into a space where diverse subjectivities can emerge and be heard. Finally, the presentation will consider the holistic dimension of hooks' pedagogy, also influenced by the teachings of the Buddhist monk Thich Nhat Hanh, which emphasizes the integration of mind, body, and spirit in the learning process. From this perspective, teaching involves the whole person and requires the creation of an educational environment based on trust, openness, and shared engagement. By reflecting on these theoretical and pedagogical perspectives, the presentation aims to contribute to current debates on feminist pedagogy and transformative learning, suggesting that hooks' engaged pedagogy offers a powerful framework for reimagining the university classroom as a space of critical dialogue, collective learning, and intellectual freedom.

Freire, P. (1970). Pedagogy of the Oppressed. New York: Continuum.
hooks, b. (1994). Teaching to Transgress: Education as the Practice of Freedom. New York: Routledge.
hooks, b. (2010). Teaching Critical Thinking: Practical Wisdom. New York: Routledge.
hooks, b. (2013). Teaching Community: A Pedagogy of Hope. New York: Routledge.

G.06

Decolonizing and Queering Education: Intersections of Power, Epistemic Justice, and School Practices

PANEL CONVENORS: Giuseppe Burgio (University of Enna "Kore", Italy); Stella Rita Emmanuele (University of Enna "Kore", Italy); Lavinia Pia Vaccaro (University of Enna "Kore", Italy)

PANEL KEYWORDS: Decolonial studies, queer pedagogy, education

This panel proposes a dialogue between queer and decolonial pedagogy to examine how contemporary educational institutions continue to reproduce hierarchies of gender, race, and sexuality within globalized metropolitan contexts shaped by neocolonial dynamics. In such settings, structures of power—race, class, gender—configure learning environments that ostensibly promote democratic values while frequently sustaining colonial and patriarchal arrangements. Both approaches share a critical and intersectional epistemological stance aimed at exposing sedimented power relations and demonstrating that educational processes are historically situated and inherently political. Queer pedagogy (Lugones, 2007) highlights how modern schooling has normalized a binary and patriarchal order, while decolonial studies (Walsh & Mignolo, 2018) reveal that this order is embedded in a broader colonial project of modernity that has imposed Eurocentric models of the body, family and citizenship. The panel invites theoretical, empirical, and ethnographic contributions that, through decolonial and intersectional lens (Collins, 2019), explore how curricula, teaching practices, and institutional cultures can be reimagined in democratic terms. The aim is to understand whether, and under what conditions, pedagogy can be decolonized by bringing postcolonial theory, intersectionality and critical pedagogy into conversation to redefine education as a space of emancipation, participation and plurality. We particularly welcome contributions that examine: the subversion of hegemonic masculinities; intersections of power within forms of oppression and resistance in contexts marked by migration, borders, and gender norms; processes of decolonizing school practices that integrate racialized and gendered perspectives; and forms of epistemic justice and pedagogical approaches that promote democracy and collective agency, including within digital environments.

FEMINIST, DECOLONIAL AND ANTIRACIST YOUTH ACTIVISM AS TRANSFORMATIVE PEDAGOGIES: REIMAGINING GENDER, CITIZENSHIP, AND HUMAN RIGHTS EDUCATION IN ITALY

Tiziana Chiappelli (University of Siena, Italy)

Feminist pedagogy | Intersectionality | Human rights education Youth activism Gender justice

Gender equality remains a crucial horizon for democratic renewal, yet contemporary educational systems continue to reproduce deep gendered and racialised hierarchies. This paper explores how feminist and antiracist youth activism can function as a transformative pedagogical force for rethinking gender, citizenship, and power in education. Drawing on qualitative research with young women and LGBTQ+ activists with migratory backgrounds in contemporary Europe, the study examines how grassroots practices emerging from feminist collectives, online platforms, and community-based networks create alternative spaces of learning beyond institutional schooling. These activist environments operate as informal pedagogies in which gender norms, racialised exclusions, and colonial legacies are critically contested through intersectional and embodied forms of knowledge production. In contrast to dominant curricula that often neutralise or marginalise feminist and queer perspectives, these practices articulate education as a site of struggle, recognition, and empowerment. Young activists challenge restrictive understandings of belonging and citizenship, exposing how gendered power is intertwined with migration regimes, socioeconomic vulnerability, and cultural othering. The paper adopts an intersectional and decolonial lens to analyse how these learning spaces disrupt Eurocentric and patriarchal assumptions embedded in educational institutions. In line with feminist pedagogy, the findings highlight the role of storytelling, counter-narratives, collective care, and cultural production as tools for building critical consciousness and political agency. These practices not only support individual empowerment but also foster solidarities and forms of inclusive leadership that contribute to gender-just democratic imaginaries. Particular attention is paid to how activist pedagogies confront gender norms relationally, including the negotiation of masculinity, community expectations, and institutional resistance. Rather than positioning gender equality as a formal policy goal, these experiences reveal it as an ongoing educational process grounded in lived realities and collective mobilisation. The paper argues that integrating feminist, queer, and intersectional approaches inspired by grassroots activism into Human Rights Education and citizenship

education can enhance their transformative potential. In a context of rising gender backlash, xenophobia, and democratic erosion, such pedagogical practices offer crucial insights for dismantling gender hierarchies and reimagining education as a democratic project of social justice, plural belonging, and emancipation.

Ahmed, S. (2017). Living a feminist life. Duke University Press.

Burgio, G. (2020). Pedagogia postcoloniale. Prospettive radicali per l'intercultura. FrancoAngeli.

Becker, A. (2021). Decolonial human rights education: Changing the terms and content of conversations on human rights. Human Rights Education Review, 4(2), 49–68.

Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A Black feminist critique of antidiscrimination doctrine. University of Chicago Legal Forum, 139–167.

Farris, S. R. (2017). In the name of women's rights: The rise of femonationalism. Duke University Press.

Fraser, N. (2000). Rethinking recognition. New Left Review, 3, 107–120.

Gutiérrez, R. (2013). The sociopolitical turn in mathematics education. Journal for Research in Mathematics Education, 44(1), 37–68.

hooks, b. (1994). Teaching to transgress: Education as the practice of freedom. Routledge.

Keet, A., & Zembylas, M. (Eds.). (2019). Critical human rights education: Advancing social-justice-oriented educational praxes. Springer.

Leoncini, S. (2026). Genere, stereotipi, educazione. Strumenti pedagogici per formare alla parità, ETS.

López, A. J. (2020). Decolonizing educational research: From ownership to answerability. Routledge.

Osler, A. (2015). Human rights education, postcolonial scholarship and action for social justice. Theory & Research in Social Education, 43(2), 244–274.

Spivak, G. C. (1988). Can the subaltern speak? In C. Nelson & L. Grossberg (Eds.), Marxism and the interpretation of culture (pp. 271–313). University of Illinois Press.

Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. Decolonization: Indigeneity, Education & Society, 1(1), 1–40.

Walsh, C. E., & Mignolo, W. D. (2018). On decoloniality: Concepts, analytics, praxis. Duke University Press.

Zembylas, M. (2017). Re-contextualising human rights education: Some decolonial strategies and pedagogical/curricular possibilities. Pedagogy, Culture & Society, 25(4), 1–13.

EDUCATING FOR PLURAL DESIRE: DECOLONIZING AFFECTIVE AND SEXUAL EDUCATION

Stella Rita Emmanuele (Università di Enna Kore, Italy)

affective and sexual education | queer pedagogy | coloniality of gender

Affective and sexual education represents one of the fields in which the persistence of the coloniality of gender (Lugones, 2007) most clearly manifests itself within contemporary educational institutions. Despite formal references to rights, respect for differences, and the promotion of well-being, school-based dispositifs often continue to reproduce a hetero-normative, binary, and Eurocentric vision of the body, the family, and citizenship, inscribing young subjectivities within normative frameworks that hierarchize desires, relationships, and forms of life. Drawing on the dialogue between queer pedagogy and decolonial studies, this contribution critically interrogates the pedagogical genealogies of affective and sexual education in modern schooling, showing how they have historically been constructed as an integral part of the colonial project of modernity. From this perspective, the body is not merely an object of education but a political dispositif through which symbolic boundaries are produced between normality and deviance, legitimacy and marginalization, full citizenship and conditional citizenship. The paper proposes an intersectional rereading of sexual education as a space for the production of governable subjectivities, highlighting the connections between racialization, sexuality, gender, and class within curricula and teaching practices. Through the analysis of institutional documents, educational guidelines, and teaching materials, it shows how the centrality of the heterosexual model, the nuclear family, and binary sexual difference continues to implicitly structure educational pathways, marginalizing queer, trans*, migrant, and racialized experiences. In dialogue with critical pedagogy, public pedagogy, and the perspective of epistemic justice (Collins, 2019), the contribution explores the potential of a decolonial approach to affective and sexual education, capable of recognizing situated knowledges, embodied narratives, and youth agency as pedagogical resources. Decolonizing affective and sexual education thus entails not only expanding curricular content but radically transforming educational epistemologies, shifting the focus from the normalization of bodies to the valorization of plural desires, relationships, and forms of belonging. The aim is to redefine affective and sexual education (hooks, 1994) as a democratic space of participation, recognition, and co-construction of plural citizenships, in which subjects can critically negotiate the power dispositifs that traverse their bodies and lives. In this sense, pedagogy is configured as a political practice of liberation, capable of challenging the colonial legacy of education and opening educational possibilities grounded in social justice, desire, and the dignity of all forms of existence.

Collins, P. H. (2019). Intersectionality as Critical Social Theory. Duke University Press.
hooks, b. (1994). Teaching to transgress: Education as the practice of freedom. Routledge.
Lugones, M. (2007). Heterosexualism and the Colonial/Modern Gender System. Hypatia, 22(1), 186–209.
Walsh, C., Mignolo W. (2018). On Decoloniality: Concepts, Analytics, Praxis. Duke University Press

UNIVERSALISM AND INNOCENCE AS TECHNOLOGIES OF CHILDHOOD: A QUEER AND DECOLONIAL READING OF CHILDREN'S RIGHTS

Simone Colli Vignarelli (University of Milano-Bicocca, Italy)

Children's rights | epistemic justice | queer and decolonial theory

Childhood can be understood as a permanent social structure (Qvortrup, 2004), historically and culturally situated, whose meanings are produced and transformed through discourses, practices, and institutional dispositives (Foucault, 1976; Robinson, 2013). From this perspective, childhood is not a natural state, but a discursive construction through which children's access to knowledge is regulated and their bodies and subjectivities are governed. Within this framework, the United Nations Convention on the Rights of the Child (UNCRC, 1989) represents a crucial epistemic and political turning point, as it recognises children as rights-bearing subjects in the present rather than as adults-in-the-making or future citizens (Macinai, 2013; Qvortrup, 2008). As an international human rights treaty, the UNCRC is not neutral. However, in its interpretation and implementation, it contributes to the stabilisation of a normative image of childhood. In this context, this paper highlights how the UNCRC is grounded in an exclusively age-based approach (Frödén & Quennerstedt, 2020), which has contributed to overlooking and marginalising other forms of injustice and oppression affecting children. In doing so, it reproduces the myth of the universal child (Davis & Marsh, 2022), which operates as a regulatory parameter, obscuring other forms of oppression, such as race, social class, gender, sexuality and ability. In close continuity with this dynamic, the myth of the universal child tends to consolidate itself through the construction of childhood as innocent (Robinson, 2008, 2013). If universality abstracts childhood into an apparently neutral and homogeneous figure – one that reflects Western, white, and colonial imaginaries – innocence provides its moral foundation by constructing the child as naturally pure and in need of protection from everything related to gender and sexuality. The construct of innocence reproduces the boundaries between what is considered appropriate or inappropriate, sayable or unsayable, educable or dangerous for children. Precisely because it presents itself as an unquestionable moral truth, innocence operates as a regulatory technology that desexualises childhood and contributes to the production of the normative adult citizen-subject through early processes of heteronormalisation (Robinson, 2008, 2013; Colli Vignarelli, 2025). In this sense, universality and innocence are conceptualised as technologies of childhood governance that render childhoods deviating from these norms less intelligible and legitimate. Therefore, adopting a queer and decolonial perspective could contribute to the deconstruction of the binary and heteronormative norms that regulate bodies and subjectivities from early childhood, while challenging the homogenising universalism that obscures historical, cultural and material differences. This approach can critically subvert and re-signify children's rights and the very idea of childhood, thereby opening space for the plural recognition and epistemic legitimisation of all childhoods.

Colli Vignarelli, S. (2025). Children's rights from a gender and sexuality perspective: a scoping review. AboutGender. International Journal of Gender Studies, 14(28), 530-552.
Davis J., Marsh N. (2022). The Myth of the Universal Child. In D. Holmes (ed.), Safeguarding Young People. Risk, Rights, Resilience, and Relationships, Jessica Kingsley Publishers, 111-128.
Faulker E. A., Nyamutata C. (2020). The Decolonisation of Children's Rights and the Colonial Contours of the Convention on the Rights of the Child. In The International Journal of Children's Rights, 28(1), 66-88.
Foucault, M. (1976). Sorvegliare e punire. Nascita della prigione (Original work published 1975). Feltrinelli.
Frödén, S., Quennerstedt, A. (2020), The child as a gendered rights holder. In Childhood, 27(2), 143-157.
Macinai, E. (2013). Pedagogia e diritti dei bambini. Uno sguardo storico. Carocci.
Qvortrup, J. (2004), I bambini e l'infanzia nella struttura sociale. In Hengst H., Zeiher H. (a cura di), Per una sociologia dell'infanzia, FrancoAngeli, 25-44.
Qvortrup, J. (2009), Are children human beings or human becomings?: A critical assessment of outcome thinking. In Rivista internazionale di scienze sociali, 3(4), 631-653.
Robinson, K. (2008), In the Name of 'Childhood Innocence': A Discursive Exploration of the Moral Panic Associated with Childhood and Sexuality. In Cultural Studies Review, 14(2), 113-129.

Robinson, K. (2013). Innocence, Knowledge, and the Construction of Childhood: The Contradictory Nature of Sexuality and Censorship. In Children's Contemporary Lives, Routledge.

United Nations (1989). Convention on the Rights of the Child. New York, NY: United Nations (Department of Public Information).

ITALIANNESS AS A RACIALISED REGIME OF TRUTH: WHITENESS AND BELONGING IN HISTORY AND CIVIC EDUCATION

Alessia Frola (University of Bristol, United Kingdom)

Racialised Italianness | Whiteness | History and Civic Education

Across Europe, renewed nationalist discourses and authoritarian turns have intensified struggles over collective memory, belonging, and the meaning of the nation. Schools are central to these struggles. While formally tasked with promoting democratic values and inclusion, they remain key sites where normative conceptions of national identity are reproduced through curricula, pedagogical practices, and everyday interactions. This presentation examines how racialised Italianness is produced, sustained, and contested at the intersection of history and civic education in upper-secondary schools, contributing to the decolonisation of dominant narratives of personhood and citizenship by challenging the construction of "othered" individuals as external to Italianness and foregrounding their constitutive role in its historical formation. In Italy, individuals racialised as the "Other" continue to encounter exclusionary discourses shaping how citizenship and belonging are imagined and regulated across civic, political, and educational spaces. Since the 1990s, intercultural education policies have sought to address growing ethnic and racial diversity. Yet these interventions largely frame diversity as a problem to be managed, reproducing an implicit "we/Other" epistemic position (Burgio & Vaccaro, 2023) rather than interrogating the foundations of Italianness. National identity thus appears coherent, morally unified, and implicitly white, while racialised difference is constructed as external to the national body. The literature shows how Italianness has been constituted through whiteness and Catholicism, and the myth of "Italians, good people" - a discourse of self-ascribed moral exceptionalism that legitimised colonial expansion and sedimented narratives of national innocence across Fascism and the post-war Republic (Del Boca, 2005; Giuliani & Lombardi-Diop, 2013). Yet these perspectives have only partially informed research and practice in history and civic education. Rather than treating these subjects as neutral, the research conceptualises them as epistemic sites where authoritative narratives of the past intersect with normative prescriptions of civic virtue, shaping the present and producing racial hierarchies of belonging. Drawing on Foucauldian understandings of discourse (Bacchi & Bonham, 2014; Foucault, 1972), assemblage thinking (Deleuze & Guattari, 1987), and Hall's (2017) conceptualisation of race as a floating signifier, Italianness is approached as a contingent and unstable formation continuously rearticulated through educational knowledge and practice. The study combines critical discourse analysis of national curricula with ethnographic fieldwork in upper-secondary schools in Turin. Particular attention is paid to students positioned as "standard" or "unmarked" Italians to examine how normative whiteness is reproduced through seemingly neutral teaching practices. Teachers' interviews and participatory workshops reveal how colonial histories are marginalised, racial continuities disavowed, and emotional tensions emerge when dominant narratives and language are unsettled. Initial findings suggest that race operates as a structuring yet marginalised dimension of educational discourse, generating epistemic injustice that renders certain histories and racialised subjectivities peripheral. At the same time, moments of ambiguity and contestation expose the instability of these regimes of truth and point to the pedagogical possibility of decolonising national narratives. By interrogating how Italianness is normalised and whitened in schooling, the study contributes to debates on epistemic justice in postcolonial Italy and reflects on the potential of critical pedagogy to unsettle racialised common sense within education.

Bacchi, C., & Bonham, J. (2014). Reclaiming discursive practices as an analytic focus: Political implications. Foucault Studies, 17, 173–192. https://doi.org/10.22439/fs.v0i17.4298

Burgio, G., & Vaccaro, L. P. (2023). Oltre l'intercultura. Prospettive postcoloniali, decoloniali e trasformative. Quaderni di Intercultura, 15, 47–57. https://doi.org/10.13129/2035-858X/QdI.2023.47-57

Del Boca, A. (2005). Italiani, brava gente? Neri Pozza.

Deleuze, G., & Guattari, F. (1987). A thousand plateaus: Capitalism and schizophrenia (B. Massumi, Trans.). University of Minnesota Press.

Foucault, M. (1972). The archaeology of knowledge (A. Sheridan Smith, Trans.). Pantheon Books.

Giuliani, G., & Lombardi-Diop, C. (2013). Bianco e nero: Storia dell'identità razziale degli italiani. Mondadori Education.

Hall, S. (2017). The fateful triangle: Race, ethnicity, nation. Harvard University Press.

QUEER STORIES IN THE LANGUAGE CLASSROOM: ARTS-BASED LITERACY PRACTICES AND EPISTEMIC JUSTICE IN PRIMARY ELT

Federica Clementi (University of Stavanger, Norway)

Queer pedagogy | children's literature | arts-based literacy

Contemporary discussions on democratic education emphasize classroom practices that foster dialogue and active participation in shared processes. From the perspective of critical pedagogy, education is understood not merely as the trasmission of knowledge, but as a social and political practice through which learners engage with questions of power, representation, and justice (Freire, 1970; hooks, 2014; Giroux, 2020). In English Language Teaching (ELT), literary texts frequently serve as sites where cultural knowledge is introduced and negotiated. Yet classroom materials often reproduce normative representations of gender, family, and identity. While research on critical and inclusive language pedagogy has expanded, sexuality and gender continue to be marginalized in primary education. As a result, heteronormative assumptions continue to shape what counts as legitimate cultural knowledge and whose experiences become visible within classroom discussions. This contribution presents findings from a qualitative classroom intervention conducted in two fifth-grade English classes in Norway, involving thirty puoils. The intervention explored how queer children's literature and arts-based literacy practices might support more inclusive and participatory forms of classroom dialogue. The teachng sequence centered on the graphic novel series The Tea Dragon Society (O'Neill, 2017, 2019, 2021, which portrays a fictional community characterized by diverse identities, abilities, and relational practices. Through shared reading, discussions, and creative responses, pupils engaged with the narrative by producing drawings, poems, and sculptures that interpreted the characters, their relationships, and stories. The dataset includes recordings of classroom discussions, photographs and scans of student artwork, field notes, and short interviews with five participants. Drawing on queer pedagogy and intersectional perspectives on knowledge and power (Crenshaw, 1989), the study approaches literary engagement as a potential site of epistemic justice in language education. From a decolonial perspective, queering classroom texts and interpretive practices can disrupt dominant knowledge hierarchies that privilege normative narratives of identity, belonging, and social relations, opening space for alternative ways of understanding community and difference. Such an approach resonates with broader conceptions of democratic education that emphasize encounters with plurality within shared educational spaces (Biesta, 2020). The analysis show that arts-based literacy activities can create interpretative spaces in which the pupils collaboratively explored the subject and engaged with the narrative. Multimodal responses provided multiple entry points into literary engagement and language use. Arts-based literacy activities created interpretative spaces in which pupils collaboratively explored and engaged with the narrative. Multimodal responses supported participation by allowing them to interpret and articulate their opinions through different expressive forms. Integrating queer children's literature and arts-based literacy practices functions as an epistemic intervention in primary ELT, enabling pupils to engage with diverse perspectives, supporting a more plural and democratic form of classroom knowledge-making. More broadly, the study demostrates how everyday literacy practices in primary ELT can contribute to epistemic justice by expanding whose experiences and perspectives are recognized within classroom dialogue.

Biesta, G. (2020). Risking ourselves in education: Qualification, socialization, and subjectification revisited. Educational theory, 70(1), 89-104.

Crenshaw, K. W. (1989). Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine (pp. 139–168). In University of Chicago legal forum (Vol. 1).

Freire, P. (1970). Pedagogy of the oppressed (MB Ramos, Trans.). New York: Continuum, 2007.

Giroux, H. A. (2020). On critical pedagogy.

hooks, b. (2014). Teaching to transgress. Routledge.

O'Neill, K. (2017). The tea dragon society. Oni Press.

O'Neill, K. (2019). The tea dragon festival. Oni Press.

O'Neill, K. (2021). The tea dragon tapestry. Oni Press.

LIMITS AND CONDITIONS FOR A DECOLONIAL PEDAGOGY: A DOCUMENT ANALYSIS OF THE ITALIAN GUIDELINES ON INTERCULTURALITY

Charaf El Bouhali (Università degli Studi di Padova, Italy) · **Roberta Berlingó** (Rutgers University, USA)

Decolonial Pedagogy | Document Analysis | Intercultural Education

This contribution is based primarily on an awareness of its own positioning about decolonial and intersectional theories. Unlike the conventional goal of reaching some sort of normative judgment, the present document analysis we propose is aimed at exploring how texts shape the epistemological and democratic potential of education. We are aware of the need to clarify the distinction between the levels of institutional documents and the level of decolonial theories. The research starts from an exploration of the conditions under which such decolonization would be conceivable, instead of beginning with the assumption that decolonization is not possible or that it has potentially already been achieved. The preliminary premise of this research is that, while the Italian ministerial guidelines use inclusive and pluralistic language in formulating the curriculum, there may be implicit epistemic hierarchies that do not really allow for a structural reconfiguration of the curriculum in decolonial terms. The research explores how the Italian ministerial guidelines configure a decolonial reconfiguration of the curriculum and under what epistemic conditions it is conceivable. The analysis takes an exploratory approach. It seeks to identify the ways in which the school curriculum develops through its discursive and epistemic frameworks. The aim is to determine how these frameworks support or hinder the possibility of rethinking educational practice, including school curricula, in a direction oriented towards emancipation and the enhancement of diversity. The research question is as follows: What are the democratic knowledge and perspectives shaped by the Italian ministerial guidelines, and how do they help or hinder a decolonial reconceptualisation of educational practice? Although the analysis does not intend to engage in an evaluation of the political will of the ministerial guidelines, the aim is to identify the particularities of certain discursive configurations and their impact on the epistemic boundaries through which democratic education is imagined. Documents considered for research purposes: La via italiana per la scuola interculturale e l'integrazione degli alunni stranieri [''The Italian way to intercultural schooling and the integration of foreign students''], 2007 Linee guida per l'accoglienza e l'integrazione degli alunni stranieri [''Guidelines for the reception and integration of foreign students''], 2014 Diversi da chi? Raccomandazioni per l'integrazione degli alunni con cittadinanza non italiana [''Different from whom? Recommendations for the integration of students with non-Italian citizenship''], 2015 Orientamenti interculturali. Idee e proposte per l'integrazione di alunne e alunni provenienti da contesti migratori [''Intercultural guidelines: Ideas and proposals for the integration of students from migratory backgrounds''], 2022 A preliminary document analysis suggests that the Italian ministerial guidelines use inclusive and democratic language, but do not really question colonial epistemic hierarchies. The ministerial guidelines formally recognise diversity but do not go beyond a knowledge framework that underpins the school curriculum and intercultural guidelines, which does not allow for an effectively decolonial approach. At the same time, although decolonial pedagogy is never explicitly mentioned, these institutional documents highlight certain conditions that could facilitate a dialogue from a decolonial perspective, such as the critique of ethnocentrism and assimilationism and the appreciation of culture and language.

Agostinetto L. (2022). L'intercultura in testa. Sguardo e rigore nell'agire educativo quotidiano. Milano: Franco Angeli.

Akkari A., Radhouane M. (2022). Intercultural Approaches to Education. From Theory to Practice. Berlin: Springer.

bell hooks (2009). Teaching Critical Thinking: Practical Wisdom. New York: Routledge.

Bugno L. (2022). Per una scuola più interculturale. Indagine sulle concezioni degli insegnanti tra teoria e pratica. Lecce: Pensa Multimedia.

Burgio G. (2022). Pedagogia postcoloniale. Prospettive radicali per l'intercultura. Milano: Franco Angeli.

Fiorucci F. (2020). Educazione, formazione e pedagogia in prospettiva interculturale. Milano: Franco Angeli.

Freire P. (1996). Pedagogia dell'autonomia. Torino: Edizioni Gruppo Abele.

Freire P. (2014). Pedagogia degli oppressi. Torino: Edizioni Gruppo Abele.

Hilton, L., Pesarini, A. (2026). "Decolonizing Time, Space and Narratives." In: Ballinger, Pamela and Sedmak, Clemens eds. The Routledge Handbook of Peripheries in European Studies, Routledge, pp. 337-350

Ministero della Pubblica Istruzione. (2007). La via italiana per la scuola interculturale e l'integrazione degli alunni stranieri.
https://archivio.pubblica.istruzione.it/news/2007/allegati/pubblicazione_intercultura.pdf

Ministero dell'Istruzione, dell'Università e della Ricerca. (2014). Linee guida per l'accoglienza e l'integrazione degli alunni stranieri.
https://www.miur.gov.it/documents/20182/2223566/linee_guida_integrazione_alunni_stranieri.pdf

Ministero dell'Istruzione, dell'Università e della Ricerca – Osservatorio nazionale per l'integrazione degli alunni stranieri e per l'intercultura. (2015). Diversi da chi? Raccomandazioni per l'integrazione degli alunni con cittadinanza non italiana.
https://www.miur.gov.it/documents/20182/2223566/DIVERSI+DA+CHI.pdf

Ministero dell'Istruzione – Osservatorio nazionale per l'integrazione degli alunni stranieri e per l'educazione interculturale. (2022). Orientamenti interculturali. Idee e proposte per l'integrazione di alunne e alunni provenienti da contesti migratori.
https://www.mim.gov.it/documents/20182/6891182/Documento-Orientamenti-interculturali2022.pdf
Ministero dell'Istruzione e del Merito. (2025). Indicazioni nazionali per il curricolo della scuola dell'infanzia e del primo ciclo di istruzione.
https://www.mim.gov.it/-/indicazioni-nazionali-per-il-curricolo-scuola-dell-infanzia-e-scuole-del-primo-ciclo-di-istruzione
Quijano, A. (2000). Coloniality of Power and Eurocentrism in Latin America. International Sociology, 15(2), 215-232.
Raghuram, P. and Sondhi, G. (2026). Decolonising This, Decolonising That: Beyond Rhetorical Decolonisation in Migration Studies. In: Dahinden, Janine and Pott, Andreas eds. Reflexivities and Knowledge Production in Migration Studies. IMISCOE Research Series. Springer, pp. 117–134.
Spivak, G. C. (1988). Can the Subaltern Speak? In C. Nelson, & L. Grossberg (Eds.), Marxism and the Interpretation of Culture. Urbana/Chicago: University of Illinois Press.
Tarozzi, M. (2024). Reinventing Freire in the Italian context. The case of his honorary degree at the University of Bologna. Globalisation, Societies and Education, 22(1), 41–52.

BEYOND KNOWLEDGE HIERARCHIES: A QUALITATIVE INQUIRY INTO EPISTEMIC JUSTICE AND ADOLESCENT PARTICIPATION

Giuseppe Li Rosi (università di enna kore, Italy)

epistemic justice | gender hierarchies | queer pedagogy

This paper offers an interdisciplinary analysis of forms of epistemic justice in contemporary educational contexts. Drawing on the notion of epistemic injustice (Fricker, 2007) and subsequent theoretical developments, I aim to investigate how inequalities in epistemic credibility, access to interpretative frameworks, and participation in knowledge production impact educational practices and democratic processes. The paper argues that promoting collective agency requires learning environments capable of recognizing epistemic plurality and redistributing interpretive power (Freire, 2018). Methodologically, I will employ a qualitative approach based on focus groups (Frisina, 2010) among adolescents aged 15 to 18. This methodology allows us to observe dynamics of recognition, exclusion, and negotiation of meaning, consistent with a perspective on epistemic justice oriented toward the valorization of plural voices. The empirical analysis is complemented by a theoretical-critical reflection on the role of digital environments as potentially enabling but ambivalent spaces: while they can broaden access to knowledge and support collaborative practices, they also risk reproducing epistemic hierarchies through algorithmic logics and visibility asymmetries (Fricker, 2016). My aim is to highlight that a queer and decolonial pedagogy oriented toward epistemic justice must integrate dialogical practices, critical digital skills, and participatory models, strengthening democracy as a daily educational practice and challenging current educational institutions that reproduce hierarchies of gender, race, and sexuality.

Fricker, M. (2007). Epistemic Injustice: Power and the Ethics of Knowing. Oxford: Oxford University Press.
Freire, P. (2018). La pedagogia degli oppressi. Edizioni Gruppo Abele.
Frisina, A. (2010). Focus group. Una guida pratica. Bologna: Il Mulino.
Fricker, M. (2016) Fault and No-fault Responsibility for Implicit Prejudice--A Space for Epistemic Agent-regret. In: Fricker, M. and Brady, M., (eds.) The Epistemic Life of Groups: Essays in the Epistemology of Collectives. Mind Occasional Series. Oxford University Press, Oxford, pp. 33-50.

REPRODUCING AND RESISTING NORMATIVITY: QUEER AND DECOLONIAL INSIGHTS FROM A LOWER SECONDARY SCHOOL IN ANDALUSIA

Lavinia Pia Vaccaro (Università Kore di Enna, Italy)

Decolonial pedagogy | Queer pedagogy | Power negotiation

Within the framework of European educational policies, contemporary schools are formally tasked with promoting democratic citizenship, inclusion, and equal opportunities. However, they remain permeated by tensions, ambivalences, and processes that reproduce social inequalities. Schools thus emerge as environments marked by a profound paradox: on the one hand, they present themselves as institutions grounded in democratic principles; on the other, they are historically situated spaces, traversed by normative regimes that shape bodies, identities, and possibilities for action. Simultaneously, schools are the sites where democracy is taught and learned, acknowledging that democratic values cannot merely be transmitted through instruction but must be experienced, negotiated, and co-constructed through relationships among all

participants, understood as reflexive and critical actors within the educational setting, and through the mediation of the world (Freire, 2004). Consequently, teaching practices, curriculum, discipline and institutional culture often reflect the relational dynamics of contemporary society, which Walsh (2013) characterizes as capitalist, patriarchal, Western, and Christian-centered since 1492. This perpetuates the challenge of constructing genuinely inter-relational contexts capable of ensuring recognition, participation, and legitimacy for all subjectivities. This contribution adopts the perspective of the coloniality of power (Quijano, 2002) as a set of relational dynamics permeating everyday educational practices, shaping the exercise of authority, the legitimization of knowledge, and the positioning of students and teachers. Within school contexts, these dynamics manifest through the coloniality of knowledge (Lander, 2000), being (Maldonado-Torres, 2007), and gender (Mendoza, 2023), which operate, respectively, in the curricular decisions, in the construction of implicit hierarchies of humanity and value, and in the processes regulating bodies and identities. The study situates itself at the intersection of queer pedagogy, decolonial theory, and critical postcolonial pedagogy, in dialogue with intersectionality (Collins, 2019), presenting findings from a case study (Stake, 1998) conducted in a fourth-year class of Educación Secundaria Obligatoria (ESO) in Andalusia. The research explores pedagogical relationships in a heterogeneous and multicultural context drawing on the written and oral material recollected from personal participant observation in classroom, focus groups with students and semi-structured interviews with curricular teachers (Spanish language, Latin, history and geography, biology, English). Particular attention is paid to the pedagogical triangle (Houssaye, 1988)—knowledge, students, teachers—to investigate modes of teaching, content, and processes of engagement and positioning of the subjects. Through the Thematic Analysis (Braun & Clarke, 2013) of field notes, interviews, and focus groups, and in dialogue with queer and decolonial perspectives, the study reflects on how everyday pedagogical interactions may reinforce, reproduce, or occasionally destabilize dominant regimes of gender, normativity, and legitimacy, interrogating the conditions under which pedagogy can be reconceptualized as a space for emancipation, participation, and plurality.

Braun, V., & Clarke, V. (2013). Successful qualitative research: A practical guide for beginners. Sage.
Collins, P. H. (2019). Intersectionality as Critical Social Theory. Duke University Press.
Freire, P. (2004). La pedagogia degli oppressi (L. B., Trad.). EGA.
Houssaye, J. (1988). Le triangle pédagogique: Théorie et pratiques de l'éducation scolaire (3ª ed.). Peter Lang.
Lander, E. (Ed.). (2000). Ciencias sociales: Saberes coloniales y eurocéntricos. CLACSO.
Maldonado-Torres, N. (2007). Sobre la colonialidad del ser: Contribuciones al desarrollo de un concepto. In A. Santory Jorge & M. Quintero Rivera (Eds.), Antología del pensamiento crítico puertorriqueño contemporáneo (pp. 566–610). CLACSO.
Mendoza, B. (2023). La colonialità del genere e del potere: Dalla postcolonialità alla decolonialità (L. Scuderi, Trad.). About Gender, 12(24), 369–407.
Quijano, A. (2002). Colonialidad del poder, eurocentrismo y América Latina. CLACSO.
Stake, R. E. (1998). Investigación con estudios de caso. Morata.
Walsh, C. (Ed.). (2013). Pedagogías decoloniales: Prácticas insurgentes de resistir, (re)existir y (re)vivir (Tomo I). Editorial Abya-Yala.

QUEER PEDAGOGY AND CHILDREN'S LITERATURE: INTERSECTIONAL AND DECOLONIAL READINGS

Marta Selleri (Univeristà degli studi di Enna "Kore", Italy)

queer pedagogy | children's literature | intersectionality

Adopting an intersectional (Collins 2019) and queer and decolonial (Borghi 2020) theoretical perspective, this contribution aims to analyze the representation of queer subjectivities in contemporary Italian-language children's literature, questioning its pedagogical potential within educational processes. Children's literature is one of the cultural and mass media devices that, through the production of representations, contributes to guiding the processes of socialization and identity construction in younger people, serving both as a space for the reproduction of social norms and as a possible terrain for transformation (Barsotti 2023; Forni 2022). This contribution proposes an analysis of some case studies – picture books and graphic novels published in Italian over the last twenty years – that depict subjectivities that do not conform to gender norms, a type of production that has seen significant growth in recent years (Fierli et al. 2016; 2020; 2022). Children's literature is investigated here as a symbolic space in which dynamics of exclusion, violence, and normativity can emerge, but also as a place of political and pedagogical imagination capable of making marginalized subjectivities visible (Sciurba & Bell 2020). Inspired by the theoretical reflections and practical proposals of Rachele

Borghi (2020), studies on queer pedagogy (Mayo & Rodriguez 2019), and the pedagogical thinking of Paulo Freire (2002), which lead to the adoption of an intersectional methodological and epistemological approach (Collins 2019), this contribution – starting from the conviction that there is and should be a virtuous circle of exchange between theoretical reflections and educational practices between academic research and the school context – has a twofold objective. The first is to read these books from a queer pedagogy perspective, not limiting the analysis to the dimension of representation alone – which would risk 'normalizing' queer identities and co-opting them into a system that remains de facto hetero-cisnormative (Trujillo 2015) – but by questioning these works with regard to the processes of constructing normality, in order to understand whether and how they are actually capable of queering children's literature and the processes of growing up (Britzman 1995). The second objective is to propose tools that can be used in the debate on the processes of decolonization of school practices (hooks 2020; Muraca 2021), highlighting how some works of children's literature can contribute to integrating decolonial and gender perspectives in educational contexts, or how they can, on the contrary, reflect and reproduce a colonial and cisgender gaze.

Barsotti, S. (2023). Modelli di costruzione identitaria: rappresentazioni e stereotipie di genere nella letteratura per l'infanzia. History Of Education & Children's Literature, 41-46.

Borghi, R. (2020). Decolonialità e privilegio. Meltemi.

Britzman, D. P. (1995). Is There A Queer Pedagogy? Or, Stop Reading Straight. Educational Theory, 45(2), 151–165.

Collins Hill, P. (2019). Intersectionality as Critical Social Theory. Duke University Press.

Fierli, E., Franchi, G., Marini, S. (2016). Un altro immaginario è possibile. Bambine e bambini negli albi illustrati. DWF, 112, 34-40.

Fierli, E., Franchi, G., Lancia, G., Marini, S. (2020). Cetriolini e pesci pagliaccio. Rompere le norme di genere nella letteratura illustrata per l'infanzia. Roots&Routes. Research on visual cultures.

Fierli, E., Franchi, G., Lancia G., Marini, S. (2022). Domande aperte. Albi illustrati e questionamenti di genere ai tempi del covid-19. Socioscapes: international journal of societies, politics and cultures, 2(1), 13-26.

Forni, D. (2022). Raccontare il genere: Nuovi modelli identitari nell'albo illustrato. Unicopli.

Freire, P. (2002). La pedagogia degli oppressi. EGA.

hooks, bell. (2020). Insegnare a trasgredire. L'educazione come pratica della libertà. Meltemi.

Lugones, M. (2007). Heterosexualism and the Colonial / Modern Gender System. Hypatia, 22(1), 186–209.

Mayo, C., & Rodriguez, N. M. (edd) (2019). Queer Pedagogies: Theory, Praxis, Politics. Springer International Publishing.

Muraca, M. (ed). (2021). Conversazioni dal Sud. Pratiche politiche, educative e di cura. NeP Edizioni.

Sciurba, K., Bell, K. (2024). Mermaids, Abuelas, and Fairy Wings: Jessica Love's Julián and the Making of a Queertopia. Children's Literature in Education, 55, 198–215.

Trujillo, G. (2015). Pensar desde otro lugar, pensar lo impensable: Hacia una pedagogía queer. Educação e Pesquisa, 41, 1527–1540.

BEYOND THE CANON: COMICS, QUEERNESS, AND ALTERNATIVE LITERACIES AS SITES OF EPISTEMIC RESISTANCE IN SCHOOL CURRICULA

Valentina Baeli (University of Catania, Italy)

Curricula | Queerness | Critical Pedagogy

School curricula are never neutral. The selection of texts, genres, and knowledge forms that enter the classroom is always an act of power – one that legitimizes certain ways of knowing while rendering others invisible. Drawing on the frameworks of queer pedagogy and epistemic justice, this paper argues that traditional school curricula in Italy operate as normalizing technologies that systematically marginalize non-canonical forms of cultural production and non-normative subjectivities. In doing so, they reproduce what Miranda Fricker (2007) calls epistemic injustice: a form of harm that silences subjects by denying legitimacy to their ways of knowing and narrating the world. This silencing is not accidental but structural, as bell hooks (1994) reminds us when she frames the classroom as a potential site of liberation – one that is, however, too often organized around the reproduction of dominance rather than the affirmation of plural voices. The paper focuses on three interconnected domains that remain largely absent from official school curricula: comics and graphic novels, queer themes and identities, and alternative or non-mainstream writing addressed to adolescents. Each of these areas represents not merely a gap in literary provision, but a structural exclusion that reflects deeper epistemological assumptions about what counts as legitimate knowledge, aesthetically valid form, and culturally worthy content. As Apple (2004) has argued, the official curriculum encodes a particular version of cultural hegemony; what is left out is as revealing as what is included. Schirripa (2020) further situates this dynamic within the Italian context, showing how critical pedagogy must contend with institutional inertia and the persistence of conservative curricular frameworks that

resist the inclusion of subaltern knowledges. Comics and graphic novels, despite decades of scholarship attesting to their cognitive and narrative complexity (McCloud, 1993), continue to be treated as peripheral or subliterary within school reading lists. Their absence is symptomatic of a broader logocentric bias that privileges the written word in its most traditional forms. Queer themes and identities remain largely invisible in school settings, where heteronormativity functions as an unmarked default – a silent norm that shapes what can be said, read, and imagined within institutional walls. As Giroux (2024) argues, schools are not simply sites of instruction but of cultural production, where certain identities are rendered legible while others are pushed to the margins. For queer adolescents, this exclusion is particularly crucial: it forecloses access to narratives and imaginaries through which non-normative selves might be recognized and validated (Kumashiro, 2002; Sedgwick, 1990). Mayo (2024) further highlights how critical pedagogy must actively confront heteronormativity as a form of epistemic violence, rather than treating sexuality as a private matter exterior to the political work of education. This paper contends that the exclusion of these forms from school curricula is not incidental but constitutive: it reproduces what Mignolo and Walsh (2018) describe as the “colonial matrix of power”, which operates through the control of knowledge and aesthetic value. Decolonizing the curriculum means, therefore, not simply adding marginalized voices to an otherwise unchanged structure, but fundamentally questioning the epistemological hierarchies that govern curricular legitimacy.

Apple, M. W. (2004). Ideology and Curriculum (3rd ed.), New Yoerk, Routledge
McCloud S. (1993). Understanding comics. The invisible art, New York, HarperCollins.
Fricker, M. (2007). Epistemic Injustice: Power and the Ethics of Knowing, Oxford, Oxford University Press.
Giroux Henry A. (2024). Pedagogia della resistenza. Contro la fabbrica dell’ignoranza. Roma, Anicia.
hooks, b. (1994). Teaching to Transgress: Education as the Practice of Freedom. New York, Routledge.
Kumashiro K. (2002). Troubling Education. “Queer” Activism and Anti-Oppressive Pedagogy, New York, Routledge.
Mayo P. (2024). Culture, Power and Education. Representation, Interpretation, Contestation, New York, Routledge.
Mignolo, W. D., & Walsh, C. E. (2018). On Decoloniality: Concepts, Analytics, Praxis, Durham, Duke University Press.
Schirripa V. (2020). L’antipedagogia che passa il convento. Pedagogia e Vita, 78(1), 192-196.
Sedgwick E. K. (1990). Epistemology of the Closet, Berkeley, University of California Press

INTERSECTIONS OF INVISIBILITY: A QUANTITATIVE ANALYSIS OF THE TRANS* BPOC COMMUNITY’S SCHOOL EXPERIENCES IN EUROPE

Richard Bourelly (Sapienza Università di Roma, Italy) · **Ale Blue Santambrogio** (Università degli Studi di Enna "Kore", Italy)

decolonisation education trans students

Educational institutions often function as sites of coloniality, where Eurocentric and cis-heteronormative standards dictate the boundaries of “acceptable” bodies and identities (Foucault, 1975; Mayo & Blackburn, 2019; Sánchez Sáinz, 2019). For trans* individuals belonging to racialised minorities (BPOC), the school environment becomes a complex nexus of intersectional oppressions, where they experience the dichotomy of intersectional invisibility (gender identity) and hypervisibility (racialised background) (Hennekam & Dumazert, 2023). This contribution examines these intersections through a secondary analysis of the European Union Agency for Fundamental Rights (FRA) LGBTIQ Survey III (2024), focusing on a weighted subsample of 23,101 trans* respondents, aged 15-30, who attended school in the EU. Within the sample, 1,118 identify as a minority based on ethnicity or migrant background, and 576 identify as a minority based on skin colour. Drawing on the dialogue between queer pedagogy and decoloniality (Mayo & Blackburn, 2019; Sánchez Sáinz, 2019), the study utilises binary logistic regression models to investigate racialisation, specifically based on skin colour, affected and still affects trans* individuals’ school environment, while accounting for the compounding effects of region, gender identity, sexual orientation and age. The results reveal a significant vulnerability surplus among racialised respondents. In fact, white individuals exhibit a significantly lower likelihood of actively avoiding gender expression through their physical appearance (OR=0.77; $p<.05$) compared to their BPOC peers. This finding suggests that the intersection of transphobia and skin-colour-based racism exerts a disciplinary pressure that forces BPOC trans* students into strategic invisibility as a survival mechanism. Furthermore, the logistic regression on school climate confirms that being white is a protective factor, as they are less likely to experience a hostile school environment (OR = 0.79; $p<.05$) compared to their BPOC counterparts. While dimensions such as access to gendered spaces and direct hostility by peers and teachers appear to

affect all trans* students, the general school climate and the freedom of gender expression remain deeply affected by racism due to hyper visibility. The authors argue that these findings demonstrate a form of normativity (Foucault, 1975), biopower (Foucault, 1978), and epistemic injustice (Fricker, 2007), whereby the school system's inability to accommodate intersectional identities forces BPOC trans* individuals into invisibility. To support all trans* people, institutional practices must move beyond superficial "acceptance" that does not take into consideration intersectionalities, addressing the structural racism, cisnormativity and binarism that continue to configure learning environments as sites of exclusion rather than spaces of recognition.

European Union Agency for Fundamental Rights. (FRA). (2024). The EU LGBTIQ Survey III, 2023 (ZA8853; Version 1.0.0) [Data set]. GESIS, Cologne. https://doi.org/10.4232/1.14400.

Foucault, M. (1975). Surveiller et punir. Naissance de la prison, Paris, Gallimard.

Foucault, M. (1978). The history of sexuality, volume 1: An introduction (R. Hurley, Trans.). Pantheon Books. (Original work published 1976)

Fricker, M. (2007). Epistemic injustice: power and the ethics of knowing. Oxford University Press.

Hennekam, S., & Dumazert, J. (2023). Intersectional (in)Visibility of Transgender Individuals with an Ethnic Minority Background Throughout a Gender Transition: Four Longitudinal Case Studies. Gender. Work & Organization, 30 (5), 1585–1610. https://doi.org/10.1111/gwao.12992.

Mayo, C., & V. Blackburn, M. (Eds.). (2019). Queer, Trans, and Intersectional Theory in Educational Practice: Student, Teacher, and Community Experiences (1st ed.). Routledge. https://doi.org/10.4324/9780367816469

Sánchez Sáinz, M. (2019). Pedagogías queer ¿Nos arriesgamos a hacer otra educación? Catarata.

OBSERVING THE DIFFERENCE: PEDAGOGICAL OBSERVATION, AESTHETIC EDUCATION AND EPISTEMIC QUEER JUSTICE

Emanuele Liotta (Università degli studi di Catania, Italy)

aesthetic education | pedagogical observation | queer pedagogy

This contribution explores the political and epistemological implications of pedagogical observation within contemporary educational contexts, marked by global inequalities, migration, queer invibilitation and persistent colonial legacies. Starting from the premise that observation in education is never a neutral act, the paper argues that observating educational processes means participating in the costruction of what becomes visible, intelligible, and legiitimate wthin educational discourse (Freire, 1970; Bourdieu & Passeron, 1970). In this sense, observation constitutes not only a methodological tool but a situated practice that must be collocated in the filed of epistemological studies, and that shapes the ways educational realities are interpreted and governed. This reasoning can be lowered in a field of research that looks at educational institutions in which structures of power related to class, race, gender and sexuality continues to organize access to recognition, partecipation and knowledge. Can pedagogical observation, therefore, become a critical practice capable of exposing the mechanism through which educational inequalities are normalized and reporoduced? Critical pedagogical traditions have long emphasized that education and observation alike are inherently political processes, oriented by specific systems of values and forms of knowledges (Freire, 1992; Lugones, 2003). Moreover, in this framework, the paradigm of aesthetic education offers an important theorical lens: drawing on pragmatic and phenomenological traditions, aesthetic education conceives learning as an experiential and relational process in which perception interpretation and meaning-making become central dimensions of knowledge (Dewey, 1934). From this perspective, observing educational processes means cultivating and attentive and reflexive gaze capable of perceiving the symbolic, relational and affective dimension of educational experience (Cambi, 2014). Engaging in dialogue with decolonial and queer perspectives, the paper proposes to rethink observation as a relational and reflexive practice that can contribute to forms of epistemic justice within educational contexts. Rather than reducing educational marginalization to individual deficits or measurable outcomes, this approach interprets inequalities as historically and socially produced phenomena embedded in institutional practices and symbolic structures (Bourdieu & Passeron, 1970). Pedagogical observation thus becomes a form of aesthetic and political engagement with educational reality: a practice oriented not toward the normalization of difference but making visible what resists simplification and is forced to remain marginalized and to stay underneath the dominant educational narratives. Such an approach resonates with critical and pedagogical reading of LGBTQIA+ subjectivities as a critical place for the renegotiation of social pacts, analyzing the educational curvatures of representations (understood as aesthetic devices of symbolic transmission), with attention to the processes of stigmatization, cultural

memory and the tensions between visibility, normalization and desire. An aesthetic education in queer curvature, and a pedagogical observation projected to aim attention on it, can be assumed as a pedagogical practice capable of reactivating recognition and citizenship, contributing to the construction of bonds based on the plurality of experiences.

Bertolini, P. (1988). L'esistere pedagogico. Ragioni e limiti di una pedagogia come scienza fenomenologicamente fondata. Firenze: La Nuova Italia.
Bourdieu, P., & Passeron, J. C. (1970). La reproduction. Éléments pour une théorie du système d'enseignement. Paris: Les Éditions de Minuit.
Cambi, F. (2014). La bellezza ci "salva"! Osservazioni per una pedagogia estetica. Studi sulla formazione, 17(2), 7–11.
Dallari, M. (2005). La dimensione estetica della paideia: fenomenologia, arte, narratività. Trento: Erickson.
De Bartolomeis, F. (2003). L'arte per tutti: conoscere e produrre. Bergamo: Edizioni Junior.
Dewey, J. (1934). Art as Experience. New York: Perigee Books.
Freire, P. (1970). Pedagogia do oprimido. Rio de Janeiro: Paz e Terra.
Freire, P. (1992). Pedagogia da esperança: um reencontro com a Pedagogia do oprimido. Rio de Janeiro: Paz e Terra.
Illich, I. (1971). Deschooling Society. New York: Harper & Row.
Liotta, E. (2025). L'educazione estetica tra talenti, povertà educative e finzione meritocratica. Formazione & insegnamento, 23.
Lugones, M. (2003). Pilgrimages/peregrinajes: Theorizing coalition against multiple
oppressions. Rowman & Littlefield Publishers.

G.07

Democracy of Care: Rethinking Networks and Relationships of Counter Gender-Based Violence

PANEL CONVENORS: Anna Grazia Lopez (University of Foggia Italy); Isabella Loiodice (University of Foggia Italy)

PANEL KEYWORDS: gender violence, care, relationship; networks; education

Gender-based violence is a form of social injustice that silently and sometimes imperceptibly traps victims in vicious circles from which they struggle to escape. Lack of awareness, feelings of shame, and economic dependence on the abuser are among the main factors that lead women to hide the violence they suffer. Similarly, these are factors that make it difficult to detect the phenomenon outside the home. The panel aims to promote interdisciplinary dialogue through contributions that explore and problematize the following themes: - deconstruct distorted ideas about caregiving dynamics that have patriarchal roots, are learned from role models, and reproduced within emotional relationships: it is within these relationships that the most brutal acts of violence sometimes occur, which are not always visible or perceptible outside the home. In this way, family contexts and emotional relationships become a privileged theater for abuse, mistreatment, and dehumanization, often due to an unhealthy idea of home, care, love, and affection; - understand the role played by the educational community and the inter-institutional network in intercepting the phenomenon and training teachers, law enforcement officers, administrative technicians and, more generally, all operators involved in the prevention and combating system; - raise awareness of the recognition of violence in close relationships and promote recognition processes through the design of self-narrative and reflective educational practices. Scholars who wish to respond to this call are invited to submit contributions that address one or more of the proposed thematic areas.

RETHINKING MASCULINITY, CARE, AND GENDER-BASED VIOLENCE: TOWARD SHARED RESPONSIBILITY IN CARE PRACTICES

Sabina Leoncini (UNISI, Italy)

gender | care | education

Despite the significant progress achieved in recent decades toward greater gender equality, social stigmatization of men who engage in roles traditionally associated with femininity—such as childcare, education, and domestic work—continues to persist. Empirical evidence consistently shows that care work, both paid and unpaid, remains largely feminised. Within this context, many men experience social pressure to distance themselves from what is perceived as feminine in order to conform to binary gender norms and reinforce a socially recognised masculine identity. This distancing from femininity does not merely involve the rejection of specific roles, but also entails the devaluation of qualities culturally associated with care, such as empathy, emotional attentiveness, and relational responsibility. As a result, fields in which these qualities are central—particularly early childhood education and caregiving—remain marginal within dominant representations of masculinity. These dynamics contribute to the reproduction of rigid gender divisions, reinforcing occupational segregation and the unequal distribution of domestic and emotional labour. Addressing these patterns requires the active involvement of families in a critical reflection on the social construction of femininity and masculinity. Encouraging a more

flexible and relational understanding of gender roles can help reveal how the sharing of care responsibilities represents not a loss of identity, but an opportunity for individual and collective enrichment. In this perspective, the recognition of so-called “new fathers”—men who actively engage in childcare and household management—is particularly significant. These fathers embody alternative models of masculinity that challenge hegemonic norms and offer younger generations more inclusive gender references. Educational initiatives within schools and family contexts play a crucial role in promoting awareness of gender stereotypes and fostering more egalitarian representations of social roles. At the same time, media and cultural narratives can contribute to normalising the image of caring and emotionally involved fathers, moving beyond persistent stereotypes of masculinity based on distance, authority, or control. Social policies, particularly those supporting paternity leave and work–life balance, are also essential in creating the structural conditions necessary for a more equitable sharing of care work. Importantly, these transformations are closely linked to the prevention of gender-based violence. Research has widely shown that rigid and hierarchical models of masculinity—grounded in dominance, emotional suppression, and power over others—constitute significant risk factors for violent behaviours. Promoting masculinities centred on care, empathy, and shared responsibility can therefore contribute to challenging the cultural foundations of gender-based violence and fostering more respectful and non-violent relational models.Only through a broader cultural shift that dismantles gender stereotypes at both symbolic and structural levels will it be possible to envision a society in which care is no longer considered a “female domain,” but a shared space of social responsibility, personal development, and the construction of more equal and violence-free gender relations.

Connell, R. W. (1995). Masculinities. University of California Press.
Irigaray, L. (1998). To be two, The Athlone Press.
Kimmel, M. (2017). Angry white men: American masculinity at the end of an era, Nation Books.
Leoncini, S. (2025). Genere, stereotipi, educazione. Strumenti pedagogici per formare alla parità, ETS.
Loiodice, I., Ples, P., & Rajadell, N. (Eds.). (2012). Percorsi di genere. Società, cultura, formazione. ETS.
Lopez, A. G. (2018). Pedagogia delle differenze. Intersezioni tra genere ed etnia. ETS
Ulivieri, S. (2014). Corpi violate. Condizionamenti educativi e violenza di genere, Franco Angeli.

THE CONSTRUCTION OF THE IDENTITY OF WOMEN WITH DISABILITIES AND THE INVISIBILITY OF VIOLENCE: A LITERATURE REVIEW

Federica Lapietra (University of Bologna, Italy) · **Elena Malaguti** (University of Bologna, Italy)

gender-based violence | identity of women with disabilities | invisibilization process

Despite the growing international attention to the issue of gender-based violence and the framework of commitments outlined by the 2030 Agenda for Sustainable Development, which identifies the elimination of all forms of violence against women among its priorities, the experiences of women with disabilities, in relation to this issue, continue to occupy a marginal space within both the scientific and political context. The available scientific literature suggests that gender-based violence against women with disabilities is shaped by multiple determinants, including restrictive gender norms, social stigmatization, dynamics of dependency within care relationships, and intersectional discrimination in access to support services. National and international published studies, although limited, have long converged in recognizing women with disabilities exposed to a higher risk of violence, in all its forms, than women without disabilities; however, the phenomenon remains largely invisible, both in more intimate and interpersonal contexts and in social and institutional settings, such as health and social care services and gender-based violence prevention and response centres. Starting from a critical re-reading of a selected corpus of studies on gender-based violence against women with disabilities – identified within a scoping review aimed to map the literature on the identity construction process of women with disabilities – The present contribution aims to analyse some of the main reasons underlying the invisibilization of gender-based violence against these women. Adopting an intersectional and socio-ecological perspective, the analysis offers a critical reflection on the need to promote further research lines aimed at deepening the understanding of cultural models and educational practices oriented toward the recognition of hidden violence. At the same time, it highlights the urgent need to strengthen the network of services engaged in the prevention of and response to violence, with particular attention to accessibility and the protection of the rights of women with disabilities.

1.Alpi, V. (2024) La voce a te dovuta. Donne con disabilità e violenza di genere. Molfetta: Edizioni La Meridiana.
2.Anyango, C., Goicolea, I. and Namatovu, F. (2023) Women with disabilities' experiences of intimate partner violence: a qualitative study from Sweden. BMC Women's Health, 23.
3.Bronfenbrenner, U. (1986) Ecologia dello sviluppo umano (trad. it.). Bologna: Il Mulino.
4.Brownridge, D.A. (2006) Partner violence against women with disabilities: Prevalence, risk, and explanations. Violence Against Women, 12, pp. 805–822.
5.Crenshaw, K. (1989) Demarginalizing the intersection of race and sex: A Black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. University of Chicago Legal Forum, 1, pp. 139–167.
6.del Río Ferres, E., Megías, J.L. and Expósito, F. (2013) Gender-based violence against women with visual and physical disabilities. Psicothema, 25(1), pp. 67–72.
7.Gilson, S.F., Cramer, E.P. and DePoy, E. (2001) Redefining abuse of women with disabilities: A paradox of limitation and expansion. Affilia, 16(2), pp. 220–235.
8.Goethals, T., De Schauwer, E. and Van Hove, G. (2015) Weaving intersectionality into disability studies research: Inclusion, reflexivity, and antiessentialism. Journal for Diversity and Gender Studies, 2(1), pp. 75–94.
9.Hernández-Saca, D.I., Kahn, L.G. and Cannon, M. (2018) Intersectionality Dis/ability research: How dis/ability research in education engages intersectionality to uncover the multidimensional construction of dis/abled experiences. Review of Research in Education, 42(1), pp. 286–311.
10.Malaguti, E. (2011) Donne e uomini con disabilità. Studi di genere, disability studies e nuovi intrecci contemporanei. Ricerche di Pedagogia e Didattica Journal of Theories and Research in Education, 6(1), pp. 1-20.
11.Malaguti, E. (2020) Educarsi in tempi di crisi. Resilienza, pedagogia speciale, processi inclusivi e intersezioni. Fano (PU): Aras Edizioni.
12.Malaguti, E. (2023) Quasi adatti? Equità, diversità, inclusione e resilienza: Approccio multisistemico, socio-ecologico nella ricerca nel campo della pedagogia speciale e didattica speciale. L'integrazione scolastica e sociale, 22(1), pp. 5–32.
13.Meyer, S.R., Stöckl, H., Vorfeld, C., Kamenov, K. and García-Moreno, C. (2022) A scoping review of measurement of violence against women and disability. PLOS ONE, 17(1).
14.Namatovu, F., Preet, R. and Goicolea, I. (2018) Gender-based violence among people with disabilities is a neglected public health topic. Global Health Action, 11.
15.Nosek, M.A., Foley, C.C., Hughes, R.B. et al. (2001) Vulnerabilities for abuse among women with disabilities. Sexuality and Disability, 19, pp. 177–189.
16.Platt, L., Powers, L., Leotti, S. et al. (2015) The role of gender in violence experienced by adults with developmental disabilities. Journal of Interpersonal Violence, 32, pp. 101–129.
17.Superando (2025) Donne e ragazze con disabilità, tra diritti negati, salute e violenza di genere: è ora di accelerare il cambiamento!
18.United Nations (2015) Transforming our world: The 2030 Agenda for Sustainable Development. Resolution adopted by the United Nations General Assembly on 25 September 2015 (A/RES/70/1), Goal 5 – Achieve gender equality and empower all women and girls.
19.Ungar, M. (2012) The social ecology of resilience: A handbook of theory and practice. New York: Springer.
20.Verga, M. (2022) Che genere di cura? Brevi note sulla figura della persona caregiver. In: Minority Reports. Cultural Disability Studies "Un-doing" Gender and Disability, 14, pp. 69–112.
21.World Health Organization (WHO) and UN Women (2024) Measuring violence against women with disability: Data availability, methodological issues and recommendations for good practice. Geneva: World Health Organization

BIOGRAPHY FOR YOUNG READERS, CO-RESEARCH NETWORKS AND CULTURAL PREVENTION OF GENDER-BASED VIOLENCE: THE BIBI PROGRAMME AS A NATIONAL MODEL

Marnie Campagnaro (University of Padova) · **Ilaria Filograsso** (University of Chieti-Pescara, Italy)

Biography for children | gender imaginaries | violence prevention education

Gender-based violence is rooted not only in social structures but also in symbolic imaginaries formed from early childhood. Biography for young readers, as a genre structured around role modelling and exemplarity, plays a decisive role in shaping gendered representations of agency and professional legitimacy. The BIBI Programme (Biografie e Biofiction d'Infanzia) responds to this challenge by developing a national model based on co-research networks and cultural prevention. The programme is a biennial national research and educational initiative funded by the Italian Presidency of the Council of Ministers – Department for Equal Opportunities through a competitive public call for research and intervention projects aimed at preventing violence against women and promoting effective institutional networking practices. It brings together universities, local authorities, schools, socio-educational services, and specialised publishers across Italy within a structured, multi-level collaborative framework grounded in participatory research. The project is situated within contemporary scholarship that conceptualises biography for young readers as a complex and historically regulated genre shaped by tensions between documentation, narrative construction, visual mediation, and reader positioning (Beauvais, 2020; Douglas, 2022). Historically structured around dynamics of exemplarity and normativity (Eaton, 2006), biography functions as a powerful device of symbolic modelling, contributing to the construction of gender imaginaries and professional role representations. Recent research has demonstrated how contemporary biographies, particularly those dedicated to women, oscillate between empowerment narratives and new forms of responsibilisation, while also reproducing subtle normative expectations, meritocratic individualism, and depoliticised accounts of structural inequality, thereby

revealing the complex ideological implications embedded in gendered constructions of authority, agency, and professional recognition (Couceiro, 2022; Campagnaro, 2025; Filograsso, 2025; Malpezzi, 2024). Within this framework, BIBI adopts illustrated biography as a transformative pedagogical device aimed at reshaping children's gender imaginaries between the ages of 3 and 14. Through corpus-based iconotextual analysis, participatory reading practices, teacher training, and structured classroom experimentation, the programme works on the pluralisation of professional aspirations and the deconstruction of stereotypical associations between gender and social roles. In dialogue with approaches that interpret biography as an interplay between modelling, iconicity, and symbolic construction (Malpezzi, 2025), BIBI promotes narrative forms that include vulnerability, conflict, error, and identity negotiation, thereby moving beyond purely heroic and idealised representations (Jurich, 1972). A distinctive feature of the programme is its co-research architecture. The network functions as an epistemic infrastructure in which researchers, educators, and institutional partners collaboratively design, implement, and evaluate educational interventions. This model enables comparative experimentation across territories, systematic pre- and post-intervention data collection, and the integration of literary analysis, empirical research, and policy-oriented dissemination (Campagnaro & Ferrari, 2025). The paper will outline the programme's theoretical foundations, describe the structure of its participatory research network, discuss the iconotextual and pedagogical criteria guiding corpus selection and classroom implementation, and present preliminary findings emerging from experimental phases. It will argue that biography-based symbolic modelling can operate as a structural mechanism of primary prevention by intervening on the cultural roots of gender inequality and expanding the horizon of professional roles perceived as socially legitimate and attainable.

Beauvais, C. (2020). Bright pasts, brighter futures: Biographies for children in the early twenty-first century. In N. op de Beeck (Ed.), Literary cultures and twenty-first-century childhoods (pp. 57–78). Springer.

Campagnaro, M. (2025). Reframing biography for children: Historical roots, research trajectories, and literary-visual strategies. Strenæ, 27. https://doi.org/10.4000/15juo

Campagnaro, M., & Ferrari, L. (Eds.). (2025). BIBI research handbook: Biografie e biofiction d'infanzia. Fondamenti, ricerca e intervento educativo. Settenove.

Couceiro, L. (2022). Empowering or responsibilising? A critical content analysis of contemporary biographies about women. Barnboken: Journal of Children's Literature Research, 45. https://doi.org/10.14811/clr.v45.687

Douglas, K. (2022). Children and biography: Reading and writing life stories. Bloomsbury.

Eaton, G. (2006). Well-dressed role models: The portrayal of women in biographies for children. Scarecrow Press.

Filograsso, I. (2025). Speaking for others: Voice and representation in three Italian (bio)graphic stories of female migration. Strenæ, 27. https://doi.org/10.4000/15jug

Jurich, M. (1972). What's left out of biography for children. Children's Literature, 1, 143–151.

Malpezzi, C. (2024). From queens to rebel girls? Biographies about women within Italian children's literature. Bookbird: A Journal of International Children's Literature, 62(2), 24–31.

Malpezzi, C. (2025). The complexity of biography for young readers: A proposal for a theoretical and conceptual framework. Strenæ, 27. https://doi.org/10.4000/15jud

NETWORKING: POLICIES, STRATEGIES AND TOOLS TO COMBAT GENDER BASED VIOLENCE

Francesca Dello Preite (Università di Firenze, Italy) · **Caterina Mellace** (Università di Firenze, Italy)

gender violence networking

The paper presents the results of the participatory action research project "Gender education, fight against stereotypes and prevention of gender violence", developed by the FORLILPSI Department of the University of Florence in collaboration with the Municipality of Livorno as part of the Memorandum of Understanding for the prevention, contrast and taking charge of gender-based violence. The research was created to accompany the Municipal Anti-Violence Network in the systematization of organizational and communication processes, supporting the construction of a theoretical-operational model aimed at implementing the interdependence between partners necessary to operate in a systematic and reticular way. The first phase of the project (June-December 2024) involved the analysis of the context and the needs of the partners, carried out through monthly meetings of the Operational Table. These moments have fostered mutual knowledge, the reconstruction of the skills and practices of the different bodies and the development of shared tools, including the Grid of Competences, the Map of Intervention Actions and the Map of Relations between Partners. This work has made it possible to start drafting the Guidelines, conceived as a guideline device to define collaboration methods, criteria for taking charge and common strategies for prevention and contrast. The Guidelines aim to direct the actions of each

actor with a view to interdependence and collaboration and to support the entire path of women, from the emergency moment to social and work reintegration. The second phase (January-September 2025) involved evaluation, monitoring and training within the network. Through a questionnaire administered to all partners, feedback was collected on collaborative processes and the impact of the actions taken, which were then discussed in plenary. At the same time, training and self-training initiatives have been activated aimed at strengthening the professional and relational skills of the members of the network, with particular attention to inter-institutional communication and integrated case management. The third phase (October-December 2025) included a specific training course on risk assessment, divided into three steps: mapping of the tools used by the partners; days of theoretical and methodological training and participatory workshops; development of shared communication strategies to ensure effective and timely transmission of information. This work responds to the need to overcome the fragmentation of approaches and to build a common language, an essential condition for coordinated and coherent care. The results obtained so far highlight a network in progressive consolidation, capable of improving the quality of care and awareness of the roles of individual partners. The project is therefore configured as a transformative process in the making, aimed at strengthening the network as an integrated and responsible system, capable of promoting a territorial culture based on collaboration, effective communication and the empowerment of women.

Burgio G., Lopez A.G. (a cura di) (2023). La pedagogia di genere. Percorsi di ricerca contemporanei. Milano: FrancoAngeli.

Burgio G., Dello Preite F., Lopez A.G. (a cura di) (2025). Sessismo, violenze ed emancipazioni. Prospettive di pedagogia di genere. Milano: FrancoAngeli.

Dello Preite F., Gheno V. (a cura di) (2025). Altre prospettive sulla violenza di genere. Sguardi multidisciplinari per la prevenzione e il contrasto. Milano: FrancoAngeli.

Dello Preite F., Bartoli S., Mellace C. (2024). In rete per contrastare e prevenire le violenze di genere. Un progetto di ricerca-azione-partecipativa sul territorio livornese. Women&Education, 2, 88-93.

VIOLENCE AS A "FORM OF LOVE": INTERNALISED PARENTING MODELS AND THE DEVELOPMENT OF EMOTIONAL RELATIONSHIPS

Alessandra Altamura (Università degli Studi di Foggia, Italy)

emotional relationships | normalisation of violence | parenting models

Thanks to the Istanbul Convention, violence against women has been explicitly recognised as a serious violation of human rights (Art. 3); a violation that often occurs silently and is difficult to detect, particularly within family settings and intimate relationships. This difficulty can be attributed not only to structural factors – such as economic dependence, feelings of shame or fear of retaliation – but also to the presence of distorted cultural representations of care, love and emotional relationships, which contribute to normalising or rendering invisible the many facets of violent behaviour. From a pedagogical perspective, one of the elements that needs to be addressed is the parenting models learned by women who are victims of violence. The ways in which one learns to care for others, to experience emotional relationships and to interpret gender roles are, in fact, deeply influenced by the models observed and internalised through family experiences. These models can also lead to an inappropriate (uncritical) interpretation of certain behaviours that risk being perceived as “normal”, as signs of love. This paper is part of the PRIN PNRR 2022 Phoenix research project. In particular, it draws on an analysis of interviews conducted with mothers who are victims of violence and who took part in the project’s activities. The narratives shared, and subsequently analysed, highlight how (and to what extent) learned and internalised parenting models can significantly influence the processes of attributing meaning to relational experiences, sometimes contributing to a distorted or partial interpretation of emotional dynamics. From this perspective, there is a clear need to promote educational programmes capable of making these learned models visible –and thus subjecting them to critical scrutiny – fostering processes of awareness and the development of new concepts of care and love, this time based on mutual recognition, respect and dignity.

Altamura A. (2025). La violenza assistita intrafamiliare: Quando la casa non è più un rifugio. In A. Altamura, F. Dello Preite, S.R. Emmanuele (a cura di), Battaglie quotidiane. La vittimizzazione centrata sui generi. Milano: FrancoAngeli.

Centrella E. (2021). Le interazioni violente all’interno della famiglia. MinoriGiustizia, 2.

Ehrensaft M.K., Cohen P., Brown J., Smailes E., Chen H., & Johnson J.G. (2003).

Intergenerational transmission of partner violence: A 20-year prospective study. Journal of Consulting and Clinical Psychology, 71(4), 741-753.

https://doi.org/10.1037/0022-006X.71.4.741

Galli D., Mantovani F. (a cura di) (2022). Violenza di genere e violenza assistita. Percorsi di accompagnamento. Milano: FrancoAngeli (eBook).

Jaffe A. E., Cranston C. C., & Shadlow J. O. (2012). Parenting in Females Exposed to Intimate Partner Violence and Childhood Sexual Abuse. Journal of Child Sexual Abuse, 21(6), 684-700. https://doi.org/10.1080/10538712.2012.726698

Levendosky A. A., & Graham-Bermann S. A. (2001). Parenting in battered women: The effects of domestic violence on women and their children. Journal of Family Violence, 16(2), 171-192. https://doi.org/10.1023/A:1011111003373

Loiodice I. (a cura di) (2020). Ripensare le relazioni intergenere. Studi e riflessioni per la prevenzione e la lotta alla violenza contro le donne. Bari: Progedit.

Lopez A.G. (2024). Il ruolo delle professioni educative nelle équipe multidisciplinari a sostegno delle donne vittime di violenza: uno studio di caso. Cultura pedagogica e scenari educativi, 2(2), 72-79 https://doi.org/10.7347/spgs-02-2024-10.

Melandri L. (2011). Amore e violenza. Il fattore molesto della civiltà. Torino: Bollati Boringhieri.

Ryan E., Rich E., & Roman N.V. (2015). Perceived childhood exposure to domestic violence: The risk for adult revictimisation. African Safety Promotion Journal, 13(2), 1-16.

Scrafford K.E., Miller-Graff L.E., Umunyana A.G., Schwartz L.E., & Howell K.H. (2022). "I did it to save my children": Parenting strengths and fears of women exposed to intimate partner violence. Journal of Interpersonal Violence, 37(9–10), NP7775-NP7802. https://doi.org/10.1177/0886260520969231

RISK AND PROTECTIVE FACTORS IN THE RESILIENCE OF MOTHERS SURVIVORS OF VIOLENCE: A REFLEXIVE THEMATIC ANALYSIS

Angelica Disalvo (Università di Foggia, Italy)

Resilience | Gender-based violence | Social justice

In line with the literature on the topic (Cyrulnik, Malaguti, 2005; Malaguti, 2005) and within an ecosystemic perspective (Kumpfer, 2002; Richardson, 2002), resilience is understood as a process that is activated in the presence of adversity and that can be supported or hindered by different factors at the individual, relational, and contextual levels. These elements may function as either risk or protective factors depending on a person's life history and on the subjective meanings attributed to life events. This paper aims to highlight the main risk and protective factors related to resilience (Fernández-Álvarez, Fontanil, Alcedo, 2022) identified through a thematic analysis of interviews conducted with mothers who are victims of violence and who participated in the PRIN "Phoenix" project (Lopez, 2026). On the one hand, the findings highlight the need to strengthen the cohesion of the relational and inter-institutional network supporting mothers who are victims of violence; on the other hand, they underscore the importance of promoting self-awareness and self-love throughout women's lives. These issues place social justice and responsibility and the direction of educational policies at the center of efforts to combat this phenomenon.

Cyrulnik, B., & Malaguti, E. (2005). Costruire la resilienza. La riorganizzazione positiva della vita e la creazione di legami significativi. Trento: Erikson.

Fernández Álvarez, N., Fontanil Gómez, Y., & Alcedo Rodríguez, Á. (2022). Resilience and associated factors in women survivors of Intimate Partner Violence: a systematic review. Anales De Psicología Annals of Psychology, 38(1), 177–190. https://doi.org/10.6018/analesps.461631

Kumpfer, K.L. (2002). Factors and Processes Contributing to Resilience: The Resilience Framework. In M.D. Glantz & J.L. Johnson (Eds.), Resilience and Development. Longitudinal Research in the Social and Behavioral Sciences: An Interdisciplinary Series. Springer, Boston, MA. https://doi.org/10.1007/0-306-47167-1_9

Lopez, A.G. (2026) (Ed.). Sguardi sulla maternità marginalizzata, violata, reclusa. I risultati della ricerca PRIN PNRR Phoenix. A new kind of "rebirth" for women and children living in conditions of marginalization. Anicia, Roma, in press.

Malaguti, E. (2005). Educarsi alla resilienza. Come affrontare crisi e difficoltà e migliorarsi. Trento: Erikson.

Richardson, G.E. (2002). The Metatheory of Resilience and Resiliency. Journal of Clinical Psychology, 58, 33-39.

FROM HEGEMONY TO RECIPROCITY: PHILOSOPHIES OF EDUCATION ON GENDER, EMBODIMENT, AND DEPENDENCE

Giuseppina D'Addelfio (Università degli studi di Palermo, Italy)

Care | Recognition | Embodiment

In recent years, the term "patriarchy" has urgently returned to public debate, for reasons that are clear to everyone. But what are the deeper meanings of this term today? There is certainly an often overlooked and underestimated patriarchy in the dynamics of care and family relationships, where hegemonic representations of the relationship between masculine and feminine shape them. These hegemonic representations are not always easy to detect, including those that allude to a generic "equality" effectively modeled on the masculine order as well as to a "complementarity" that is, upon closer

inspection, only a combination of stereotypes. The aim of this contribution is, first of all, to address some of these neglected forms of hegemony within affective relationships, also referring to recent research on adolescence (Istat 2025; Save the Children, 2025, 2026; Vinciguerra 2024; Pasta-Santerini 2025; Toffanin, Gius, Cremonesini 2026). Furthermore, since in pedagogical perspective it is necessary to design innovative educational paths to overcome hegemonic logics in the direction of reciprocity, the contribution intends to argue how this overcoming requires a deepening of the philosophy of education that helps to rethink embodiment, fragility, and dependence. These can be meant as human co-existentials in a phenomenological sense (Heidegger 1976 – Fink 2018), that characterize our human condition and that, however, are today deformed by widespread neoliberal ideologies that reinforce logics of domination and oppression. On the other hand, new logics of mutual recognition are to be implemented. In this perspective, to deconstruct hegemonic and patriarchal logics, the contribution proposes a parallel reading of the texts of Rita Laura Segato, bell hooks, and Eva Feder Kittay. Although their theoretical paths are different and distinct, their common effort is to address the rethinking of human embodiment as the first tool for struggle and overcoming the various forms of patriarchal hegemony in contemporary society.

Brinkmann, M., Türstig, J., Weber-Spanknebel, M. (2019). Leib–Leiblichkeit Embodiment. Pädagogische Perspektiven auf eine Phänomenologie des Leibes. Wiesbaden: Springer VS.

- Burgio, G., Preite, F. D., Lopez, A. G. (2025). Sessismo, violenze ed emancipazioni: Prospettive di pedagogia di genere. Studi in onore di Simonetta Ulivieri. Milano: FrancoAngeli.
- Cambi, F. (2010). Per una pedagogia del corpo, oggi. Tra dialettica, ecologia e cura di sé. Humana Mente, 14, pp. 67-77.
- Feder Kittay E. (1999), Love's Labor: Essays on Women, Equality, and Dependency. Routledege: New York.
- Fink E. (2018): Existenz und Coexistenz. Hrsg. v. A. Hilt. Freiburg i. Br.: Alber
- Gius, C., Cremonesini, V., Toffanin, A. M. (2026). Genere e cyberviolenza. Media, politiche e narrazioni giovanili. Roma: Carocci.
- Grosz E. (1994). Corporeal Bodies: Toward a Corporeal Feminism (Theories of Representation and Difference). Purdue, Ind: Indiana University Press.
- Heidegger M. (1976). Being and Time
- Hooks b. (2002), Communion: The Female Search for Love, William Morrow: New York
- Hooks b.(2000) All about love. New vision, William Morrow: New York
- Lopez, A. G., Loiodice, I. (2022). Il corpo come luogo di attraversamenti e ibridazioni. MeTis-Mondi educativi. Temi, indagini, suggestioni, 12(2), pp. 1-4
- Pasta S. Santerini M. (2025). Nemmeno con un click. Ragazze e odio online. FrancoAngeli: Milano.
- Segato R. L. Contro-pedagogie della crudeltà, Manifesto libri
- Segato R. L., La guerra contro le donne, Tamu Edizioni 2023
- Vinciguerra, M. (2024). Intelligenza artificiale e contesti digitali in adolescenza. Una riflessione sull'educazione alla corporeità. Rivista Lasalliana, 91(2), pp. 217-228.
- ISTAT, La violenza contro le donne dentro e fuori la famiglia, 2025,
- SAVE THE CHILDREN. 2026. "Stavo solo scherzando - Nuove evidenze sulla violenza nelle relazioni tra adolescenti",
- SAVE THE CHILDREN. 2025. XIV Atlante dell'infanzia a rischio. Senza filtri

G.08

Ecofeminist dialogues across History of Education and Children's Literature

PANEL CONVENORS: Dalila Forni (Università dell'Aquila, Italy); Claudia Cirella (Università Lumsa)

PANEL KEYWORDS: ecofeminism, history of education, children's literature

This panel aims to foster a critical dialogue on ecofeminism within the fields of the History of Education and Children's Literature. Ecofeminism highlights the parallel and interconnected oppressions of women and nature, asserting that hierarchical and patriarchal systems of domination exploit both. Within the panel's framework, stories and educational practices are conceived as key tools to promote gender equality, ecological justice, and non-hierarchical relationships with the natural world and with oppressed groups. The panel seeks to study how different historical pedagogies have framed the relationship between gender and the environment and how children's literature has been enacting ecofeminist representations. We welcome papers that explore History of education through an ecofeminist lens and contributions that examine how both contemporary and historical children's narratives actively dismantle patriarchal and anthropocentric views. The panel encourages interdisciplinary approaches that bridge educational history, literary analysis, and critical theory. We particularly welcome proposals addressing, but not limited to, the following areas: Gender and eco-pedagogy between history of education and literary representations, Present and past narratives or educational practices that challenge anthropocentric, patriarchal and capitalist perspectives, Historical efforts to integrate gender and eco-critical ethics into both formal and informal educational contexts, The relation between gender and nature in textbooks and manuals, Eco-gender gaps in educational contexts and youth fiction, The connection between climate anxiety and gender in both youth fiction and educational areas.

WILD GIRLS AND LIVING WORLDS. ECOFEMINIST IMAGINARIES OF CHILDHOOD IN HAYAO MIYAZAKI'S CINEMA

Maria Teresa Trisciuzzi (Free University of Bozen, Italy)

ecofeminism | hayao miyazaki | nature and education

This paper explores the cinema of Hayao Miyazaki as a privileged site for an ecofeminist reading of childhood imaginaries, situated at the intersection of children's literature, animation, and the history of educational thought. Ecofeminism is adopted here as an interpretative lens attentive to relational ethics, care, and responsibility toward the living world, in dialogue with foundational reflections on the intertwined domination of nature and vulnerable subjects (Shiva, 1988; Plumwood, 1993; Gaard, 2017). Within this perspective, narratives addressed to childhood are understood as symbolic and educational spaces in which imaginaries of coexistence and responsibility take shape, as already highlighted in studies on children's literature and pedagogy (Faeti, 1986; Beseghi & Grilli, 2011). Miyazaki's films centre on young female protagonists such as Nausicaä (Nausicaä of the Valley of the Wind), San (Princess Mononoke), and Ponyo (Ponyo on the Cliff by the Sea), whose trajectories articulate modes of growth grounded in interdependence, attentiveness, and shared vulnerability. As observed in eco-pedagogical readings of children's narratives, these forms of growth are rooted in relational ways of knowing rather than in mastery or control (Gaard, 2009). Childhood emerges as a liminal and epistemological condition, a posture of openness and sensibility through which relationships with the living world are continuously negotiated, in line with pedagogical reflections on imagination and education (Faeti, 1986; Trisciuzzi, 2013). Nature in Miyazaki's cinema is configured as an active presence that shapes ethical and educational relations. Landscapes, forests, seas, and animal beings participate in the narrative as interlocutors and companions, sustaining fragile ecological balances, as documented in ecological readings of his films (Mayumi, Solomon & Chang, 2005; Boscarol, 2023). Within this narrative ecology, female child figures inhabit worlds marked by crisis and transformation, enacting forms of care that resonate with ecofeminist critiques of anthropocentrism and hierarchical dualisms (Plumwood, 1993; Gaard, Estok & Oppermann, 2013), as well as with more recent reflections on the gendered construction of the nature–culture divide (Del Gobbo, 2023). Through the analysis of recurring archetypal figures – the girl-bird, the girl-wolf, and the girl-fish – the paper highlights metamorphosis as a key narrative and pedagogical device. Transformation appears as expansion and relational becoming, sustaining identities that remain open, porous, and interconnected with the more-than-human world, a theme already explored in ecofeminist and queer-ecological debates (Gaard, 2020). These figures embody forms of embodied knowledge rooted in experience, sensoriality, and emotional attunement, which are central to eco-pedagogical approaches attentive to nature and education (Frabboni, 1990; Dozza, 2018). By situating Miyazaki's work within a

broader genealogy of children's narratives attentive to nature, care, and relational ethics, the paper contributes to current ecofeminist dialogues across the history of education and children's literature. The wildness of childhood emerges as an educational resource capable of sustaining imaginaries of coexistence and ecological responsibility, echoing both historical reflections on nature and education (Merchant, 2017) and contemporary studies on environmental imaginaries in children's literature (Grilli, 2019; Trisciuzzi, 2020, Forni, 2022).

Azzano, E., Fontana, A. (2024). L'animazione utopica e meravigliosa di Miyazaki e Takahata. Milano: Bietti.
Beseghi, E., Grilli, G. (2011, a cura di). La letteratura invisibile. Infanzia e libri per bambini. Roma: Carocci.
Binotto, J. (2015). Mit Ambivalenz leben. Das philosophische Kino von Hayao Miyazaki. In «Neue Zürcher Zeitung», 8 July, p. 15.
Boero Lenti, D. (2004). Educazione ambientale: un approccio multidisciplinare. Trieste: Edizioni Goliardiche.
Boscarol, M. (2023). I mondi di Miyazaki: percorsi filosofici negli universi dell'artista giapponese. Milano–Udine: Mimesis.
Del Gobbo, A. (2023). Per una critica del nesso donna/natura. Il femminismo ecologico nella crisi capitalista. In «Quaderni della decrescita», 1, pp. 80–91.
Dozza, L. (2018). Maestra Natura. Per una pedagogia esperienziale e co-partecipata. Bergamo: Zeroseiup.
Faeti, A. (1986). I tesori e le isole. Infanzia, immaginario, libri e altri media. Firenze: La Nuova Italia.
Forni, D. (2022). Eco Gender Gap in Animated Films: Real and Fictional Gender-based Differences in Environmental Sensitivity. Formazione & Insegnamento, 20(1 Tome II), 603–611.
Frabboni, F. (1990, a cura di). Ambiente e educazione. Roma–Bari: Laterza.
Gaard, G. (2002). Vegetarian Ecofeminism: A Review Essay. In «Frontiers: A Journal of Women Studies», 23(3), pp. 117–146.
Gaard, G. (1993, ed.). Ecofeminism: Women, Animals, Nature. Philadelphia, PA: Temple University Press.
Gaard, G. (2009). Children's Environmental Literature: From Ecocriticism to Ecopedagogy. In «Neohelicon», 36, pp. 321–334.
Gaard, G., Estok, S. C., Oppermann, S. (2013, eds.). International Perspectives in Feminist Ecocriticism. New York: Routledge.
Gaard, G. (2017). Critical Ecofeminism. Maryland–London: Lexington Books.
Gaard, G. (2020). Toward a Queer Ecofeminism. In R. Stein (ed.), New Perspectives on Environmental Justice (pp. 21–44). New Brunswick: Rutgers University Press.
Grilli, G. (2019). La città che non c'è. Bambini, natura e ambiente urbano nella letteratura per l'infanzia. In «Encyclopaideia», 23(54), pp. 65–91.
Iavarone, M. L., Malavasi, P., Orefice, P., Pinto Minerva, F. (2017, a cura di). Pedagogia dell'ambiente 2017. Tra sviluppo umano e responsabilità. Lecce: Pensa MultiMedia.
Marchetti, L. (2012). Alfabeti ecologici. Bari: Progedit.
Merchant, C. (2017). Ecofeminism and Feminist Theory. Science and Nature, 250–260.
Merchant, C. (2019). The Death of Nature. New York: Harper Collins.
Mayumi, K., Solomon, B. D., Chang, J. (2005). The Ecological and Consumption Themes of the Films of Hayao Miyazaki. In «Ecological Economics», 54, pp. 1–7.
Pinkola Estés, C. (1993). Donne che corrono coi lupi. Il mito della Donna Selvaggia. Milano: Frassinelli.
Plumwood, V. (1993). Feminism and the Mastery of Nature. Oxford: Routledge.
Pynn, T. (2014). Introducing Students to the Cinematic Art of Akira Kurosawa and Hayao Miyazaki. In «Journal of Global Initiatives: Policy, Pedagogy, Perspective», 9(1), pp. 37–56.
Spagnoli, A. (2009). Hayao Miyazaki: le insospettabili contraddizioni di un cantastorie. Roma: Sovera.
Trisciuzzi, M. T. (2013). Hayao Miyazaki. Sguardi oltre la nebbia. Roma: Carocci.
Trisciuzzi, M. T. (2017). Hayao Miyazaki: The Kingdom of Dreams and Madness. In «History of Education & Children's Literature», 12, pp. 483–505.
Trisciuzzi, M. T. (2018). Fantasmi e sogni nella formazione autobiografica di Hayao Miyazaki. In S. Ulivieri, L. Binanti, S. Colazzo, M. Piccinno (a cura di), Scuola, democrazia, educazione. Formare a una nuova società della conoscenza e della solidarietà (pp. 1127–1132). Lecce: Pensa MultiMedia.
Trisciuzzi, M.T. (2020). Il Pollicino verde. Un viaggio tra le storie che narrano il rapporto tra Infanzia e Natura. «Il folletto. La rivista dell'istituto svizzero media e ragazzi». 2(20), pp. 2-4.

FLOURISHING DESIRE: FEMALE SEXUALITY AND BOTANICAL IMAGERY IN CONTEMPORARY ITALIAN ILLUSTRATED BOOKS

Valentina Baeli (University of Catania, Italy)

Ecofeminism | Sexualities | Femininity

This paper investigates the intersection between female sexuality and natural elements in contemporary illustrated books, adopting an ecofeminist perspective that foregrounds the connections between the disciplining of women's bodies and the exploitation of nature as parallel outcomes of the same patriarchal and anthropocentric system. The starting point of the analysis is Il piacere (2020) by Maria Hesse, a work that traces the history of female pleasure through an iconographic apparatus in which bodies and natural landscapes merge into a visual and symbolic continuum. The Spanish author and illustrator systematically employs botanical, aquatic, and ecological metaphors to restore narrative dignity to a desire historically silenced, constructing an imaginary in which the reappropriation of pleasure coincides with a reconnection to the natural world. In works such as Il Piacere and other illustrated books addressing menstruation, desire, and bodily autonomy, flowers, seeds, tides, forests, and ecosystems become metaphors not of biological determinism but of

relationality, cyclicality, and interdependence. The body is represented as a dynamic ecosystem rather than a passive object of surveillance. Pleasure, in particular, emerges as an epistemic category capable of disrupting disciplinary and capitalist logics that frame sexuality primarily in terms of risk, productivity, or consumption. Building on this text, the paper broadens its scope to other illustrated nonfiction works that share a similar representational strategy, including Katharina Hotter, Lisa Sonnberger and Flo Staffelmayr's picturebook Lina l'esploratrice (2022), and contemporary illustrated books such as Post pink. Antologia di fumetto femminista (2019), in which the femininity interweaves the vegetal world. Methodologically, the paper adopts an interdisciplinary approach combining iconotextual analysis with ecofeminist criticism, drawing on the thought of Val Plumwood, Carolyn Merchant, and Vandana Shiva, who have theorized the structural nexus between the domination of nature and the domination of women. Within this framework, the visual representation of female sexuality through natural metaphors is not read as an essentialist reduction of the feminine to the biological, but rather as a countercultural strategy that subverts the nature/culture dualism upon which the logic of domination is founded. The paper aims to demonstrate that the analyzed works perform an implicit educational function: by offering non-normative representations of sexuality and of the relationship with nature, they challenge anthropocentric and patriarchal views and propose alternative models grounded in the recognition of interdependence between the human and the non-human. In this sense, these texts operate as tools of gender eco-pedagogy, capable of fostering critical reflection on both ecological justice and gender discussion.

AA.VV., Post Pink. Antologia di fumetto femminista, Milano, Feltrinelli Comics, 2019;
A. Collard, J. Contrucci, Rape of the wild. Man's violence against animals and the earth. Bloomington, Indiana University Press, 1989.
A. De Vita (ed.), Ecopedagogia femminista. Prospettive di genere nella transizione ecosociale. Milano, FrancoAngeli 2024.
M. Foucault, Storia della sessualità, Milano, Feltrinelli, 2013-2022
G. Gaard, Toward a Queer Ecofeminism, in «Hypatia», 12(1), 1997, pp. 114–137.
M. Hesse, Il piacere, Milano, Solferino, 2020;
K. Hotter, L. Sonnberger, F. Staffelmayr, Lina L'esploratrice, Cagli, Settenove, 2022;

WOMEN AND TEACHING BETWEEN SICILY AND AMERICA. THE LESSON OF RURAL TEACHER JOSEPHINE DELVA BETWEEN THE 19TH AND 20TH CENTURIES

Rita Baldi (University of Palermo, Italy) · **Livia Romano** (University of Palermo, Italy)

women's educational work | American school | Italian school

This contribution is dedicated to one of the most problematic issues in the long and arduous journey towards gender equality: the difficult relationship between women and education. In particular, it analyses female education and the teaching profession between the 19th and 20th centuries. For a long time, girls' entry into education was a complex and ambiguous process. Although legislation provided for equality between girls and boys, compulsory education was often evaded, penalising girls more, who were useful in the domestic economy and perceived as future housewives. The teaching profession was an almost unattainable goal for young women aspiring to become teachers, who were considered more suited to lower-level female education and, even with the same qualifications, location and teaching class, received a lower salary than male teachers, which was even lower if they taught in rural schools. It has also been noted that female teachers often, if not always, became the subject of prejudice and heavy social control, especially when they found themselves working in small rural or mountain villages. Women's work in education was a slow path to emancipation, and even in the 1950s, discrimination and wage disparities between men and women were still present in the world of education, which would only be overcome at the end of the 20th century. In this regard, we have chosen to propose a historical-pedagogical reading of All for Love of Teaching as a significant testimony to these gender issues. Through the biographical story of Giuseppa/Josephine, from post-unification Sicily to 20th-century America, the book intertwines individual and collective history, providing an insight into the condition of women and the teaching profession between the 19th and 20th centuries. However, the text highlights the persistent structural inequalities that permeate the teaching profession: wage disparities, contractual precariousness, moral control, and the prohibition of marriage for teachers. The teacher thus emerges as an ambivalent figure: invested with a central public function in the education of citizens, but at the same time limited by legal and cultural constraints that reduce her full citizenship. Over the long period spanning almost a century,

Josephine's story shows how teaching can be a practice of resistance and democratic responsibility. School becomes a place for literacy, social advancement and the development of civic awareness, but also a space of tension with regard to contemporary cultural changes. The volume thus allows us to reinterpret women's educational work as a crossroads between emancipation, professionalism and commitment to inclusive democracy.

Beseghi E. & Telmon V. (1992). Educazione al femminile: dalla parità alla differenza. Firenze: La Nuova Italia.
Bettini F. (1941). Vita di scuole rurali. Brescia: "La Scuola "Editrice.
Brenner D., Downey J., Eppley K., Schulte A. K., Price Azano A. (2020). Teaching in Rural Place. Thriving in classrooms, schools, and communities.New York and London: Routledge.
Chiocco G. (2011). Alfabeti d'Italia. Lotta contro l'ignoranza nell'Italia unita. Torino: Società editrice internazionale.
Covato C. (2014). Idoli di bontà. Il genere come norma nella storia dell'educazione. Milano: Unicopli.
Gianini Bellotti E. (1973). Dalla parte delle bambine. Milano: Giangiacomo Feltrinelli Editore.
Ghizzoni C., Polenghi S. (2008), L'altra metà della scuola. Educazione e lavoro delle donne tra Otto e Novecento, Torino: SEI.
Messina G. (2025). La lezione di Josephine. All for Love of Teaching. Palermo: Torri del Vento S.r.l.
Santoni Rugiu A. (2006). Maestri e maestri. La difficile storia degli insegnanti elementari. Roma: Carrocci.
Seveso G. (2018). Il diritto delle bambine all'istruzione sulle pagine di due riviste dell'inizio del Novecento: «Unione Femminile» e «La difesa delle lavoratrici». In Diacronie, 34, 2: 1-15.
Ulivieri S. (2007). Educazione al femminile. Una storia da scoprire. Milano: Guerini.
Welts Kaufman P. (1984). Women teachers on the frontier. New Haven and London: Yale University Press.

ECOFEMINIST YOUTH FICTION AS AN EDUCATIONAL TOOL FOR SOCIAL AND ENVIRONMENTAL CHANGE

Arianna Sechi (Università degli Studi di Verona, Italy)

Ecofeminism | Youth Fiction | Climate Change

According to Greta Gaard and Patrick D. Murphy (1998), «ecofeminism is a practical movement for social change arising out of the struggles of women to sustain themselves, their families, and their communities. These struggles are waged against the "maldevelopment" and environmental degradation caused by patriarchal societies, multinational corporations, and global capitalism.». In this sense, ecofeminism is, by definition, oriented toward eco-social change. In fact, despite the plurality of ecofeminist perspectives, they all share the aspiration to identify concrete alternatives to environmental exploitation and social oppression. Within this framework, ecofeminist youth fiction represents a particularly effective educational tool for facilitating such a transformative process, especially by engaging young people, who are the protagonists of the future. In recent decades, alongside the consolidation of ecofeminist literary criticism as an interdisciplinary field of research (Campbell, 2008; Donovan, 1996; Gaard, 2013; Gaard & Murphy, 1998; Vakoch, 2022), several empirical studies conducted in educational contexts have demonstrated that the reading of ecofeminist fiction can significantly influence worldviews and representations of the future (Kostecka, 2025; Deininger, 2023; Echegoyen-Sanz, Pont-Niclòs & Martín-Ezpeleta, 2025). From this perspective, ecofeminist fiction for young readers may be interpreted as a pedagogical resource capable of challenging hegemonic worldviews, while promoting a commitment to concrete action for social and environmental change. This contribution explores the transformative potential of ecofeminist fiction drawing on the graphic novel Il limite del mondo (2023) by Barbara Borlini and Francesco Memo. Il limite del mondo is a double-sided book, a volume with two covers and two autonomous stories that unfold in opposite directions and meet at the center of the book. Both stories address the issue of climate change through the depiction of a dystopian future, which is narrated by two young characters facing a crisis that the older generation has created but cannot resolve. The choice to employ a graphic novel reflects the direct and engaging nature of the comic book language, which can be highly effective in depicting complex scenarios such as the ecological crisis, facilitating critical interpretation and emotional engagement. The analysis of Il limite del mondo focuses in particular on two aspects: the recognition of the interdependence of the web of life and the construction of the young protagonists' agency. It is precisely through their growing awareness of the connections between human beings, other animals, and the planet that the two characters learn to imagine alternatives to their present situation and to take action aimed at transforming reality. This graphic novel can therefore be interpreted as

a significant example of contemporary ecofeminist youth fiction capable not only of promoting values of inclusivity and environmental sustainability, but also of encouraging the implementation of concrete actions toward more equitable and sustainable futures, thus embodying a pedagogical approach aligned with ecological and gender justice.

Borlini, B., & Memo, F. (2023). Il limite del mondo. Tunué.

Campbell, A. (2008). Introduction. In Campbell, A. (Eds.), New directions in ecofeminist literary criticism, VII–XII. Cambridge Scholars Publishing.

Deininger, M. (2023). Young adult fiction and ecofeminism. In Douglas A. Vakoch (Eds.), The Routledge handbook of ecofeminism and literature, 448–457. Routledge.

Donovan, J. (1996). Ecofeminist Literary Criticism: Reading The Orange. Hypatia, 11(2), 161–184.

Echegoyen-Sanz Y., Pont-Niclòs I., & Martín-Ezpeleta, A. (2025). Ecofeminist interventions through comics pedagogy: enhancing environmental awareness in teacher education. Environmental Education Research, 31(9), 1783–1800. https://doi.org/10.1080/13504622.2025.2481224

Gaard, G. (2013). International Perspectives in Feminist Ecocriticism. Routledge.

Gaard, G. & Murphy, P. (1998). Ecofeminist Literary Criticism. University of Illinois Press.

Kostecka, W. (2025). Ecofeminism as a Perspective of Studying 21st-Century Fantasy for Young Adults: Between Ecological Involvement and Postfeminist Paradigm. Child Lit Educ. https://doi.org/10.1007/s10583-025-09606-1

Vakoch, D. A. (2013). The Routledge handbook of ecofeminism and literature. Routledge.

NARRATING THE NON-HUMAN. THE OTHERNESS OF THE CHILD BODY IN STORIES FOR CHILDREN

Rossella Caso (University of Foggia, Italy)

body childhood children's narratives

The paper will examine the child body and the ambiguity of its representations in contemporary children's texts: child body is, beginning in the early twentieth century, essentially "other" body, because it is in connection with dimensions, such as animal and plant, that are considered distant from the human - among others, the "aquatic" children of certain literature would be a clear example - and therefore imperfect and "defective." A representation that cracks and fragments the image of the beautiful and healthy child, "all liveliness and health," which is often inherent in the "latent pedagogies" of the adult world, but, at the same time, opens the way for meaningful reflections. The hybrid child body recounted in literature reveals how child bodies are extraordinarily open and metamorphic and revealing, on closer inspection, of the profound connection between "us" and its opposite, between the human and the non-human, natural and plant, opening the way for a radical rethinking of human nature itself.

Alemagna B., Che cos'è un bambino?, Topipittori, Milano 2008.

Alemagna B., Io e Pepper, Topipittori, Milano 2023 (pagine non numerate).

Becchi E., I bambini nella storia, Laterza, Roma-Bari 1994.

Benjamin W., Annotazioni sul medesimo esperimento, in Id., Sull'hashish (1934), Einaudi, Torino 2010, pp. 125-127.

Beseghi E., Introduzione, in E. Beseghi (a cura di), Infanzia e racconto. Il libro, le figure, la voce, lo sguardo, Bononia University Press, Bologna 2008, pp. XI-XV.

Cambi F., Frontiere in movimento della storia dell'infanzia, in "Studi sulla formazione", I, 2010, pp. 23-38.

Carson R., Brevi lezioni di meraviglia. Elogio della natura per genitori e figli, Aboca Edizioni, Sansepolcro 2020, pp. 22-23.

Cobb E., Ecology of imagination in Childhood, Routledge, New York 1977

Contini M., Elogio dello scarto e della resistenza. Pensieri ed emozioni di filosofia dell'educazione, Clueb, Bologna 2009.

Grilli G., Il corpo bambino e la natura umana. La letteratura per l'infanzia come discorso filosofico, in L. Cantatore, N. Galli Laflorest, G. Grilli, G. Piccinnini, I. Tontardini, E. Varrà, In cerca di guai. Studiare la letteratura per l'infanzia, Edizioni Junior Spaggiari, Parma 2020, pp. 33-67.

Grilli G., L'infanzia malinconica, in AA.VV., "Incompreso. La sfida di raccontare l'infanzia", Hamelin, 44, dicembre 2017, pp. 38-55, p. 43.

Grilli G., Le voci del non umano e le ibridazioni del corpo bambino. La letteratura per l'infanzia come meditazione intorno al rapporto uomo-natura, in «Metis. Mondi educativi. Temi, indagini, suggestioni», 12, 2, 2022, pp. 164-180, pp. 164-165.

Griswold J., Feeling Like a Kid. Childhood and Children's Literature, John's Hopkins University Baltimore 2006.

Lopez A. G., Loiodice I., Il corpo come luogo di attraversamenti e ibridazioni, in «Metis. Mondi educativi. Temi, indagini, suggestioni», 12, 2, 2022, pp. I-IV.

Negri M., Dell'indugiare: elogio dell'infanzia, in AA.VV., "Incompreso. La sfida di raccontare l'infanzia", Hamelin, 44, dicembre 2017, pp. 20-37.

Pascoli G., Il fanciullino (1897), Feltrinelli, Milano 2019.

Piccinini G., Ci salveranno le bambine del Nord?, in AA.VV., "Incompreso. La sfida di raccontare l'infanzia", Hamelin, 44, dicembre 2017, pp. 72-85, p. 82.

Schérer R., Hocquenghem G., Co-ire. Album sistematico dell'infanzia, Feltrinelli, Milano 1976.

Sendak M. ., Nel Paese dei Mostri Selvaggi (1963), Babalibri, Milano 2009

"AN ANTIDOTE TO THE LOGIC OF DOMINATION": AN ECOFEMINIST READING OF SELECTED RACCONTINI BY CATERINA PERCOTO

Francesca D'Alessio (Independent Researcher, Italy)

Ecofeminism | Environmental Education | Caterina Percoto

In the short essay Ecofeminism and Children, Ruthanne Kurth-Schai highlighted the systematic exclusion of children from political and social participation within their community, which remains deeply "adult-centered [and] age-segregated [...] that better serves the political and economic interests of powerful adults" (1997: 194). This exclusion, mirroring the parallel and centuries-long marginalisation of women from decision-making roles and positions of power, has resulted in the placement of both groups at the lowest levels of social hierarchies, alongside the broad category of non-human nature. Consequently, like Kurth-Schai, a number of activists and scholars in recent years have emphasised the fundamental importance of fostering a relationship between children and nature. A notable example is Rachel Carson who in 1956, in The Sense of Wonder, recounted the reactions of her nephew Roger during their explorations of the natural world, noting the child's instinctive tendency to perceive himself as an integral part of the surrounding environment. Even earlier – and moving more specifically into the field of (eco-)pedagogy – the educational thought of Maria Montessori drew attention to children's need to "live" nature through direct and practical experience, in addition to encountering it through fairy tales. (De Carlo and Pugacheva 2021: 174). Fairy tales, however, have long reinforced – often from a male perspective – the parallel subordination of nature and women, narrating a presumed biological connection between them and at times even personifying the former in the latter. In Gyn/Ecology, perhaps one of the best-known (and also most criticised) works in ecofeminist literature, Mary Daly offered a brief analysis of The Giving Tree by Shel Silverstein, observing how the tree – "referred to by the pronoun she" – is portrayed as an active and cheerful participant in her own mutilation, effectively turning the story into "one of female rape and dismemberment" (1978: 90). Building on these premises, the paper aims to reflect on the richness and validity of ecofeminist perspectives as critical frameworks for the interpretation of children's literature. Drawing on a concrete workshop experience conducted in several middle schools in the province of Trieste, the paper also examines a number of specific case studies: three short stories by Caterina Percoto – La centifoglia, L'orecchio, and Riparazione – dating from the second half of the nineteenth century and presented to students as part of the practical workshop activities. Not coincidentally, this practical component was preceded by a seminar section – later developed into a handbook designed for schools – which focused on different global ecofeminist perspectives and sought to provide students with critical tools for interpreting the texts. Much like activism, which has often preceded theory within the constellation of ecofeminist ideas, the paper ultimately seeks to demonstrate how Percoto's short stories represent an early example of the ways in which environmental literature for children can offer young readers "an antidote to the logic of domination" (Gaard 2009: 327).

-Carson R. (1956). The Sense of Wonder. Harper & Row.
-Daly, M. (1979). Gyn/Ecology. The Metaethics of Radical Feminism. The Women's Press Limited.
-De Carlo, M. E., & Pugacheva, A. (2021). Le eco-narrazioni come dispositivo pedagogico sfidante dell'Agenda 2030. Educare alla sostenibilità ambientale: dalle favole cosmiche ai green books. Lifelong Lifewide Learning 17(39), 169-182.
-Gaard, G. (2009). Children's Environmental Literature: From Ecocriticism to Ecopedagogy. Neohelicon 36(2), 321–334.
-Kurth-Schai, R. (1997). Ecofeminism and Children. In Karen J. Warren (Ed.) Ecofeminism: Women, Culture, Nature (pp. 193-212). Indiana University Press.
-La Rosa,V. & Cosentino, E. (2025). Ecofemminismo e letteratura per l'infanzia: un approccio biopoetico per coltivare il futuro sostenibile attraverso le narrazioni. Women&Education III(5), 96-101.
-Percoto C. (2020). Raccontini. Comune di Udine - Biblioteca Civica "V. Joppi".

G.09

Financial Education, Gender and Democratic Empowerment: Rethinking Equity in Economic Learning

PANEL CONVENORS: Luca Refrigeri (University of Molise, Italy); Claudia Maurini (Bank of Italy, Italy); Maria Iride Vangelisti (Bank of Italy, Italy)

PANEL KEYWORDS: Financial Education, Democratic Participation, Gender Inequalities

This panel investigates how financial education intersects with gender and democratic participation, focusing on structural inequalities, educational practices, and empowerment strategies. Despite growing attention to financial literacy, gender disparities persist in access, confidence, and outcomes. The panel will explore how educational systems can address these gaps through inclusive curricula, targeted interventions, and critical pedagogies. Contributions will draw from empirical research, policy analysis, and classroom practices to propose a more equitable and democratic approach to financial education. The Panel Objectives are: Highlight the role of financial education in promoting gender equity and democratic participation; Share research and practices that address gender disparities in economic learning; Foster dialogue between institutions, educators, and civil society; Inspire policy and curriculum innovation for inclusive financial education. The Topics of interest could include: Gender gaps in financial literacy: causes and consequences; Financial education as a tool for gender empowerment; Role of schools in promoting gender-sensitive civic education; Teacher training and gender awareness in financial education; Intersectionality and economic vulnerability; Curriculum innovation for inclusive financial learning. The Target contributors are researchers, educators, policymakers, and practitioners working in the fields of: Education and gender studies; Financial literacy and civic education; Teacher training and curriculum development; Economics of education and educational sciences.

FAMILY ECONOMIC SOCIALIZATION AS A KEY TO EQUITABLE FINANCIAL EDUCATION IN ITALIAN PRIMARY SCHOOLS

Giovanna Andreatti (Free University of Bozen-Bolzano, Italy) · **Monica Parricchi** (Free University of Bozen-Bolzano, Italy) · **Giulia Cavrini** (Free University of Bozen-Bolzano, Italy)

Family economic socialization | primary school | financial education

Financial education is a process through which citizens develop competencies that enable them to critically understand and interpret economic and social phenomena, make informed decisions, and act responsibly within their socio-economic context (Fornero & Lo Prete, 2023). In this regard, financial education contributes to personal and social well-being and supports the exercise of active citizenship (Andreatti et al., 2025; Parricchi, 2023). The increasing complexity of the global context – characterized by rapid digitalization and the democratization of the financial system – has facilitated inclusion and access to services while also increasing citizens' responsibilities and exposure to risks (Amagir et al., 2018; Kaiser & Lusardi, 2024). These processes, combined with generally low levels of competence observed worldwide, have made financial education a central focus of international policy (European Commission/OECD, 2023; OECD, 2020). In Italy, financial education was recently introduced into the primary school curriculum as part of civic education (Gazzetta Ufficiale, 2024), with the Trentino-Alto Adige region anticipating national legislation in 2020. Despite its formal inclusion in the curriculum, operational challenges persist. In particular, curriculum design still tends to adopt an adult-centred approach, which overlooks children's naïve economic theories and the family economic socialization processes that shape their development (Berti, 2004; Kardash et al., 2023; Zhao & Zhang, 2020). This perspective limits the ability of designing equitable and inclusive educational pathways that provide students with the tools to act responsibly as citizens. This study presents the results of an empirical investigation conducted in the Province of Trento, involving a sample of 200 children aged 6, 8, and 10 and their parents. The research combines qualitative and quantitative methods and aims to identify the factors that determine the starting point for designing financial education pathways, considering children's naïve economic theories and family economic socialization processes. This paper focuses on quantitative data obtained through a parental questionnaire, which assessed financial competence (Lusardi & Mitchell, 2023), the degree of family economic socialization (frequency and content of economic conversations, children's involvement in economic decisions, allowance management), and parents' perspectives on the introduction of financial education in schools. Descriptive and exploratory analyses were conducted to examine differences across groups defined by socio-economic characteristics, outlining key profiles of family economic socialization. Additionally, multiple correspondence and multivariate analyses

were performed to identify meaningful patterns and profiles among selected variables. Preliminary results indicate that parents' financial competence, family socialization processes, and attitudes toward school programs are significantly associated with gender, educational level, income, and prior experiences. Bivariate analyses indicate significant associations between socio-economic status and the content of family economic discussions: parents with high-SES more frequently address topics such as economic sustainability, banking roles, and pension planning, whereas low-SES families tend to emphasize basic saving practices. Overall, the findings confirm the central role of the family in the unequal transmission of economic competencies and the potential reproduction of intergenerational inequalities. These results highlight the importance of integrating children's perspectives and family contexts into the design of equitable, inclusive, and developmentally appropriate financial education pathways.

Amagir, A., Groot, W., Maassen van den Brink, H., & Wilschut, A. (2018). A review of financial-literacy education programs for children and adolescents. Citizenship, Social and Economics Education, 17(1), 56–80. doi:10.1177/2047173417719555

Andreatti, G., Morselli, D. & Parricchi, M. (2025). Financial education through the lens of the EduFin framework: comparing two pedagogies in primary education. Front. Educ. 10:1628635. doi: 10.3389/feduc.2025.1628635

Berti, A. E. (2004). Lo sviluppo della comprensione delle istituzioni economiche e politiche. Lo sviluppo delle conoscenze nel bambino, 2–32. Junior Editore.

European Commission & OECD. (2023). Financial Competence Framework for Children and Youth in the European Union. OECD Publishing. doi:10.2874/297346

Fornero, E., & Lo Prete, A. (2023). Financial education: From better personal finance to improved citizenship. Journal of Financial Literacy and Wellbeing, 1(1), 12-27. doi:10.1017/flw.2023.7

Gazzetta Ufficiale. (2024, March 5). Interventi a sostegno della competitività dei capitali e delega al Governo per la riforma organica delle disposizioni in materia di mercati dei capitali recate dal testo unico di cui al decreto legislativo 24 febbraio 1998, n. 58, e delle disposizioni in materia di società di capitali contenute nel Codice civile applicabili anche agli emittenti (Law no. 21).

Kaiser, T., & Lusardi, A. (2024). Financial literacy and financial education: An overview. NBER Working Paper No. 32355.

Lusardi, A., & Mitchell, O. S. (2023). The importance of financial literacy: Opening a new field. Journal of Economic Perspectives, 37(4), 137-154. doi: 10.1257/jep.37.4.137

Kardash, N., Coleman-Tempel, L. E., & Ecker-Lyster, M. E. (2023). The role of parental education in financial socialization of children. Journal of Family and Economic Issues, 44(1), 143-155. doi: 10.1007/s10834-021-09806-z

OECD. (2020). Council Recommendation on Financial Literacy. OECD. https://legalinstruments.oecd.org/en/instruments/OECD-LEGAL-0461

Parricchi, M. (2023). Mondo del lavoro e parità di genere: il ruolo dell'educazione economica, per una società inclusiva e sostenibile. In M. Fabbri, P. Malavasi, A. Rosa, I. Vannini (Eds.), Sistemi educativi, Orientamento, Lavoro. PensaMultimedia.

Zhao, H. and Zhang, L. (2020), Talking money at home: the value of family financial socialization. International Journal of Bank Marketing, 38(7), 1617-1634. doi: 10.1108/IJBM-04-2020-0174

POWERFUL FINANCIAL KNOWLEDGE AS EPISTEMIC JUSTICE: RETHINKING FINANCIAL EDUCATION FOR DEMOCRATIC EMPOWERMENT

Emanuel Mizzi (University of Malta, Malta)

Financial education | powerful financial knowledge | democratic participation

Financial literacy initiatives may reinforce behavioural individualism and overlook structural inequalities, such as a lack of democratic participation and gender gaps in access, confidence and outcomes, thereby exacerbating epistemic injustice in economic and financial learning (Mizzi, 2021, 2025). This presentation addresses this gap by conceptualising 'powerful financial knowledge' that empowers students to think critically in financial matters beyond their everyday experience. Drawing on Young's powerful knowledge framework (Young, 2014), this presentation discusses what constitutes powerful financial knowledge, how it can address gender disparities in financial literacy through critical pedagogies, and what curriculum innovations foster epistemic access for equitable economic agency. The approach synthesises empirical data from Maltese school business education classrooms with theoretical analysis. Findings reveal powerful financial knowledge in three expressions: deepening understanding of the financial world, enabling new thinking in financial matters, and developing students' critical thinking in financial and economic issues. Teachers' representations of pedagogical content knowledge promote reflective perspectives (Mizzi, 2024), but gender-neutral delivery can overlook vulnerabilities, such as over-reliance on credit among young women from low-income families. Key insights include a proposed financial literacy programme that prioritises threshold concepts for epistemic justice (Mizzi, 2025), infuses critical civic education (including gender-aware elements), and provides teacher education in critical pedagogy. This frames financial education

as a shared responsibility and enhances economic agency amid vulnerabilities. Implications encompass policy innovation (e.g., enhancing school economics provision) and teacher professionalisation by advancing epistemic equity and empowering diverse youth – including those facing gender disparities – for democratic economic participation.

Mizzi, E. (2021). Cultivating financial literacy through secondary school economics education: Access to powerful knowledge, International Journal for Business Education. 162(1), 141-157.

Available at https://ir.library.illinoisstate.edu/ijbe/vol162/iss1/6

Mizzi, E. (2024). Pedagogical Content Knowledge in School Economics, Citizenship, Social and Economics Education, 1-17. DOI: 10.1177/14788047241276192

Mizzi, E. (2025). Providing access to 'powerful' financial knowledge: A financial literacy programme for school students. In Scuola Democratica (Ed.), Proceedings of the Third International Conference of the journal Scuola Democratica. Education and/for Social Justice. Vol. 1: Inequality, Inclusion, and Governance (pp. 1144-1152). Associazione "Per Scuola Democratica". https://www.scuolademocratica-conference.net/conference-proceedings-iii/

Young, M. (2014). Knowledge, curriculum and the future school. In M. Young & D. Lambert (Eds.), Knowledge and the Future School: Curriculum and social justice (pp. 9–40). Bloomsbury.

EXPERIENTIAL FINANCIAL EDUCATION. ASSESSING THE EFFECTIVENESS OF A BANCA D'ITALIA MUSEUM EXHIBITION

Valentina Maria Andreucci (Bank of Italy, Italy) · **Alessio D Ignazio** (Bank of Italy, Italy) · **Francesca Festa** (Bank of Italy, Italy) · **Marialucia Longo** (Bank of Italy, Italy) · **Francesco Rossetti** (Bank of Italy, Italy)

Financial education · museum/informal learning · randomized control trials

We investigate the impact of a museum exhibition on the financial literacy of young people. The exhibition, titled "The Adventure of Money", took place in Rome between October 2023 and June 2024. It offered a preview of Banca d'Italia's upcoming Money Museum, which aims to stimulate interest in the main events in the history of money and finance. In order to evaluate the effectiveness of the exhibition, we conducted a randomized control trial with about 600 students from 19 Italian upper secondary schools. The results show an improvement in the students' financial knowledge, as evidenced by an increase of around one third in their initial financial competence scores. The results also show that the exhibition had a greater impact on female students. Finally, no learning decay was observed within the first month following the exhibition.

T. Agasisti, A. D'Ignazio, G. Iannotta, A. Romagnoli, and M. Tonello. As soon as possible: The effectiveness of a financial education program in Italian schools. Banca d'Italia, Discussion Papers (forthcoming), 2024.

A. Amagir, H. Maassen van den Brink, W. Groot, and A. Wilschut. SaveWise: The impact of a real-life financial education program for ninth grade students in the Netherlands. Journal of Behavioral and Experimental Finance, 33, 2022.

L. Andre, T. Durksen, and M. L. Volman. Museums as avenues of learning for children: a decade of research. Learning Environments Research, 20:47–76, 2017.

M. Batty, J. M. Collins, and E. Odders-White. Experimental evidence on the effects of financial education on elementary school students' knowledge, behavior, and attitudes. Journal of Consumer Affairs, 49(1):69–96, 2015.

M. Batty, J. M. Collins, C. O'Rourke, and E. Odders-White. Experiential financial education: A field study of my classroom economy in elementary schools. Economics of Education Review, 78, 2020.

O. Bover, L. Hospido, and E. Villanueva. The impact of high school financial education on financial knowledge and choices: Evidence from a randomized trial in spain. IZA Discussion Paper No. 11265, 2018.

T. Bucher-Koenen, R. J. Alessie, A. Lusardi, and M. van Rooij. Fearless Woman: Financial Literacy and Stock Market Participation. NBER Working Papers 28723, National Bureau of Economic Research, Inc, Apr. 2021.

M.-T. Cheng, L. Annetta, E. Folta, and S. Y. Holmes. Drugs and the brain: Learning the impact of methamphetamine abuse on the brain through a virtual brain exhibit in the museum. International Journal of Science Education, 33(2):299–319, 2011.

T. Dancstep and L. Sindorf. Creating a female-responsive design framework for stem exhibits. Curator: The Museum Journal, 61(3):469–484, 2018.

K. De Beckker, K. De Witte, and G. Van Campenhout. The effect of financial education on students' consumer choices: Evidence from a randomized experiment. Journal of Economic Behavior & Organization, 188:962–976, 2021.

M. L. Di Tommaso, D. Contini, D. De Rosa, F. Ferrara, D. Piazzalunga, and O. Robutti. Tackling the gender gap in mathematics with active learning methodologies. Economics of Education Review, 100:102538, 2024.

V. Galasso and P. Profeta. Gender differences in math tests: the role of time pressure. The Economic Journal, 134(664):3461–3475, 06 2024.
X. Gong, X. Zang, and M. C. Tsang. Creativity development in preschoolers: The effects of children's museum visits and other education environment factors. Studies in Educational Evaluation, 67:100932, 2020.
L. Hospido, N. Iriberri, and M. Machelett. Gender gaps in financial literacy: A multiarm rct to break the response bias in surveys. IZA Discussion Paper 16628, IZA Institute of Labor Economics, November 2023.
R. Hughes, J. Schellinger, B. Billington, B. Britsch, and A. Santiago. A summary of effective gender equitable teaching practices in informal stem education spaces. Journal of STEM Outreach, 3(1):1–9, 2020.
Invalsi and Bank of Italy. OCSE PISA 2022. Financial literacy. I giovani e l'alfabetizzazione finanziaria in Italia, 2024. https://invalsi-areaprove.cineca.it/docs/2024/Indagini_internazionali/RAPPORTI/OCSE_PISA_2022_FL/Sintesi_risultati.pdf.
M. Johnson and D. Majewska. Formal, non-formal, and informal learning: What are they, and how can we research them? Cambridge University Press & Assessment Research Report, 2022.
T. Kaiser, A. Lusardi, L. Menkhoff, and C. Urban. Financial education affects financial knowledge and downstream behaviors. Journal of Financial Economics, 145(2, Part A):255–272, 2022.
A. Kalwij, R. Alessie, M. Dinkova, G. Schonewille, A. van der Schors, and M. van der Werf. The effects of financial education on financial literacy and savings behavior: Evidence from a controlled field experiment in dutch primary schools. Journal of Consumer Affairs, 53(3):699–730, 2019.
E. King, P. M. Smith, P. F. Wilson, J. F. Stott, and M. A. Williams. Evaluating museum exhibits: Quantifying visitor experience and museum impact with user experience methodologies. Curator: The Museum Journal, –(–):–, 2024.
M. A. Kraft. Interpreting effect sizes of education interventions. Educational Researcher, 49(4):241–253, 2020.
S. Lamboglia, N. Oggero, M. Rossi, and M. Stacchini. Financial knowledge and career aspirations among the young: a route to entrepreneurship. Questioni di Economia e Finanza (Occasional Papers), Banca d'Italia, 838, 2024.
M. Novak, S. Gramser, S. Köster, F. Ceseña, S. Gerber-Hirt, S. Schwan, and D. Lewalter. Presenting a socio-scientific issue in a science and technology museum: Effects on interest, knowledge and argument repertoire. Science Education, 108(1):107–122, 2024.
F. Tan, X. Gong, and M. C. Tsang. The educational effects of children's museums on cognitive development: Empirical evidence based on two samples from beijing. International Journal of Educational Research, 106:101729, 2021.
Y. Zhou, J. Chen, and M. Wang. A meta-analytic review on incorporating virtual and augmented reality in museum learning. Educational Research Review, 36, 2022.

INTEGRATED EDUCATIONAL PARTNERSHIPS IN SCHOOL-BASED FINANCIAL EDUCATION

Monica Parricchi (University of Bozen, Italy) · **Doris Kofler** (University of Bozen, Italy)

Financial Education and Democratic Participation | Integrated educational system | School students and university students

Financial education is increasingly recognized as a key prerequisite for social participation, as it equips individuals with the knowledge and competencies required to make informed and responsible economic decisions. Economic agency, in this sense, extends beyond the instrumental management of financial resources and represents a fundamental condition for autonomous and meaningful participation in contemporary societies. Individuals who understand economic interrelations are better equipped to articulate their interests reflectively, to critically assess societal developments, and to participate competently in public discourse. From a pedagogical perspective, social participation is closely linked to the development of democratic competencies. Active involvement in social, economic, and political processes strengthens democratic awareness, as individuals do not merely comprehend democratic principles cognitively but experience them in practice. In this sense, financial education can be understood as an integral component of comprehensive civic and political education, since economic competence forms an essential foundation for responsible democratic participation. Within this framework, the integrated education system emphasizes the importance of structured collaboration among multiple stakeholders in order to foster students' engagement and support the development of participation competen-

cies. Such collaboration may involve schools and universities, teacher education institutions, public authorities, financial institutions, civil society organisations, local community actors, and families. Accordingly, this study is situated within that perspective and highlights the strategic cooperation between formal educational institutions (schools and universities), policy actors (such as school authorities and governmental bodies), and external stakeholders, particularly banks, operating within both informal and non-formal learning environments and embedded in structured collaborative networks. The integrated education system thus promotes multi-level partnerships in which formal education providers work together with external actors, especially financial institutions partnering with schools to deliver financial education programmes, in order to create coherent, practice-oriented, and socially embedded educational pathways. In a small-scale regional context such as South Tyrol/Alto Adige, three fundamental forms of cooperation have been established through the formalization of agreements: A research partnership between the Faculty of Education and the Faculty of Economics. A programme based on a "train-the-trainers" model involving university students and teachers. A formal agreement between the National Bank, the local bank (Cassa di Risparmio), and the Italian school authority-already involving several school districts and soon to include the German school authority-providing structured training packages and educational formats. In future research, and in line with a growing body of international literature, the research group aims to further investigate the effects of this initiative. In particular, the study seeks to explore whether economic literacy can be confirmed as a significant predictor of students' engagement in civic participation. Moreover, ongoing data collection within this collaborative model will examine whether integrated educational strategies, linking formal curricula with informal learning experiences and peer-group-based economic socialization, are capable of strengthening students' competencies in school settings which foster innovation. The extent to which such collaborative approaches contribute to sustainable educational and civic outcomes remains an open empirical question.

De Witte, K., Holz, O., & De Beckker, K. (Eds.). (2020). Financial education: Current practices and future challenges (New ed.). Waxmann.

EduFin Committee. (2020). Guidelines for the development of financial education competencies in schools: Primary and secondary schools. http://www.quellocheconta.gov.it/export/sites/sitopef/modules/linee_guida/Linee-guida-giovani.pdf

EduFin Committee. (2025). Primo rapporto sull'educazione finanziaria nelle scuole italiane. https://www.comitatoeducazionefinanziaria.gov.it/export/sites/sitopef/modules/news/Rapporto-Edufin_Scuole.pdf

Lo Prete, A. (Ed.). (2024). Financial literacy, education, and voter turnout. https://www.comitatoeducazionefinanziaria.gov.it/export/sites/sitopef/modules/quaderni_ricerca/Quaderno-di-ricerca_n12.pdf

Lusardi, A., & Mitchell, O. S. (2023). The importance of financial literacy: Opening a new field. Journal of Economic Perspectives, 37(4), 137–154.

Serena, M., & Hastenteufel, J. (2022). Finanzielle Bildung als Schlüssel zur finanziellen Freiheit. Springer Fachmedien Wiesbaden. https://doi.org/10.1007/978-3-658-37334-4

Wiersma, J. T. E., Alessie, R. J. M., Kalwij, A. S., Lusardi, A., & van Rooij, M. C. J. (2025). Skating on thin ice: New evidence on financial fragility. Journal of Consumer Affairs, 59(2).

LEARNING FOR DEMOCRACY AND DEMOCRACY FOR LEARNING: FINANCIAL EDUCATION AS A TRANSFORMATIVE PRACTICE IN TEACHER TRAINING

Marzia Leccese (Università degli Studi del Molise, Italy) · **Valeria Miceli** (Università degli Studi del Molise, Italy)

Teacher training | Financial education | Transformative pedagogy

This paper presents an experience in Financial Education developed within the Bachelor's Degree in Primary Education Sciences at the University of Molise, in collaboration with the Bank of Italy. The aim is to explore the value of combining theory and practice, considering university education as a laboratory for educational experimentation capable of generating concrete and transformative impacts in primary school contexts. The hypothesis is that Financial Education can be configured as a pedagogical device capable of promoting awareness, participation, and social responsibility. The central focus of the experience is the transferability, in primary school settings, of the pathways experienced by future teachers. Financial Education takes shape through authentic tasks, such as the collective management of a budget for a project or an event; shared reflection on personal spending priorities; discussion and debate on needs, desires, and the concept of saving in its multiple purposes; the use of role-playing activities to understand how supply and demand work and to practice early forms of conscious economic decision-making. Even before the formal introduction of Financial Education into the curriculum and before our experience as university tutors, these themes were already integral to our teaching practice. Financial Education has indeed been adopted not as an additional content area, but as a cross-cutting perspect-

ive through which to interpret and organize meaningful learning experiences. Through active methodologies, such as circle time, cooperative learning, storytelling, and problem solving, children were guided to engage in dialogue, negotiate, take responsibility, and reflect on the consequences of their decisions. Particular attention was also paid to the concept of social capital and to money understood as a tool oriented toward giving and solidarity. In this context, Financial Education can be interpreted as a pedagogical practice aimed at enhancing children's agency, supporting the development of critical and reflective skills necessary to understand the economic and social dynamics that shape individual and collective decision-making processes, and contributing to the promotion of their capacity for informed participation in economic and social life. Within this framework, university teacher training assumes a strategic role in building a critical and responsible teaching professionalism, grounded in the integration of disciplinary knowledge, pedagogical-methodological competencies, and ethical-social responsibility, with the goal of designing educational practices capable of addressing early forms of educational disadvantage and exclusion, particularly in contexts characterized by socio-economic and cultural vulnerability. To narrate and experience this process, therefore, means offering concrete tools to transform the classroom into a permanent laboratory of active citizenship, where educating about the value of money means educating about the value of choices— which ultimately shape the future of democracy itself.

Agasisti T., D'Ignazio A., Iannotta G., Romagnoli A., Tonello M., As soon as possible: the effectiveness of a financial education program in Italian schools, Working Paper Bank of Italy, number 1464, October 2024.

OECD, Financial competence framework for children and youth in the European Union, European Union, 2023.

Refrigeri L., L'educazione finanziaria. Il far di conto nel XXI secolo, Collana Pedagogie e didattiche, Lecce, Pensa Multimedia, 2020.

THE ROLE OF TEACHERS IN FINANCIAL EDUCATION IN ITALIAN SCHOOLS.

Luca Refrigeri (University of Molise, Italy) · **Noemi Russo** (University of Molise, Italy)

Financial education | Economic citizenship | Teacher training

The formal introduction of financial education into the Italian school system as part of the civic education curriculum must draw attention to the teachers tasked with delivering it, as they themselves belong to a vulnerable group; indeed, they have never studied economics or finance, either at school, at university, or even during their initial teacher training. And today, without specific training, financial education risks remaining merely an educational objective rather than a genuine teaching practice. If we consider that the majority of Italian teachers are women and that women are among those with the least financial education—on average displaying lower levels of financial literacy and less confidence in their own financial skills—then this becomes a limiting factor in educating younger generations. Consequently, in an education system staffed by teachers who, like many adults in contemporary society, have not received adequate financial education during their university or professional training, schools struggle to promote financial literacy among students. It is necessary to recognise that teachers, too, require structured training programmes in economic and financial literacy. The report highlights the need to ensure that teachers' economic and financial training is not neglected, through two channels: the establishment of university-level professional development courses for serving teachers, aimed at developing basic economic skills and specific teaching abilities for financial education, and integrating economic and financial education content more systematically – than has been the case for at least a decade – into the initial training programmes for teachers across both school cycles. Investing in teachers' economic training means not only improving the effectiveness of financial education policies but also helping to reduce widespread economic and cultural vulnerabilities among the adult population. From this perspective, schools can become educational spaces capable of promoting critical thinking, independent decision-making, and democratic participation in economic and social life.

Refrigeri L., (2019), L'alfabetizzazione economica e finanziaria degli insegnanti della scuola italiana: una prima indagine sui futuri insegnanti della scuola primaria, in Pedagogia Oggi, vol, 17, 1/2019, pp. 569-600

Refrigeri, L. (2021). L'educazione finanziaria nella scuola: una prima proposta, Nuova Secondaria, 1/2021, pp. 76-81.

Maurini, C., Refrigeri, L., Rossi, C., & Vangelisti, M. I. (2025). Financial education in Italy: training the future teachers, in Third International Conference of the journal Scuola Democratica. Education and/for Social Justice, Vol 1, pp. 1136-1142

Banca d'Italia (2023), Indagini sull'alfabetizzazione finanziaria e le competenze di finanza digitale in Italia: adulti, in Statistiche Banca d'Italia

FINANCIAL EDUCATION ISSUES FOR INCLUSION, EQUITY AND DEMOCRATIC PARTICIPATION

Gabriella Aleandri (Roma Tre University, Italy)

Financial education | inclusion | equity

In Italy, the strategic importance of economic and financial education has been widely recognised at the political and institutional levels and has gradually established and consolidated itself over the past few decades. Financial education needs to be improved at school level and included in all university curricula, as well as within the lifelong learning perspective, to efficiently contribute to inclusion, equity, and democratic participation. Indeed, despite numerous interventions and training projects, including recent ones, which have led to improvements and expansion in financial literacy awareness, Italy continues to rank inadequately in European and international rankings. Regarding schools, it should be noted that, from a legislative perspective, Legislative Decree No. 237 of December 23, 2016, later converted into Law No. 15 of February 17, 2017, clarified that financial education refers to the process through which individuals improve their understanding of financial instruments and products and develop the necessary skills. Subsequently, Law No. 21 of March 5, 2024, included financial education within civic education in schools. However, despite legislative recognition of the need to institutionalize financial, insurance, and social security education in school curricula, there is still a lack of adequate, systematic, coordinated, and consistent proposals on a scientific-cultural and pedagogical-didactic levels (Refrigeri, 2020, 2021). The three-yearly OECD PISA survey on the skills of fifteen-year-olds in various literacy areas and, since 2012, also on Financial Literacy (FL), now in its fourth survey cycle, shows, in the latest report for 2022 (OECD, 2023) conducted in Italy in collaboration with the Bank of Italy and INVALSI, that fifteen-year-old students achieved an average score below the OECD average, not significantly differing from the results obtained in the two immediately preceding surveys. Regarding the condition of adults, according to the most recent national (Lamboglia, Marinucci, Stacchini, and Vassallo, 2023) and international OECD (OECD/INFE, 2023) surveys, Italy unfortunately ranks among the last advanced countries in terms of basic financial skills. The Bank of Italy also supports financial education through publications for adults (Banca d'Italia, 2023). As part of the Financial Education in Schools program, launched in agreement with the Ministry of Education, the Bank of Italy has created the series "I quaderni didattici della Banca d'Italia" (The Bank of Italy's Educational Notebooks), which includes the volumes "Tutti per uno economia per tutti!" (Bank of Italy, 2023a, 2023b, 2023c, 2023d, 2023e, 2023f, 2023g) as the reference material for the Financial Education in Schools program. These volumes are therefore aimed at students and teachers of all levels in schools. However, there is a lack of widespread similar tools in universities, particularly for those students who do not pursue undergraduate, graduate, or post graduate degrees, etc., that include economics and finance in their curricula. I would hope that the interest and involvement, including that of the Bank of Italy, could broaden its scope to include all university students. This would be an important first step. A further literacy campaign should be implemented on a large scale, targeting the entire adult population, of all ages, genders, and socio-cultural conditions.

Banca d'Italia (2023). Le guide della Banca d'Italia. Il Conto corrente in parole semplici. Banca d'Italia.
Banca d'Italia (2023a). Tutti per uno economia per tutti! Tutti per uno. Studenti scuola primaria. Banca d'Italia.
Banca d'Italia (2023b). Tutti per uno economia per tutti! Tutti per uno. Docenti scuola primaria. Banca d'Italia.
Banca d'Italia (2023c). Tutti per uno economia per tutti! Tutti per uno. Studenti scuola secondaria di primo grado. Banca d'Italia.
Banca d'Italia (2023d). Tutti per uno economia per tutti! Tutti per uno. Docenti scuola secondaria di primo grado. Banca d'Italia.
Banca d'Italia (2023e). Tutti per uno economia per tutti! Tutti per uno. Studenti scuola secondaria di secondo grado. Banca d'Italia.
Banca d'Italia (2023f). Tutti per uno economia per tutti! Tutti per uno. Docenti scuola secondaria di secondo grado. Banca d'Italia.
Banca d'Italia (2023g). Tutti per uno economia per tutti! Tutti per uno. Educazione finanziaria alla sostenibilità ambientale. Banca d'Italia.
de los Ángeles Hidalgo-Mayorga, M., Puente-Riofrio M.I Pérez-Salas, F.P., Guerrero-Arrieta, K. J. and López-Naranjo, A.L. (2025). Financial Literacy as a Tool for Social Inclusion and Reduction of Inequalities: A Systematic Review. Social Sciences, 14, 1-24.
Lamboglia, S., Marinucci, M., Stacchini M. e Vassallo, P. (a cura di) (2023). Indagini sull'alfabetizzazione finanziaria e le competenze di finanza digitale in Italia: adulti. Banca d'Italia.
Legge 17 febbraio 2017, n. 15.
Legge 20 agosto 2019, n. 92.
Legge 5 marzo 2024, 21.
OECD (2023). PISA 2022 Assessment and Analytical Framework. Paris: OECD Publishing,
OECD/INFE (2023).International Survey of Adult Financial Literacy. Paris: OECD Publishing.
Refrigeri, L. (2020). L'educazione finanziaria. Il far di conto del XXI Secolo. Lecce: Pensa Multimedia.
Refrigeri, L. (2021). L'educazione finanziaria nella scuola: una prima proposta. NUOVA SECONDARIA, Sept. 2021.

Wachtel, P., Ferri, G., Miklaszewska, E. (eds.) (2023). Creating Value and Improving Financial Performance: Inclusive Finance and the ESG Premium. Cham: Springer International Publishing: Imprint: Palgrave Macmillan.

PROMOTING WOMEN'S EMPOWERMENT THROUGH FINANCIAL LITERACY EDUCATION: A DESIGN EXPERIENCE IN PRE-SERVICE TEACHER EDUCATION

Barbara Bocchi (University of Trieste, Italy) · **Lisa De Giusti** (University of Trieste, Italy) · **Alessandra Rea** (University of Trieste, Italy)

Financial literacy education

International scientific literature highlights the presence of a persistent gender gap in financial literacy. Numerous studies conducted by the OECD (2020) show that, in many countries, women achieve on average lower scores than men in financial literacy assessments. The Italian context reflects a similar situation. Having a bank account, managing one's money consciously, and making informed financial decisions: economic independence represents a fundamental condition for women's freedom and emancipation. However, as reported by the Edufin Index 2025, women score on average five points lower than men in financial competencies—specifically 54 points compared to 59. Gender stereotypes, according to which women are perceived as less capable of possessing and managing financial resources, significantly contribute to this gap. These misconceptions affect girls from the early years of schooling, when they begin to develop lower confidence in their mathematical and financial abilities (Agasisti, 2022). The literature agrees that this gap cannot be attributed to innate differences in abilities, but rather to structural and socio-cultural factors. Within this framework, financial education emerges as a tool of empowerment capable of acting not only at the cognitive level but also at the social and cultural levels. It goes beyond the mere transmission of technical knowledge by fostering the development of decision-making skills, informed attitudes, and confidence in one's capacity to manage financial resources. International studies show that targeted educational programs can positively influence behaviours such as savings planning, debt management, participation in financial markets, and retirement preparation. In particular, they can support women in achieving greater economic autonomy and reduce conditions of vulnerability related to financial dependence or job instability (Bottazzi & Lusardi, 2021). From a pedagogical perspective, this implies designing educational pathways that are attentive to the diverse life experiences and social conditions of boys and girls. In this direction, the theoretical contribution of Paulo Freire emphasizes the importance of dialogic and contextualized learning processes that foster the development of critical awareness of the economic and social structures shaping everyday life (1971). In light of these considerations, schools represent a privileged context for promoting financial education from the earliest stages of the educational pathway (Parricchi, 2023), as also recommended by the OECD (2020). Within this perspective lies the experience developed within the Primary Teacher Education program at the University of Trieste, carried out in collaboration with the Banca d'Italia as part of the Edufin project. Introduced from the first year of compulsory indirect practicum, the initiative aims to support the design of multidisciplinary teaching activities focused on financial education. The project pursues a dual objective: on the one hand, to reduce the potential gap in economic and financial competencies among future teachers; on the other, to prepare them to address these topics in a conscious and pedagogically effective way within early childhood and primary education. This contribution therefore aims to reflect on the role of initial teacher education as a strategic lever for promoting a more equitable and inclusive financial culture, capable of counteracting gender inequalities from an early stage.

Agasisti, T. (2022). L'educazione finanziaria in Italia: stato dell'arte, sperimentazioni e prospettive. Trento: Erickson.

Baglioni, A. et alii (2019). Educazione finanziaria in Italia: a che punto siamo? Osservatorio Monetario, 2/2019.

Bottazzi, L., & Lusardi, A. (2021). Stereotypes in financial literacy: Evidence from PISA. Journal of Corporate Finance, 71, 5.

BVA Doxa (2023). Rapporto Edufin 2023. Educazione finanziaria: iniziamo dalla scuola. Retrieved from www.comitatoeducazionfinanziaria.gov.it/export/sites/sitopef/modules/edufin_2023/2023_Rapporto-Comitato-Edufin-2023.pdf

Edufin Index (2025). Rapporto Edufin Index 4° edizione. Consapevolezza e comportamenti finanziari e assicurativi degli italiani

Freire, P. (1971). Pedagogia degli oppressi. Milano: Arnoldo Mondadori Editore.

Lusardi, A., & Mitchell, O. (2014). The Economic Importance of Financial Literacy: Theory and Evidence. Journal of Economic Literature, 52(1), 5-44.

OECD (2020). PISA 2018 Results: Are Students Smart about Money? Paris: PISA OECD Publishing.

Parricchi, M. (2020). Costruire cittadinanza economica: il ruolo della pedagogia. MeTis Mondi educativi. Temi indagini suggestioni, 10(2), 178-193.

Parricchi, M. (2023). Mondo del lavoro e parità di genere: il ruolo dell'educazione economica, per una società inclusiva e sostenibile. Lecce: Pensa MultiMedia.

Word Bank (2022). https://www.worldbank.org/en/news/press-release/2022/03/01/ne arly-2-4-billion-women-globally-don-t-have-same-economic-rights-as-men. Retrieved April 2023.

FINANCE THROUGH PLAY:
A COMPARATIVE STUDY OF PLAY-BASED FINANCIAL EDUCATION IN EARLY CHILDHOOD

Riccardo Grazioli (University of Milan, Italy) · **Benedetta Melloni** (University of Modena and Reggio Emilia, Italy)

Finance literacy pre-school

In contemporary societies, where individuals are increasingly required to mobilise knowledge and competences to manage their financial resources and make informed decisions (Martin, 2002), institutional and academic interest in financial literacy has grown substantially. Financial literacy is widely recognised as a key lever for the development of financial capability and, consequently, for the achievement of financial well-being (CFPB, 2015; Sherraden, 2013; Willis, 2022). As a result, financial education initiatives have proliferated and, in some countries – such as Italy – financial education is scheduled to be incorporated into school curricula, starting from primary education. However, although processes of financial socialisation begin in early childhood (Bottazzi & Lusardi, 2020; Drever et al., 2015; Rinaldi, 2015), educational proposals addressing core financial concepts – such as risk, uncertainty, time and value – remain rare in pre-school settings. Moreover, the literature lacks experimental studies assessing the impact of play-based financial education interventions on sufficiently large samples of children aged three to five (Gerasimova et al., 2022; Kamber et al., 2024; Ramli et al., 2022). A research project currently in its conceptualisation and planning phase is therefore presented, pending the securing of the resources required for its implementation, in order to obtain feedback and advice to support its optimal development. The project seeks to evaluate the impact of financial education on the attitudes and behaviours of pre-school children. More specifically, it examines whether play-based activities targeting children aged three to five can leave a lasting imprint on financial socialisation processes, fostering more virtuous developments in attitudes and behaviours. The core research question is: do children who have experienced play-based financial education show, one or two years later, systematically different attitudes and behaviours compared with those who have not? Adopting a comparative and interdisciplinary approach, the study will be conducted in partnership with Reggio Children Foundation, which promotes the Reggio Emilia Approach internationally, and in collaboration with pedagogists and teachers. The sample will consist of approximately 5,000 children attending nursery schools adopting the same educational approach but located in four markedly different socio-economic, cultural, technological and financial contexts: an Italian province, where such schools are public and attended by children from all kinds of family backgrounds; the cities of Milan and Paris, where they are private and subject to access constraints; and San Francisco, where they are even elitist. Within each context, schools will be divided into three homogeneous groups based on average parental financial literacy: one will serve as the control group, while the other two will constitute treatment groups (with variations in timing and frequency of the proposed activities). The findings are expected to confirm differences in financial socialisation across contexts; a key objective, however, is to assess whether structured interventions in early years allow children to co-construct knowledge on concepts that can be linked to financial literacy.

Bottazzi, L., & Lusardi, A. (2020). Stereotypes in financial literacy: Evidence from PISA (NBER Working Paper No. 28065). National Bureau of Economic Research. https://doi.org/10.3386/w28065

Consumer Financial Protection Bureau. (2015). Financial well-being: The goal of financial education. CFPB Report, July. https://www.consumerfinance.gov/data-research/research-reports/financial-well-being/

Drever, A. I., Odders-White, E., Kalish, C. W., Else-Quest, N. M., Hoagland, E. M., & Nelms, E. N. (2015). Foundations of financial well-being: Insights into the role of executive function, financial socialization, and experience-based learning in childhood and youth. Journal of Consumer Affairs, 49(1), 13–38. https://doi.org/10.1111/joca.12068

Gerasimova, K. A., Salamatov, A. A., & Zhilenkova, E. V. (2022). Relationship between financial literacy of preschool children and their parents. Preschool Education, 5, 19–35. https://doi.org/10.32744/pse.2022.5.19

Kamber, A., Gummerum, M., & Webley, P. (2024). The development of saving behavior in early childhood: An ecological perspective. Developmental Review, 73, 101163. https://doi.org/10.1016/j.dr.2024.101163

Martin, R. (2002). Financialization of daily life. Temple University Press.

Ramli, N. H., Daud, N. M., Johari, R. H., & Ariffin, K. (2022). The effect of a Smart Money Kit on the financial interest, financial management behavior, and prosocial level of preschoolers. Pertanika Journal of Social Sciences & Humanities, 30(3), 1303–1319. https://doi.org/10.47836/pjssh.30.3.19

Rinaldi, E. E. (2015). Perché educare alla finanza: Una questione sociologica. Franco Angeli.

Sherraden, M. S. (2013). Building blocks of financial capability. In J. Birkenmaier, M. Sherraden, & J. Curley (Eds.), Financial capability and asset development (pp. 3–43). Oxford University Press.

Willis, L. E. (2022). Alternatives to financial education. In G. Nicolini & B. J. Cude (Eds.), The Routledge handbook of financial literacy. Routledge.

FINANCIAL THINKING FOR REFLECTIVE CITIZENSHIP IN PRIMARY SCHOOL

Silvia Della Rocca (Università degli Studi di Firenze) · **Christian Tarchi** (Università degli Studi di Firenze) · **Annalisa Valle** (Università Cattolica del Sacro Cuore) · **Elisabetta Lombardi** (Università eCampus) · **Lidia Casado Ledesma** (Universidad a Distancia de Madrid) · **Pietro Cappelli** (Università degli Studi di Firenze) · **Giorgia Franchina** (Università Cattolica del Sacro Cuore) · **Federico Colombo** (Università Cattolica del Sacro Cuore)

financial literacy | financial thinking | critical reading

This contribution presents the theoretical framework and findings of the Italian national research project (PRIN 2022KT-B2KX), "Financial Thinking for Reflective Citizenship". At its core, the project is based on a Financial Thinking model (Marchetti et al., 2020) of disciplinary literacy (McConachie & Petrosky, 2010) essential for active and reflective citizenship in the 21st century. By integrating cognitive development, socio-emotional skills, and critical reading, this approach aims to empower children—regardless of gender or socio-economic background—to become informed participants in a democratic society. The necessity for early intervention is driven by evidence that financial literacy gaps, including those related to gender and socio-economic status, are often observable by adolescence (Agenzia Nazionale per i Giovani, 2023). By introducing economic learning in primary school (ages 8–10), the project seeks to establish a foundation of equity before these disparities solidify. The methodology centers on an integrated model that includes two primary components: Financial Thinking for Children: This conversational training uses peer interaction to develop "perspective-taking" and "mentalization". By discussing stories like The Merchant's Bank, students explore economic concepts through the lens of fairness, altruism, and prosocial decision-making. This focus on the "relational" side of economy is particularly vital for creating an inclusive environment where students of all genders can see themselves as economic agents. Financial Knowledge Acquisition Competence: The project utilizes specialized materials to teach students how to navigate the "informational complexity" of the modern world. By explicitly teaching economic vocabulary and critical reading strategies, the program ensures that students from varied backgrounds gain the linguistic tools necessary to participate in socio-economic inquiry. The results from the project indicate that active participation in these dialogic and literacy-based interventions significantly improves students' ability to transfer economic knowledge to broader social themes. Specifically, the data highlights that strong text comprehension is a major predictor of financial learning, suggesting that "reading for democracy" is inseparable from "learning for democracy". Ultimately, this paper argues that rethinking equity in economic learning requires moving away from modular, math-centric curricula. By embedding financial education within the broader framework of civic education and social cognition, we can provide all children with the foundational financial thinking and literacy competence — a prerequisite for exercising citizenship rights and achieving financial well-being in a complex global economy.

Agenzia Nazionale per i Giovani (2023). La ricerca sull'alfabetizzazione finanziaria tra i giovani in Italia. Reperibile su: https://agenziagioventu.gov.it/ricerca-lalfabetizzazione-finanziariatra-i-giovani-in-italia (consultato il 10/2/2026)

Marchetti, A., Rinaldi, T., Rivelli, M. e Valle, A. (2020). Educazione finanziaria io la insegno! Proposte e strumenti per educare i bambini alla cittadinanza economica responsabile e consapevole. Varese: Edizioni Este. Reperibile su: www.feduf.it/assets/allegati/educazione_finanziaria_ io_la_insegno.pdf (consultato il 10/2/2026)

McConachie, S.M. e Petrosky, A.R. (2010). Content matters: A disciplinary literacy approach to approach to improving student learning. New York: John Wiley & Sons

G.10

Gender and Sexuality Education as Democratic Practice: Bodies, Relations, and Intimate Citizenship

PANEL CONVENORS: Silvia Demozzi (University of Bologna, Italy); Cosimo Marco Scarcelli (University of Padua, Italy); Giulia Selmi (University of Parma, Italy); Eleonora Bonvini (University of Bologna, Italy)

PANEL KEYWORDS: Gender and Sexuality Education, Care and Embodiment, Intimate Citizenship

This panel examines how gender and sexuality education can contribute to democratic learning, social justice, and active citizenship in contemporary educational contexts. In a moment marked by anti-gender polarisation and misinformation, gender-inclusive and intersectional approaches emerge not only as pedagogical strategies but as democratic commitments. Sexuality and gender education provide a key lens for understanding how rights, diversity, and relational ethics are negotiated in school life and how young people learn to inhabit plural, equitable communities. Drawing on democratic education traditions, sociological perspectives on inequalities, and feminist and queer critiques of epistemic injustice, this panel investigates how practices of bodies, relationships, and care can sustain democratic coexistence grounded in agency and mutual respect. The notion of intimate citizenship (Plummer, 2001) highlights how identity, embodiment, and relationality are intertwined with democratic processes and the capacity to participate fully in social life. Rather than conceiving sexuality and gender education as mere transmission of normative knowledge, we understand it as a democratic practice that shapes interactions, imaginaries, and modes of living together. From this perspective, Comprehensive Sexuality Education (UNESCO, 2018) constitutes a transformative approach and a vantage point for interrogating and transforming the norms and power relations that determine who is recognised, listened to, and able to participate meaningfully in collective life. The ambition of the panel is to reposition gender and sexuality education as a critical lens for renewing pedagogical practices and addressing the challenges posed by complex, polarised societies, while sustaining democratic cultures capable of embracing diversity and equitable coexistence.

AFFECTIVE COMPLEXITY, INTIMATE CITIZENSHIP, AND QUEER(ER) FUTURES IN SEX EDUCATION

Melissa Keehn (University of New Brunswick, Canada)

Sex Education | Queer Joy | Teacher Education

Across Canada, sex education rarely reflects the lived realities of queer and trans youth, particularly those navigating the intersections of queerness, race, disability, and neurodivergence (Bialystok & Anderson, 2022; Burkholder & Keehn, 2024; Maradiya et al., 2025). Historically, sex education has imagined a “normative” student—affluent or middle-class, white, thin, able-bodied, cisgender, endosex, heterosexual, and male (Bruno et al., 2025; Roberts et al., 2020; Wong, 2024)—assumptions that continue to shape curricular content and classroom practice in Canada and elsewhere (Bialystok & Andersen, 2022). As a result, sex education often reproduces cisheteronormative and colonial futures by erasing or marginalizing queer and trans desires, relationships, bodies, asexuality, disability, and intersex variations, producing what Ahmed (2020) describes as disorienting sites of learning. In these contexts, gender and sex education becomes a site of epistemic injustice, where some bodies, knowledges, and relational possibilities are rendered unintelligible or unworthy of recognition. Relately, teachers are frequently positioned to frame gender identity as fixed, bodies and sex as binary, and desire as heterosexual, leaving intersex, trans, nonbinary, and genderqueer youth without language or recognition for their experiences (Burkholder & Keehn, 2025; Collier-Harris & Goldman, 2017). As Robinson et al. (2024) note, queer and trans rights and visibility have far outpaced Canadian sex education, a gap intensified by recent anti-trans political violence and state interventions that restrict support for queer and trans students and curtail school-based sexual health programming across the country (Awde, 2024; French, 2025). Within these conditions of polarization, sex education emerges not only as a pedagogical site but as a democratic arena in which questions of rights, recognition, care, and intimate citizenship are actively negotiated. Responding to these conditions, this presentation draws on scholarship in queer joy (Duran & Coloma, 2023; Keehn, 2025; Tristano Jr., 2022) and critical queer theory (Muñoz, 2019) to ask: How might sex education function as a democratic practice that foregrounds agency, embodiment, and relational ethics? Queer joy unsettles deficit-based narratives of queerness and transness by insisting on affective complexity—lives marked not only by harm and constraint, but also by contradiction, ambivalence, pleasure, agency, and joy, even within hostile conditions (Burkholder, Wright, & Keehn, 2025). In my presentation, I propose that queer theories of joy can offer teachers tools to reimagine gender and sex education as a form of intimate citizenship—one that recognizes young people as relational, embodied subjects

capable of participating meaningfully in plural and equitable communities. Drawing on my teaching in a sex education methods class with pre-service teachers, I share DIY and arts-based pedagogical practices—such as sewing reusable menstrual pads, queering classroom language, and engaging young people in expansive conversations about bodies—to demonstrate how practices of care, joy, creativity, and play can disrupt normative, risk-saturated approaches to sex education. These pedagogies foreground youth agency and relational accountability, repositioning sex education as a site for democratic learning, epistemic justice, and more livable, affirming educational futures.

Ahmed, S. (2020). Queer phenomenology: Orientations, objects, others. Duke University Press.

Awde, S. (2024 May 29). N.B. schools told not to book sex education group, minister says. CBC News. https://www.cbc.ca/news/canada/new-brunswick/schools-instructed-sex-ed-1.7218273

Bialystok, L., & Andersen, L. M. (2022). Touchy subject: The history and philosophy of sex education. In Touchy Subject. University of Chicago Press.

Bruno, V., Baiocco, R., & Pistella, J. (2025). Teachers' attitudes and opinions toward sexuality education in school: a systematic review of secondary and high school teachers. American Journal of Sexuality Education, 20(3), 390-428.

Burkholder, C., & Keehn, M. (2025). "Something that is so overlooked": joyfully exploring queer bodies and sexualities in sexuality education with teachers in New Brunswick, Canada. Sex Education, 25(2), 201-220.

Burkholder, C., Wright, J. J., & Keehn, M. (2025). Queer joy as pedagogy. Teachers College Record, 01614681251401633.

Collier-Harris, C. A., & Goldman, J. D. (2017). What educational contexts should teachers consider for their puberty education programmes?. Educational Review, 69(1), 118-133.

Duran, A., & Coloma, R. S. (2023). Queer joy as an affective incitement to queer and trans studies in education. Bridging the rainbow gap, 109-124.

French, J. (2025, June 11). New rules see province screening sex education resources before they hit classrooms, CBC News. https://www.cbc.ca/news/canada/edmonton/new-rules-see-province-screening-sex-education-resources-before-they-hit-classrooms-1.7557183

Keehn, M. (2025). "Yeah, I'm Gay": What Can Queer and Trans Young People Teach Us About Queer Joy Studies in Schools?. Journal of Homosexuality, 1-27.

Maradiya, R., Kholina, K., Ahmed, Z., Dumitrache, A. M., Dandiwal, Y., Aiyer, H. P., & Rukh-E-Qamar, H. (2025). Does Canada have comprehensive sexual and reproductive health education? A national assessment of public school curricula. Health Education Journal, 00178969251376867.

Muñoz, J. E. (2019). Cruising utopia. New York University Press.

Roberts, T., et al. (2020). Historical sex-ed debates and policy. American Journal of Sex Education, 10(2), 130–148.

Robinson, D. B., Sulz, L., Morrison, H., Wilson, L., & Harding-Kuriger, J. (2024). Health education curricula in Canada: an overview and analysis. Curriculum Studies in Health and Physical Education, 15(1), 77-97.

Tristano Jr, M. (2022). Performing queer of color joy through collective crisis: Resistance, social science, and how I learned to dance again. Cultural Studies↔Critical Methodologies, 22(3), 276-281.

Wong, S. (2024). New moral frameworks in Canadian sex ed policy. Queer Education Quarterly, 2(4), 12–29.

FOR A FUTURE ITALIAN COMPREHENSIVE SEXUALITIES EDUCATION: AN ANALYSIS OF TEACHERS' AND FUTURE EDUCATORS' SUGGESTIONS

Valeria Bruno (Università degli Studi dell'Aquila, Italy)

Comprehensive Sexualities Education | Teachers | Content analysis

Comprehensive Sexualities Education (CSE) still faces several challenges in Italy, resulting in a lack of school curricula and academic training on the topic (Bruno 2024, 2025; UNESCO, 2023). Aiming to design training and education on sexualities that are coherent with the specific context, following a bottom-up approach, the present work is the outcome of a content analysis of suggestions from Italian high school teachers, future educators, and primary teachers enrolled in Italian universities. Through an open-ended question, the study participants shared their advice or prioritized topics, writing a maximum of three words, keywords, or sentences. Participants' answers were analyzed using a projective content analysis, following the four phases of the data interpretation process proposed by Kleinheksel and colleagues (2020) and, to ensure the reliability of the analytical process and the results, more than one coder was involved (Renz et al., 2018). Statistical analyses were then conducted on the themes derived from the content analysis using SPSS v.27 to investigate possible associations and differences through Chi-square (χ^2) analysis. From the content analysis, eight themes and related subthemes emerged. The first theme has been positioned as such for logical rather than numerical reasons, while the remaining seven themes are presented in decreasing order: No suggestions (n = 145); Topics (n = 392); Strategies and materials (n = 246); Approaches (n = 225); Methods (n = 191); Goals (n = 169); Educational responsibility (n = 134); and Educational/training needs (n = 124). Based on the suggestions of in-service teachers and university students, the themes that emerged seem related to several design aspects recommended in international and national documents and guidelines on CSE (IPPF, 2017; Ordine degli Psicologi, 2024; UNESCO, 2018). For example, a wide range of topics is mentioned, reflecting the importance of including not only medical and preventive aspects in CSE, but also emotional and

relational dimensions, as well as health in a broader sense (Hawkins, 2024). In terms of school implementation, participants emphasized the importance of active participation, a scientific and professional approach, and educational continuity, suggesting the inclusion of CSE as a stand-alone subject or a cross-curricular component (Goldfarb & Lieberman, 2021). Furthermore, CSE should challenge sociocultural taboos and fill the educational gap created and transmitted across generations, increasing awareness of violence's dynamics and phenomena (Bonvini & Demozzi, 2024). Finally, participants suggested the importance of shared educational responsibility, with a support network that encompasses different actors and services while also highlighting the educational and training needs of teachers, educators, and parents regarding SE (Plan International, 2020; UNESCO, 2018; WHO & BZgA, 2010). Chi-square (χ^2) analyses reveal several differences among the participants' suggestions, both between the two groups and within each group. Although the study's findings are not generalizable, the context analyzed appears to be fertile ground for future design and provision of CSE. Based on these results, it is possible to hypothesize training that can be applied across various educational and training contexts and be coherent with the participants involved, while respecting both the bottom-up and top-down approaches.

Bonvini, E., & Demozzi, S. (2024). Prevenire la violenza di genere: il ruolo dell'educazione sessuale olistica (CSE) come strumento di contrasto. Annali online della Didattica e della Formazione Docente, 16(27), 133–153.

Bruno, V. (2024). Educazione alla sessualità in Italia: Mezzo secolo di preliminari. Rivista di Sessuologia, 48(2), 147–163.

Bruno, V. (2025). Educazione (s)extracurricolare: Le lacune legislative dell'educazione alle sessualità in Italia. Nuova Secondaria Ricerca, XLII(10), 432–446.

Goldfarb, E. S., & Lieberman, L. D. (2021). Three decades of research: The case for comprehensive sex education. Journal of Adolescent Health, 68(1), 13–17. https://doi.org/10.1016/j.jadohealth.2020.07.036

Hawkins, S. S. (2024). Expansion of comprehensive sexuality education. Journal of Obstetric, Gynecologic, and Neonatal Nursing, 53(1), 14–25. https://doi.org/10.1016/j.jogn.2023.11.011

IPPF. (2017). Deliver+Enable Toolkit: Scaling-Up Comprehensive Sexuality Education (CSE). UK. https://www.ippf.org/sites/default/files/2018-03/IPPF%20Deliver%20and%20Enable%20-%20CSE%20Toolkit.pdf

Kleinheksel, A. J., Rockich-Winston, N., Tawfik, H., & Wyatt, T. R. (2020). Demystifying content analysis. American Journal of Pharmaceutical Education, 84(1), 7113. https://doi.org/10.5688/ajpe7113

Ordine degli Psicologi del Lazio. (2024). Educazione sessuo-affettiva nelle scuole primarie e secondarie. Linee guida di intervento. Ordine degli Psicologi del Lazio, Ordine Provinciale di Roma dei Medici-Chirurghi e degli Odontoiatri, Dipartimento di Psicologia Dinamica, Clinica e Salute dell'Università Sapienza di Roma, Dipartimento di Medicina dei Sistemi dell'Università Tor Vergata di Roma. https://ordinepsicologilazio.it/post/sessuo-affettiva-manuale

Plan International. (2020). Putting The C in CSE: Standards for Content, Delivery and Environment of Comprehensive Sexuality Education. UK.

Renz, S. M., Carrington, J. M., & Badger, T. A. (2018). Two strategies for qualitative content analysis: An intramethod approach to triangulation. Qualitative Health Research, 28(5), 824–831. https://doi.org/10.1177/1049732317753586

UNESCO, (2023). Comprehensive sexuality education (CSE) country profiles. United Nations Educational, Scientific and Cultural Organization. https://doi.org/10.54676/GEHJ7312. https://wcaro.unfpa.org/en/publications/comprehensive-sexuality-educationkey-considerations-implementation-and-scaling-west-and

UNESCO. (2018). International technical guidance on sexuality education: An evidence-informed approach. United Nations Educational, Scientific and Cultural Organization. https://unesdoc.unesco.org/ark:/48223/pf0000260770

WHO & BZgA. (2010). Regional office for Europe and BZgA. Standards for sexuality education in Europe: A framework for policy makers, educational and health authorities and specialists. World Health Organization. https://www.bzga-whocc.de/en/publications/standards-for-sexuality-education/

CORPOREALITY, DISABILITY, AND EPISTEMIC INJUSTICE: THE TRANSFORMATIVE POTENTIAL OF PARTICIPATORY AND CREATIVE METHODOLOGIES IN GENDER AND SEXUALITY EDUCATION

Federica Lapietra (University of Bologna, Italy)

creative methodologies | disability | gender and sexuality education

In the contemporary sociocultural context, marked by the persistence of hegemonic representations depicting people with disabilities, particularly women, in terms of infantilization, desexualisation or victimization, the issue of gender and sexuality education for people with disabilities remains marginalized within both the scientific debate and educational practice. This knowledge gap contributes to forms of epistemic injustice insofar as the recognition of people with disabilities, especially those with complex disabilities, tends to be confined within clinical-healthcare or overtly advocacy-oriented discursive polarities. When assumed as exclusive interpretative frameworks, such polarities may fail to capture the plurality of lived experiences and identity construction processes. This contribution stems from a scoping review conducted within an ongoing doctoral project in the field of Special Education, aiming to explore the identity construction processes of women with disabilities. Preliminary findings highlight a growing tendency toward the use of participatory and creative research methods, such as Photovoice and Body Mapping as narrative forms. The analysis of the literature

clearly indicates that these methods are increasingly adopted to investigate complex and highly sensitive issues, including bodily, relational, and identity-related dimensions. The researchers' choice to employ creative methodological approaches, often combined with more traditional data collection tools appears to respond to the need to expand expressive possibilities, enabling communication and self-expression also for those who do not use verbal language or who privilege non-conventional communication modalities. This methodological orientation reflects a renewed attention to research instruments capable of recognizing, from a biopsychosocial perspective, people with disabilities both as active epistemic subjects in the production of knowledge concerning their embodied, relational, and social experiences and as epistemic agents within the specificity of their functioning profiles. Based on these findings, the paper sets out discuss the emerging methodological perspectives with reference to gender and sexuality education, understood as a democratic practice grounded in the recognition of the plurality of bodies, experiences, and expressive modalities. Creative methodologies, translated into workshop-based activities oriented toward the exploration of bodily imaginaries, social and cultural representations of sexuality, and identity construction processes, are conceived, within this framework, as transformative pedagogical practices, potentially capable of supporting accessible pathways of gender, sexuality, affective, and consent education.

1.Balota, B., & Chinn, D. (2023). A systematic review of photovoice research methods with people with intellectual disabilities. Journal of Applied Research in Intellectual Disabilities, 36(4), 725–738.

2.Boydell, K., Hodgins, M., Gladstone, B., & Stasiulis, E. (2017). Ineffable knowledge: Tensions (and solutions) in art-based research representation and dissemination. Journal of Applied Arts & Health, 8(2), 193–207.

3.Boydell, K. M., Bennett, J., Dew, A., Lappin, J., Lenette, C., Ussher, J., Vaughan, P., & Wells, R. (2016). Women and stigma: A protocol for understanding intersections of experience through body mapping. BMJ Open, 6(12), e013720.

4.Dassah, E., Aldersey, H. M., & Norman, K. E. (2017). Photovoice and persons with physical disabilities: A scoping review of the literature. Qualitative Health Research, 27(9), 1412–1422.

5.Fine, M., & Asch, A. (1988). Women with disabilities: Essays in psychology, culture, and politics. Temple University Press.

6.Forber-Pratt, A. J., Lyew, D. A., Mueller, C., & Samples, L. B. (2017). Disability identity development: A systematic review of the literature. Rehabilitation Psychology, 62(2), 198–207.

7.Frawley, P., & Wilson, N. J. (2016). Young people with intellectual disability talking about sexuality education and information. Sexuality and Disability, 34, 469–484.

8.Fricker, M. (2007). Epistemic injustice: Power and the ethics of knowing. Oxford University Press.

9.Giorgi, A., Pizzolati, M., & Vacchelli, E. (2021). Metodi creativi per la ricerca sociale. Contesto, pratiche e strumenti. Il Mulino.

10.Jager, A. de, Tewson, A., Ludlow, B., & Boydell, K. (2016). Embodied ways of storying the self: A systematic review of body-mapping. Forum Qualitative Sozialforschung / Forum: Qualitative Social Research, 17(2).

11.Kennedy, L., & Brewer, G. (2014). Creative methodologies to enhance communication. Nurse Researcher, 22(2), 18–23.

12.Löfgren-Mårtenson, L. (2012). I want to do it right! A pilot study of Swedish sex education and young people with intellectual disabilities. Sexuality and Disability, 30, 209–225.

13.López-Estrada, P., & Elizondo-Mejías, J. (2024). Exploring beyond conventional boundaries: Body mapping as a data collection technique in qualitative research. New Trends in Qualitative Research, 20(2), e1010.

14.Macdonald, D., Peacock, K., Dew, A., Fisher, K. R., & Boydell, K. M. (2022). Photovoice as a platform for empowerment of women with disability. SSM – Qualitative Research in Health, 2, 100052.

15.Malaguti, E. (2011). Donne e uomini con disabilità: Studi di genere, disability studies e nuovi intrecci contemporanei. Ricerche di Pedagogia e Didattica. Journal of Theories and Research in Education, 6(1), 1–20.

16.McDaniels, B., & Fleming, A. (2016). Sexuality education and intellectual disability: Time to address the challenge. Sexuality and Disability, 34, 215–225.

17.Schmidt, E. K., Brown, C., & Darragh, A. (2020). Scoping review of sexual health education interventions for adolescents and young adults with intellectual or developmental disabilities. Sexuality and Disability, 38, 439–453.

18.Scully, J. L. (2020). Epistemic exclusion, injustice, and disability. In A. Cureton & D. T. Wasserman (Eds.), The Oxford handbook of philosophy and disability. Oxford University Press.

19.Strnadová, I., Loblinzk, J., & Danker, J. (2021). Importance of sex education for a successful transition to life after school: Experiences of high school girls with intellectual disability. British Journal of Learning Disabilities, 49, 303–315.

20.Taddei, A. (2022). Out of focus: Portraits of women with disabilities through the narrative lens. Italian Journal of Special Education for Inclusion, 10(1), 239–248.

21.United Nations Educational, Scientific and Cultural Organization. (2018). International technical guidance on sexuality education: An evidence-informed approach. UNESCO.

22.Wilson, N. J., Frawley, P., Schaafsma, D., O'Shea, A., Kahonde, C. K., Thompson, V., McKenzie, J., & Charnock, D. (2019). Issues of sexuality and relationships. In J. L. Matson (Ed.), Handbook of intellectual disabilities (pp. 989–1010). Springer.

GENDER INEQUALITIES, CO-PARENTING, AND EDUCATIONAL ALLIANCES IN EARLY CHILDHOOD EDUCATION: PRELIMINARY FINDINGS FROM A QUALITATIVE STUDY

Chiara Borelli (University of Bologna, Italy)

gender inequalities | co-parenting | educational alliances

Comprehensive Sexuality Education (CSE) is not only a health-related educational field but also a broader democratic and pedagogical commitment to equality, rights, and relational justice (UNESCO, 2018). Among the key issues addressed by CSE, UNESCO technical guidance includes the disparities reproduced within family life, by stating that "gender inequality is often reflected in the roles and responsibilities of family members" (UNESCO, 2018, p. 38). This perspective becomes particularly relevant in early childhood education and care (ECEC), where educational services play a crucial role in sustaining parental educational responsibilities and fostering school-family educational alliances (Gigli, 2016). This contribution presents preliminary findings from a qualitative study on gender issues in parenting and in the relationship between families and ECEC services. The study originates from prior focus groups with ECEC professionals in Bologna (Italy), where educators reported recurrent parental narratives – especially from mothers – about the persistent feminization of responsibility, even in contexts where fathers were described as present and caring. These accounts suggested a need to investigate whether and how gender inequalities in parenting are changing, how they are perceived by parents, and what role educational services may play in either challenging or reproducing these dynamics. The research is framed by literature documenting the persistence of asymmetries in parenting, with mothers still more exposed to primary responsibility for childcare, emotional labor, and educational management (Craig, 2006; Milkie et al., 2002; Musick et al., 2016; Wall & Arnold, 2007). In Italy, this picture is reinforced by structural inequalities in paid work, welfare supports, and work-family reconciliation, which continue to disproportionately affect women's employment trajectories and wellbeing (Crompton & Lyonette, 2006; Fariello, 2022; ISTAT, 2024, 2025; Naldini & Saraceno, 2011). The study also draws on scholarship on intensive mothering, which highlights how socially valorized models of "good parenting" may intensify maternal responsibility and contribute to guilt, overload, and the reproduction of gender hierarchies (Forbes et al., 2021; Hays, 1996; Meeussen & Van Laar, 2018; Sità, 2017; Verniers et al., 2022). Methodologically, the study employs in-depth semi-structured interviews with a purposive, maximum-variation sample of parents with at least one child under six attending educational services in Bologna (Italy), and uses reflexive thematic analysis (Braun & Clarke, 2008; Palinkas et al., 2015). Preliminary findings show a tension between declared egalitarian ideals and everyday practices: many participants endorse a gender-neutral "50/50" co-parenting ideal, yet traditional gender norms remain visible in the actual organization of care and educational responsibilities. Emerging themes include the perceived "naturalness" of maternal/paternal role division, the weight of economic and professional constraints, the ambivalent influence of participants' own parental models, and the importance of gender awareness for recognizing inequality in everyday family life. These early results suggest that gender education and CSE should also be addressed within school-family educational alliances, not only in child-focused interventions. From the perspective of democratic education and intimate citizenship, supporting co-parenting in more equitable ways may represent a relevant pedagogical strategy for fostering relational justice, agency, and democratic coexistence from early childhood onward.

Braun, V., & Clarke, V. (2008). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77-101. https://doi.org/10.1191/1478088706qp063oa

Craig, L. (2006). Does father care mean fathers share? A comparison of how mothers and fathers in intact families spend time with children. Gender & Society, 20(2), 259-281. https://doi.org/10.1177/0891243205285212

Crompton, R., & Lyonette, C. (2006). Work-Life 'Balance' in Europe. Acta Sociologica, 49(4), 379-393. https://doi.org/10.1177/0001699306071680

Fariello, S. (2022). Work-life balance: la conciliazione resta un problema femminile? Sicurezza e Scienze Sociali, 10(3), 27-50. https://doi.org/10.3280/SISS2022-003003

Forbes, L. K., Lamar, M. R., & Bornstein, R. S. (2021). Working mothers' experiences in an intensive mothering culture: A phenomenological qualitative study. Journal of Feminist Family Therapy, 33(3), 270–294. https://doi.org/10.1080/08952833.2020.1798200

Gigli, A. (2016). Famiglie evolute. Capire e sostenere le funzioni educative delle famiglie plurali. Junior-Spaggiari.

Hays, S. (1996). The cultural contradictions of motherhood. Yale University Press.

ISTAT (2024). Il benessere equo e sostenibile in Italia. https://www.istat.it/wp-content/uploads/2024/04/Bes-2023-Ebook.pdf

ISTAT (2025). Il lavoro delle donne fra ostacoli e opportunità. https://www.istat.it/wp-content/uploads/2025/03/istat-cnel.pdf

Meeussen, L., & Van Laar, C. (2018). Feeling pressure to be a perfect mother relates to parental burnout and career ambitions. Frontiers in Psychology, 9:2113. https://doi.org/10.3389/fpsyg.2018.02113

Milkie, M. A., Bianchi, S. M., Mattingly, M. J., & Robinson, J. P. (2002). Gendered division of childrearing: Ideals, realities, and the relationship to parental well-being. Sex Roles, 47, 21-38. https://doi.org/10.1023/A:1020627602889

Musick, K., Meier, A., & Flood, S. (2016). How Parents Fare: Mothers' and Fathers' Subjective Well-Being in Time with Children: Mothers' and Fathers' Subjective Well-Being in Time with Children. American Sociological Review, 81(5), 1069-1095. https://doi.org/10.1177/0003122416663917

Naldini, M., & Saraceno, C. (2011). Conciliare famiglia e lavoro. Vecchi e nuovi patti tra sessi e generazioni. Il Mulino.

Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. Administration and Policy in Mental Health and Mental Health Services Research, 42(5), 533-544. https://doi.org/10.1007/s10488-013-0528-y

Sità, C. (2017). La genitorialità intensiva e le sue implicazioni per la relazione tra genitori e professionisti. Consultori Familiari Oggi, 25(2), 45-55. https://consultorifamiliarioggi.it/wp-content/uploads/2019/05/CfO-2-2017-Sità.pdf

UNESCO (2018). International technical guidance on sexuality education: An evidence-informed approach (Rev. ed.). https://unesdoc.unesco.org/ark:/48223/pf0000260770

Verniers, C., Bonnot, V., & Assilaméhou-Kunz, Y. (2022). Intensive mothering and the perpetuation of gender inequality: Evidence from mixed methods research. Acta Psychologica, 227:103614. https://doi.org/10.1016/j.actpsy.2022.103614

Wall, G., & Arnold, S. (2007). How involved is involved fathering? Gender & Society, 21(4), 508–527. https://doi.org/10.1177/0891243207304973

GENDER EDUCATION AND INTIMATE CITIZENSHIP: YOUTH REPRESENTATIONS OF DEMOCRACY IN EDUCATIONAL SETTINGS

Barbara Sonzogni (Sapienza University of Rome, Italy) · **Gabriella D'Ambrosio** (Italian National Institute of Statistics (ISTAT)) · **Laura Falci** (Sapienza University of Rome, Italy)

gender education | intimate citizenship | democratic education

In a context marked by anti-gender polarization and symbolic conflicts surrounding sexuality education, gender emerges as a privileged terrain for interrogating the democratic quality of educational institutions. This contribution examines how university students conceptualize gender education not merely as curricular content, but as a practice of recognition and a space for democratic negotiation. The theoretical framework draws on the notion of intimate citizenship (Plummer, 2001), integrating perspectives from democratic education that understand learning environments as spaces where citizenship is actively practiced and negotiated (Biesta, 2011). Feminist analyses of epistemic injustice further illuminate how recognition, credibility, and voice are unevenly distributed within educational settings, shaping students' possibilities for participation and self-definition (Fricker, 2007). Within this perspective, gender education is understood as a practice that structures modes of coexistence, legitimizes identities, and contributes to the conditions for participation in the public sphere. The analysis is based on a survey administered to university students and focuses on four main areas: (1) opinions on the introduction, within school curricula, of content related to consent and gender diversity; (2) evaluations of the university as a space for free identity expression and of inclusive policies (e.g., recognition of chosen pronouns and gender-neutral spaces); (3) levels of agreement with the idea of gender identity fluidity; and (4) attitudes toward gender equality and relational norms related to consent, control, and power asymmetries in intimate relationships. Existing research highlights how sexuality education constitutes a key arena in which young people negotiate relational norms, agency, and ethical understandings of intimacy (Allen, 2011). The findings are situated within current debates on comprehensive sexuality education and the resilience of democratic cultures, emphasizing the role of educational institutions in fostering inclusion, respect, and informed participation in plural societies (UNESCO, 2018). Within this framework, the paper argues that gender and sexuality education represents a transformative space for the development of agency, mutual respect, and participatory citizenship, positioning educational contexts as crucial laboratories for democratic sustainability.

Plummer, K. (2001). The square of intimate citizenship: Some preliminary proposals. Citizenship Studies, 5(3), 237–253.

Biesta, G. (2011). Learning Democracy in School and Society: Education, Lifelong Learning, and the Politics of Citizenship. Rotterdam: Sense Publishers.

Fricker, M. (2007). Epistemic Injustice: Power and the Ethics of Knowing. Oxford: Oxford University Press.

Allen, L. (2011). Young People and Sexuality Education: Rethinking Key Debates. London: Palgrave Macmillan.

UNESCO (2018). International Technical Guidance on Sexuality Education: An Evidence-Informed Approach. Paris: UNESCO.0

WHERE SILENCE TEACHES: HIDDEN CURRICULUM AND DEMOCRATIC LEARNING IN ITALIAN CSE

Eleonora Bonvini (University of Bologna, Italy)

Comprehensive Sexuality Education (CSE) | Hidden curriculum | Gender-sensitive pedagogy

In Italian schools, sexuality and gender education often takes the form of a residual and uneven intervention (Chinelli et al., 2023). The absence of mandatory provision and clear national guidance weakens continuity and increases reliance on individual teachers' sensitivities and local contingencies. In this context, sexuality education tends to enter the curriculum mainly when it is framed as risk management – puberty, reproduction, sexually transmitted infections etc. – while it remains marginal when it addresses meanings, relationships, and rights (European Commission, 2020; Cassar, 2022). Drawing on 46 semi-structured interviews with teachers from early childhood education (kindergarten) to upper secondary school, this paper examines the mechanisms through which this gap between intentions and practices is produced and consolidated in everyday school life. The analysis highlights a recurring discrepancy between what is declared – CSE as education for wellbeing, equity, and citizenship – and what is enacted, which teachers experience as fragile and potentially conflictual. Lack of training, low self-efficacy, fear of disputes with families, and ambiguity around the institutional mandate orient many practices toward what appears "defensible." As a result, teachers often avoid topics perceived as sensitive (pleasure, sexual orientation, gender identity), contributing to a hidden curriculum in which heteronormativity and gender binarism are not explicitly asserted but operate as a "gender dispositive" (Burgio, 2015). Through reflexive thematic analysis and the use of vignettes, the study shows how teachers continuously negotiate the boundaries of what can be said – not so much whether to talk, but how to do so without exposing themselves. Using the UNESCO (2018) Comprehensive Sexuality Education framework as an interpretive lens, the paper argues that "what remains unspoken" functions as a pedagogical mechanism, shaping what can be named, who can be recognised, and which experiences are rendered legitimate within school spaces. From this perspective, CSE is not merely the transmission of information; rather, it can be understood as a transformative and ethical democratic practice (hooks, 2020). It educates for consent, care, and agency and can therefore help counter anti-gender misinformation and polarisation without falling into defensive postures. Finally, the paper proposes an implementation pathway that treats sexuality and gender as social structures (Risman, 2004), consistent with the evidence presented: at the individual level, targeted professional development and supports for teacher self-efficacy; at the interactional level, dialogic micro-practices to welcome students' questions and manage complex discussions; and at the institutional level, school policies that make CSE legitimate and continuous (curriculum planning, formal frameworks, transparent communication with families, and partnerships with local health and social services). Reframed in these terms, CSE can operate as democratic infrastructure: not an "additional topic," but an educational condition that enables recognition, participation, and coexistence in plural school communities oriented toward valuing difference.

Burgio, G. (2015). Pedagogical lexicon. Education Sciences & Society, 6(2), 181-190. Roma: Carocci.

Cassar, J. (2022). Sun, sea, and sex: A comparative study of sexuality education policies in Southern Europe. In Social welfare issues in Southern Europe (pp. 140-159). London: Routledge.

Chinelli, A., Salfa, M. C., Cellini, A., Ceccarelli, L., Farinella, M., Rancilio, L., Galipò, R., Meli, P., Camposeragna, A., Colaprico, L., Oldrini, M., Ubbiali, M., Caraglia, A., MartinellI, D., Mortari, L., Palamara, A. N., Suligoi, B., & Tavoschi, L. (2023). Sexuality education in Italy 2016–2020: A national survey investigating coverage, content and evaluation of school-based educational activities. Sex Education, 23(6), 756-768. http://doi.org/10.1080/14681811.2022.2134104.

European Commission (EU). (2020). Sexuality education across the European Union – An overview. Directorate-General for Employment, Social Affairs and Inclusion. Luxembourg: Publications Office of the European Union. https://data.europa.eu/doi/10.2767/869234

hooks, b. (2020b). Insegnare a trasgredire: L'educazione come pratica della libertà. (Opera originale pubblicata 1994). Roma: Meltemi.

Risman, B. (2004). Gender as a social structure: Theory wrestling with activism. Gender & Society, 18(4), 429-450. https://doi.org/10.1007/978-3-319-76333-0_2

UNESCO (2018). International technical guidance on sexuality education. An evidence-informed approach.https://unesdoc.unesco.org/ark:/48223/pf0000260770

AFFECTIVE AND SEXUAL RELATIONSHIPS IN THE TIME OF DATING APPS. HOOKUP CULTURE AND THE EXPECTATION SYSTEM OF YOUNG PEOPLE

Vitaliano Corbi (Alma Mater Studiorum-Università di Bologna, Italy)

dating apps | hookup culture | comprehensive sexuality education

This contribution reflects on the preliminary findings of an ongoing qualitative study investigating the relational dynamics of youth sexuality in an "onlife" context. The research involved undergraduate and postgraduate students from humanities departments in northern and southern Italy. The participants fall within the developmental stage of emerging adulthood (ages 19–29), thus encompassing the late stages of adolescence. The study aims to explore the meanings young people attribute to dating apps and "hookup culture," examining how these phenomena influence their system of expectations regarding both physical and virtual encounters. A preliminary analysis of semi-structured interviews reveals that participants perceive dating apps (primarily Tinder and Hinge) as ambivalent environments: on one hand, they offer a venue for effectively experimenting with affectivity and sexuality; on the other, they function as environments heavily permeated by transferential dynamics. These dynamics foster processes of idealization, particularly during the chatting phase, which is characterized by the absence of the interpretative cues typical of face-to-face interaction. Expectations built within such relational dynamics tend to oversimplify alterity, encouraging projections that can lead to disappointment and frustration upon meeting in person. However, the use of these apps can also emerge as an informal educational space for exercising choice, tolerance of boundaries, and conflict management, especially when supported by educational practices guided by the Comprehensive Sexuality Education (CSE) approach (UNESCO, 2018). This framework focuses on skills, attitudes, and values, promoting a positive vision of sexuality as a human right and a democratic means of empowerment. In this specific context, education should guide individuals toward an awareness of their own projections and the ability to navigate them. Furthermore, the qualitative data appear to challenge the monolithic representation of Millennials and iGen as being fully identified with hookup culture. The interviewed students acknowledge the prevalence of casual sex but do not view it as detached from emotional involvement, nor as the defining feature of their personal experiences. Consequently, a general framework emerges that warns against reductionist interpretations and moralistic judgments, which risk producing a "negative Pygmalion effect" impacting the educational practices of parents, teachers, educators and pedagogists. Finally, the study hypothesizes that “existential communication” (Bertin, Contini, 2004), within the specific context of CSE, can serve as a valid tool for supporting young dating app users. In the perspective of pedagogical problematicism (Bertin, 1968), this approach fosters the integration of egocentric and heterocentric attitudes across the subjective and objective moments inherent in the dialectic of personality formation, while simultaneously valuing the complexity of contemporary experiences.

Bertin G. M., Contini M., Educazione alla progettualità esistenziale, Armando, Roma, 2004.

Bertin G. M., Educazione alla ragione. Lezioni di pedagogia generale, Armando, Roma, 1968.

Braun V., Clarke V., “Can I use TA? Should I use TA? Should I not use TA? Comparing reflexive thematic analysis and other pattern-based qualitative analytic approaches” in Counselling & Psychotherapy Research, 21(1), 2021.

Coggi C., Ricchiardi P., Progettare la ricerca empirica in educazione, Carocci editore, Roma, 2021.

Dalla Zuanna G., Vignoli D., Piacere e fedeltà. I millennials italiani e il sesso, il Mulino, Bologna, 2021.

Demozzi S., Ghigi R., Insegnare genere e sessualità. Dal pregiudizio sessista alla prevenzione della violenza, MondadoriUniversità, Milano, 2024.

Fabbri M., Essere insegnanti. Essere genitori. La competenza comunicativa in educazione, FrancoAngeli, Milano 2022.

Fabbri M., Il transfert. Il dono, la cura. Giochi di proiezione nell’esperienza educativa, FrancoAngeli, Milano, 2012.

Fabbri M., Pironi T., Educare alla ricerca. Giovanni Maria Bertin precursore del pensiero della complessità, Studium, Roma, 2020.

Fioravanti R., Il mercato dell'amore. Il capitalismo digitale nelle app di dating, Alegre, Roma, 2025

Siegel D. J., La mente adolescente, Raffaello Cortina Editore, Milano, 2014.

Twenge J. M., Iperconnessi. Perché i ragazzi oggi crescono meno ribelli, più tolleranti, meno felici e del tutto impreparati a diventare adulti, Einaudi, Torino, 2018.

UNESCO, International technical guidance on sexuality education. An evidence informed approach, Parigi, 2018. https://unesdoc.unesco.org/ark:/48223/pf0000260770

Zoja L., Il declino del desiderio, Einaudi, Torino, 2022.

"...LA PRINCIPESSA RACCONTA...": FABULO-TECHNOLOGICAL PATHWAYS FOR INCLUSION OF GENDER VARIANT/NON-BINARY STUDENTS IN ITALIAN SCHOOLS

Marco Martucci (IIS "Clara Leardi", Italy)

gender variance | non-binary inclusion | intimate citizenship

In contemporary Italian schools, an increasing number of children and adolescents identify as gender variant or non-binary, often pursuing—sometimes with family support—paths of gender exploration or affirmation. This action-research project develops and field-tests an innovative, vertically integrated methodological framework for inclusive gender and sexuality education across all school levels (primary to upper secondary), aiming to foster serene, informed, and authentically inclusive learning environments that center diverse embodiments, relations, and intimate citizenships. Aligned with the panel's emphasis on gender and sexuality education as democratic practice (Plummer, 2001; UNESCO, 2018), the project repositions bodies, relations, and care as core to democratic coexistence, epistemic justice, and resistance to polarized anti-gender discourses. Rather than imposing normative knowledge, it cultivates student agency, mutual respect, and negotiation of plural identities. The core intervention, "...La Principessa racconta..." (inspired by Drag Queen Story Hour but uniquely Italianized), merges fabula-based storytelling with STEAM laboratories. Facilitated by an educator embodying a "Princess" (a powerful archetype of femininity re-appropriated for empathy and inclusion), sessions use illustrated "forbidden books" (e.g., Piccolo Uovo) for narrative exploration, followed by hands-on STEAM activities (wearable technology, soft circuits, scribbling machines, podcasting, stop-motion video, electronic music). These clusters collect participatory qualitative data on students' lived experiences, needs, and gender imaginaries, particularly from LGBT+ and gender variant/non-binary youth. The methodology includes direct/indirect observation, reflective logs, online diaries shared via social media, and family questionnaires (Google Forms/QR codes). Pilots began in 2019 (e.g., I.C. Asola, European "We are the Makers"), continued post-COVID in associations and libraries (e.g., Biblioteche di Roma – Vaccheria Nardi), and featured at events like "Educare le Differenze" (Bari, 2023). Challenges include institutional resistance, parental concerns amplified by conservative campaigns (e.g., Pro Vita e Famiglia), and funding/logistical barriers, addressed through no-fee models and community partnerships. Outcomes will yield evidence-based guidelines for curriculum integration, teacher training on gender-inclusive facilitation, and resources supporting intimate citizenship—enabling full school and social participation irrespective of gender identity. By amplifying gender variant/non-binary voices, the project counters epistemic injustices, promotes relational ethics of care and diversity, and renews pedagogy as a site of democratic transformation. Expected impacts include enhanced belonging, reduced stigma, and practical tools for enacting Comprehensive Sexuality Education as a democratic commitment.

Cavallo A. , Lugli L. , Prearo M. (2021) Cose spiegate bene. Questioni di un certo genere, Iperborea; Ehrensaft D. (2019) Il bambino Gender Creative, Odoya;

LeVay S. (2015) Gay si nasce? , Raffaello Cortina Editore;

Lingiardi V. , Nardelli N. , Giovanardi G. , Speranza A. M. (2023) Consulenza psicologica e psicoterapia con persone lesbiche, gay, bisessuali, transgender, non binaria. Linee Guida, Raffaello Cortina Editore;

Montano A. , Rubbino R. (2021) Manuale di Psicoterapia per la popolazione LGBTQIA+. Aspetti socio- culturali, modelli teorici e protocolli di intervento. Erickson;

Halberstam J. (2023) Trans* , Odoya;

Ghigi R. (2019) Fare la differenza. Educazione di genere dalla prima infanzia all'età adulta, il Mulino;

Graglia M. (2019) Le differenze di sesso, genere e orientamento. Buone pratiche per l'inclusione, Carocci Faber;

Roberti V. , Selmi G. (2021) Una scuola arcobaleno. Dati e strumenti conto l'omotransfobia in classe, Settenove Edizioni;

Grimaldi F. , Millozzi V. , Rossano T. , Zotti D. (2019) Che genere di scuola? Educazioni differenti per una società plurale, Massari Editore

Hines S. (2021) Il genere è fluido? , Nutrimenti;

Cossutta, Greco, Mainardi, Voli (2018) Smagliature digitali. Corpi, generi e tecnologie, Agenzia X; Nadotti M. (2022) Sesso & Genere, Mimesis Edizioni;

Baiocco R. , Pistella J. , Rosati F. , (2022) Atlante LGBTQ+: coming out e relazioni familiari. Dimensioni evolutive e cliniche, McGraw-Hill Education, Milano;

Burgio G. (2020) Le omofobie a scuola. Un inquadramento teorico problematizzante, Ricerche di Pedagogia e Didattica – Journal of Theories and Research in Education 15, 1 (2020);

Eisenberg M.E. , Gower A.L. , McMorris B. J. , Rider G. N. , Shea G. , Coleman E. (2017) Risk and protective factor in yhe lives of transgender/gender nonconforming adolescents, Journal of Adolescents Health, 61, 4, pp 512-526,

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5626022/ al 18 luglio 2017;

Baiocco R. , Rosati F. , Pistella J. (2023) Italian proposal for non binary and inclusive language; The schwa as non-gender-specific ending, Journal of Gay & Lesbian Mental Health, pp. 1-6, ,al 18 luglio 2017

Zucker. K. J. (2017) Epidemiology of gender dysphoria and transgender identity, sexual Health, 14, 5, pp. 404- 411;

Di Ceglie D. (2014) Gender Dysphoria in young people, Huline-Dickens S. , (a cura di) , Clinical Topics in Chil and Adolescent Psychiatry, The Royal College of Psychiatrists Pubblication, London pp. 349-364; LaSala, M. C. (2010)

Coming out, coming home. Helping familiy adjust to gay or lesbian child, Columbia University press, New York;
Harper Keenan & Lil Miss Hot Mess (2021) Drag pedagogy: The playful practice of queer imagination in early childhood, Curriculum Inquiry , https://doi.org/10.1080/03626784.2020.1864621 , al 18 Luglio 2023
Valfort M. A. , Scarpetta S. (2019) Society at a Glance. A spotlight on LGBT people. L'Italia a confronto, OECD;
Hoanglan C. (2021) Creating Safe and Inclusive Schools for LGTBQ Students , Volume 13, Issue 2, BU Journal of Graduate Studies in Education;
Jones M. C. , Vaccaro A. , Miller R. A. , Forester R. , Friedensen R. , Kimball E. W. , Forsythe D. (2021) Embodied Literacies of Sexuality and Gender of College Students , Vol. 17 Issue 2—Fall 2021, Journal of Language and Literacy Education;
Clarke V. , Hayfield, N. , Huxley C. (2012) Lesbian, gay, bisexual and trans appearance and embodiment: A critical review of the psychological literature, Psychology of Sexualities Review, 3(1);
"...La Principessa racconta...", Martucci M. https://linktr.ee/laprincipessaracconta , February 28, 2026

ARE THEY READY TO TEACH SEXUALITY EDUCATION IN THE DIGITAL ERA?

Martina Bőhmová (Faculty of Education, Masaryk University, Czech Republic (Czechia)) · **Martin Fico** (Faculty of Education, Masaryk University, Czech Republic (Czechia))

Sexuality Education | Pre-service Teacher | Teacher Professional Development

Contemporary school-based sexuality education must move from pure biology to current challenges (e.g., online sexuality) and social aspects of sexuality. Sexuality education is crucial in reducing the rates of STIs, teenage pregnancies, and gender-related violence according to Společnost pro plánování rodiny a sexuální výchovu (Czech Society for Family Planning and Sexual Education [SPRSV], 2017) and UNESCO (2018). Studies show (UNESCO, 2018) that effective programs promotes responsible behavior instead of promoting earlier sexual activity. Nowadays, social media distorts sexual realities and can facilitate the commercial sexual exploitation of children (Smahel et al., 2020; Titheradge & Croxford, 2021). Schools are essential settings for guiding the perspectives of young people (SPRSV, 2017; UNESCO, 2018). Despite the Czech Republic's reputation as a progressive post-communist country, sexuality education remains fragmented and hindered by outdated methods and insufficient teacher support (Bőhmová, 2025). While attitudes towards sexuality education are frequently studied (e.g., Hrubá, 2022), the preparedness of pre-service teachers remains under-explored. Addressing this gap, this quantitative cross-sectional study maps the knowledge and attitudes of future teachers. Using the ABC model of attitudes, data are collected from Master's students across nine Czech universities via a custom-designed questionnaire combining a didactic test (for objective knowledge) and Likert scales (for attitudes and subjective evaluation of pre-service preparedness). Data will be analysed using techniques such as ANOVA, CFA, and reliability testing; however, the choice of specific methods will depend on data distribution. The study will map pre-service teachers' specific knowledge gaps (e.g., regarding legal frameworks) and assess their attitudes towards sexuality education. Ultimately, this research aims to optimise teacher preparation to improve the delivery of sexuality education in Czech schools.

Bőhmová, M. (2025). Sexuální výchova v digitálním věku: mnohopřípadová studie [Sex education in the digital era: multiplecase study] [Bachelor's thesis, Masaryk University]. Masaryk University Information System. https://is.muni.cz/th/cj0lm/
Hrubá, M. (2022). Prevence sexuálního rizikového chování a výuka sexuální výchovy na druhém stupni základních škol v digitálním věku [Prevention of sexual risk behavior and sex education at the second grade of primary schools in the digital age] [Master's thesis, University of Hradec Králové]. Theses.cz. https://theses.cz/id/2hzj2t/
Smahel, D., Machackova, H., Mascheroni, G., Dedkova, L., Staksrud, E., Ólafsson, K., Livingstone, S., & Hasebrink, U. (2020). EU Kids Online 2020: Survey results from 19 countries. EU Kids Online. https://doi.org/10.21953/lse.47fdeqj01ofo
Společnost pro plánování rodiny a sexuální výchovu. (2017). Standardy pro sexuální výchovu v Evropě [Standards for sexuality education in Europe]. BZgA – WHO Collaborating Centre. https://www.bzga-whocc.de/fileadmin/user_upload/Dokumente/BZgA_Standards_Czech.pdf
Titheradge, N., & Croxford, R. (2021, May 26). The children selling explicit videos on OnlyFans. BBC News. https://www.bbc.com/news/uk-57255983
UNESCO. (2018). International technical guidance on sexuality education: An evidence-informed approach. https://unesdoc.unesco.org/ark:/48223/pf0000260770

INTERSTICES OF POSSIBILITY: CREATING DEMOCRATIC SPACES FOR TRANSFORMATIVE GENDER AND SEXUALITY EDUCATION IN SCHOOLS

Caterina Rapini (Università di Milano-Bicocca, Italy)

gender and sexuality education | gender-based violence | school

Schools are deeply shaped by cis-heteronormative, binary and adultist regimes (Hall, 2021; Santambrogio, 2022; Demozzi & Ghigi, 2024) that reproduce broader social hierarchies and sustain cultures of gender-based violence, often through the implicit and hidden curriculum (Donovan et al., 2023; Rapini, 2025; Selmi, 2025). In the Italian context, schools are currently experiencing contradictory tendencies. On the one hand, there is an increasing amount of censorship surrounding sexuality and gender education (Scarcelli & Selmi, 2025), as evidenced by the introduction of parental informed consent for sex education activities and the prohibition of such initiatives in primary schools. On the other hand, schools appear to be increasingly engaging with issues related to gender-based violence, particularly male violence against women and digital violence. However, these topics are often addressed within securitarian frameworks or through paternalistic and victimising narratives, which risk overlooking the broader cultural, material and relational conditions that produce violence. Moreover, discussions concerning young people's uses of digital media frequently tend to be framed through dynamics of moral panic (Scarcelli, 2020), shifting attention toward risk and control rather than fostering critical and situated reflection on gendered power relations in post-digital contexts. Against this backdrop, this paper asks how schools can create interstitial spaces for democratic agency in order to implement transformative gender and sexuality education practices that deconstruct, rather than reproduce, the culture of violence? This contribution is based on an ethnographic research project (Bove, 2019) conducted in an Italian secondary school. The project involved interviews, participatory workshops and collective analysis with teachers and students. The research employs a participatory and reflexive methodology, consistent with a transfeminist epistemology (Branlat et al., 2023; Keenan, 2022; Leach, 2006). Preliminary findings highlight significant tensions surrounding school discourses on gender-based violence. These discourses often generate forms of male resistance (Ging et al., 2024; Keddie, 2022) and struggle to engage students in meaningfully connecting their lived experiences - particularly within post-digital environments - with gender-based violence (Setty et al., 2024). Furthermore, the systematic invisibilization of LGBTQIA+ subjectivities within educational narratives contributes to the reinforcement and radicalisation of anti-gender discourses within the school context, perpetuating epistemic injustice (Fricker, 2007) and violence (Wozolek, 2018). The research also foregrounds the tensions teachers experience when addressing gender and sexuality. These include fear of backlash from families and school leadership, institutional constraints, and a sense of unease in moving beyond disciplinary boundaries toward more dialogical, relational and embodied pedagogical practices. At the same time, the findings suggest that spaces of mutual recognition and critical dialogue can emerge through a pedagogy of discomfort (Reygan & Francis, 2015; Zembylas, 2015) that addresses vulnerability and co-learning, rewriting of classroom hierarchies and challenging the adultist power/knowledge binary that underpins traditional schooling. When conceived as a participatory process, educational research itself becomes a democratic practice of questioning (Agud-Morell & Breull-Arancibia, 2025; Pacheco-Salazar, 2018; Bove, 2009). It fosters collective reflection on educational practices and creates opportunities to sustain gender and sexuality education, even in restrictive contexts.

Agud-Morell, I., & Breull-Arancibia, V. (2025). Children's agencies navigating sexism and LGBTI+ phobia in Santiago de Chile's primary school. Children & Society. 00, 1–18. https://doi.org/10.1111/chso.12869

Bove, C. (2019). Il metodo etnografico. In Ghirotto, L., Mortari, L., Metodi per la ricerca educativa. Carocci.

Bove, C., (2009). Ricerca educativa e formazione: Contaminazioni metodologiche. FrancoAngeli.

Branlat, J., Velasquez, J., & Hellstrand, I. (2023). Tentacular Classrooms: Feminist Transformative Learning for Thinking and Sensing. Journal of Transformative Education, 21(1), 26–40. https://doi.org/10.1177/15413446211068556

Demozzi, S., & Ghigi, R. (2024). Insegnare genere e sessualità: Dal pregiudizio sessista alla prevenzione della violenza. Mondadori Università.

Donovan, C., Gangoli, G., King, H., & Dutt, A. (2023). Understanding gender and sexuality: The hidden curriculum in English schools. Review of Education, 11(3), 1–27. https://doi.org/10.1002/rev3.3440

Fricker, M. (2007). Epistemic injustice: Power and the ethics of knowing. Oxford University Press.

Gamberi, C., Maio, M. A., & Selmi, G. (2010). Educare al genere: Riflessioni e strumenti per articolare la complessità. Carocci.

Ging, D., Ringrose, J., Milne, B., Horeck, T., Mendes, K., & Castellini da Silva, R. (2024). Moving beyond masculine defensiveness and anxiety in the classroom: Exploring gendered responses to sexual and gender based violence workshops in England and Ireland. Gender and Education, 36(3), 230–247. https://doi.org/10.1080/09540253.2024.2315052

Hall, S. F. (2021). Panoptical Time, Cissexism, and Heterosexism: How Discourses of Adultism Discipline Queer and Trans Youth. Feminist Formations, 33(2), 283–312. https://doi.org/10.1353/ff.2021.0035

Keddie, A. (2022). Engaging boys in gender transformative pedagogy: Navigating discomfort, vulnerability and empathy. Pedagogy, Culture & Society, 30(3), 401–414. https://doi.org/10.1080/14681366.2021.1977980

Keenan, H. B. (2022). Methodology as Pedagogy: Trans Lives, Social Science, and the Possibilities of Education Research. Educational Researcher, 51(5), 307–314. https://doi.org/10.3102/0013189X211065740

Leach, F. (2006). Researching gender violence in schools: Methodological and ethical considerations. World Development, 34(6), 1129–1147. https://doi.org/10.1016/j.worlddev.2005.11.008

Marshall, & Young. (2006). Gender and methodology. In The Sage Handbook of gender and education (pp. 63–82). SAGE Publications.

Pacheco-Salazar, B. (2018). Las voces del estudiantado en la investigación socio-educativa: Trascendiendo el adultocentrismo. Ciencia y Educación, 2(2), 43–51. https://doi.org/10.22206/cyed.2018.v2i2

Rapini, C. (2025). Sottobanco. Una scoping review sulla violenza di genere nella cultura scolastica. Pedagogia Oggi, 23(2), 162–168. https://doi.org/10.7346/PO-022025-19

Reygan, F., & Francis, D. (2015). Emotions and pedagogies of discomfort: Teachers' responses to sexual and gender diversity in the Free State, South Africa. Education as Change, 19(1), 101–119. https://doi.org/10.1080/16823206.2014.943259

Santambrogio, A. (2022). Scuole come dispositivi di genere binari e cisnormativi. Un'analisi della letteratura pedagogica sull'esperienza scolastica dellɜadolescenti trans*. Pedagogia delle differenze - Bollettino della Fondazione «Vito Fazio-Allmayer» LI(2), 283–300. https://iris.unikore.it/handle/11387/156024

Scarcelli, C. M., & Selmi, G. (2025). Genere, sessualità e educazione. Note da un campo in movimento. Scuola democratica, (1/2025), 7–26. https://doi.org/10.12828/117152

Scarcelli, C. M. (2020). Teenage Perspectives on Sexting and Pleasure in Italy: Going Beyond the Concept of Moral Panics. In L. Tsaliki & D. Chronaki, Discourses of Anxiety over Childhood and Youth across Cultures (pp. 297–319). Springer International Publishing. https://doi.org/10.1007/978-3-030-46436-3_13

Selmi, G. (2025). L'educazione di genere nei contesti informali. In G. Burgio, La pedagogia di genere. Analisi, riflessioni e pratiche per educare alle differenze (pp. 127–135). UTET Università.

Setty, E., Ringrose, J., & Hunt, J. (2024). From 'harmful sexual behaviour' to 'harmful sexual culture': Addressing school-related sexual and gender-based violence among young people in England through 'post-digital sexual citizenship'. Gender and Education, 36(5), 434–452. https://doi.org/10.1080/09540253.2024.2348534

Wozolek, B. (2018). Gaslighting queerness: Schooling as a place of violent assemblages. Journal of LGBT Youth, 15(4), 319–338. https://doi.org/10.1080/19361653.2018.1484839

Zembylas, M. (2015). 'Pedagogy of discomfort' and its ethical implications: The tensions of ethical violence in social justice education. Ethics and Education, 10(2), 163–174. https://doi.org/10.1080/17449642.2015.1039274

THE TEACHER AS A BODY IN THE CLASSROOM: TRANSFEMINIST PEDAGOGIES AND COMPREHENSIVE SEXUALITY EDUCATION AS DEMOCRATIC PRACTICES IN ITALIAN SECONDARY SCHOOLS

Alice Valenza (Università degli Studi di Bari Aldo Moro, Italy; Gen-Q) · **Valeria Piras** (Consiglio Nazionale delle Ricerche - Istituto per le Tecnologie Didattiche; Gen-Q) · **Susanna Chiulli** (Gen-Q) · **Emanuele Falcolini** (Gen-Q)

Comprehensive Sexuality Education | Transfeminist Pedagogies | School

In Italy, where Comprehensive Sexuality Education (CSE) is not institutionally established and is increasingly targeted by anti-gender actors seeking to censor or delegitimize it, the integration of gender and sexuality perspectives in secondary schools depends largely on individual teachers' initiative. Drawing on semi-structured interviews with twelve teachers in italian public secondary schools, analyzed through a critical feminist lens using thematic coding, this contribution explores how transfeminist principles are embodied in their everyday pedagogical practice and mobilized in efforts to promote or implement CSE interventions. Findings show that participants, who identify both as transfeminist activists and public school teachers, describe transfeminism as a transversal pedagogical orientation (Barcelos, 2019) that shapes both classroom relations and CSE pathways. A recurring theme across interviews was a critical reflection on teacher positionality: the awareness that the teacher is a body in the classroom, embedded in asymmetrical power relations that must be continuously examined and renegotiated. Through work on language, spatial arrangements, evaluation, and curricular choices, teachers seek to dismantle hierarchical and performative logics that reproduce exclusion and epistemic injustice. In this perspective, CSE (UNESCO, 2018) is understood as a transformative framework enabling students to critically analyze the social and cultural norms shaping sexuality and relationships, and to make autonomous, informed choices about their bodies and relational lives. By recognizing that sexual health is deeply influenced by gender norms and power structures, CSE becomes a vantage point from which to interrogate the norms that determine who is recognized, whose experiences count as legitimate knowledge, and who is enabled to participate meaningfully in collective life. The contribution argues that these embodied and relational practices emerging from the interviewed teachers' experiences enact forms of intimate citizenship within the classroom, transforming everyday pedagogy into a site of democratic struggle. The

contribution shows how intersecting personal and professional trajectories translate into concrete transfeminist pedagogical approaches recognizable within the CSE UNESCO framework: an especially significant finding in the Italian context, where such practices face institutional obstruction. In polarized contexts marked by anti-gender backlash (Prearo, 2024) and attempts to censor or neutralize sexuality education, CSE and transfeminist pedagogies become sites of resistance and a practice of democracy in action, reshaping how we inhabit bodies, relationships, and shared social worlds.

Barcelos, C. A. (2019). Transfeminist Pedagogy and the Women's Health Classroom. Feminist Formations, 31(3), 1–24.

Costantino, C., Minoli, G., & Pasquino, M. (2025). Senza legge. Perché l'educazione sessuo-affettiva è una questione politica. Tlon.

Hughes, K. P. (1995). Feminist pedagogy and feminist epistemology: An overview. International Journal of Lifelong Education, 14(3), 214–230. https://doi.org/10.1080/0260137950140303

hooks, b. (2003), Teaching Community: A Pedagogy of Hope, Routledge.

IPPF (2006), Framework for Comprehensive Sexuality Education (CSE), International Planned Parenthood Federation.

Melandri, L., & Cattive Maestre (2024), Dietro la cattedra, sotto il banco. Il corpo a scuola, Prospero Editore.

Prearo, M. (2024), Dal Family Day al governo Meloni. Il contesto di opportunità religiose, militanti e politiche di una nuova mobilitazione cattolica, Quaderni di scienza politica 1/2024, Mulino.

Selmi, G. (2015). Chi ha paura della libertà? La così detta ideologia del gender sui banchi di scuola. AG About Gender-International Journal of Gender Studies, 4(7).

UNESCO, UNFPA, UNICEF, UN Women, UNAIDS, WHO (2018), International Technical Guidance on Sexuality Education: an Evidence-informed approach. UN Women – Headquarters. https://www.unwomen.org/en/digital-library/publications/2018/1/international-technical-guidance-on-sexuality-education

'INTRUDERS', 'TRANSFORMERS' AND 'FALLEN SOLDIERS': EXPERIENCES OF NON-HETEROSEXUAL BOYS AND TRANS AND NON-BINARY STUDENTS IN SECONDARY EDUCATION

Berta Llos (Universitat Autònoma de Barcelona, Spain)

LGBTQ+ gender norms school spaces

Despite increasing legal protections, LGBTQ+ students remain among the most vulnerable groups within educational settings, facing persistent discrimination, exclusion, and emotional distress. Recent studies continue to identify LGBTQ+ youth as particularly exposed to violence and marginalization within schools (Harris et al., 2021; McBrien et al., 2022). In Europe, recent data indicate a concerning rise in school-based bullying against LGBTQ+ students (European Union Agency for Fundamental Rights, 2024). While numerous policies and interventions have been developed to address these issues, critical scholarship highlights that school violence is often framed as the result of individual behaviours rather than as a structural phenomenon embedded in institutional cultures and norms (Ferfolja, 2007; Payne and Smith, 2013). In response to these limitations, this paper examines LGBTQ+ students' school experiences from a relational and institutional perspective that situates them within a broader cisheteronormative logic shaping everyday school life. Specifically, the study focuses on the experiences of non-heterosexual boys and trans and non-binary students in secondary education in Catalonia. The research adopts a youth-centred qualitative approach (Bragg, 2010), combining the use of Relief Maps (Rodó-Zárate, 2014) and focus group discussions with a total of 285 students aged between 12 and 17 from 16 public secondary schools. Relief Maps were used to explore students' perceptions of comfort and discomfort across different spaces and identity axes, while focus groups provided a collective space to deepen the narratives emerging from these visual mappings. The findings reveal how students' experiences are shaped by multiple mechanisms of regulation related to gender and sexuality that operate through what Payne and Smith (2013) conceptualize as gender policing. Among non-heterosexual boys, hegemonic masculinity is often enforced through peer dynamics such as homophobic language, mockery, and humour, which function as mechanisms for reinforcing gender boundaries and hierarchies (Connell and Messerschmidt, 2005; Rawlings, 2019). These dynamics position heterosexual masculinity as the normative and desirable form of masculinity within school contexts. For trans and non-binary students, experiences of discomfort are particularly associated with specific school spaces such as changing rooms, bathrooms, and physical education settings. These spaces not only reproduce binary gender norms through their architectural organization but also through the social interactions they enable, including exclusion, questioning of gender identities, and cisnormative microaggressions (McBride and Neary, 2021). Overall, the study highlights the multidimensional role of school spaces in shaping students' experiences, demonstrating how both spatial arrangements and everyday interactions contribute to the reproduction of cisheteronormative hierarchies. By foregrounding youth voices and analysing how school institutions (re)produce hege-

monic identity models, this research calls for moving beyond individualizing approaches to school violence. Instead, it argues for addressing the structural dynamics through which gender and sexuality norms are enacted in schools, while promoting a feminist ethic of care and shared responsibility in educational practice. In doing so, the paper highlights how students' everyday experiences shape their possibilities for recognition, belonging, and participation within school communities.

Bragg S (2010) Consulting Young People: A Literature Review. Creativity, Culture and Education (CCE).

Connell RW and Messerschmidt JW (2005) Hegemonic masculinity: Rethinking the concept. Gender & Society 19(6): 829–859. https://doi.org/10.1177/0891243205278639

European Union Agency for Fundamental Rights (2024) LGBTIQ Equality at a Crossroads: Progress and Challenges. Luxembourg: Publications Office of the European Union.

Ferfolja T (2007) Schooling cultures: Institutionalizing heteronormativity and heterosexism. International Journal of Inclusive Education 11(2): 147–162. https://doi.org/10.1080/13603110500296596

Harris R, Wilson-Daily AE and Fuller G (2021) Exploring the secondary school experience of LGBT+ youth: An examination of school culture and school climate as understood by teachers and experienced by LGBT+ students. Intercultural Education 32(4): 368–385. https://doi.org/10.1080/14675986.2021.1889987

McBride, R.S., & Neary, A. (2021). Trans and gender diverse youth resisting cisnormativity in school. Gender and Education, 33(8), 1090-1107, DOI: 10.1080/09540253.2021.1884201

McBrien J, Rutigliano A and Sticca A (2022) The inclusion of LGBTQI+ students across education systems: An overview. OECD Education Working Papers, No. 273. Paris: OECD Publishing. https://doi.org/10.1787/91775206-en

Payne E and Smith M (2013) LGBTQ kids, school safety, and missing the big picture: How the dominant bullying discourse prevents school professionals from thinking about systemic marginalization or... why we need to rethink LGBTQ bullying. QED: A Journal in GLBTQ Worldmaking 1: 1–36. https://doi.org/10.14321/qed.0001

Rawlings V (2019) 'It's not bullying', 'it's just a joke': Teacher and student discursive manoeuvres around gendered violence. British Educational Research Journal 45(4): 698–716. https://doi.org/10.1002/berj.3521

Rodó-Zárate M (2014) Developing geographies of intersectionality with relief maps: Reflections from youth research in Manresa, Catalonia. Gender, Place & Culture 21(8): 925–944. https://doi.org/10.1080/0966369X.2013.817974

"PIACERE DI CONOSCERCI": YOUTH-LED CSE AS DEMOCRATIC PRACTICE OF POLICY-MAKING IN SOUTH ITALY

Francesca Barbino (University of Palermo, Italy) · **Giulia La Barbera** (University of Palermo, Italy) · **Carmen Buglisi** (University of Palermo, Italy)

Comprehensive Sexuality Education | Gender-based violences | Youth participation

Italian schools are increasingly reflecting a plurality of identities and backgrounds, however this growing visibility of non-cis-hetero and non-white subjectivities clash with a parallel rise in oppressive, discriminatory and violent acts (Burgio, 2022; Biemmi, 2023; Di Grigoli, 2023; Rinaldi, 2023; Chiappelli & Bernacchi, 2024). In this scenario, Comprehensive Sexuality Education (CSE) could play a significant role in preventing gender-based violences (GBV) through the promotion of self-respect and respect for others, the expression of consent and enabling to seek support when needed (Bonvini and Demozzi, 2024; Demozzi and Ghigi, 2024; Nimbi, 2025). However, despite almost 50 years of attempts of entering the topic into Italian public policy-making (Bruno, 2024), CSE's structural integration in Italy is not ensured, leading to fragmented, inconsistent and often non-inclusive educational initiatives among the Italian regions (Goldfarb et al., 2021; Chinelli et al., 2024). Drawing on the concept of participatory action research (Orefice, 2006; Cammarota et al, 2008; Demetrio, 2020), this contribution examines the youth-led path that created the campaign Piacere di Conoscerci, launched in Palermo in 2024 to ask the Municipality to engage in the promotion of Comprehensive Sexuality Education (CSE) programs in local schools. The campaign, emerged from a qualitative data collection among students' organisations, educators and parents on their experiences of GBV, was launched in the attempt not to limit their intervention to protest or awareness-raising, but engaging in a participatory process aimed at producing situated knowledge capable of informing local public policy: the research phase informed the development of a public Manifesto which reached 70+ subscriptions from NGOs and CSE experts, and a petition which collected +6000 signatures addressed to the Municipality of Palermo asking to commit to a publicly supported, holistic, compulsory and intersectional local program of CSE. By positioning students as epistemic subjects and policy interlocutors, Piacere di Conoscerci may challenge normative hierarchies that traditionally exclude young people from shaping educational agendas, as well as heteronormative, binary, and moralising framings of sexuality that limit its discourse to a private sphere where young people cannot enter. Ultimately, the case

invites a rethinking of CSE not as curricular content alone but as a transformative infrastructure for democratic coexistence: by situating CSE within broader struggles over normativity, structural inequalities and the control of bodies in contemporary Italy, the paper argues that youth-led, intersectional approaches can contribute to renewing democratic cultures and repositioning schools as sites where intimate life and democratic culture are co-constructed.

Barbino F., Saint-Nom C. (2022), Our reality is colourful, healthy and playful: a call for listening to European youth and their need to have systemic Comprehensive Sexuality Education as a way to prevent teen dating violence, in "Pedagogia delle differenze – Bollettino della Fondazione «Vito Fazio-Allmayer»", LI, 2, 301-322.

Bernini, L. (2017), Le Teorie queer. Un'introduzione, Milano-Udine, Mimesis.

Biemmi, I. (2023). Pedagogia di genere. Educare ed educarsi a vivere in un mondo sessuato. Milano. Mondadori Università.

Bonvini, E., Demozzi, S. (2024), Prevenire la violenza di genere: il ruolo dell'educazione sessuale olistica (CSE) come strumento di contrasto, in "Annali online della Didattica e della Formazione Docente".

Borghi, R. (2020). Decolonialità e privilegio: pratiche femministe e critica al sistema-mondo. Mimesis.

Bourelly, R., Lorusso, M.M., Mariotto, M., (2022), Riconoscimento di studenti trans nel sistema educativo italiano: criticità e prassi per una buona scuola, in "Pedagogia delle differenze – Bollettino della Fondazione "Vito Fazio-Allmayer".

Bruno, V. (2024), Educazione sessuale in Italia: Mezzo secolo di preliminari, in "Rivista di Sessuologia", (48), 2.

Burgio, G., (2020). Le omofobie a scuola Un inquadramento teorico problematizzante. Ricerche di Pedagogia e Didattica, in "Journal of Theories and Research in Education", 15(1), 155-168.

Burgio, G. (2022). Pedagogia postcoloniale. Prospettive radicali per l'intercultura. Milano. FrancoAngeli.

Butler, J. (1990). Gender Trouble Feminism and the Subversion of Identity. Routledge, London-New York.

Cammarota, J., & Fine, M. (Eds.). (2008). Revolutionizing Education: Youth Participatory Action Research in Motion (1st ed.). Routledge.

Chiappelli, T., & Bernacchi, E. (2024). Genere e generazioni. Forme di attivismo femminista e antirazzista delle nuove generazioni con background migratorio. FrancoAngeli. Milano.

Chinelli, A., Salfa, M. C., Cellini, A., Ceccarelli, L., Farinella, M., Rancilio, L., Galipò, R., Meli, P., Camposeragna, A., Colaprico, L., Oldrini, M., Ubbiali, M., Caraglia, A., Martinelli, D., Mortari, L., Palamara, A.T., Suligoi, B., Tavoschi, L. (2023). Sexuality education in Italy 2016-2020: a national survey investigating coverage, content and evaluation of school-based educational activities, in "Sex Education", 23(6).

Crenshaw, K.W. (1989). Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics, in "The University of Chicago Legal Forum".

Demetrio D., (2020), Micropedagogia. La ricerca qualitativa in educazione. Milano. Raffaello Cortina.

Demozzi, S., Ghigi R. (2024), Insegnare genere e sessualità. Dal pregiudizio sessista alla prevenzione della violenza. Mondadori Education, Milano.

Di Grigoli, A.R. (2023). La Pedagogia queer e il riconoscimento della non-linearità identitaria. Verso un modello critico della cis-normatività in educazione, in Burgio G. Lopez A.G. (a cura di) La pedagogia di genere. Percorsi di ricerca contemporanei. FrancoAngeli, Milano.

Donà A., Pansardi P., Prearo M., 2025. Prospettive di genere. Potere, politica, istituzioni, Il Mulino, Bologna.

Educare alle Differenze (2023). "Che fare? Tutto quello che avreste voluto sapere per contrastare le violenze di/del genere a scuola", available at https://www.educarealledifferenze.it/contrastare-le-violenze-di-del-genere-a-scuola/

Goldfarb E., Lieberman D. (2021). Three Decades of Research: The Case for Comprehensive Sex Education, in "Journal of Adolescent Health".

Lo Moro G. et al, 2023. Sex Education in Italy: an overview of 15 years of projects in primary and secondary schools, in "Archives of Sexual Behavior" , 52(4).

OMS (2010). Standard per l'educazione sessuale in Europa, Colonia.

Orefice, P., 2006. La Ricerca Azione Partecipativa. Teorie e pratiche. Napoli. Liguori; Baldacci M., Frabboni F., 2013. Manuale di metodologia della ricerca educativa. Novara. UTET.

Rinaldi, C. (2023). Posizionamenti inquieti: approcci e metodologia queer. In F. de Nardis, A. Petrillo, A. Simone (a cura di), Sociologia di posizione. Prospettive teoriche e metodologiche, Meltemi, Milano.

Selmi, G. (2015), Chi ha paura della libertà? La così detta ideologia del gender sui banchi di scuola, in AG AboutGender, International Journal of Gender Studies, 7, pp. 263-268.

UNESCO (2018). International technical guidance on sexuality education. An evidence-informed approach, UNESCO, UNAIDS, UNFPA, UNICEF, UN Women & WHO, Paris.

WHEN INCLUSION EXCLUDES - SEXUALITY EDUCATION AS DEMOCRATIC PRACTICE BETWEEN NON FORMAL SETTINGS AND SCHOOL LOGICS

Eleonora Dolderer (University of Tuebingen, Germany)

Sexuality Education | Inclusion and Exclusion | Qualitative Research

In societal contexts increasingly shaped by polarization, anti-gender discourses, and moralization, sexuality and gender education has become a central arena for democratic negotiation. International and national framework concepts—such as the WHO recommendations or the European Standards for Sexuality Education—emphasize sexuality education as a contribution to equality, self-determination, and a society guided by compassion and justice. The concept of Comprehensive Sexuality Education (UNESCO, 2018) likewise understands sexuality education as a holistic educational process that addresses cognitive, emotional, social, and physical dimensions and enables learners to make informed, self-determined decisions. Thus, sexuality education moves far beyond conveying biological facts, preventive measures, or normative

knowledge: it becomes a democratic practice that shapes interactions, imaginations, and forms of living together. In Germany, some non-school organizations draw on the aforementioned approaches and offer sex-positive, emancipatory programs. Simultaneously, sexuality education practitioners operate within a highly politicized and contested discursive field, which poses significant challenges to everyday pedagogical work. Against this backdrop, my research examines how sexuality educators interpret these framework concepts and translate them into concrete pedagogical practices. The focus is not on the actors' attitudes or intentions, but on the structural conditions that become visible in communication. More specifically, the analysis centers on the intrinsic logics of sexuality education—those particular expectations, challenges, and communicative patterns that shape this pedagogical field and influence who is addressed, and how. Although the scientific discourse on sexuality education has expanded in recent years, it remains relatively limited, especially with regard to empirical studies. There is a particular lack of analyses grounded in social theory and educational science that investigate the concrete enactment of sexuality education in practice—precisely where this practice explicitly seeks to meet the normative aspirations outlined above. My qualitative research analyzes policy papers, interaction dynamics in sexuality education workshops, and interviews with educators from various non-school organizations. Based on the theoretical premise that pedagogical concepts always rely on implicit assumptions about their addressees, the analysis focuses on the social differentiations that become visible in communicative practice. The study`s findings show that the intended inclusive orientation of sexuality education faces structural limitations. Implicit assumptions about normality—regarding sexuality, relationships, gender, or cultural backgrounds—produce exclusion effects that tend to stabilize existing inequalities rather than reduce them. This gives rise to tensions between normative ideals and practical implementation: while sexuality education aims to promote equality and recognition, its modes of addressing learners sometimes reproduce and strengthens precisely the differences it seeks to overcome.

Emmerich, M., & Hormel, U. (2013). Heterogenität-Diversity-Intersektionalität: Zur Logik sozialer Unterscheidungen in pädagogischen Semantiken der Differenz. Springer-Verlag.

Glaser, B. G., & Strauss, A. L. (1998). Grounded theory. Strategien qualitativer Forschung. Bern: Huber, 4.

Luhmann, N. (1964). Funktionale Methode und Systemtheorie. Soziale Welt, 1-25.

Radtke, F. O. (2010): Paradoxien Interkultureller Pädagogik Oder: Wie sieht's aus mit Eurer

Identität? In: Interkultur – Jugendkultur. Bildung neu verstehen. Wiesbaden: VS Verlag/

Springer Fachmedien.

Krebbekx, W. (2019). What else can sex education do? Logics and effects in classroom practices. Sexualities, 22(7-8), 1325-1341.

Siemoneit, J., Maria, K., Kleinau, E., & Verlinden, K. (2023). Sexualität, sexuelle Bildung und Heterogenität–ein Problemaufriss. Weinheim, Basel: Beltz Juventa.

Thuswald, M. (2024). Sexualerziehung und ihre Grenzen zum Thema machen. Suchbewegungen zu Möglichkeitsräumen und Spannungsfeldern pädagogischer und wissenschaftlicher Praxis (pp. 239-259).

BEYOND STANDARDS: MAPPING SEXUALITY EDUCATION APPROACHES IN ITALY

Giuliano Flagiello (University of Naples "Federico II", Italy)

Comprehensive Sexuality Education | Educational Approaches | Qualitative Research

Comprehensive Sexuality Education (CSE) promoted by UNESCO (2018) has emerged as one of the main international frameworks guiding the design of sexuality education (SE) interventions. Within this approach, SE is conceived as a formative process aimed at promoting knowledge, skills, and respectful relationships that support both individual and collective well-being. However, despite the growing diffusion of this paradigm, the meaning attributed to the term comprehensive remains the subject of significant interpretative debate (Miedema et al., 2020). This ambiguity is particularly evident in the Italian context where, unlike in most European countries, there are no national guidelines for the systematic implementation of SE in schools (WHO & BZgA, 2010). In the absence of a unified institutional framework, many interventions are promoted by third sector organizations or developed through local projects, contributing to the appearance of an educational landscape characterized by considerable heterogeneity in terms of approaches, contents, and objectives (Chinelli et al., 2022). Starting from these premises, this paper presents an exploratory analysis, currently in progress, aimed at developing a taxonomy of SE approaches in the Italian context. The research takes as an initial reference the theoretical framework proposed by Jones (2015), according to which sexuality education practices can be interpreted through different paradigms (conservative, liberal, critical, and postmodern) used here as a preliminary

analytical framework. The study pursues two main objectives: to examine how the concept of CSE is interpreted and translated into educational practices, and to explore how sexual knowledge is defined, selected, and transmitted within school-based educational interventions. The study adopts a qualitative approach and is based on semi-structured interviews (Lumino & Vatrella, 2012) conducted with coordinators of educational projects implemented by third sector organizations involved in SE programs in Italian schools. Organizations were selected through purposive sampling (Amaturo et al., 2012), identifying institutions that explicitly declare their adherence to CSE principles in the design of their educational activities. Preliminary findings reveal significant heterogeneity not only in the ways SE is conceptualized, but also in the interpretation of the concept of comprehensive and in the strategies used to translate international guidelines into educational practice. Although all interviewed organizations claim to be inspired by the CSE framework, the analysis of interviews shows that this reference does not produce a uniform set of interventions. Instead, different approaches to selecting and transmitting sexual knowledge emerge. In particular, the interviews suggest the presence of several recurring configurations: A) interventions mainly focused on biomedical knowledge of the body and on a romantic and heteronormative representation of relationships; B) approaches centered on the emotional dimension and individual empowerment; C) programs characterized by a strong communicative and media-oriented dimension, often associated with the involvement of private actors; D) initiatives that combine individual well-being with a critical perspective on gender inequalities and the power relations that shape sexuality. These preliminary findings suggest that SE in Italy constitutes a heterogeneous field of practices and interpretations, in which the reference to CSE appears to function more as a general framework of legitimation than as a unified educational model.

Amaturo, E., Caputo, A., & Sommonte, G. (2012). Interrogare nell'approccio standard: L'inchiesta campionaria. In E. Amaturo, Metodologia della ricerca sociale (pp. 177–228). UTET Università.

Chinelli, A., Salfa, M. C., Cellini, A., Ceccarelli, L., Farinella, M., Rancilio, L., Galipò, R., Meli, P., Camposeragna, A., Colaprico, L., Oldrini, M., Ubbiali, M., Caraglia, A., Martinelli, D., Mortari, L., Palamara, A. T., Suligoi, B., & Tavaschi, L. (2022). Sexuality education in Italy 2016–2020: A national survey investigating coverage, content and evaluation of school-based educational activities. Sex Education, 22(3), 273–290. https://doi.org/10.1080/14681811.2022.2030797

Jones, T. (2015). Framing sexuality education discourses for programs and practice. In Evidence-based approaches to sexuality education. Routledge.

Lumino, R., & Vatrella, S. (2012). Interrogare e osservare nell'approccio non standard. In E. Amaturo, Metodologia della ricerca sociale (pp. 287–330). UTET Università.

Miedema, E., Le Mat, M., & Hague, F. (2020). But is it comprehensive? Unpacking the "comprehensive" in comprehensive sexuality education. Health Education Journal, 79. https://doi.org/10.1177/0017896920915960

Organizzazione Mondiale della Sanità (OMS), & Bundeszentrale für gesundheitliche Aufklärung (BZgA). (2010). Standard per l'educazione sessuale in Europa: Quadro di riferimento per responsabili delle politiche, autorità scolastiche e sanitarie, specialisti (P. Stettini, A cura di; L. Barnaba, Trad.). BZgA.

UNESCO (2018). International technical guidance on sexuality education: An evidence-informed approach (2nd rev. ed.). United Nations. https://unesdoc.unesco.org/ark:/48223/pf0000260770

STARTING FROM A COMMON VOCABULARY AS AN EDUCATIONAL STRATEGY. NOTES FOR A GLOSSARY OF SEXUAL AND EMOTIONAL EDUCATION

Elena Fierli (Educare alle Differenze, Italy; Scosse aps, Italy) · **Rossella Di Benedetto** (Educare alle Differenze, Italy; Scosse aps, Italy) · **Camilla Girotti** (Educare alle Differenze, Italy; Epimeleia, Italy) · **Valentina Manca** (Educare alle Differenze, Italy; Epimeleia, Italy) · **Caterina Rapini** (Educare alle Differenze, Italy; Scosse aps, Italy)

sex and emotional education | consent | prevention of gender-based violence

The report "Comprehensive sexuality education (CSE) country profiles" by UNESCO's Global Education Monitoring Programme argues that, in order to promote a culture of emotional and sexual well-being, it is necessary to adopt a holistic and cross-cutting approach that takes into account every aspect of life and is addressed from childhood onwards as a process of support for growth, adapted to each age in a manner consistent with the development of each individual's capabilities. Discussing affectivity and sexuality in schools also means creating a shared vocabulary, not only amongst the student body but also within the formal and non-formal educational community, which enables a broad and unified approach to topics such as consent, boundaries and desire, thereby reducing subjective interpretations linked to a stereotypical patriarchal culture. Educating on differences, of which the authors of this contribution are a part, involves the drafting of a reasoned glossary, identifying the words and vocabulary to be shared among teachers at all school levels, educators, and families. This paper aims to provide an update on the progress of the glossary currently under develop-

ment. Sexual and emotional education enables us to work on group dynamics, the ability to name emotions, listen to one another, and ask questions in order to make informed choices; it helps us develop strategies for responding to aggression and discrimination, and for escaping controlling and violent relationships – fundamental skills for building active citizenship and a democratic society that places care and rights at its heart. This approach serves as a primary tool for combating gender-based violence, bullying and discrimination linked to gender, cultural background, sexual orientation, disability and age. Following the attacks on sex and relationship education programmes in schools by the Meloni government through Minister Valditara's draft bill (DDL) of 23 May 2025, which deals with 'Provisions regarding informed consent in schools' and in the absence of a law guaranteeing children's right to sex and emotional education programmes, it is becoming increasingly necessary to integrate a gender perspective and the Comprehensive Sexuality Education approach into the school curricula of the first cycle of education (nursery, primary and lower secondary).

bell hooks, (2020): Insegnare a trasgredire. L'educazione come pratica di libertà, Milano, Meltemi.

Educare alle differenze, (2023): "Che fare? Tutto quello che avreste voluto sapere per contrastare le violenze di/del genere a scuola", https://www.educarealledifferenze.it/contrastare-le-violenze-di-del-genere-a-scuola/

Educare alle differenze, (2025): "L'educazione sessuo-affettiva non è un gioco. Vademecum di supporto e autotutela per insegnanti e associazioni", https://www.educarealledifferenze.it/vademecum/

Ghigi, R. e Demozzi, S. (2025): Insegnare genere e sessualità. Dal pregiudizio sessista alla prevenzione della violenza, Milano, Mondadori.

Roberti, V. e Selmi, G. (2020), Una scuola arcobaleno. Dati e strumenti contro l'omotransfobia in classe, Cagli, Settenove.

POETIC SEXUALITY EDUCATION: ART, EXPRESSION AND RELATIONAL LEARNING FOR DEMOCRATIC COEXISTENCE

Chiara Massullo (University of Roma Tre, Italy)

affective education | pedagogy of expression | gender stereotypes

In the Italian educational context, sexuality education remains largely marginal or fragmented (Chinelli et al., 2023), despite its crucial relevance for personal development, relational well-being, and democratic coexistence. At the same time, persistent gender stereotypes continue to shape social imaginaries, expectations, and relationships across generations, contributing to the reproduction of unequal gender norms and, in some cases, fostering violent relational dynamics (UNGEI, 2023; Biemmi & Mapelli, 2023). These conditions highlight the need for educational approaches capable of addressing sexuality not merely as a domain of knowledge, but as a complex human experience involving affectivity, embodiment, imagination, and relational capacity (UNESCO, 2018; 2023). This study presents a pedagogical proposal grounded in the poetic paradigm of education and the theoretical framework of the Pedagogy of Expression (Scaramuzzo, 2013; 2019), which investigates human expressivity and its educability through aesthetic, embodied, and relational processes. Within this perspective, sexuality and affective education are conceived not as the transmission of biomedical information or behavioural norms, but as an educational path that supports the expression, understanding, and relational elaboration of subjective affective and erotic experience. The proposal is grounded in poetic sexuality education, a pedagogical approach developed by MimesisLab and Roma Tre Mimesis theatre company at the Department of Education, Roma Tre University, within the artistic-educational project Stanze di Eros (Scaramuzzo, 2023). Poetic sexuality education emphasises the formative potential of aesthetic languages, free expression, and narrative sharing. Through artistic stimuli, dialogic reflection, and expressive practices, this approach aims to cultivate poetic participation in relational life: the capacity to recognise one's own affective experience and understand that of others through empathy, listening, and care (Massullo, 2025a). The presentation focuses on the workshop "Non spingere, non tirare!" ("Don't push, don't pull"), an affective education programme promoted by the anti-violence centre Crisalide and implemented in eleven upper-secondary classes in Spoleto. The project aims to prevent gender-based violence and foster respectful relationships (Massullo, 2025b). The workshop adopts expressive, experiential, and participatory methodologies, combining artistic stimuli, bodily and relational exercises, dialogic practices, and creative narrative production. Through these activities, students explore dominant gender representations, recognise the normative force of stereotypes, and reflect on alternative relational possibilities grounded in expressive freedom, respect, and reciprocity. The presentation offers a practice-based pedagogical reflection on these educational experiences, drawing on interviews with members of the theatre company, documentation of university and school workshops, and students' expressive productions. Particular attention is given to

aesthetic participation and collective narrative expression in enabling participants to articulate lived experiences and engage with plural perspectives. The analysis suggests that poetic sexuality education can generate educational spaces characterised by listening, trust, and non-judgement, where the expression and sharing of lived experiences become resources for collective reflection. In this sense, the workshop can be interpreted as a democratic environment where dialogue, recognition of plurality, and the co-construction of meaning become key pedagogical practices. By foregrounding art, expression, and relational encounter, poetic sexuality education emerges as a promising educational pathway for challenging gender stereotypes and fostering more respectful and equitable forms of coexistence.

Biemmi I., Mapelli B. (2023). Pedagogia di genere. Educare ed educarsi a vivere in un mondo sessuato. Milano: Mondadori Education.

Chinelli, A., Salfa, M. C., Cellini, A., Ceccarelli, L., Farinella, M., Rancilio, L., Galipò, R., Meli, P., Camposeragna, A., Colaprico, L., Oldrini, M., Ubbiali, M., Caraglia, A., Martinelli, D., Mortari, L., Palamara, A. T., Suligoi, B., & Tavoschi, L. (2023). Sexuality education in Italy 2016-2020: A national survey investigating coverage, content and evaluation of school-based educational activities. Sex Education, 23(6), 756–768. https://doi.org/10.1080/14681811.2022.2134104

Massullo, C. (2025a). Il paradigma poetico per un'educazione alla sessualità che favorisca la qualità dell'espressione, della comprensione e della relazione. In A. Gramigna, G. Gola, & A.M. Marcelli (a cura di), Progettare futuri possibili. Pluralismo dei paradigm e tras-formazione (pp. 531–539). Lecce: Pensa MultiMedia. https://www.pensamultimedia.it/libro/9791255682714

Massullo, C. (2025b). Decostruire stereotipi di genere, costruire relazioni di qualità: Un laboratorio di educazione sentimentale. Women & Education, 3(6), 68–73. https://doi.org/10.7346/-we-III-06-25_12

Scaramuzzo, G. (2013). Educazione poetica: Dalla Poetica di Aristotele alla poetica dell'educare. Roma: Anicia.

Scaramuzzo, G. (2019). Pedagogia dell'Espressione: La ratio di una disciplina inattuale. In M. Caputo & G. Pinelli (a cura di), Pedagogia dell'espressione artistica (pp. 56–67). Milano: Franco Angeli.

Scaramuzzo, G. (2023). Stanze di Eros: Un progetto di educazione poetica alla sessualità. Roma: Anicia.

UNESCO. (2018). International technical guidance on sexuality education: An evidence-informed approach. Paris: UNESCO. https://doi.org/10.54675/UQRM6395

UNESCO. (2023). UNESCO in azione per l'uguaglianza di genere. https://www.unesco.it/wp-content/uploads/2024/11/italiano.pdf

UNGEI. (2023). Learning brief. Ending gender stereotypes in schools: Good practices, experiences and lessons learned. https://www.ungei.org/sites/default/files/2023-09/UNGEI_Learning_Brief-Ending_Gender_Stereotypes_V9-compressed.pdf

GENDER-EXPANSIVE CHILDHOODS AND THE QUESTION OF EPISTEMIC JUSTICE IN EARLY CHILDHOOD TEACHER EDUCATION

Antonio Raimondo Di Grigoli (University of Siena, Italy)

Epistemic justice | Gender-expansive childhoods | Teacher education

Sexuality and gender education has increasingly been recognised as a relevant dimension of early childhood education. Educational services for children aged 0–6 represent contexts in which children begin to encounter and negotiate social norms related to bodies, relationships and gender roles. Pedagogical practices within early childhood settings contribute to shaping children's early understandings of difference, belonging and relational life. Early childhood education and care services influence children's cognitive, emotional and relational development as well as early identity formation (Catarsi & Fortunati, 2004). Within this debate, increasing attention has been devoted to gender-expansive childhoods. Research suggests that diverse expressions of gender may emerge in the first years of life and become visible between the ages of two and three (Li et al., 2017). Gender-affirmative approaches emphasise the importance of educational environments capable of recognising children's gender expressions and supporting their wellbeing without pathologising gender diversity (Ehrensaft, 2016). These perspectives challenge binary understandings of gender and invite educators to consider gender as a socially and culturally situated dimension of childhood. Research has also shown how early childhood settings may reproduce cisnormativity and gender stereotypes unless educators intentionally develop pedagogical practices supporting trans and gender-expansive children (Burgio & Santambrogio, 2024; Di Grigoli, 2024). Recent debates in gender and education research highlight the need to critically interrogate the epistemological frameworks through which gender diversity is interpreted in educational contexts. Much of the scholarship on queer and gender-diverse childhoods has been developed within Euro-American contexts and risks being universalised as a normative framework for understanding children's experiences across culturally diverse settings. Decolonial and feminist approaches therefore call for unsettling dominant hierarchies of knowledge production and recognising the plurality of situated epistemologies shaping educational research and practice (Manion & Shah, 2019). Similarly, early childhood scholarship emphasises the importance of questioning colonial assumptions embedded in educational practices and re-

flecting on how relations to place, culture and knowledge are framed in early childhood contexts (Nxumalo, 2019). From this perspective, the notion of epistemic justice becomes central, as it calls for recognising whose knowledge, experiences and cultural meanings are legitimised in educational discourses about gender, childhood and family practices. Recent work in queer studies in education shows how Eurocentric understandings of queer identities risk being normalised as universal models, marginalising cultural imaginaries and epistemologies emerging from the global majority (Coloma, 2024). These reflections invite educators to approach gender education through perspectives attentive to epistemic plurality and cultural diversity. This paper develops a theoretical-pedagogical reflection on the education and training of early childhood educators, focusing on how teacher education programmes can support inclusive pedagogical practices in culturally diverse early childhood services. In particular, it argues for approaches that promote gender-expansive pedagogies while maintaining critical awareness of epistemic plurality, in which the category of queerness is critically interrogated through perspectives attentive to epistemic justice and cultural plurality in early childhood education. Such competencies are particularly important in the integrated 0–6 educational system, where teachers play a crucial role in shaping inclusive environments and challenging cisnormative assumptions.

Burgio, G., & Santambrogio, A. (2024). Promoting gender-affirmative pedagogy in Italian early childhood education and care services: Addressing the needs of trans and gender-expansive children. Zero-a-Seis, 26(50), 603–623.

Catarsi, E., & Fortunati, A. (2004). Educare al nido. Metodi di lavoro nei servizi per l'infanzia. Roma: Carocci.

Coloma, R. S. (2024). Decolonizing queer epistemology: Boys love and cultural imaginary from the global majority. Journal of Queer and Trans Studies in Education, 1(1), 1–15.

Di Grigoli, A. R. (2024). Il Gender Affirmative Model e i contesti educativi zerosei non cisnormativi. Una riflessione pedagogica per bambine e bambini gender variant. Civitas Educationis. Education, Politics and Culture, 13(2), 217–235.

Ehrensaft, D. (2016). The gender creative child: Pathways for nurturing and supporting children who live outside gender boxes. New York, NY: The Experiment.

Li, G., Kung, K. T. F., & Hines, M. (2017). Childhood gender-typed behavior and adolescent sexual orientation: A longitudinal population-based study. Developmental Psychology, 53(4), 764–777.

Manion, C., & Shah, P. (2019). Decolonizing gender and education research: Unsettling and recasting feminist knowledges, power and research practices. Gender and Education, 31(4), 445–451.

Nxumalo, F. (2019). Decolonizing place in early childhood education. New York, NY: Routledge.

LEGGERE SENZA STEREOTIPI. AN ILLUSTRATED BIBLIOGRAPHY TO COMBAT GENDER-BASED VIOLENCE

Sara Marini (SCOSSE aps, Italy) · **Chiara Antoniucci** (SCOSSE aps, Italy; Università degli studi di Cassino e del Lazio Meridionale) · **Elena Fierli** (SCOSSE aps, Italy) · **Giulia Franchi** (SCOSSE aps, Italy) · **Cristian Greco** (SCOSSE aps, Italy) · **Caterina Rapini** (SCOSSE aps, Italy; Università degli Studi di Milano-Bicocca)

gender education | gender based violence | picture books

Since 2011, the Scosse association has been working on gender education in schools of all levels, from nursery to upper secondary school. Since that same year, we have been running the Leggere Senza Stereotipi project: a research initiative that conducts ongoing monitoring of gender representations in illustrated children's literature published in Italy; a free, regularly updated online catalogue offering a selection of around a thousand titles that serve as tools for deconstructing and critically analysing gender and role stereotypes, whilst also providing the option to carry out advanced searches within the database; an educational approach that, through picture books, encourages the reading of normative models conveyed from early childhood through these media, as well as those that the adults who create, select and mediate these books are consciously or unconsciously carriers of (Fierli et al. 2015, 2020a, 2022) Picture books are deeply complex cultural artefacts based on the dialogue between text and images (Handler & Spitz, 2001; Van der Linden, 2006, 2013). Through their stories, they offer a potentially infinite variety of experiences and perspectives (Chabrol & Gagne, 2011; Fierli et al., 2015), a kaleidoscope of available expressive choices (Van Der Linden, 2003). They represent cultural artefacts that a given society produces to narrate its own story and educate, imbued with norms that influence how readers construct their own imagination and value systems (Hamelin, 2012; Mitchell, 2002). In the three-year period 2024–2026, the project Leggere Senza Stereotipi per contrastare la violenza di genere – Libri, immagini e letteratura per prevenire e contrastare la violenza di genere e tra i generi, funded under the 'Poster – practices beyond stereotypes' call for proposals and coordinated by AIDOS Associazione Italiana Donne per lo Sviluppo, has enabled a substantial update of

the database and the development of a bibliography dedicated to combating gender-based violence for the 0–18 age group. Around 40 titles, including picture books and graphic novels, which address the issue of combating gender-based violence through a holistic approach that incorporates the recommendations of the Istanbul Declaration (Council of Europe 2011) and follows the guidelines for Comprehensive Sexuality Education issued by UNESCO (2018). From this perspective, the ideas put forward in the books under consideration include education in consent, the exercise of self-determination and the affirmation of pleasure from the very earliest years of childhood, critical engagement with gender and role stereotypes that remain so pervasive in the structure of the societies in which we live, and the building of relationships free from dynamics of control and possession, ranging from parental relationships to those within couples – a need underscored by recent statistical surveys (Save the Children Italia 2024; Ipsos 2026; Ipsos Doxa 2026). As the age groups progress, the selection encourages the ability to identify and name all forms of patriarchal and cisheterosexist violence. Bibliographical suggestions that outline a paradigm of gender-based violence and gender as structural, and an educational approach aimed at combating it.

Council of Europe. (2011). Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence (Istanbul Convention). Istanbul: Council of Europe.

Chabrol Gagne, N. (2011), Filles d'album: Les représentations du féminin dans l'album, Le Puy en Velay, L'atelier du poisson soluble.

Fierli E., Franchi G., Lancia G. e Marini S. (2015), Leggere senza stereotipi. Percorsi

educativi 0-6 anni per figurarsi il futuro, Cagli, Settenove.

Fierli, E., Franchi, G., Lancia, G. e Marini, S. (2020a), «Fammi Capire: una ricerca tra le rappresentazioni di corpi, affettività e sessualità negli albi illustrati, per decostruire stereotipi e pregiudizi», Education Sciences & Society: 2, 2020, pp. 484-507.

Fierli, E., Franchi, G., Lancia, G., e Marini, S. (2022), «Domande aperte. Albi illustrati e questionamenti di genere ai tempi del Covid-19», Socioscapes. International Journal of Societies, Politics and Cultures , 2(1), pp. 13-26.

Hamelin (a cura di), (2012), Ad occhi aperti. Leggere l'albo illustrato, Roma, Donzelli.

Handler Spitz, E. (2001), Libri con le figure. Un viaggio tra parole e immagini, Milano, Mondadori.

Ipsos; Global Institute for Women's Leadership, King's College London. (2026). Mind the Gaps: Global Attitudes Toward Gender Equality in 2026. Paris/London: Ipsos.

Ipsos Doxa; Save the Children Italia. (2026). Adolescenti e violenza di genere. Roma: Save the Children Italia.

Mitchell, W. J. T. (2002), «Showing seeing: a critique of visual culture», Journal of Visual Culture, 1(165).

Save the Children Italia. (2024). Le ragazze stanno bene? Stereotipi di genere e violenza nelle relazioni tra adolescenti. Roma: Save the Children Italia.

UNESCO; UNAIDS; UNFPA; UNICEF; UN Women; WHO. (2018). International Technical Guidance on Sexuality Education: An Evidence-Informed Approach (Revised Edition). Paris: UNESCO.

Van der Linden S. (2003). L'album, entre texte, image et support. La Revue des Livres pour Enfants - L'analyse des livres d'images, 214. 59-68.

Van der Linden S. (2006). Lire l'album, Le Puy en Velay, L'atelier du poisson soluble.

Van der Linden S. (2013). Album[s], Paris, Editions de Facto-Actes Sud

SEARCHING FOR WHOLE-SCHOOL APPROACHES IN EARLY CHILDHOOD EDUCATION AND CARE (ECEC) GENDER EDUCATION

Carolina Trivelli Díaz (University of Verona, Italy)

Gender education | early childhood | whole-school approach

Gender education, most often framed today as comprehensive sexuality education (CSE), is predominantly discussed and implemented in the preadolescent and adolescent age-gap, reflecting the assumption that it becomes relevant only at those ages (UNESCO et al., 2021). However, students have repeatedly described this timing as "too little, too late," consistently calling for earlier engagement (Pound et al., 2016). In fact, when gender education is introduced later in schooling, beliefs, attitudes, and overall social norms are already long embedded in young people's identities and social worlds, making it more complex to enact transformation. Despite global consensus on adopting a life-course approache to CSE (articulated as spiral curriculum models beginning in early childhood and unfolding across grades and subjects), implementation continues to fall short of its transformative aims. Common barriers include insufficient teacher training, weak alignment with learners' needs, limited use of participatory pedagogies, and institutional constraints. These difficulties are intensified by the controversial nature of gender education, which frequently generates "classroom wars" (Mehlman Petrzela, 2015), being a common target of the anti-gender movement. With the 2030 SDG benchmark approaching, persistent gaps in the SDGs crossed by gender education foreground the urgency not only to start in early childhood, but to rethink this educational object as a whole. Gender and sexuality education demands a transversal

approach embedded in institutions' learning cultures instead of being occasional add-ons. Recent research in the field highlights the potential of whole-setting approaches in early childhood gender education, while also emphasizing the complexity of adopting and sustaining such models (Sità & Trivelli Díaz, in press). However, evidence on which ECEC initiatives operationalize whole-school approaches, and how, remains unexplored. This study explores and analyzes early childhood gender education initiatives through a whole-school lens, defined as whole-setting change across curriculum, staff, leadership, and family engagement, with the aim of identifying design features, implementation patterns, and lessons for practice. A literature review and document analysis of secondary sources was conducted to identify ECEC gender education initiatives. Inclusion criteria were: (1) focus on children aged 0–6; and (2) documentation of implementation components extending beyond classroom-based lessons. Initiatives most closely aligned with whole-school approaches like "Body Emotion Education" in Finland and "Welcoming Schools" in the U.S. combine elements such as sustained professional development for educators, leadership commitment, and deliberate family engagement strategies. These initiatives tend to report stronger outcomes, including educator confidence, reduced resistance from families, and more consistent engagement with intersectionality. At the same time, key challenges persist, particularly regarding sustainability over time, coherence across institutional actors and practices, and navigating external contestation (Cacciatore, 2020; Derman-Sparks & Olsen-Edwards, 2012). Findings support whole-school approaches as a promising model for adressing the effectiveness, sustainability, and contextual resilience of gender education in ECEC. While learning in this domain cannot be reduced to narrowly measurable outcomes, longitudinal research could deepen out understanding of ECEC institutions as activity systems (Hedegaard, 2012) and of children's evolving meaning-making and attitudes related to gender over time.

Cacciatore, R., Ingman-Friberg, S., Apter, D., Sajaniemi, N., & Kaltiala, R. (2020). An alternative term to make comprehensive sexuality education more acceptable in childhood. South African Journal of Childhood Education, 10(1). https://doi.org/10.4102/sajce.v10i1.857

Derman-Sparks, L., & Olsen-Edwards, L. (2012). Anti-bias education for our children and ourselves. NAEYC.

Hedegaard, M. (2012). Analyzing children's learning and development in everyday settings from a cultural-historical wholeness approach. Mind, Culture, and Activity, 19(2), 127–138. https://doi.org/10.1080/10749039.2012.665560

Mehlman Petrzela, N. (2015). Classroom wars: Language, sex, and the making of modern political culture. Oxford University Press.

Pound, P., Langford, R., & Campbell, R. (2016). What do young people think about their school-based sex and relationship education? A qualitative synthesis of young people's views and experiences. BMJ Open, 6(9), e011329. https://doi.org/10.1136/bmjopen-2016-011329

Sità, C., & Trivelli Díaz, C. (in press). Gender education in early childhood contexts: A conceptual framework for transformative education. Routledge.

UNESCO, United Nations Children's Fund, Joint United Nations Programme on HIV/AIDS, United Nations Population Fund, World Health Organization, & United Nations Entity for Gender Equality and the Empowerment of Women. (2021). The journey towards comprehensive sexuality education: Global status report. UNESCO. https://doi.org/10.54675/NFEK1277

G.11

Gender Representations And Democracy: Violence, Media And Cultural Resistance

PANEL CONVENORS: Milena Meo (University of Messina, Italy); Valentina Raffa (University of Messina, Italy)

PANEL KEYWORDS: Gender Equality, Gender-based violence, media representation

This panel explores how gender inequalities - particularly those related to gender-based violence - are reproduced, contested or transformed through educational, media and cultural socialisation processes. In dialogue with the conference theme Learning for Democracy/Democracy for Learning, the panel investigates how democratic values can be cultivated in a communicative environment marked by disinformation, polarisation, and persistent gender stereotypes. In contemporary societies, public discourse play a decisive role in shaping the democratic imaginary, but they often normalise sexist narratives and reproduce structural power asymmetries. We invite researchers to contribute reflections that analyse how media ecosystems, journalism and digital communication spaces represent gender, power and violence, and how these representations influence democratic participation and the possibilities for inclusive citizenship. Particular attention is paid to media narratives of gender-based violence and their impact on public understanding of rights, agency and responsibility, as well as to feminist and LGBTQ+ counter-narratives and reframing practices developed, for example, by civil society and feminist and LGBTQ+ movements, which are capable of countering stereotypes, biases and cultures of blame. The panel promotes interdisciplinary approaches that integrate feminist theories, media studies, sociology of education and political sociology. We particularly encourage proposals that adopt an intersectional perspective and engage with different socio-cultural contexts, including comparative analyses. By intertwining gender, educational processes and democratic practices, the panel aims to highlight how societies can foster the formation of critical, informed and gender-sensitive citizens who are capable of nurturing democracy in its everyday dimension.

FRAMES OF INJUSTICE: HOW ITALIAN JOURNALISM SHAPES DEMOCRATIC LEARNING ON GANG RAPE

Lucia Pelle (University of Tuscia, Italy)

Gang rape | Democracy | Press representation

This paper examines Italian newspapers' representation of gang rape cases, investigating whether and to what extent the press interprets gender-based violence (GBV) through the lens of a democratic concern. While press coverage of GBV has profoundly evolved in recent years, it still largely relies on frames that center on individual responsibility - despite male concealment. Therefore, newspaper articles rarely conceptualise GBV as a social, cultural, and political concern, whose consequences for democracy are far from negligible. GBV represents a profound yet often underestimated wound to democracy. Described as historically one of the most persistent violations of human rights, GBV undermines the very principles of political equality upon which democratic systems are founded. The systematic exposure to gender-related violence that minoritised subjectivities experience both shapes their participation to the public sphere, and the public sphere itself - which becomes even more evident through an intersectional perspective. In this sense, GBV is not just a "women's issue", but rather a democratic one. The media plays a crucial role as an arena of socialisation where cultural norms about gender, violence and power can be produced and reproduced. The press has a responsibility to educate citizens about the correct ways to interpret GBV, free form biases and secondary victimization: journalistic narratives can thus operate as a diffuse form of democratic learning. When the press fails to recognize GBV'S structural nature, it contributes to both hermeneutical injustice, preventing victims and the public from conceptualising it as a political issue, and testimonial injustice, by silencing the structural dimension of the survivors' experiences. Within the spectrum of forms of GBV, gang rape represents a significative case, given that the victim is both outnumbered and subject to sexual and sometimes digital violence (NCSII). Moreover, studying gang rape highlights the performative dimension of violence - evident in the homosocial dynamics through which masculinity is collectively enacted - while intersecting with pressing contemporary political claims, like sexual consent and women's freedom in public space. The study adopts a qualitative research design, combining human content analysis and semi-structured interviews. The content analysis examines a corpus of over 200 Italian newspaper articles covering gang rape cases, focusing on frames of GBV as a social, political and democratic concern. The interviews with Italian journalists explore their interpretative frameworks, investigating whether and to what extent they conceptualise GBV as a structural concern. Preliminary findings suggest that press

coverage predominantly frames gang rape as an isolated incident, rarely articulating its broader implications for democracy. While some journalists recognise the influence of feminist movements, GBV is seldom explicitly framed as a question of political equality. This research contributes to debates within feminist political theory, media studies, and democratic education by underlining the gap between structural understanding of GBV and its limited democratic framing in the press. The study argues that strengthening democracy requires reconceptualising GBV as a core democratic issue, fostering communicative environments capable of nurturing gender-sensitive citizenship.

Abis, S., & Orrù, P. (2016). Il femminicidio nella stampa italiana: un'indagine linguistica, in "Gender/sexuality/italy", 3, 18-33.

Beer, C. (2009). Democracy and gender equality, in "Studies in Comparative International Development", 44(3), 212-227.

Belmonte, R. & Raffa, V. (2022). La violenza maschile contro le donne come prodotto dello squilibrio di potere tra i generi. Uno sguardo socio-politologico, in "Sociologia", 56(3), 41-51.

Capecchi, S., & Gius, C. (2023). Gender-based violence representation in the Italian media: Reviewing changes in public narrations from femicide to "revenge pornography", in "Italian Journal of Sociology of Education", 15(1), 81–100.

Cobos, A. (2014). "Rape culture" language and the news media: Contested versus non-contested cases, in "ESSACHESS – Journal for Communication Studies", 7(2), 37-52.

Cuklanz, L. (2019). Representations of Gendered Violence in Mainstream Media, in "Questions de communication", 35(1), pp. 307-321.

Fiore, S. (2022). La credibilità della donna nel processo per stupro: La vittima perfetta, in "Studi sulla questione criminale", 20(3), 27-49.

Fricker, M. (2007). Epistemic injustice: Power and the ethics of knowing, Oxford University Press.

Garusi, D., & Splendore, S. (2023). News media (dis) trust as a media ecosystem property. Exploring the discrepancy of expectations between citizens and journalists, in "Problemi dell'informazione", 48(1), 85-108.

Grassi, M. (2023). Who are the Victims of Misogynistic Violence? A Critical Perspective on Manne's Account of" Misogyny", in "Versus", 52(1), 171-188.

Groppi, T. (2020). Gender-based violence as a challenge to constitutional democracy, in "IgualdadES", 3, 457-471.

Hattery, A. J. (2022). Feminist lecture:(Re) imagining gender-based violence as a strategy for enforcing institutional segregation and reproducing structural inequalities, in "Gender & Society", 36(6), 789-812.

Khan, S., Greene, J., Mellins, C. A., & Hirsch, J. S. (2020). The social organization of sexual assault, in "Annual Review of Criminology", 3(1), 139-163.

La Rosa, V., & Cosentino, E. (2024). Parole in democrazia. L'alleanza tra pedagogia e giornalismo per una media and information literacy, in "MeTis-Mondi educativi. Temi, indagini, suggestioni", 14(2), 79-96.

Massidda, L. (2021). Giudizi e pregiudizi: Bias di genere nella rappresentazione giuridica della violenza contro le donne, in "Sociologia", 55(1).

Mastrogiovanni, M. L. (2025). Il perché della notizia: il giornalismo d'inchiesta come signature pedagogy per il pensiero critico e la cittadinanza digitale globale, in "ITALIAN JOURNAL OF EDUCATIONAL RESEARCH", 053-066.

Meo, M. (2023). Politica e intersezionalità. In D. Bruni, A. Cava, M. Meo, A. Penna, Pluralismi: Riflessioni su corpi, politiche e rappresentazioni di genere, Mimesis Edizioni, 73-85.

Mostaccio, F., & Raffa, V. (2023). Genere e politica: discorsi, rappresentazioni e pratiche per i diritti delle donne e delle soggettività Lgbtq+, FrancoAngeli.

Pedace, C. F. (2017). Da vittima a imputata: La violenza sessuale nel procedimento penale, in "Studi sulla questione criminale", 12(3), 27-44.

Porter, L. E., & Alison, L. J. (2001). A partially ordered scale of influence in violent group behavior: An example from gang rape, in "Small Group Research", 32(4), 475-497.

Rollero, C., & Tartaglia, S. (2019). The effect of sexism and rape myths on victim blame, in "Sexuality & Culture", 23(1), 209-219.

Romito, P. (2008). A deafening silence: Hidden violence against women and children, The Policy Press.

Rossi, E., & Facciani, C. (2025). Dialogic Facilitation to Prevent Gender-based Violence among Pupils. From Stereotypes to Counter-narratives of the Gender Order, in "Scuola democratica", 17(2), 383-403.

Saccà, F. (2021). Stereotipo e pregiudizio: La rappresentazione giuridica e mediatica della violenza di genere, Franco Angeli.

Saccà, F., & Belmonte, R. (2021). Il populismo e la rappresentazione della violenza di genere: Il caso dei quotidiani "Libero" e "Il Fatto Quotidiano.", In M. Meo & A. Cammarota (Eds.), Populismo e questioni di genere, Franco Angeli, 123-139.

Saccà, F., & Belmonte, R. (2022). Sopravvissute: La violenza narrata dalle donne. Castelvecchi.

Semenzin, S., & Bainotti, L. (2020). The use of Telegram for non-consensual dissemination of intimate images: Gendered affordances and the construction of masculinities, in "Social Media + Society", 6(4), 205630512098445.1- 205630512098445.12.

Sorrentino, C., & Splendore, S. (2022). Le vie del giornalismo. Come si raccontano i giornalisti italiani, il Mulino.

Spaccatini, F., & Pacilli, M. G. (2019). Victim blaming e violenza di genere: Antecedenti, funzioni e conseguenze, in "La camera blu. Rivista di studi di genere", 21, 145-166.

Splendore, S. (2023). Sociologia del giornalismo, Gius. Laterza & Figli Spa.

Ullman, S. E. (2007). Comparing gang and individual rapes in a community sample of urban women, in "Violence and Victims", 22(1), 43-51.

Volta, E. (2022). Un ascolto parziale: Il lavoro ideologico dei miti di stupro in aula di giustizia, in "Questione giustizia", 4.

Weldon, S. L., & Htun, M. (2013). Feminist mobilisation and progressive policy change: why governments take action to combat violence against women, in "Gender & development", 21(2), 231-247.

THE NEW FEMININE MYSTIQUE: A STUDY ON THE PLATFORMIZATION OF EVERYDAY CARE

Antonia Cava (University of Messina, Italy) · **Debora Maria Pizzimenti** (University of Calabria, Italy)

Tradwives | Platformed Motherhood | Digital Ethnography

In contemporary digital culture, traditional femininity has re-emerged not simply as ideology but as a highly mediated practice. While scholarship on "tradwives" has largely examined Anglophone contexts marked by explicit political radicalisation (Proctor, 2022; Sykes & Hopner, 2024), less attention has been paid to culturally situated forms of platformed motherhood in Southern Europe (Abidin, 2018). Focusing on Italy, this study shifts the analytical lens from overtly ideological tradwife communities to the figure of the "digital mother": a content creator who narrativises everyday practices of care, domestic labour, and maternal devotion through social media. Drawing on feminist media studies and a critical reinterpretation of Betty Friedan's The Feminine Mystique (1963), the paper examines how what Friedan described as "the problem that has no name" is rearticulated within regimes of digital visibility. Rather than interpreting these practices as a simple revival of pre-feminist domestic ideology, we conceptualise platformed motherhood as embedded in neoliberal media economies structured by visibility, affective performance, and monetisation (Banet-Weiser & Reinis, 2025). In line with research on mediatized motherhood and sharenting (Mascheroni et al., 2023), maternal self-representation online emerges as both care practice and identity performance shaped by gendered norms (Butler, 1990) and platform infrastructures (Van Dijck, 2013). Methodologically, the study combines digital ethnography (Varis, 2021) and in-depth interviews, with qualitative data analysed using NVivo (Mortelmans, 2019). We first map the semantic and ideological boundaries of "tradwife" across online communities, including Reddit, before shifting to the Italian context. Although explicit self-identification as tradwife remains rare in Italy, family-oriented influencers increasingly frame motherhood and domestic labour as sites of personal fulfilment, moral legitimacy, and entrepreneurial opportunity. Through in-depth interviews with Italian content creators active on Instagram and TikTok, we examine how they negotiate selfhood, agency, visibility, and economic participation. Preliminary findings suggest that contemporary platformed femininity is not sustained by domestic exclusion but reorganised through regimes of visibility in which care becomes publicly narrated and economically valorised. In this context, platformed motherhood functions as an informal site of socialisation in which gender norms are narrativised, aestheticised, and stabilised. Through algorithmic amplification and affective engagement, everyday care is reframed as both entrepreneurial opportunity and personal choice.

Abidin, C. (2018). Internet celebrity: Understanding fame online. Emerald Group Publishing.

Banet-Weiser, S., & Reinis, S. (2025). The rage of tradwives: Affective economies and romanticizing retreat. Feminist Theory, 27(1), 50-66. https://doi.org/10.1177/14647001251371971

Friedan, B. (1963). The Feminine Mystique, W. W. Norton.

Mascheroni, G., Cino, D., Amadori, G., & Zaffaroni, L. G. (2023). (Non-)Sharing as a Form of Maternal Care? The Ambiguous Meanings of Sharenting for Mothers of 0- To-8-Year-Old Children. Italian Sociological Review, 13(1), 111–130. https://doi.org/10.13136/isr.v13i1.635

Mortelmans, D. (2019). Analyzing Qualitative Data Using NVivo. In: Van den Bulck, H., Puppis, M., Donders, K., Van Audenhove, L. (eds) The Palgrave Handbook of Methods for Media Policy Research. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-030-16065-4_25

Proctor, D. (2022). The #Tradwife Persona and the Rise of Radicalized Domesticity. Persona Studies, 8(2), 7-26. https://doi.org/10.21153/psj2022vol8no2art1645

Sykes, S., & Hopner, V. (2024). Tradwives: Right-Wing Social Media Influencers. Journal of Contemporary Ethnography, 53(4), 453-487. https://doi.org/10.1177/08912416241246273 (Original work published 2024)

Van Dijck, J. (2013). The culture of connectivity: A critical history of social media. Oxford: Oxford University Press

Varis, P. (2021). Digital ethnography in the study of language, gender, and sexuality. In The Routledge handbook of language, gender, and sexuality (pp. 164-178). Routledge.

BETWEEN INDIAN EDUCATION AND SOCIETY: HATTEE GIRLS OF HIMACHAL PRADESH

Kashmir Kashyap (Higher Education, H.P. (Outsourced), India)

Hattee | Democracy | Education

Introduction: India is a largest democracy in the world. The constitution ensures equity and inclusion for citizens irrespective of caste, creed, religion, ethnicity and gender. Mission 'Education to All'- (2001) declared the child-education as a fundamental right and equal opportunities of elementary education to all girls. 'New Education Policy (NEP-2020)' emphasized sharp curtail in dropout rates at school level. Similarly, 'Prime Minister Higher Education Mission'-(2023)

focused on equity, access and inclusion of women in higher education. But primitive social system presents other side of the coin. Hattee community is settled in trans-Giri area of Sirmaur District in Himachal Pradesh. These people find their ancestry from the kuru dynasty of epic age and follow the related customs. Fraternal polyandry is in vogue and presently practised. This concept is based on Draupadi system of Mahabharata. Hattee society follows the child marriage. In rare cases, the engagement of unborn babies (in womb) can be settled. A girl is considered as the precious person in the family, who is subject to bride-price. These social evils resist the all-round development of girl children. Consequently, large number of poor girls are forced to drop out of the primary or secondary education. As per survey (2015-16), about four hundred girl-children in shilai sub-division dropped out of primary and middle education. These girls are often lured with rosy picture of bright future by the brokers involved and trafficked to neighboring states of Himachal Pradesh (Ground Reports, 2016). The brokers settle these marriages by taking into confidence the parents and close relatives of poor girls. Sadly, rural girls have to face socio-cultural difficulties in urban areas after marriage. Allegedly, a few girls are dragged into prostitution. Such incidences are unfortunate and put the safety and dignity of hattee women at stake. Slogan of the Government is 'save girls and teach girls'. Social reformers and thinkers should motivate the hattee people for women-education and cultural renaissance. Methodology: It is a relevant research question as to what extent primitive social set up resists the gender equality in democratic education system. Diversity of Indian culture provides wider scope for socio-cultural issues. Social evils are the real hindrance in girl's education and democratic rights? Sources of information include the Administrative and Census Reports, Print media Ground Reports, Ministry of Tribal Affairs Reports, Policy documents of Human Resource Development (Government of India) and selected primary sources. Historical Method has been applied in the study. Conclusion: In India, democracy ensures equality and inclusion in education for all citizens. Government schemes enforce democratic values in education for weaker sections of society and women. Gender-equality and women empowerment are always ensured.Indian Constitution guarantees gender- equality. Indian democratic system is legal, transparent and explicit but social system and customs are primitive and complex. Hattee community is a unique cultural identity in Himachal Pradesh and India. Its affiliation with the epic age is a distinct feature, which must be preserved. No doubt, evils crept into socio-cultural life of hattee people. To eradicate these evils is the need of hour.

1. Bakshi, Pawan, Hattee Samudaya, Lucknow, 2011.
2. Ministry of Tribal Affairs Report on Health and Education, New Delhi, 2014.
3. Negi, T.S., Scheduled Tribes of Himachal Pradesh: A Profile, Meerut, 1976.
4. Sharma, Roop Kumar, Sirmaur Darpan, Jullundhar, 1997.
5. Ministry of Human Resource Development, GOI, Documents, 2001, 2020 and 2023.
6. Divya Himachal (Hindi News Paper), Dharmsahala, November 30, 2016.
7. Ground Report by Daya Shankar Shukal Sagar, Amar Ujala, Chandigarh, December 2, 2016.
8. Repoer by Jagat Singh Tomar, Amar Ujala, Chandigarh, November 30, 2016.
9. Report by Surat Singh Pundir, Divya Himachal, Dharmshala, February 17, 2017.

NAMING FEMICIDE, REPRODUCING BIAS: MEDIA REPRESENTATIONS OF ILARIA SULA'S CASE AND THEIR DEMOCRATIC IMPLICATIONS

Flaminia Saccà (Sapienza University of Rome, Italy) · **Maddalena Carbonari** (Sapienza University of Rome, Italy)

male violence against women | femicide | media representation

The increasing use of the term "femicide" in Italian media suggests a growing public recognition of male violence against women. However, naming does not automatically entail structural understanding. This study investigates whether contemporary Italian press has started to move beyond episodic framings of intimate partner violence or continues to reproduce gendered distortions that silence its structural roots. Although domestic and intimate partner violence is one of the most widespread forms of violence (WHO, 2023; ISTAT, 2025), this phenomenon remains particularly difficult to recognize, even for the victims themselves, since it tends to be socially normalized rather than stigmatized (Gius and Lalli 2014; Hewa 2021; Lalli 2021; Saccà 2021, 2024; Saccà, Carbonari 2025), as we can see from the analysis of the press. Based on this premise, this study analyzes news articles on intimate partner violence published in 2025 by 26 Italian newspapers (2440), with a specific focus on the femicide of Ilaria Sula (159) to assess whether and to what extent the stereotypical frames that have historically shaped journalistic narratives on the issue are still detectable. The results show

that the case of Ilaria Sula received significantly higher media attention compared to other victims, suggesting a hierarchy of visibility. In this case, compared to previous studies (Saccà 2021, 2024; Saccà, Carbonari 2025), explicit victim-blaming is largely absent and the offender is more clearly identified as a "violent man" (e.g., "killer," "abuser"), whereas exonerating strategies of Himpathy (Manne, 2018, 2020) are less frequent than average. Nevertheless, despite the relatively good practices observed for narrating Ilaria Sula's case, the dominant narrative structure remains investigative and sensational, foregrounding brutality while backgrounding the broader cultural and structural dynamics of gender inequality. By exposing the gap between the public naming of femicide and the persistent silencing of structural power relations, the study highlights the democratic implications of media discourse. When gender-based violence is individualized rather than contextualized, the democratic imaginary risks acknowledging the crime while depoliticizing its causes, thereby limiting the development of critical and gender-aware citizenship.

Gius C., Lalli P. (2014), "I love her so much, but I killed her. Romantic love as a representational frame to intimate partner femicide in three Italian newspapers", ESSACHESS. Journal for Communication Studies, 7, 2: 53-75.

Hewa N. (2021), "The mouth of the internet, the eyes of the public: sexual violence survivorship in an economy of visibility", Feminist Media Studies, 22, 8, 1-12.

ISTAT (2025), La violenza contro le donne dentro e fuori la famiglia - Primi risultati anno 2025, ISTAT, Roma, testo disponibile al sito: www.istat.it/ comunicato-stampa/la-violenza-contro-le-donne-dentro-e-fuori-la-famiglia- primi-risultati-anno-2025/.

Lalli P. (2021), L'amore non uccide. Femminicidio e discorso pubblico: cronaca, tribunali, politiche, Il Mulino, Bologna.

Manne K. (2018), Down girl. The Logic of Misogyny, Oxford University Press, Oxford.

Manne K. (2020), ENTITLED. How Male Privilege Hurts Women, Penguin Books, UK.

Saccà F. (2021a), Stereotipo e Pregiudizio. La rappresentazione giuridica e mediatica della violenza di genere, FrancoAngeli, Milano.

Saccà F. (2024), Social Representations of Gender Violence in Italy. Blaming Women in the Courts and the Press, Palgrave MacMillan, Cham.

Saccà F., Carbonari M. (2025a), "Himpathy in the Social Representation of Gender-Based Violence by the Italian Press. A Content Analysis of 16 National Newspapers through the years 2020-2023", Power Asymmetries. Gender, Ideology and Democracy, 1, 1: 9-46.

Saccà F., Carbonari M. (2025b), "Whose Responsibility is it? Secondary Victimization in the Italian Press Representation of Intimate Partner Violence", AboutGender, 14, 28: 1-24.

WHO (2023), Violence Against Women Prevalence Estimates 2023. Global, regional and national prevalence estimates for intimate partner violence against women and non-partner sexual violence against women, testo disponibile al sito: www.who.int/publications/i/item/9789240116962.

CRITICAL MEDIA LITERACY AND GENDER EQUALITY: FOSTERING DEMOCRATIC AGENCY THROUGH GAZE THEORY AND STANDPOINT EPISTEMOLOGY

Giulia Lombardo (Istituto nazionale di documentazione innovazione e ricerca educativa (INDIRE), Italy)

critical media literacy | gaze theory | standpoint epistemology

Abstract: This paper is a theoretical reflection calling for broadening the perspective on gender stereotypes in the mass media and cinema by integrating political (Foucault 1975/1977) epistemic, aesthetic and formal aspects (Stam et. al, 1999; Dinoi, 2008) that have been neglected in existing educational practices of critical media literacy (CML). As highlighted by the Council of Europe (2016), in an era dominated by visual media, stereotypical images of women and men disseminated by the media can undermine progress made in gender equality. The literature review by Santonicciolo et al. (2023) on gender representation in the media shows that stereotypical, objectifying and sexualizing representations of women are still very common and promote sexism, harassment and violence by men. In the post-truth era (MacIntyre, 2018), disinformation has been the main driver behind the rise of media and digital literacy at European level. The deconstruction of gender biases in the media is an integral part of the process that, through the enhancement of critical skills, moves towards combating the biased and untruthful use of information. Knowing how to recognize and combat disinformation implies the need to extend our understanding and ability to deconstruct media information beyond aspects strictly related to the truth of the content to include formal and esthetic considerations concurring to meaning-generating mechanisms. The critical nature of media literacy and the need to strengthen it are recognized in European Commission, 2020a; 2020b; 2020c). DigComp 3.0 (Cosgrove and Cachia, 2025) also places great emphasis on critical thinking and the evaluation of digital information. However, despite the importance given to media education, specific reflections on how digital media messages are constructed, which points of view are legitimized and in what way, remain neglected dimensions. Extending the scope of media education to epistemological and perspective aspects means creating a deeper understanding of how media products play an important role in shaping and reinforcing hierarchies of power and knowledge.

Starting from a definition of critical media literacy (Hobbs e Frost, 2003; Hobbs e Jensen, 2009; NAMLE 2009; Kellner e Share 2007; Carr 2009; Giroux 2001; Jenkins et al. 2013; Puchner et al., 2015), this study aims to explore the contribution that gaze theory (Berger, 1972; Metz, 1974; Mulvey, 1975; MacCabe, 1976; Bhandari, 2021) and stand point epistemology (Harding, 1986; Smith,1989; Haraway, 1991; Code,1993; Harding, 1993; Tanesini, 2015) can make to the fight against gender biases and the development of student agency. Gaze theory and standpoint epistemology offer a pedagogical space that opens the possibility of moving from interpretation to intervention. Since digital technologies and the internet have made users active creators of content, agency becomes a concrete and real opportunity to rewrite the imaginary. However, this implies the need for forms of literacy that address the deep political ways in which knowledge, practice, discourse, images and values are constructed and enter our lives.

Berger, J. (1972). Ways of Seeing. London: Penguin.

Bhandari, N., B. (2021). Looking or Being Looked: The Power Dynamics of Looking. IOSR Journal of Humanities and Social Science, 26(02), 2021, pp. 16-19. DOI: 10.9790/0837-2602101619

Carr, P.R. (2009). Political Conscientization and Media (II) Literacy: Critiquing the Mainstream Media as a Form of Democratic Engagement. In Multicultural Education, 17 (1): 2-10.

Code, L. (1993). Taking subjectivity into account in Alcoff L. and Potter E., (eds.). Feminist Epistemologies, Routledge, New York, London.

Cosgrove, J. and Cachia, R. (2025). DigComp 3.0: European Digital Competence Framework - Fifth Edition, Publications Office of the European Union, Luxembourg, 2025, https://data.europa.eu/doi/10.2760/0001149, JRC144121.

Council of Europe. (2016). Combating gender stereotyping and sexism in the media. https://rm.coe.int/168064379b

Dinoi M. (2008). Lo sguardo e l'evento. I media, la memoria, il cinema, Firenze: Le lettere.

European Commission. (2020a). Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on the European democracy action plan (COM/2020/790 final). https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:52020DC0790

European Commission. (2020b). Europe's media in the digital decade: An action plan to support recovery and transformation (COM/2020/784 final). https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:52020DC0784

European Commission. (2020c). Digital Education Action Plan (2021-2027) (COM(2020) 624 final).

Foucault, M. (1977). Discipline and Punishment: The Birth of the Prison (A. Sheridan Trans.). Vintage Books. (Original work published in 1975).

Giroux, H. A. 2001. Breaking into the Movies: Pedagogy and the Politics of Film. Policy Futures in Education, 9(6), 686-695. DOI:10.2304/pfie.2011.9.6.686

Harding, S. (1986). The science question in feminism. Ithaca, London: Cornell University Press.

Harding, S. (1993), Rethinking Standpoint Epistemology: What is Strong Objectivity? in Alcoff L. and Potter E. (eds.), Feminist Epistemologies, New York, London: Routledge.

Haraway, D. (1991). Simians, Cyborg and Women. The Reinvention of Nature. London, New York: Routledge.

Hobbs, R., Frost. R. (2003). Measuring the Acquisition of Media-Literacy Skills. Reading Research Quarterly, 38 (3): 330-355.

Hobbs, R., Jensen. A. (2009). The Past, Present and Future of Media Literacy Education. Journal of Media Literacy Education, 1: 1-11.

Jenkins, H., Ford, S., Green, J. (2013). Spreadable Media: Creating Value and Meaning in a Networked Culture. New York: New York University Press.

Kellner, D., Share J. (2007). Critical Media literacy, Democracy, and the Reconstruction of Education. In Media literacy: A reader, edited by D. Macedo & S.R. Steinberg, 3-23. New York: Peter Lang Pub.

McIntyre, L. (2018). Post-truth. Cambridge: Massachusetts Institute of Technology.

Metz, C. (1974). Film language: A semiotics of the cinema. New York: Oxford University Press.

MacCabe, C. (1976). Theory and film: Principles of realism and pleasure. In Mats G & Cohen M. (Eds) Film theory and criticism: introductory readings. (3td Edition). New York: Oxford University Press.

Mulvey, L. (1975). Visual Pleasure and Narrative Cinema in Screen, Volume 16, Issue 3, P. 6–18, https://doi.org/10.1093/screen/16.3.6

NAMLE (National Association of Media Literacy Education). (2009). Core Principles of Media Literacy Education in the United States.

http://namle.net/wp-ontent/uploads/2013/01/CorePrinciples.pdf accessed January 22, 2014 Peter Lang Publishing.

Puchner, L, Markowitz, L., Hedley, M., (2015). Critical Media Literacy and Gender: Teaching Middle School Children about Gender Stereotypes and Occupations in The National Association for Media Literacy Education's Journal of Media Literacy Education, Volume 7, Issue 2, p. 23 - 34 Southern Illinois University: Edwardsville.

Santoniccolo, F., Trombetta T., Paradiso M.N., Rollè L. (2023). Gender and Media Representations: A Review of the Literature on Gender Stereotypes, Objectification and Sexualization. Int. J. Environ. Res. Public Health. May 9;20(10):5770. doi:10.3390/ijerph20105770

Stam, R., Burgoyne, R., Flitterman-Lewis, S. (1999). Semiologia del cinema e dell'audiovisivo. Ed. ita. a cura di Raengo, A. Milano: Bompiani.

Smith, D.E. (1989). The Everyday World as Problematic: A Feminist Sociology. Boston: Northeastern University Press.

Tanesini, A., (2015). Epistemologia e filosofie femministe della scienza. In Aphex. Portale italiano di filosofia analitica n. 1 1.

VICTIMS, PERPETRATORS AND MEDIA NARRATIVES: GENDER-BASED VIOLENCE IN ROME NEWSPAPERS

Rosalba Belmonte (Unitelma Sapienza, Italy)

Gender-based violence | Sexist stereotypes | Media narratives

Over the past decades, male violence against women has gained increasing visibility in the public sphere and in media discourse. In this context, the media, and the press in particular, play a crucial role in the social construction of the phenomenon, shaping public opinion through specific narrative, lexical, and interpretative choices. However, research on media representation of gender-based violence has shown that the journalistic narratives of such violence are often permeated by stereotypes and distortions that tend to individualize episodes of violence, re-victimize women, and partially absolve violence perpetrators. The here proposed contribution analyzes how male violence against women and its protagonists — victims and perpetrators — are represented in crime reporting in newspapers published in Rome. The analysis is based on a corpus of 2,037 articles published in 2024 and 2025 by eight newspapers based in Rome. The study combines corpus-assisted analysis using an ad hoc artificial intelligence tool with lexicometric methods and qualitative content analysis in order to identify recurring linguistic patterns and discursive strategies in journalistic narratives about gender-based violence. The findings show that the Roman press reproduces several dynamics already highlighted in international studies: the strong centrality of female figures in news narratives, accompanied by the relative concealment of male perpetrators; the use of discursive strategies such as linguistic avoidance and euphemization that tend to obscure male responsibility; the portrayal of victims primarily through categories of vulnerability and passivity; and, simultaneously, the representation of perpetrators through narratives that oscillate between moral condemnation and mitigation of perpetrators' responsibility grounded in biographical, psychological, or social explanations. The analysis also highlights the emphasis placed on the cultural and geographical origin of perpetrators and the role of social hierarchies in shaping empathy and stigma toward the actors involved in cases of violence. Overall, the study shows how these discursive practices contribute to producing a narrative that, while morally condemning violence, still struggles to fully acknowledge its structural and gendered nature. This contribution aims to reflect on the role of the press in reproducing or challenging gender stereotypes and to emphasize the need to promote greater social responsibility in journalistic reporting on violence against women.

R. Belmonte, Vittime e colpevoli nel racconto giornalistico della violenza di genere. Un'analisi della stampa romana, in "Sociologia", vol. 3 (Supplemento), 2025.

GENDER AND THE CONSTRUCTION OF "THE PEOPLE": RADICAL RIGHT NARRATIVES AND ANTI-DEMOCRATIC IMAGINARIES IN THE DIGITAL PUBLIC SPHERE

Natale Feo (università degli studi di messina, Italy)

Democracy | Power | Gender

Contemporary democratic societies are increasingly shaped by digital media ecosystems in which political actors produce and disseminate strategic narratives capable of instrumentalizing and redefining concepts such as democracy, rights, and participation (Gerbaudo, 2018). In dialogue with the theme of the conference Learning for Democracy / Democracy for Learning, this contribution examines how the public discourse of the radical right contributes to the construction of an antidemocratic imaginary through hierarchical representations of gender and the delegitimization of subjectivities deemed "other" (Mostov, 2021). Within a hybrid public sphere—where mainstream media and digital platforms intersect—radical right leaders do not merely communicate programmatic content; they mobilize symbolic and emotional repertoires that redefine the boundaries of citizenship and participation. The methodological approach integrates political sociology, communication theory, and gender studies. Specifically, the paper mobilizes the concept of political culture to interpret the radical right not only as a political actor, but as a relatively coherent set of beliefs, attitudes, and norms that shape participation and define the boundaries of the political community (Formisano,2001; Anselmi, 2023). From an illiberal perspective, this political culture sustains a selective conception of citizenship, in which democratic participation is symbolically and morally reserved for a culturally homogeneous "people," while subjectivities perceived as incompatible

are marginalized (Mudde & Kaltwasser, 2018). The paper investigates how these actors instrumentalize digital spaces—Facebook and X—to produce and amplify sexist narratives, heteronormative frames, and exclusionary representations of gender, LGBTQ+ identities, and immigration (Puar, 2017). Rather than interpreting these communicative practices as contingent rhetorical strategies, the study conceptualizes them as structurally embedded mechanisms through which illiberal values and exclusionary visions of the social order are normalized. The empirical basis consists of a corpus of social media content and public interviews by prominent leaders of the Italian radical right. Through qualitative content analysis conducted using NVivo, the research reconstructs recurring discursive patterns, framing strategies, and symbolic oppositions that structure these narratives. Particular attention is devoted to the ways in which gender equality, feminism, and LGBTQ+ rights are framed as threats to national identity, social cohesion, and the "traditional" family. In this context, gender-based violence and minority protection policies are sometimes reinterpreted through securitarian or culturalist lenses, producing an emotionally charged counter-narrative that opposes a morally legitimate "us" to a "them" constructed as deviant and destabilizing (Mudde, 2020; Serughetti, 2021). The analysis shows how digital platforms function as privileged arenas for the production and circulation of a regressive democratic imaginary, in which the symbolic exclusion of certain subjectivities is presented as natural or necessary. These dynamics have concrete implications for democratic participation: by stigmatizing feminist advocacy and LGBTQ+ visibility, radical right discourse contributes to narrowing the conditions of possibility for inclusive citizenship (Mounk, 2018). Understanding these discursive mechanisms is therefore a necessary step toward promoting critical media literacy (Livingstone, 2004) and gender-sensitive educational practices capable of strengthening the everyday dimension of democracy in contemporary European societies through an explicitly intersectional perspective.

- Anselmi, M. (2023). Ideologie politiche. Mondadori Education.
- Cammarota, A., & Meo, M. (2021). Populismo e questioni di genere: rappresentazioni, politiche, movimenti.
- Donà, A. (2022). The rise of the Radical Right in Italy: the case of Fratelli d'Italia. Journal of Modern Italian Studies, 27(5), 775-794.
- Formisano, R. P. (2001). The concept of political culture. Journal of Interdisciplinary History, 31(3), 393-426.
- Gerbaudo, P. (2018). Social media and populism: an elective affinity?. Media, culture & society, 40(5), 745-753.
- Livingstone, S. (2004). What is media literacy?. Intermedia, 32(3), 18-20.
- Mazzoleni, G. (2008). Populism and the media. In Twenty-first century populism: The spectre of Western European democracy(pp. 49-64). London: Palgrave Macmillan UK.
- Meo, M. (2007). Lo straniero inventato. Riflessioni sociologiche sull'alterità, Franco Angeli, Milano.
- Meo, M. (2021). Leader e donna. Genere e populismo nelle retoriche di Giorgia Meloni. In Populismo e questioni di genere. Rappresentazioni, politiche, movimenti (pp. 61-76). Francoangeli.
- Meo, M., & Tramontana, A. (2025). Nel nome del genere: ideologie, strategie di legittimazione e nuove alleanze politiche della destra radicale italiana.
- Meo, M., & Tramontana, A. (2024). Gender issues e ideologia della destra radicale italiana. La difesa della tradizione tra femminilismo e nativismo. Sociologia (Gangemi Editore SpA), 58(2).
- Mostaccio, F., & Raffa, V. (2023). Genere e politica: discorsi, rappresentazioni e pratiche per i diritti delle donne e delle soggettività Lgbtq+. FrancoAngeli.
- Mostov, J. (2021). Populism is always gendered and dangerous. Frontiers in Sociology, 5, 625385.
- Mounk, Y. (2018). The people vs. democracy: Why our freedom is in danger and how to save it. In The People vs. Democracy. Harvard University Press.
- Mudde, C. (2009). Populist radical right parties in Europe Redux. Political studies review, 7(3), 330-337.
- Mudde, C., & Kaltwasser, C. R. (2018). Brève introduction au populisme. Éditions de l'Aube.
- Pelinka, A. (2013). Right-wing populism: Concept and typology. Right-wing populism in Europe: Politics and discourse, 3-22.
- Saccà, F. (2013). La crisi dei partiti e le trasformazioni della politica. Sociologia: rivista quadrimestrale di scienze storiche e sociali: XLVII, 2, 2013, 31-41.
- Saccà, F. (2021). Stereotipo e pregiudizio: la rappresentazione giuridica e mediatica della violenza di genere.
- Saccà, F., & Massidda, L. (2021). Culture politiche e leadership nell'era digitale.

- Viviani, L. (2015). Sociologia dei partiti. Leader e organizzazioni politiche nelle società contemporanee, Carocci editore.

G.12

Intersectional Methodologies: Approaches, Methods and Tools for Research in Educational and Organisational Contexts

PANEL CONVENORS: Barbara Giovanna Bello (Università degli Studi della Tuscia, Viterbo); Luisa De Vita (Sapienza, Italy); Alessandra Romano (Università di Siena)

PANEL KEYWORDS: intersectionality, methodologies, inequalities

This session invites theoretical and empirical contributions examining how to effectively and consistently conduct intersectional research within university, school, educational, and organizational contexts. Intersectional analysis—acknowledging race, class, gender, disability, and other systems of oppression as interdependent—is essential for understanding complex social inequalities, yet translating this framework into rigorous methods remains challenging. We seek work that explores the methodological, ethical, and epistemological dilemmas involved in applying an intersectional lens. A key focus is the investigation of educational practices from multiple standpoints. This includes analysing learners' experiences and opportunities shaped by intersecting inequalities, as well as the perspectives of educators and those involved in evaluating educational contexts, such as national assessment bodies like INVALSI. Understanding how these actors interpret and implement educational processes is crucial for revealing how intersectional dynamics shape everyday pedagogical and evaluative practices. Theoretical proposals may draw on intersectional epistemologies, feminist materialism, DisCrit, InterDisCrit, and disability studies across disciplines. Empirical studies may include, but are not limited to: i. Developing multimethodological intersectional designs; ii. Navigating data collection and analysis to avoid essentialism and tokenism; iii. Addressing power dynamics in the research process and establishing ethical guidelines that build epistemic alliances with marginalized communities. The session aims to advance both the conceptual clarity of intersectional research and the practical implementation of studies that produce nuanced, equity-oriented, and transformative insights for educational and organizational practices.

INTERSECTIONAL BODY SHAMING. A TOOL FOR QUANTIFYING A RELATIONAL PHENOMENON

Laura Occhini (università di Siena, Italy) · **Maria Rita Mancaniello** (università di Siena, Italy)

Body shaming | Body victimizaction | Intersectional body shaming

Body shaming is a widespread but methodologically elusive phenomenon that challenges traditional quantitative measurement strategies. In scientific literature, it is often studied using tools that focus on isolated aspects of the experience—such as specific physical characteristics, individual traits, or contexts—without integrating them into a coherent framework. This fragmentation risks obscuring the complex nature of body shaming, limiting the interpretability and comparability of empirical results. This study introduces a measurement tool to study body shaming while preserving its relational, contextual, and intersectional complexity. The study assumes that body shaming cannot be adequately understood if treated as a unitary or homogeneous event. Rather, body shaming is conceptualized as an experience produced by the intersection of multiple dimensions, including gender, age, social positioning, relational configurations, and life contexts. In this framework, intersectionality is not addressed as a descriptive variable added a posteriori, but as a methodological principle that guides both the construction of the instrument and the organization of the data. Overall, the study proposes a measurement model that conceptualizes body shaming not as a single variable, but as a layered relational phenomenon that manifests through systematic communicative strategies of devaluation at the lexical level, with implications for self-perception, self-esteem, and interpersonal relationships. To operationalize this perspective, the study developed a questionnaire with a key methodological feature: the analytical separation of dimensions that are often conflated in existing research. The instrument distinguishes between the relational level – defined as the nature of the relationship between victim and aggressor (e.g., strangers, friends, family members) –and the relational context, understood as the interactional configuration in which body shaming occurs (e.g., group settings, one-to-one interactions). Treating these dimensions as analytically independent preserves the complexity of lived experiences and supports a multilevel analysis of the phenomenon, while avoiding hybrid or ambiguous categories. Additional sections of the questionnaire allow these dimensions to be systematically cross-referenced with gender, age, and life contexts, making it possible to identify patterns of differentiated exposure that would remain invisible with one-dimensional measurement

approaches. The tool also includes open-ended options that allow unexpected categories to emerge, thus increasing its sensitivity to lived experience beyond predefined sets of responses. The questionnaire was administered online via Google Forms to a sample of 1,014 participants. A branching logic was implemented to distinguish between respondents who had directly experienced body shaming and those who had only witnessed it. This design choice reduces the burden on respondents and improves data quality by avoiding the administration of irrelevant items. Empirical results indicate that body shaming occurs predominantly within weak or impersonal relationships, but a significant proportion of episodes also occur within meaningful relational spheres, particularly among friends and family members. Group contexts emerge as the most frequent interactional context, amplifying the role of public and performative dynamics. Furthermore, data on non-cisgender participants reveal high exposure across multiple levels and relational contexts, highlighting an intersectional vulnerability linked to the interaction between gender identity and dominant body norms.

Azizah, M., Sharil, D.R., & Thobias, C.A. (2024). BodyShaming Measuring Tool on Instagram Users. PARADE RISET, 2(1), 321-338.

Creswell, J.W., Inoue, M. (2025). A process for conducting mixed methods data analysis. Journal of General and Family Medicine, 26(1), 4–11. Doi: 10.1002/jgf2.736

Grasso, F., Valese, A., & Micheli, M. (2024). Body-Shaming Detection and Classification in Italian Social Media. In International Conference on Applications of Natural Language to Information Systems (pp. 256-270). Cham: Springer Nature Switzerland.

Mondal, H., Mondal, S., Ghosal, T., Mondal, S. (2018). Using Google Forms for Medical Survey: A Technical Note. International Journal of Clinical and Experimental Physiology, 5(4), 216–218.

Occhini, L., Pinzuti, E., & Mancaniello, M.R. (2026). Body Shaming. Linguaggi, effetti e interventi psico-educativi (titolo non definitivo). In press

Puvanendran, R., Wijikumar, P., Rathnayaka, et alii. (2024). Comparative Analysis of Resampling Techniques on Class Imbalance in Body Shaming Phrase Detection. In 2024 Moratuwa Engi-neering Research Conference (MERCon) (pp. 49-54). IEEE.

Reips, U.D. (2021). Web-Based Research in Psychology: A Review. Zeitschrift Für Psychologie, 229(4), 198–213Doi: 10.1027/2151-2604/a000475

Schlüter, C., Kraag, G., & Schmidt, J. (2023). Body shaming: An exploratory study on its defini-tion and classification. International journal of bullying prevention, 5(1), 26-37.

OPERATIONALISING INTERSECTIONALITY THROUGH TRANSDISCIPLINARY RESEARCH: METHODOLOGICAL REFLECTIONS FROM THE INTERGEN PROJECT

Mariella Nocenzi (LUMSA University of Rome, Italy) · **Raffaella Monia Calia** (Sapienza University of Rome)

Intersectionality | Trandisciplinarity | Women's Empowerment

Intersectionality is widely recognised as a key framework for analysing complex and overlapping inequalities, yet its methodological operationalisation in educational and organisational research remains contested. This paper contributes to the debate on intersectional methodologies by reflecting on the transdisciplinary research design developed within the INTERGEN project, funded under the Italian National Recovery and Resilience Plan (PNRR), which focuses on women's empowerment and sustainable entrepreneurship in marginal and inner areas. Using the INTERGEN Transdisciplinarity Report as a reflexive case study, the paper conceptualises intersectionality not as a predefined set of additive categories, but as a relational and situated analytical process. Gender, generation, territorial marginality, socio-economic conditions, and - where empirically relevant - migration background and care responsibilities are treated as intersecting axes whose salience emerges through the research process rather than being hierarchically fixed ex ante. This approach requires a transdisciplinary framework capable of integrating sociological, gender, economic, territorial and policy-oriented knowledge with experiential and practice-based forms of expertise. Methodologically, INTERGEN combines multiple, interdependent tools: (1) the mapping and analysis of good practices, conceptualised as situated learning environments in which organisational, educational and community-based knowledge intersect; (2) a Delphi study involving scholars, practitioners and institutional actors, explicitly designed to surface disagreements, policy blind spots and divergent positionalities rather than forcing artificial consensus; and (3) participatory co-design and co-creation processes with women and local stakeholders. Intersectionality is operationalised through iterative analytical strategies, including reflexive positionality work, cross-dimensional analytical matrices and feedback loops with participants, aimed at avoiding essentialisation and tokenistic representations. The paper discusses key methodological and ethical dilemmas encountered in the research process, such as power asymmetries between academic and non-academic actors, the tension between contextual specificity and transferability of practices, and the risk of flattening diversity through policy-driven categories. From an educational perspective, INTERGEN conceptualises learning not merely as skills acquisition, but as a democratic

process of mutual recognition, translation and reflexivity across different forms of knowledge and levels of governance. By linking intersectionality and transdisciplinarity, the paper argues that methodological pluralism is not a neutral technical choice but a democratic one. Intersectional transdisciplinary research can function as a form of learning democracy, fostering epistemic justice in knowledge production, while simultaneously supporting democracy for learning by informing more inclusive, context- sensitive educational and organisational practices. The INTERGEN experience thus offers transferable methodological insights for researchers seeking to operationalise intersectionality in rigorous, reflexive and socially transformative ways.

bell hooks. (1984). Feminist theory: From margin to centre. South End Press.

Collins, P. H. (2019). Intersectionality as critical social theory. Duke University Press.
https://doi.org/10.1215/9781478007098

Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of colour. Stanford Law Review, 43(6), 1241–1299.
https://doi.org/10.2307/1229039

Dean, T. J., & McMullen, J. S. (2007). Toward a theory of sustainable entrepreneurship: Reducing environmental degradation through entrepreneurial action. Journal of BusinessVenturing, 22(1), 50–76. https://doi.org/10.1016/j.jbusvent.2005.09.003

Hirsch Hadorn, G., Hoffmann-Riem, H., Biber-Klemm, S., Grossenbacher-Mansuy, W., Joye, D., Pohl, C., Wiesmann, U., & Zemp, E. (Eds.). (2008). Handbook of transdisciplinary research. Springer. https://doi.org/10.1007/978-1-4020-6699-3

Klein, J. T. (2014). Transdisciplinarity in practice: Research and teaching. Springer.
https://doi.org/10.1007/978-3-319-02108-6

Linstone, H. A., &, Turoff, M. (Eds.). (2002). The Delphi method: Techniques and applications. Addison-Wesley.

Magnaghi, A. (2010). The local project. Towards place consciousness. Bollati Boringhieri.

Mulgan, G., Tucker, S., Ali, R., & Sanders, B. (2007). Social innovation: What it is, why it matters and how it can be accelerated. Oxford Said Business School.

Nicolescu, B. (2002). Manifesto of transdisciplinarity. State University of New York Press.

OECD. (2006). The new rural paradigm: Policies and governance. OECD Publishing.
https://doi.org/10.1787/9789264023918-en

Pohl, C., & Hirsch Hadorn, G. (2007). Principles for designing transdisciplinary research. Oekom Verlag.

Reason, P., & Bradbury, H. (Eds.). (2008). The SAGE handbook of action research: Participative inquiry and practice (2nd ed.). Sage.

Regeer, B. J., Klaassen, P., & Broerse, J. E. W. (Eds.). (2024). Transdisciplinarity for transformation: Responding to societal challenges through multi-actor, reflexive practices. Routledge. https://doi.org/10.4324/9781003346301

Rittel, H. W. J., & Webber, M. M. (1973). Dilemmas in a general theory of planning. Policy Sciences, 4(2), 155–169. https://doi.org/10.1007/BF01405730

Van der Ploeg, J. D., Long, A., & Banks, J. (2002). Living countrysides: Rural development processes in Europe. Elsevier.

EPISTEMIC INEQUALITY IN TRANSFORMATIVE RESEARCH WITH WOMEN WITH ENDOMETRIOSIS: THE CONSTRUCTION OF A METHODOLOGICAL FRAMEWORK BASED ON INTERSECTIONALITY PERSPECTIVES

Alessandra Romano (University of Siena, Italy) · **Francesca Bulletti** (University of Siena, Italy) · **Giovanni Gottardo** (University of Siena, Italy)

Intersectionality | Epistemic Inequality | Endometriosis

This paper analyses the methodological implications of adopting intersectional perspectives in inclusive research on disability and forms of systemic and structural oppression (Crenshaw, 2017; Goodley, et al, 2018). Intersectional perspectives are here explored as a methodological matrix for analysing and questioning structural power relations in research settings (Fabbri, 2025). The questions we attempt to answer are: what are the methodological implications of adopting intersectional perspectives in inclusive research? How and under what conditions do intersectional frameworks help researchers explore the “for whom” and “for what” of research? Who is left behind and through what mechanisms? In order to answer these questions, the results of a transformative research project with participants belonging to translocal positions (Anthias, 2008) are presented and discussed. The project, entitled “PEACE” (Prodrugs treatment for Endometriosis And women's well-being CarE), follows a mixed-methods design (Hirose, & Creswell, 2022) that explores the experiences of multiple discrimination and marginalisation in work and healthcare contexts to which women with invisible disabilities, such as women with endometriosis, adenomyosis and gender-related conditions, are exposed. The sociocultural construction of the pathological condition places women in a position of epistemic inequality and undermines their contribution in terms of epistemic agency (Braida, 2024). The qualitative phase involved conducting ethnographic observations and interviews with 25 women. The focus was on an intersectionality-based analysis of the 25 “war

stories", analysed through the construction of thematic analysis matrices referring to the constructs of epistemic injustice (Fricker, 2007; De Lucia, 2018) and hermeneutic injustice (Medina, 2013). The interpretative paradigm-oriented thematic analysis procedure (Winker, & Degele, 2011) focused on embodied biographies that centre on the experiences of silencing that women with invisible pathologies face. The analysis makes visible the structural mechanisms by which women are subjected to a double epistemic delegitimisation, both testimonial and hermeneutic (Fricker, 2007). The relationship with the diagnosis, which is accessed after a "medical diaspora", is reinterpreted in terms of identity affirmation around which informal networks of knowledge are women. The quantitative phase, currently ongoing, involved the use of an online survey consisting of the WHOQOL-Short (World Health Organisation Quality of Life – Short Version) (De Girolamo, et al., 2000) and EHP-30 (Endometriosis Health Profile Questionnaire) (Hansen, et al., 2021) batteries, administered to date to a sample of 830 women throughout the country. The quantitative step explores the perception that women with endometriosis in our country report of their quality of life, examining how the chronic condition affects their perception of aspects related to physical, emotional and relational well-being (Maulenkul, et al. 2024). In discussing the implications for disability studies, a framework of methodological guidelines for conducting transformative research projects from an intersectional perspective is explored, highlighting the implications in terms of research designs, participant selection, choice of data collection tools and researcher reflexivity. The aim is to translate intersectional perspectives into theoretical and methodological approaches in order to problematise the non-linearity and complexity of "how to" conduct intersectional research at every stage, within social, school and university contexts characterised by pervasive inequalities and disparities in every field of knowledge.

Anthias, F. (2008). Thinking through the lens of translocational positionality: an intersectionality frame for understanding identity and belonging. Translocations: Migration and social change, 4(1), 5-20.

Braida, N., & Paglialonga, C. (2024). Pieri, Mara (2023), LGBTQ+ People with Chronic Illness. Chroniqueers in Southern Europe, London, Palgrave Macmillan, 154 pp. AG About Gender-International Journal of Gender Studies, 13(25).

Crenshaw, K. (2017). On intersectionality: essential writings. New York: The New Press.

De Girolamo, G., Rucci, P., Scocco, P., Becchi, A., Coppa, F., D'Addario, A. N. G. E. L. A., ... & Soldani, L. (2000). La valutazione della Qualità della Vita: Validazione del WHOQOL-breve. Epidemiol Psichiatr Soc, 9(1), 45-55.

De Lucia, V. (2018). Costruzioni di ignoranza: Pratiche di violenza epistemica. In Filosofia Politica, 32(2), 245-262.

Fabbri, L. (2025). Riconcettualizzazioni in corso: il contributo delle epistemologie postumane e postcoloniali agli studi sull'educazione. In L. Fabbri, C. Melacarne, P. Malavasi (a cura di), Ricerca, servizi, politiche territoriali pedagogiche: trasformative, innovative, emancipative. Senior Conference (pp. 692-698). Lecce : Pensa MultiMedia.

Fricker, M. (2007). Epistemic injustice: Power and the ethics of knowing. Oxford University Press

Goodley, D., D'Alessio, S., Ferri, B., Monceri, F., Titchkosky, T., Vadalà, G., Valtellina, E., Migliarini, V., Bocci, F., Marra, A.D., Medeghini, R. (2018). Disability studies e inclusione. Per una lettura critica delle politiche e pratiche educative. Trento: Erickson.

Hansen, K. E., Lambek, R., Røssaak, K., Egekvist, A. G., Marschall, H., Forman, A., & Kesmodel, U. S. (2021). Health-related quality of life in women with endometriosis: psychometric validation of the Endometriosis Health Profile 30 questionnaire using confirmatory factor analysis. Human reproduction open, 2022(1), hoab042. https://doi.org/10.1093/hropen/hoab042

Hirose, M., & Creswell, J.W. (2022). Applying Core Quality Criteria of Mixed Methods Research to an Empirical Study. Journal of Mixed Methods Research, 17(1), 12-28.

Maulenkul, T., Kuandyk, A., Makhadiyeva, D., Dautova, A., Terzic, M., Oshibayeva, A., ... & Sarria-Santamera, A. (2024). Understanding the impact of endometriosis on women's life: an integrative review of systematic reviews. BMC women's health, 24(1), 524.

Medina, J. (2013). The epistemology of resistance: Gender and racial oppression, epistemic injustice, and the social imagination. Oxford University PressBerenstain, N. (2016).

Winker, G., & Degele, N. (2011). Intersectionality as multi-level analysis: Dealing with social inequality. European Journal of Women's Studies, 18(1), 51-66.

INTERSECTIONALITY AND EDUCATIONAL INEQUALITIES FROM CRITICAL LITERATURE REVIEW TO AN ECOSYSTEM OF EPISTEMOLOGICAL GESTURES

Mervé Ozden (UCLouvain, Belgium) · **Géraldine André** (UCLouvain, Belgium)

Intersectionality | educational inequalities | espistemology

The core of the sociology of education developed throughout the 20th century, initially focusing on the connection between educational phenomena and social class stratification. These foundational studies mainly demonstrated the role of families' socio-economic, socio-cultural, and socio-linguistic resources and how, along with institutional and pedagogical factors, these shape educational inequalities. While these theories were important, they lacked the tools to comprehend inequalities stemming from other social relationships and categorisations. Later, the sociology of education

expanded its focus, with increased attention to gender disparities and, especially in Anglophone literature, to ethno-racial social dynamics. More recently, issues such as sexual orientation and disability have also been included. Although some of these foundational analyses have broadened to incorporate studies on categorization and social relationships beyond their original scope, they often act as "separate lenses," examining factors as additive rather than interconnected systems of oppression. To bridge this analytical gap, scholars have more frequently embraced the concept of intersectionality in recent years to develop a more nuanced understanding of school inequalities. Intersectionality is a theoretical framework that stems from black feminist thought and activism, criticizing both monist and pluralist views on analyzing systems of oppression. It seeks to offer a comprehensive perspective to examine the system of domination at once, along with its fundamental and dependent aspects (Bilge, 2010). Thus, it functions as a tool for analysing power (Collins, 2000) aimed at promoting social justice (Cho et al., 2013). Based on this definition, we conducted a critical literature review. We aim to critically analyze, synthesize, and reinterpret a body of literature using intersectionality to examine educational inequalities in order to develop new theoretical insights. Our review's originality lies in addressing the main gaps in the existing literature by exploring a question that has not been thoroughly examined: how and for what purposes can we conduct a sociological analysis of educational inequalities grounded in intersectionality? And how can this advance the field of studies and debates regarding the limitations of foundational approaches to educational inequalities? Through this critical literature review, we identified an ecosystem centred around four epistemological gestures that shape intersectional research in the sociology of education. These four epistemological gestures are: diagnosing inequality by assessing its scope, interpreting how it is experienced, criticizing the systems that produce it, and transforming educational practices and the system itself. These four orientations form an interconnected ecosystem that can help renew analyses of educational inequalities through their relationships: diagnosis, supported by interpretation, can shed light on lived experience; interpretation with a critical perspective maintains political implications; and critique, aided by transformation, offers tangible solutions.

Bilge, S. (2010). De l'analogie à l'articulation : Théoriser la différenciation sociale et l'inégalité complexe: L'Homme & la Société, n° 176-177(2), 43-64. https://doi.org/10.3917/lhs.176.0043

Cho, S., Crenshaw, K. W., & McCall, L. (2013). Toward a Field of Intersectionality Studies : Theory, Applications, and Praxis. Signs: Journal of Women in Culture and Society, 38(4), 785-810. https://doi.org/10.1086/669608

Collins, P. (2000). Black feminist thought : Knowledge, consciousness, and the politics of empowerment (Revision Tenth anniversary edition). Routledge. https://doi.org/10.4324/9780203900055

PROMOTING SELF-DETERMINATION IN ADULTS WITH DISABILITIES. INTERSECTIONAL APPROACHES

Valeria Friso (Università di Bologna - Dipartimento di Scienze dell'Educazione, Italy) · **Sara Marchesani** (Università di Bologna - Dipartimento di Scienze dell'Educazione, Italy) · **Marco Cadavero** (Università di Bologna - Dipartimento di Scienze dell'Educazione, Italy)

self-determination | disability in adulthood | Universal Design for Working

The intersectional paradigm emerged from the movements that, since the second half of the twentieth century, challenged one-dimensional readings of discrimination: Black feminisms, LGBTQIA+ subjectivities and decolonial perspectives highlighted the simultaneous and stratified nature of systems of oppression. Within this framework, Crenshaw (1991) conceptualised intersectionality as the interaction of multiple identity positions – gender, ethnicity, age, sexual orientation, disability and neurodivergence – producing configurations of privilege and marginalisation (Collins, 1990; King, 1988). The Wheel of Intersectionality (Simpson, 2009) represents this dynamic by placing subjective experience at the centre of interconnected dimensions that cannot be analytically isolated. This paper presents three ongoing research projects based at the Department of Educational Sciences of the University of Bologna, united by their adoption of intersectionality as an epistemic stance and methodological orientation for promoting the self-determination of adults with disabilities across different life contexts. The first study investigates self-narration among adults with intellectual disabilities in socio-rehabilitative day centres. Drawing on a participatory narrative approach, it explores how autobiographical storytelling enables individuals to reclaim their own stories beyond diagnosis (Atkinson, 2010), interrogating the power asymmetries that determine who is recognised as a legitimate interlocutor (Rice et al., 2015). The use of communicative mediators makes narrative practices accessible, acknowledging that barriers to expression are structurally

situated (Grove & Harwood, 2021). The second study is situated within the framework of Universal Design for Working (UDW), developed to rethink work environments by recognising the plurality of human functioning (Canevaro, 2004). Drawing on Universal Design for Learning (CAST, 2018) – which proposes flexible design principles for accessible learning environments – UDW extends this perspective to the workplace. Starting from four principles modelled on the three UDL principles and reworked for the employment context, the research aims to develop guidelines for professional environments that foster coexistence and valorisation of differences, on both utilitarian and deontological grounds. The methodological design comprises focus groups with inclusion advocates, followed by questionnaires administered to workers and employers for the validation of the resulting indicators. The intersectional perspective informs both the framework – which recognises that workplace experience is shaped by the interaction of disability, gender, neurotype, ethnicity and generational belonging – and the participatory process of construction. The third study explores the integration of Montessori principles into the education of adults with disabilities. The emphasis on the prepared environment, autonomy and respect for individual pacing is reinterpreted through an intersectional lens as a valorisation of the singularity of each learning trajectory. Adapting these principles to adulthood makes it possible to move beyond standardising approaches, recognising that educational needs are shaped by the interplay of social, cultural and embodied experiences. The research adopts an exploratory design involving participant observation and interviews. Together, the three studies demonstrate how intersectionality can be translated into concrete methodological choices – in the design of research instruments, the selection of participants, and data analysis – capturing the complexity of those who inhabit multiple positions of marginalisation, while raising shared questions concerning the risk of categorical essentialism, power dynamics in the research process, and the building of epistemic alliances with the communities involved.

Atkinson, D. (2010). Narratives and people with learning disabilities. In L. Gwynn (Ed.), Learning disability: A life cycle approach (pp. 7–18). McGraw-Hill.
Canevaro, A. (2004). Le logiche del confine e del sentiero. Una pedagogia dell'inclusione (per tutti, disabili inclusi). Erickson.
CAST (2018). Universal Design for Learning Guidelines version 2.2. https://udlguidelines.cast.org
Collins, P. H. (1990). Black feminist thought. Routledge.
Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. Stanford Law Review, 43(6), 1241–1299.
Grove, N., & Harwood, J. (2021). Storysharing®: Personal narratives for identity and community. In Storytelling, special needs and disabilities. Routledge.
King, D. K. (1988). Multiple jeopardy, multiple consciousness: The context of a Black feminist ideology. Signs, 14(1), 42–72.
Rice, C., Chandler, E., Harrison, E., Liddiard, K., & Ferrari, M. (2015). Project Re•Vision: Disability at the edges of representation. Disability & Society, 30(4), 513–527.
Simpson, J. (2009). Everyone belongs: A toolkit for applying intersectionality. Canadian Research Institute for the Advancement of Women (CRIAW).

EMOTIONAL INTELLIGENCE AND DEMOCRATIZATION PROCESSES: THE CONTRIBUTION OF INTERSECTIONAL RESEARCH IN THE POEMS PROJECT

Alessandra Viviani (University of Siena, Italy) · **Alessandra Romano** (University of Siena, Italy) · **Giovanni Gottardo** (University of Siena, Italy) · **Gaia Ciccarelli** (University of Siena, Italy)

Emotional intelligence | Intersectionality | Transformative Research

This paper presents the objectives, methodology, and outputs of the Erasmus+ PoEmS project (Promoting Emotional Intelligence at School). The project focuses on promoting Emotional Intelligence (EI) in middle and high school students and teachers, considering it a key competence for inclusion (Jagers, Rivas-Drake & Williams, 2019), with a direct impact on human rights education and global citizenship (Kubacka, 2018). The project integrates emotional learning into the school curriculum, using EI as a tool for raising awareness of social justice and combating discrimination (Biemmi & Viviani, 2025). EI is here intended as a multifaceted construct, composed of situated social and cultural dimensions, such as embodied knowledge and activation (Bar-On, 2006). Research Design Consistent with this premise, the Unisi research team adopted an intersectional research paradigm (Esposito & Evans-Winters, 2022; De Vita & Romano, 2025; Viviani, 2018). This epistemological and methodological choice stemmed from the researchers' deep reflection on their own positioning and on the power dynamics acted within the research. They recognized the risk of rendering the voices and experiences of the partner schools (from Italy, Turkey, Spain, Romania, and Latvia) invisible if participatory research models were not used. The project aimed to enhance the situated knowledge (Lave, & Wenger, 1991) of teachers in partner schools, considering them to be holders of unique and authoritative perspectives. Recognizing that each school

was a “g-local context” with its situated norms and cultures, an “ethic of reciprocity” (Esposito & Evans-Winters, 2022) based on symmetrical and collaborative relationships was established within the partnership. Through a shared drive, a mailing list, regular online meetings, and a week of in-person training, it was possible to engage in epistemic collaboration (Fricker, 2007) that led to the co-construction of two main outputs: a training package for teachers, which includes self-assessment tests and theoretical references, and a repertoire of twenty multidisciplinary lesson plans. The process of designing, validating, and testing the lesson plans will be specifically analyzed. Each school proposed four lesson plans, which were then integrated and adapted by the other partners in an intensive in-person training. To give a voice to teachers not directly involved in the project, the research team involved 292 teachers in the validation process through a peer review consisting of Likert scales and an open-ended question. Results and Implications for Practice This ‘multi-level’ process of development, writing, and validation is not merely a technical step, but embodies the epistemology of the project: to provide resources that are the result of the application of multidimensional and multi-axial interpretative frameworks. Resources that can adapt to the intersectional specificity of school contexts, without appearing overly broad and generic, ‘one size that should fit all’ (De Vita & Romano, 2025). Through the experience of the PoEmS project, our aim is to theorize that the construction of democratic and inclusive societies cannot be separated from the commitment of educational systems to promote a polyphonic, emotionally intelligent dialogue, capable of cultivating a plurality of voices while respecting pluriverse belonging and human rights (Kubacka, 2018).

1. Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI). Psicothema, 18, 13-25.
2. Biemmi, I., & Vivani, A. (2025). Educare al rispetto dei diritti umani: la bussola della ‘non discriminazione’. In I. Biemmi, & A. Viviani (Eds.), Le parole della discriminazione. Sessismo, omofobia, razzismo, ‘childismo’, abilismo, 7-14. Firenze University Press, USiena Press.
3. De Vita, L., & Romano, A. (2025). Praticare l’intersezionalità. Teorie, metodi e ricerche. Milano: Mondadori università.
4. Esposito, J., & Evans-Winters, V.E. (2022). Introduction to intersectional qualitative research. Thousand Oaks: SAGE.
5. Fricker, M. (2007). Epistemic Injustice: Power and the Ethics of Knowing. Oxford University Press.
6. Jagers, R. J., Rivas-Drake, D., & Williams, B. (2019). Transformative social and emotional learning (SEL): Toward SEL in service of educational equity and excellence. Educational Psychologist, 54(3), 162–184.
7. Kubacka K., (2018). Education for the Promotion of Culture of Lawfulness: The Role of Global Citizenship Education and Social and Emotional Skills. Białostockie Studia Prawnicze, 23(3), 43-53.
8. Lave, J., & Wenger, E. (1991). Situated Learning: Legitimate Peripheral Participation. Cambridge: Cambridge University Press.
9. Viviani, A. (2018). The Right to Education and Human Rights Education as a Tool towards Social Inclusion. In A. Viviani (Ed.), Global Citizenship Education, Multiculturalism and Social Inclusion in Europe, 71-90.
10. Zembylas, M. (2025). Rethinking Emotional Engagement in Human Rights Education through Affective Justice. Current Issues in Comparative Education.

INTERSECTIONAL CO-DESIGN AND SOCIAL ROBOTICS: REFRAMING WORK PREPARATION FOR AUTISTIC ADOLESCENTS

Valentina Pennazio (University of Genoa, Italy) · **Rita Cersosimo** (University of Genoa, Italy)

Social robotics | autism | job preparation

This contribution presents an intersectional participatory study exploring the co-design of a work-preparation pathway for autistic adolescents (16-18 years old) mediated by the humanoid robot Pepper. The project builds on research in social robotics and autism showing that humanoid robots can function as relational mediators by providing predictable, structured, and emotionally regulated interactions (Scassellati et al., 2012; Belpaeme et al., 2018). The relative directness and reduced ambiguity of robotic communication may decrease social overload and support reflective dialogue in contexts such as job interviews, where implicit norms and micro-expressions often generate anxiety. In this perspective, Pepper is conceptualized not as a substitute for human interaction, but as a scaffold that may facilitate self-expression and gradual engagement in work-related communication. A preliminary eight-session script was outlined, structured around social stories (Gray & Garand, 1993), guided dialogue, and tangible outputs (e.g., strengths maps, interest profiles, communication-of-needs cards, simulated interviews). Consistent with life-design and self-determination approaches (Nota et al., 2016; Wehman, 2011), the pathway aims to support adolescents in identifying strengths, preferences, and environmental needs, in alignment with current disability rights frameworks emphasizing personal projects of life and quality of life indicators. The design process unfolded on two interconnected levels. First, prospective adolescent participants were consulted to gather expectations and interests regarding robotic interaction. Second – and this is the focus of the present

contribution – four autistic adults (aged 25-64; 1 female, 3 males; diverse professional histories; varied diagnostic trajectories) were interviewed to critically reflect on the proposed script. Drawing on intersectionality (Crenshaw, 1989) and epistemic justice (Fricker, 2007), the study treats adult autistic workers not as informants but as situated epistemic agents whose lived experience can interrogate pedagogical assumptions embedded in work-oriented education. The interviews revealed several tensions. Participants problematized normative "social skills" training, describing workplace conventions as a form of linguistic translation requiring asymmetric effort ("speaking English" to neurotypical expectations). They highlighted the energetic costs of masking and questioned unidirectional adaptation. Environmental and sensory factors (light, noise, color, unpredictability of schedules) emerged as central to work sustainability yet often treated as secondary. Generational differences were significant: older participants diagnosed in adulthood reported long histories of misrecognition within deficit-oriented school systems, while younger adults described improved awareness but persistent anxiety and ambiguity in professional contexts. Methodologically, the study demonstrates how an intersectional participatory approach can transform a technological proposal into a site of epistemic negotiation. Rather than validating a predefined model, adult standpoints reframe the robot's role: from trainer of normative behaviors to potential "translator" and decompression space within broader relational ecologies. The paper argues that intersectional research in educational and organizational contexts must allow marginalized knowledges to reshape not only content but also the very architecture of intervention, thereby advancing equity-oriented and reflexive practices.

Belpaeme, T., Kennedy, J., Ramachandran, A., Scassellati, B., & Tanaka, F. (2018). Social robots for education: A review. Science Robotics, 3(21), eaat5954. https://doi.org/10.1126/scirobotics.aat5954

Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A Black feminist critique of antidiscrimination doctrine. University of Chicago Legal Forum, 1989(1), 139–167.

Fricker, M. (2007). Epistemic injustice: Power and the ethics of knowing. Oxford University Press.

Gray, C. A., & Garand, J. D. (1993). Social stories: Improving responses of students with autism with accurate social information. Focus on Autistic Behavior, 8(1), 1–10. https://doi.org/10.1177/108835769300800101

Nota, L., Santilli, S., & Soresi, S. (2016). A life-design-based online career intervention for early adolescents: Description and initial analysis. The Career Development Quarterly, 64(1), 4–19. https://doi.org/10.1002/cdq.12037

Scassellati, B., Admoni, H., & Matarić, M. (2012). Robots for use in autism research. Annual Review of Biomedical Engineering, 14, 275–294. https://doi.org/10.1146/annurev-bioeng-071811-150036

Wehman, P. (2011). Life beyond the classroom: Transition strategies for young people with disabilities (5th ed.). Paul H. Brookes Publishing.

EDUCATING FOR DIVERSITY THROUGH AN INTERSECTIONAL LENS: METHODOLOGICAL REFLECTIONS FROM AN ERASMUS BLENDED INTENSIVE PROGRAMME IN EDUCATOR TRAINING

Valentina Guerrini (University of Sassari, Italy)

Higher education | differences | intersectionality

Starting from the assumption that differences and educational inequalities cannot be fully understood without analysing the interdependence of gender, class, migratory background, ability, sexual orientation, and cultural belonging (Crenshaw, 1989; Collins, 2000), this paper explores how an intersectional approach can be translated into concrete university training practices. Although intersectionality is widely recognised as an essential epistemological framework for interpreting dynamics of power and discrimination, its operationalisation in educational contexts raises significant methodological and ethical dilemmas. The paper presents and analyses an Erasmus Blended Intensive Programme (BIP) entitled "The territory as an educational community for educating in differences and preventing all forms of discrimination", developed in collaboration among four European universities (Sassari in Italy; Salamanca and the European University of Madrid in Spain; Maia in Portugal) and coordinated by the University of Sassari. The project involved students and academic staff in a blended pathway—combining online activities and an intensive in-person week—aimed at promoting education for differences from an intersectional perspective. The BIP experience was conceived as a pedagogical laboratory in which participants were invited not only to discuss differences, but to experience them directly. Through participatory methodologies, group work, analysis of local case studies, and structured reflective sessions, students were encouraged to critically problematise their own representations, recognise situated privileges and vulnerabilities (bell hooks, 1984), and reflect on their role as future education professionals in plural contexts. Within this framework, the territory was approached as an educational community and as a space for observing the intersections of social, cultural, and institutional dimensions that

shape educational opportunities (Tramma, 2009). The results highlight how the international and collaborative dimension of the Erasmus programme constitutes a privileged setting for making visible the intersections between systems of oppression and opportunity. The exchange among students from different national contexts fostered the emergence of plural—and at times conflicting—narratives, revealing how categories such as "integration," "equality," and "neutrality" are culturally situated. In line with intercultural education perspectives (Portera, 2020; Tarozzi & Torres, 2016) and with Banks' (2016) conception of democratic citizenship education, the experience contributed to the construction of a transnational learning community oriented towards dialogue and the recognition of differences as a resource. The paper contributes to the debate on higher education practices examined from multiple standpoints—students, teachers, and institutions—by showing how intersectionality can become not only an object of study, but also a guiding principle in curriculum design. The BIP experience suggests that education for differences should not be considered a peripheral area of pedagogical reflection; rather, it represents the core of an authentically democratic and inclusive education, capable of preparing professionals who are aware of the complexity and ethical responsibility inherent in their work within contemporary educational contexts.

Banks, J. A. (2016). Cultural diversity and education: Foundations, curriculum, and teaching (6th ed.). London: Routledge.
hooks, b. (1984). Feminist theory: From margin to center. Boston: South End Press.
Collins, P. H. (2000). Black feminist thought: Knowledge, consciousness, and the politics of empowerment (2nd ed.). London: Routledge.
Crenshaw, K. (1989). Demarginalising the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics. University of Chicago Legal Forum, 140, 1 January, 139-147.
Portera, A. (2020). Intercultural Education and Competences. Cambridge: Cambridge Scholars Publishing.
Tarozzi, M., & Torres, C. A. (2016). Global citizenship education and the crises of multiculturalism: Comparative perspectives. London: Bloomsbury.
Tramma, S. (2009). Pedagogy of the territory. Community, education, local development. Rome: Carocci.

LANGUAGE EDUCATION AND BI-PLURILINGUAL STUDENTS LABELLED AS DISABLED: AN INTERSECTIONAL ACTION RESEARCH STUDY

Claudia Menduni (University of Milano-Bicocca, Italy)

DisCrit | Raciolingustic Perspective | Language Education

Introduction Within the Italian school system, despite the formally inclusive framework, educational practices aimed at bi-plurilingual pupils labelled as disabled often follow an approach that separates 'language needs' from 'special educational needs', alongside processes of categorisation, medicalisation and micro-exclusions (D'Alessio, 2011; Migliarini et al., 2020; Stinson et al., 2025). In this context, these pupils risk falling into intersectional gaps (Artiles & Kozleski, 2016), due to educational practices that proceed along parallel tracks (Bini, 2020; Caldin & Cinotti, 2018). Building on this tension, and integrating Disability Critical Race Theory (Annamma et al., 2013, 2018) with the Critical Disabilities Raciolinguistic Perspective (Cioè-Peña, 2021; Migliarini & Cioè-Peña, 2024), this paper presents an ongoing research project aimed at examining the interdependence of various forms of oppression (Collins, 1990; Crenshaw, 1991) in shaping discourses and practices related to language education in a school context. Methodology This action research project, conducted in a primary school in north-eastern Italy, views the language education process as a prime vantage point for an intersectional analysis that examines the interdependence of racism, ableism and linguicism in perpetuating notions of normality (Annamma et al., 2013) and in affecting access, participation and inclusion. Furthermore, the project aims to make visible the implicit assumptions that guide these processes, through cycles of observation, reflection and intervention, fostering critical reflexivity among teachers (Kemmis & McTaggart, 1988) and developing replicable methodological approaches for intersectional research in school settings. Firstly, the research design does not focus on individual 'cases' and avoids reproducing categorising logics and categories themselves, such as 'SEN' or 'migrant background', which are instead treated as constructions that are not neutral, but performative and essentialist, fuelling processes of pathologisation and compartmentalisation of students (Stinson et al., 2025), and linguistic or behavioural expectations. The focus is therefore placed on school practices, from a contextual and situated perspective. Furthermore, the project involves teachers, classes and families, combinating observations, interviews, document analysis, interventions and focus groups. This approach contributes to the analysis of different perspectives, whilst minimising researcher bias. The research adopts micro-experiments based on the TrUDL (Translanguaging Universal Design for Learning) model, conceived as a practice of

intersectional social justice (Cioè-Peña, 2022). In addition to offering tools for overcoming the dichotomy between language acquisition and disability (Przymus & Alvarado, 2019), the application of this intersectional educational model helps to transform the view of language-culture and disability from a problem into a 'gift to be nurtured' (Annamma & Morrison, 2018, p.77). Finally, the introduction of micro-experiments allows us to explore whether the renegotiation of practices fosters processes of problematisation, reflexivity and transformation of the representations that guide inclusion. Conclusions Whit a transformative intent (Kemmis et al., 2014), this action research project aims to provide tools for intersectional inclusion that move beyond fragmented perspectives and practices and recognise the multidimensional nature of identities. At the same time, the project seeks to outline forms of intersectional research capable of fostering greater awareness of the processes that shape inclusion and exclusion, from a social justice perspective.

Essential References

Annamma, S. A., Connor, D., & Ferri, B. (2013). Dis/ability critical race studies (DisCrit): Theorizing at the intersections of race and dis/ability. Race Ethnicity and Education, 16(1), 1–31. https://doi.org/10.1080/13613324.2012.730511

Annamma, S. A., Ferri, B. A., & Connor, D. J. (2018). Disability Critical Race Theory: Exploring the Intersectional Lineage, Emergence, and Potential Futures of DisCrit in Education. Review of Research in Education, 42(1), 46–71. https://doi.org/10.3102/0091732X18759041

Annamma, S. A., & Morrison, D. (2018). DisCrit classroom ecology: Using praxis to dismantle dysfunctional education ecologies. Teaching and Teacher Education, 73, 70–80

Artiles, A. J., & Kozleski, E. B. (2016). Inclusive education's promises and trajectories: Critical notes about future research on a venerable idea. Education Policy Analysis Archives, 24, 43. https://doi.org/10.14507/epaa.24.1919

Bini, E. (2020). L'inclusione degli alunni disabili migranti. Progettualità educativa e approcci pedagogici. EDUCATION SCIENCES AND SOCIETY, (1), 255–269. https://doi.org/10.3280/ess1-2020oa9451

Caldin, R., & Cinotti, A. (2018). Migrant families with disabilities. Social participation, school and inclusion. https://cris.unibo.it/handle/11585/652212

Cioè-Peña, M. (2021). Raciolinguistics and the Education of Emergent Bilinguals Labeled as Disabled. The Urban Review, 53(3), 443–469. https://doi.org/10.1007/s11256-020-00581-z

Cioè-Peña, M. (2022). TrUDL, A Path to Full Inclusion: The Intersectional Possibilities of Translanguaging and Universal Design for Learning. TESOL Quarterly, 56(2), 799–812. https://doi.org/10.1002/tesq.3074

Collins, P. H. (1990). Black feminist thought: Knowledge, consciousness, and the politics of empowerment. Routledge

Crenshaw, K. (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. Stanford Law Review, 43(6), 1241–1299. https://doi.org/10.2307/1229039

D'Alessio, S. (2011). Inclusive education in Italy: A critical analysis of the policy of integrazione scolastica. Sense Publishers.

Kemmis, S., & McTaggart, R. (1988). The action research planner (3rd ed.). Deakin University Press.

Kemmis, S., McTaggart, R., & Nixon, R. (2014). The action research planner: Doing critical participatory action research (Vol. 200). Singapore: Springer.

Migliarini, V., & Cioè-Peña, M. (2024). Performing the good (im)migrant: Inclusion and expectations of linguistic assimilation. International Journal of Inclusive Education, 28(11), 2490–2509. https://doi.org/10.1080/13603116.2022.2112770

Migliarini, V., D'Alessio,S., & and Bocci, F. (2020). SEN Policies and migrant children in Italian schools: Micro-exclusions through discourses of equality. Discourse: Studies in the Cultural Politics of Education, 41(6), 887–900. https://doi.org/10.1080/01596306.2018.1558176

Migliarini, V., & Elder, B. C. (2023). The Future of Inclusive Education: Intersectional Perspectives. Springer Nature Switzerland. https://doi.org/10.1007/978-3-031-49242-6

Przymus, S. D., & Alvarado, M. (2019). Advancing Bilingual Special Education: Translanguaging in Content-Based Story Retells for Distinguishing Language Difference from Disability. Multiple Voices for Ethnically Diverse Exceptional Learners, 19(1), 23–43. https://doi.org/10.56829/2158-396X.19.1.23

Stinson, C., Migliarini, V., & Miller, A. L. (2025). 'We Persist in this Cycle': A Critical Disability Raciolinguistic Analysis of Behavioral Policies for Emergent Bilinguals Labeled as Disabled. The Urban Review, 57(2), 239–262. https://doi.org/10.1007/s11256-024-00719-3

WOMEN TEACHERS WITH DISABILITIES AND INTERSECTIONAL METHODOLOGIES: A CASE-STUDY IN EDUCATIONAL CONTEXTS

Elena Rosciani (University of Macerata, Italy) · **Arianna Taddei** (University of San Marino Republic, San Marino Republic) · **Barbara Alesi** (University of Macerata, Italy)

intersectionality teachers disability

In recent decades, intersectionality has emerged as a key theoretical perspective for understanding the marginalization and vulnerability experienced by women with disabilities (Emmett & Alant, 2006; Naples, 2018). Positioned at the intersection of multiple identity factors, such as gender, disability, social class, age, and ethnicity, they are often exposed to socio-cultural stereotypes that generate multiple and intersecting forms of discrimination across different contexts, including the labour market (EDF, 2022; Chan & Hutchings, 2023). The contribution aims to present the results of a qualitative narrative study grounded in Feminist Disability Studies (Garland-Thomson, 2005) and, more specifically, in an intersectional approach (Crenshaw, 1989). The study reflects on the potential and methodological challenges of intersec-

tional research in school contexts (Davis, Brunn-Bevel, & Olive, 2015), focusing on the labour inclusion of teachers with disabilities, who remain underrepresented in both international and national literature (Neca, Borges, & Campos Pinto, 2022; Bellacicco, Ianes & Macchia, 2022). Moreover, policies and discourses on inclusive education often focus primarily on students, overlooking an ecological vision of the school (Bronfenbrenner, 1979) and neglecting professional actors such as teachers with disabilities, who often remain relatively invisible and insufficiently protected from a rights-based perspective (Lincoln, 2021). The study is based on an intersectional methodology (De Vita & Romano, 2025) and involved several teachers with disabilities working across different levels of schooling and with diverse personal and cultural backgrounds. Data were collected through semi-structured interviews exploring professional experiences, forms of discrimination in school contexts, and emancipatory pathways. This methodological approach supported a reflexive and situated perspective while promoting participants' active involvement as co-researchers in the co-construction of knowledge. The thematic analysis of the interviews (Braun & Clarke, 2006) revealed barriers to multidimensional accessibility and exclusionary relational dynamics linked to sexist and ableist stereotypes. At the same time, participants described strategies of advocacy, resilience, and empowerment to challenge discriminatory conditions. The use of narrative and teachers' testimonies thus allows their life stories to be valued as key sources for understanding the meanings attributed to their professional trajectories and emancipatory pathways (Taddei, 2020; Del Bianco, 2022). These findings highlight the need to rethink inclusion as a complex issue of social justice (Ayers, Quinn & Stovall, 2009) and to adopt a broader perspective that considers discrimination affecting all members of the school community. In this regard, the presence and engagement of women teachers with disabilities may act as levers for change, promoting the rights of those facing multiple forms of discrimination and fostering more equitable and inclusive transformations of policies and services. Ultimately, this may contribute to improving the quality of life of women with disabilities (Ferrara, 2014).

- Ayers, W., Quinn, T., & Stovall, D. (2009) (eds). Handbook of Social Justice in Education. New York and London: Routledge.
- Bellacicco, R., Ianes, D., & Macchia, V. (2022). Insegnanti con disabilità e DSA: una revisione sistematica della letteratura internazionale. Form@re, Open Journal per la formazione in rete, 22(1), 64-88.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77–101.
- Bronfenbrenner, U. (1979). The ecology of human development: Experiments by nature and design. Harvard University Press.
- Chan, X.W. & Hutchings, K. (2023) Inequalities, barriers, intersectionality, and facilitators of careers of women with disabilities: Themes and future research agenda from a scoping review. Frontiers in Psychology. 14:1104784.
- Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. University of Chicago Legal Forum, 1(1989), 139–167.
- Davis, T. J., Brunn-Bevel, R. J., & Olive, J. L. (2015). Intersectionality in educational research. Stylus Publishing.
- Del Bianco, N. (2022). Le narrazioni delle persone con disabilità: una via per l'emancipazione. In C. Giaconi, N. Del Bianco, & A. Caldarelli (Eds.), L'escluso (pp. 43-53). Milano: FrancoAngeli.
- De Vita, L., & Romano, A. (2025). Praticare l'intersezionalità: Teorie, metodi e ricerche. Mondadori Università.
-Emmett, T. & Alant, E. (2006). Women and disability: exploring the interface of multiple disadvantage. Development Southern Africa, 23(4), 445–460.
-European Disability Forum. (2022). Disability and Gender Gaps: Addressing unequal employment of women with disabilities. EDF.
- Ferrara, M. D. (2014). Il gender mainstreaming nei contratti collettivi: Tendenze della contrattazione di genere. Diritti Lavori Mercati, 2(2014), 519-537
- Garland-Thomson, R. (2005). Feminist disability studies. Signs: Journal of Women in Culture and Society, 30(2), 1557–1587.
- Lincoln, T.D. (2021). Qualitative Research. A Field Manual for Ministry Students. Chicago: Atla open press
- Naples, N.; Mauldin, L. & Dillaway, H. (2018). Gender, Disability and Intersectionality. Gender & society, 33(1), 5-18
- Neca, P., Campos Pinto, P. & Borges, M.L. (2022). Overcoming the Under-representation of Teachers with Disabilities in School Communities, in Keane, E., Heinz, M., & Mc Daid, R. (eds). Diversifying the Teaching Profession. Dimensions, Dilemmas and Directions for the Future, (pp. 86-97) London: Routledge
- Taddei, A. (2020). Come Fenici: Donne con disabilità e vie per l'emancipazione. Milano: FrancoAngeli.
- United Nations (2006). Convention on the rights of persons with disabilities. UN.

LINGUISTIC DISCRIMINATION AND INTERSECTIONAL INEQUALITY IN EDUCATION

Rosalba Nodari (University of Siena, Italy) · **Silvia Calamai** (University of Siena, Italy) · **Claudia Soria** (ILC-CNR, Italy) · **Souzana Maria Serveta** (ILC-CNR, Italy) · **Andrea R. Leone Pizzighella** (EURAC Research)

Linguistic discrimination | Linguicism | Language Education

Discrimination can occur along different axes and in various forms. While multiple and compound forms of discrimination involve the coexistence of different disadvantages, intersectional discrimination emerges from the interaction of different axes of inequality that operate simultaneously and in an inseparable manner (Makkonen, 2002). Within this framework,

language can be considered one of the possible axes through which intersectional discrimination is experienced. This dimension has been extensively addressed in studies on linguicism and related phenomena. Skutnabb-Kangas (2016) defines linguicism as the set of ideologies, structures and practices which are used to legitimate, effectuate and reproduce an unequal division of power and resources (both material and non-material) between groups defined on the basis of ethnicity, culture or language. Linguistic discrimination can operate at different levels. In some contexts, it may involve the explicit prohibition of using languages other than the national standard language (Blanchet, 2016). However, language – and particularly speakers' voice – can function both as a personal attribute and as a marker indexing multiple dimensions of social identity, including ethnic background, gender, age, sexual orientation and socioeconomic status. In this sense, evaluations of accents are rarely evaluations of language alone; rather, they often entail broader social judgements about the speakers themselves. Crucially, these categories are not independent but deeply intertwined and mutually constructed through social and linguistic practices (Levon, 2015). Language can therefore function as a powerful lens through which multiple dimensions of identity become visible. For this reason, linguistic discrimination often manifests itself in subtle forms, such as discrimination against the way individuals speak a given language. These may include accent bullying, being judged as incomprehensible, being mocked for one's pronunciation, receiving corrective comments targeting spelling, accent or pronunciation, or being criticised for speaking in ways perceived as inconsistent with one's gender or sexual orientation (Corona & Block, 2020; Dovchin, 2020; Tankosić & Dovchin, 2021). In some cases, linguistic discrimination can evolve into what has been described as linguistic racism, a form of racism grounded in speakers' linguistic repertoires and communicative practices (Dovchin, 2019). Against this backdrop, this presentation aims to open a space for reflection on the potential role of linguistic discrimination as an entry point for broader discussions about social inequality in educational contexts. Introducing classroom activities that explicitly address linguistic discrimination may not only foster critical awareness of language but also encourage reflection on wider issues related to race, ethnicity, gender and social belonging. The presentation will also include a collaborative discussion with teachers of teaching materials developed within the Erasmus+ project CIRCE – Counteracting discrimination practices in education, designed to support educators in addressing linguistic discrimination and promoting more inclusive pedagogical practices.

Blanchet, P., 2016. Discriminations: combattre la glottophobie. Textuel, Paris.

Corona, V., Block, D., 2020. Raciolinguistic micro-aggressions in the school stories of immigrant adolescents in Barcelona: a challenge to the notion of Spanish exceptionalism?. International Journal of Bilingual Education and Bilingualism, 23 (7) 778-788.

Dovchin, S., 2019. The politics of injustice in translingualism and linguistic discrimination. In: Barrett, T. A., Dovchin, S. (Eds.), Critical Inquiries in the Studies of Sociolinguistics of Globalization. Multilingual Matters, Bristol, pp. 84–102.

Dovchin, S., 2020. The psychological damages of linguistic racism and international students in Australia. ?. International Journal of Bilingual Education and Bilingualism, 23 (7), 804–818.

Levon, E., 2015. Integrating intersectionality in language, gender, and sexuality research. Language and Linguistics Compass 9 (7), 295–308.

Makkonen, T., 2002. Multiple, compound and intersectional discrimination: bringing the experiences of the most marginalized to the fore. Abo Akademi University, Institute For Human Rights.

Skutnabb-Kangas, T., 2016. Linguicism. In: Gertz, G., Boudreault, P. (Eds.), The Sage Deaf Studies Encyclopaedia, vol. 3. Sage Publications, Thousand Oaks, pp. 583–586.

Tankosić, A., Dovchin, S., 2021. (C)overt linguistic racism: Eastern-European background immigrant women in the Australian workplace. Ethnicities. April 2021.

G.13

Intersectionality in Educational Research: Epistemologies and Methodologies favouring a Democratization of Postmigrant Societies

PANEL CONVENORS: Barbara Gross (Free University of Bozen-Bolzano, Italy); Luisa Conti (University of Jena, Germany); Robert Pham Xuan (University for Continuing Education Krems, Austria); Giulia Filippi (Free University of Bozen-Bolzano, Italy); Lisa Bugno (Università degli Studi di Padova, Italia); Giulia Messina Dahlberg (University of Gothenburg, Sweden)

PANEL KEYWORDS: intersectionality, diversity, postmigrant societies

This panel examines how critical, intersectionally informed research can revitalize the relationship between education and democracy in postmigrant societies amid a global backlash against diversity, equity, and inclusion (DEI). We treat intersectionality as an analytic and methodological lens to shed light on how overlapping systems of oppression (re)produce marginalization, discrimination, and exclusion (Crenshaw, 1989/2011; Collins, 2019) in both formal and informal educational contexts. The aim of the panel is to foreground intersectionality's transformative potential to reconnect education and democracy through practices of equity, belonging, and peaceful coexistence. We invite contributions that investigate how educational policies and practices can move beyond declarative inclusivity, that is, contexts in which rights are affirmed in principle while multiple barriers persist. The panel mobilizes critical, interdisciplinary, and decolonial perspectives to advance a holistic understanding of individuals, educational pracitces and institutions. In line with international calls for intersectional approaches in educational research and practice (Varsik & Gorochovskij, 2023; Gross & Portera, 2025), we seek to synthesize productive epistemologies and methodologies capable of grasping social complexity and to chart a forward-looking methodological agenda for democratizing postmigrant society. We welcome papers that explicitly move beyond the realm of normative argumentation, and empirical studies assessing the effects and impacts of (missing) DEI approaches. Expected outcomes include: (1) a state-of-the-art synthesis of research on the nexus between education and democracy in postmigrant societies; (2) an interdisciplinary reflection on methodologies for intersectional inquiry; and (3) a forward-looking research agenda offering policy-relevant insights for building genuinely diverse, democratic schools and societies.

RE-READING INTERSECTIONALITY: A SYSTEMATIC LITERATURE REVIEW WITHIN THE FIELD OF EDUCATIONAL RESEARCH

Barbara Gross (Libera Universtià di Bolzano, Italy) · **Giulia Filippi** (Libera Universtià di Bolzano, Italy)

intersectionality | educational research | systematic review

In recent years, intersectionality has become increasingly prominent in educational research, predominantly serving as a theoretical paradigm for examining the complex interplay of inequalities, power relations, and the dynamics of exclusion and participation within educational contexts. Nevertheless, its systematic application in educational research remains inconsistent and fragmented (Varsik & Gorochovskij, 2023; Gross & Portera, 2025; Pham Xuan, 2025), compared to its widespread use in gender and social studies (Crenshaw, 1989; Collins, 2019). A persistent tension can be observed between the use of intersectionality as a critical conceptual framework and its operationalisation in empirical research, educational policies, and pedagogical practices. This paper presents the results of a systematic literature review on intersectionality within the field of empirical educational research, mapping theoretical developments, methodological approaches, emerging areas of inquiry, and the results obtained between 2015 and 2025. The review was conducted through a structured analysis of two international databases (Scopus and Web of Science), following the PRISMA guidelines for identification, screening, and synthesis (Page et al., 2021). The initial search identified 185 records. After removing duplicates, excluding publications prior to 2015, and distinguishing empirical studies from non-empirical contributions, a final corpus of 81 empirical studies was selected for further analysis. The findings indicate a gradual consolidation of intersectionality as a critical analytical lens for interpreting the plurality of identities and educational experiences. At the same time, a significant share of the literature remains predominantly theoretical, while empirical research is still unequally developed and concentrated mainly in Western higher education contexts. The analysis of the papers explores how intersectionality is conceptualised and operationalised within empirical educational research, examining its translation into research design, sampling strategies, data collection methods, and identifying recurring patterns of use across the selected corpus. It also delves into the results of studies, examining how these findings are intrinsically linked to the methodological framework and methods employed in the process of knowledge production. This

systematic review contributes to clarifying both the potential and the current limitations of intersectionality in educational research, offering an overview of existing approaches and highlighting areas where further methodological development is needed across different educational levels, institutional settings, and diverse contexts.

Collins, P. H. (2019). Intersectionality as Critical Social Theory. Duke University Press.

Crenshaw, K. (1989). Demarginalising the intersection of race and sex. University of Chicago Legal Forum.

Gross, B., & Portera, A. (2025). Intersectionality in intercultural education and intercultural educational research. Intercultural Education, 36(4), 379-383.

Page, M.J., McKenzie, J.E., Bossuyt, P.M., Boutron, I., Hoffmann, T.C., Mulrow, C.D., et al. (2021). The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. BMJ, 372(71). https://doi.org/10.1136/bmj.n71

Pham Xuan, R. (2025). Mapping trends and demographics in research on intersectional education and pedagogy: a scoping review (2020–2024). Intercultural Education. https://doi.org/10.1080/14675986.2025.2480507

Varsik, S., & Gorochovskij, J. (2023). Intersectionality in education: Rationale and practices to address the needs of students' intersecting identities. OECD Education Working Papers, No. 302. OECD Publishing.

SAFETY, BELONGING AND VOICE AS DEMOCRATIC INFRASTRUCTURE: A STEPWISE INTERSECTIONAL METHOD FOR SCHOOL DEVELOPMENT TO ACHIEVE SDG 4

Robert Pham Xuan (University of Jena, Germany)

School-Development | SDG4 | Intersectionality

Schools in post-migrant societies are increasingly finding themselves in a difficult position. They are expected to provide safe and inclusive learning environments, yet there is growing public and political backlash against diversity, equity and inclusion (DEI) (Kuhar & Zobec, 2017). This talk puts forward a proposal for an Intersectional Participatory Safety & Inclusion Audit (IPSIA) as a school development methodology to operationalize parts of the SDG Target 4 ('safe, non-violent, inclusive and effective learning environments') as democratic accountability in practice, rather than declarative policy. Drawing on the concept of intersectionality, IPSIA identifies safety, belonging, the right to express oneself, and access to remedies as the three interdependent democratic pillars of school life. These pillars are frequently overlooked by single-axis indicators and 'average' school climate metrics (McCall, 2005; Thapa et al., 2013). IPSIA is therefore compatible with current international projects, such as the 'Lets Care' project funded by the Horizon programme. This transnational research network comprises nine countries and 120 schools, and is developing a 'safe school' model. Through participatory workshops and collaborative research, teachers and pupils will develop strategies to foster emotional security and a sense of belonging in everyday school life. However, IPSIA takes a different approach with a structured, four-stage process covering from audit to implementation. First, schools conduct participatory hotspot mapping. This involves student-led mapping and walk-alongs, as well as scenario-based mini-interviews, to identify the specific spaces, routines and moments of interaction where feelings of safety and belonging are experienced or lacking (Mitra, 2004). Secondly, the resulting hotspot patterns guide an institutional analysis focused on mechanisms that trace how specific practices and rules (routines, assessment and feedback practices, language rules and complaint procedures), produce or amplify vulnerabilities in particular intersectional constellations (McCall, 2005). Thirdly, the findings from the first two stages are used in participatory sense-making workshops, where students and educators jointly interpret the evidence and translate it into change hypotheses (i.e. what needs to change, for whom, through which mechanism and why). This co-interpretation stage is designed to counter epistemic injustice by treating lived experience as an indispensable analytical resource (Fricker, 2007). Fourthly, the jointly developed hypotheses for change are translated into concrete school development actions and measures. Subsequently, iterative checks are carried out to determine whether the measures are reaching all relevant groups and situations and whether certain school routines continue to cause challenges (McCall, 2005; Thapa et al., 2013). The proposed action audit therefore has three objectives: (a) the practical implementation of SDG 4 for school development; (b) developing a replicable, participatory, intersectional method that retains accountability (McCall, 2005); (c) providing guidance on the democratic governance of inclusion in the face of DEI backlash, through transparent remedial infrastructures, durable student voice architectures and reforms at the level of individual schools (Mitra, 2004; Tabron et al., 2024). After the presentation, the audience will be invited to participate in a discussion about the further development of the methodological school development proposal, as the project idea is to be submitted for third-party funding.

Crenshaw, K. (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. Stanford Law Review, 43(6), 1241–1299.
Fricker, M. (2007). Epistemic Injustice: Power and the Ethics of Knowing. Oxford University Press. doi:10.1093/acprof:oso/9780198237907.001.0001
Kuhar, R., & Zobec, A. (2017). The anti-gender movement in Europe and the educational process in public schools. CEPS journal, 7(2), 29-46.
McCall, L. (2005). The complexity of intersectionality. Signs: Journal of Women in Culture and Society, 30(3), 1771–1800. doi:10.1086/426800
Mitra, D. L. (2004). The significance of students: Can increasing "student voice" in schools lead to gains in youth development? Teachers College Record, 106, 651–688. doi:10.1111/j.1467-9620.2004.00354.x
Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A review of school climate research. Review of Educational Research, 83, 357–385. doi:10.3102/0034654313483907

WIDENING PARTICIPATION OR NARROWING THE PATH? INTERSECTIONAL AND DECOLONIAL READINGS OF SUPPLEMENTARY HIGHER EDUCATION POLICIES FOR MIGRANT ACADEMICS IN SWEDEN

Giulia Messina Dahlberg (University of Gothenburg, Sweden) · **Helena Korp** (University of Gothenburg, Sweden) · **Sofia Persson** (University of Gothenburg, Sweden)

Migrant Academics | Supplementary Higher Education | Sweden

Across Europe, supplementary higher education programmes and other forms of recognition of foreign qualifications for migrant academics have emerged as key policy instruments within agendas of integration, employability, and widening participation in higher education (https://education.ec.europa.eu/education-levels/higher-education/inclusive-and-connected-higher-education/higher-education-for-migrants-and-refugees). In Sweden, such programmes that are often framed as short, targeted, and profession-oriented pathways, aim to facilitate rapid transitions into regulated professions in, for instance, the educational or medical sector (Messina Dahlberg, Vigmo & Surian, 2021). This paper examines how these ambitions are articulated and negotiated in policy through a narrative analysis of (intern)national and institutional documents governing supplementary higher education, with a particular focus on the Swedish teacher training program (ULV). This particular programme, which targets immigrant teachers and academics is by far the largest supplementary program, with 74 percent of registered students (Odelberg & Viberg, 2022; UKÄ, 2019). The ULV program is designed for individuals with a foreign teaching degree or an academic degree in a subject area that corresponds to school subjects included in the Swedish school curriculum. The study is situated within the broader context of widening participation and integration policies in higher education, where inclusion is often framed in instrumental terms linked to labour market efficiency and to address shortages of professional skills. Drawing on intersectionality as an analytical lens, this study explores how policy narratives construct "the migrant academic" or the "scholar at-risk" through intersecting dimensions of migration status, language competence, professional identity, and institutional belonging (Hancock, 2016). These constructions are further examined through a decolonial perspective, which foregrounds questions of epistemic authority, recognition of prior knowledge, and the asymmetrical process of recognition of professional and academic competences acquired in the so-called "third countries" (non-EU/EEA). Methodologically, the paper adopts a narrative approach to policy analysis (Bansel, 2015, Fenwick et al. 2015), treating policy not as static text but as a situated practice that produces particular subject positions, expectations, and trajectories. In dialogue with sociomaterial perspectives (Gherardi, 2017; Nicolini, 2013), the analysis attends to how policies assemble human and non-human elements (language requirements, assessment policies, documentation practices, and time/space framings) into sociomaterial configurations that enable some forms of participation while constraining others. Preliminary findings show how this relational focus shed lights on the tensions between a focus on rapid labour market entry and on integration, belonging, and professional recognition but also between standardisation and diversity. Even though supplementary programmes are framed as inclusive solutions, they often rely on narrow imaginaries of employability and professional becoming as the only narrative for successful integration of migrant academics. By foregrounding intersectional and decolonial critiques, the paper contributes to debates on the democratization of postmigrant societies, arguing for policy approaches that move beyond deficit-oriented and time-compressed models of integration. Such a shift, we argue, calls for relational and epistemically just policy framings of supplementary higher education and qualifications recognition, that tell the story of migrant academics not only as employable future workers, but as knowledge-bearing subjects within higher education.

Bansel, P. (2015). A narrative approach to policy analysis. In Education policy and contemporary theory (pp. 183-194). Routledge.

Fenwick, T., Edwards, R., & Sawchuk, P. (2015). Emerging approaches to educational research: Tracing the socio-material. Routledge.

Gherardi, S. (2017). Sociomateriality in posthuman practice theory. In A. Hui, T. Schatzki, & E. Shove (Red.), The Nexus of Practices. Connections, Constellations, Practitioners. Routledge (38-51).

Hancock, A. M. (2016). Intersectionality: An intellectual history. Oxford University Press.

Messina Dahlberg, G., Vigmo, S., & Surian, A. (2021). Widening Participation?(Re) searching Institutional Pathways in Higher Education for Migrant Students--The Cases of Sweden and Italy. Frontline Learning Research, 9(2), 145-169.

Nicolini, D. (2013). Practice Theory, Work and Organisation. Oxford University Press.

Odelberg, N., & Viberg, A. (2022). Etablering på arbetsmarknaden för personer som kompletterat utländsk examen. UKÄ - Publikationer och Beslut, 2(1): 6, 1–25.

UKÄ (2019). Etablering efter kompletterande utbildning – personer med utländsk utbildning. Rapport 2019:3. Stockholm: UKÄ. Etablering efter kompletterande utbildning (uka.se) [Retrieved 2023-01-11]

DECOLONIAL AND QUEER APPROACHES TO CSE REIMAGINING SCHOOLS BEYOND PATRIARCHAL AND EUROCENTRIC NORMS

Francesca Barbino (University of Palermo, Italy)

Comprehensive Sexuality Education | Sexuality | Gender-based violences

Gender-based violences, understood as any physical, verbal, symbolic and psychological violence acted against women, homosexual, bisexual and trans* people (Educare alle Differenze, 2024) are caused by structurally embedded gendered power asymmetries, rooted in patriarchal models that affect young people as adults, and which intersect with other oppressions generating more severe traumas (Crenshaw, 1989; Walby, 1990). Comprehensive Sexuality Education (CSE) is internationally recognized as a concrete solution to tackle discrimination and violence, as it allows to learn how to recognize, react and not perpetrate them (WHO, 2010; UNESCO, 2018), to act on sexism, homonegativity, hegemonic masculinity, bullying and cyberbullying (Demozzi and Ghigi, 2024), to protect the sexual rights of all subjectives (WAS, 2014). However, when implemented within schooling systems shaped by coloniality and hetero-cisnormative institutional cultures, CSE risks reproducing the very hierarchies it seeks to dismantle. Despite attempts to legislate on the matter (Bruno, 2024), Italy remains one of the few European countries not to include compulsory sex education in school curricula, resulting in a fragmented framework with significant regional disparities, particularly disadvantaging the center-south (Chinelli et al., 2024; Lo Moro et al., 2023), also due to the opposition of the so-called “anti-gender” movements (Garbagnoli, 2014; Selmi, 2015; Bellé and Poggio, 2018; Lavizzari and Prearo, 2019; Barbino, 2025; Prearo, 2025), which challenge the epistemic legitimacy of gender and sexuality knowledge within public education. This study aims to explore the contribution of critical queer and decolonial theories on education (Lugones, 2007; Walsh & Mignolo, 2018) to the debate on CSE, foregrounding the intersections of power, knowledge production and institutional practices in order to deconstruct, from an educational perspective, those monolithic, hetero-cisnormative and Eurocentric visions that see the study of sexualities as taboo and deviation from the "norm". The hypothesis is to experiment a model of CSE that can broaden, at a theoretical level, the current approaches promoted by international organizations towards a more resistant, intersectional and inclusive understanding of sexuality and affectivity, which could be effectively useful to eradicate the root causes of oppression, discrimination and gender-based violence from an early age and starting from schools (Borghi, 2011; Burgio, 2019; Di Grigoli, 2023; Rinaldi, 2023; Seal, 2019).

Barbino, F., Saint-Nom, C. (2022), Our reality is colourful, healthy and playful: a call for listening to European youth and their need to have systemic Comprehensive Sexuality Education as a way to prevent teen dating violence, in “Pedagogia delle differenze – Bollettino della Fondazione «Vito Fazio-Allmayer»”.

Barbino, F. (2025), From cis-hetero-white normative oppressive spaces to participatory, intersectional, transfeminist Comprehensive Sexuality Education - preliminary results of a qualitative study with adolescents, in “Geometries of Control: Dynamics of Power, Oppression and Resistance Issue 1”, Palermo, pp. 215-236.

Bellè, E., and Poggio, B. (2018), New Faces of Populism: The Italian “Anti-Gender” Mobilization. Populism on the Loose, Nykykulttuurin tutkimuskeskus, Jyväskylä, pp. 119-141.

Bernini, L. (2017), Le Teorie queer. Un’introduzione, Milano-Udine, Mimesis.

Borghi, R. (2020). Decolonialità e privilegio: pratiche femministe e critica al sistema-mondo. Mimesis.

Bruno, V. (2024), Educazione sessuale in Italia: Mezzo secolo di preliminari, in “Rivista di Sessuologia”, (48), 2, pp. 147-163.

Burgio, G. (2019), A guardia della Norma. L’omo-bi-transfobia nella prospettiva della pedagogia queer, in E. Stradella (a cura di), Le di-scriminazioni fondate sull’orientamento sessuale e sull’identità di genere, Pisa, Pisa University Press.

Burgio G., Pedagogia postcoloniale. Prospettive radicali per l'intercultura, FrancoAngeli, Milano 2022.

Butler, J. (1990). Gender Trouble Feminism and the Subversion of Identity. Routledge, London-New York.

Chinelli, A., Salfa, M. C., Cellini, A., Ceccarelli, L., Farinella, M., Rancilio, L., Galipò, R., Meli, P., Camposeragna, A., Colaprico, L., Oldrini, M., Ubbiali, M., Caraglia, A., Martinelli, D., Mortari, L., Palamara, A.T., Suligoi, B., Tavoschi, L. (2023). Sexuality education in Italy 2016-2020: a national survey investigating coverage, content and evaluation of school-based educational activities, in "Sex Education", 23(6).

Connell, R., Messerschmid, J.W. (2005), Hegemonic Masculinity: Rethinking the Concept, in "Gender & Society", 19 (6).

Crenshaw, K.W. (1989). Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics, in "The University of Chicago Legal Forum".

De Lauretis, T. (1999), Soggetti Eccentrici, Milano, Feltrinelli.

Demozzi, S., Ghigi R. (2024), Insegnare genere e sessualità. Dal pregiudizio sessista alla prevenzione della violenza. Mondadori Education, Milano.

Di Grigoli, A.R. (2023). La Pedagogia queer e il riconoscimento della non-linearità identitaria. Verso un modello critico della cis-normatività in educazione, in Burgio G. Lopez A.G. (a cura di) La pedagogia di genere. Percorsi di ricerca contemporanei. FrancoAngeli, Milano.

Educare alle Differenze (2023). "Che fare? Tutto quello che avreste voluto sapere per contrastare le violenze di/del genere a scuola", disponibile al link https://www.educarealledifferenze.it/contrastare-le-violenze-di-del-genere-a-scuola/

hooks, b. (2022). La volontà di cambiare. Mascolinità e amore. Il Saggiatore, Milano.

Lavizzari A., and Prearo M. (2019), The anti-gender movement in Italy: Catholic participation between electoral and protest politics, in «European Societies», 21 (3), pp. 422-442.

Lugones, M. (2007) Heterosexualism and the colonial/modern gender system. Hypatia 22(1): 186–219.

Mignolo, W. D., & Walsh, C. E. (2018). On decoloniality: Concepts, analytics, praxis. Duke University Press.

OMS (2010). Standard per l'educazione sessuale in Europa, Colonia.

Prearo, M. (2025, 23 June), Dal Family day al "consenso informato". L'obiettivo è la sorveglianza educativa, Domani, available at https://www.editorialedomani.it/politica/italia/scuola-obiettivo-sorveglianza-educativa-governo-meloni-family-day-consenso-informato-educazione-sessuo-affettiva-hkz20gqs

Rinaldi, C. (2023). Posizionamenti inquieti: approcci e metodologia queer. In F. de Nardis, A. Petrillo, A. Simone (a cura di), Sociologia di posizione. Prospettive teoriche e metodologiche, Meltemi, Milano.

Seal M. (2019). The interruption of heteronormativity in higher education, queer and critical pedagogies. Critical Queer Pedagogies. Palgrave Macmillan, London-New York.

Selmi, G. (2015), Chi ha paura della libertà? La così detta ideologia del gender sui banchi di scuola, in AG AboutGender, International Journal of Gender Studies, 4(7), pp. 263-268.

UNESCO (2018). International technical guidance on sexuality education. An evidence-informed approach, UNESCO, UNAIDS, UNFPA, UNICEF, UN Women & WHO, Paris.

Walby, S. (1990). Theorizing patriarchy. B. Blackwell. Chicago.

INTERSECTIONAL ADULT EDUCATION PATHWAYS: PARTICIPATORY ACTION RESEARCH AND EPISTEMIC JUSTICE IN COMMUNITY–UNIVERSITY PARTNERSHIP

Rebekah Brennan (An Cosan and SETU, Ireland) · **Rosemary Kunane** (An Cosan and SETU, Ireland) · **Emma Fox** (An Cosan and SETU, Ireland)

Adult education | intersectionality | participatory action research

Adult and community education has historically functioned as a democratic counterspace for learners marginalised by the Irish Education System. In Ireland, widening participation policy under the National Access Plan (NAP) identifies priority groups including socio-economically disadvantaged learners, lone parents, mature students, disabled learners, members of the Traveller community, and migrant communities. While these categories structure policy intervention, lived experience is intersectional and relational. Adult learners frequently navigate multiple, overlapping forms of structural inequality. This paper presents findings from an ongoing participatory action research (PAR) collaboration between a regional technological university and a community-based adult education organisation working predominantly with learners across several National Access Plan priority groups. The study examines how adult community education functions not simply as a preparatory bridge into higher education, but as a democratic learning space that reshapes learners' epistemic positioning. PAR was mobilised as both research methodology and adult pedagogical practice. Peer researchers with lived experience of community education were centrally involved in research design, facilitation of focus groups, and collaborative analysis. Data was generated through learner dialogues, community stakeholder discussions, and structured reflective workshops. This approach intentionally redistributed epistemic authority, challenging conventional researcher participant hierarchies. Findings indicate that adult community education cultivates forms of epistemic confidence that are foundational to progression. Participants describe a shift from internalised deficit narratives to recognition of lived experience as legitimate knowledge. For learners situated at the intersection of class disadvantage, gendered care responsibilities, disability, and migration, this transformation is precondition for engagement with formal higher education

systems. However, the research also highlights tensions. The paper argues that a culture of inclusion in lifelong learning requires structural reciprocity between community education and universities. Adult education must be recognised as a site of knowledge production. Democratic partnership, co-designed curricula, and shared governance are proposed as components of what we term "intersectional pathway architecture." By situating adult community education within debates on inclusion and epistemic justice, this paper contributes empirical insight into how lifelong learning can operate as democratic renewal.

Crenshaw, Kimberlé. 1989. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics." University of Chicago Legal Forum 1989 (1): 139–167.

Freire, Paulo. 1970. Pedagogy of the Oppressed. New York: Herder and Herder.

Fricker, Miranda. 2007. Epistemic Injustice: Power and the Ethics of Knowing. Oxford: Oxford University Press.

Kemmis, Stephen, Robin McTaggart, and Rhonda Nixon. 2014. The Action Research Planner: Doing Critical Participatory Action Research. Singapore: Springer.

Mayo, Peter. 2013. Learning with Adults: A Critical Pedagogical Introduction. Rotterdam: Sense Publishers.

INTERSECTING REALITIES: GUIDELINES FOR INTERSECTIONALITY-INFORMED EDUCATIONAL RESEARCH DESIGN

Lisa Bugno (University of Padova, Italy) · **Luisa Conti** (University of Jena, Germany)

intersectionality | intercultural education | research methodology

Intersectionality, as conceptualized by Crenshaw (1989) and further developed within educational research by scholars such as Davis (2015; 2023), provides a powerful framework for examining the compounded effects of social identities including 'race', gender, class, and disability. These foundational texts underscore intersectionality's role in exposing how overlapping oppressions shape educational inequities, challenging monolithic analyses that fail to represent lived experiences. Recent scholarship, including Nichols and Stahl's (2020) systematic review of higher education applications and OECD reports on policy implications, highlights its urgency (2023): without it, research risks perpetuating simplistic categories, invalidating findings, and failing to inform equitable practices. Using as a research object a study carried out in the recent past by one of the authors on teachers' conceptions of intercultural education, the paper explores how intersectional blind spots can arise in the design and analysis of educational research. The analysis unfolds in two phases: the first re-examines the original study to identify where intersectional dimensions were overlooked. The analysis focuses on how the research framed participants and interpreted their perspectives through singular analytical categories. This framing risks overlooking how intersecting identities shape teachers' conceptions and may conceal power relations present in diverse educational contexts. The analysis is conducted through two complementary standpoints: the insider perspective of one researcher who participated in the original study, and the analytic distance of a second researcher who was not involved in the data collection. This dual perspective is used to identify methodological blind spots and tensions that emerge when attempting to apply intersectionality in empirical research. The second phase identifies concrete points in the research design where an intersectional perspective could have been introduced. Methodological components, including participant selection, data elicitation strategies, and thematic coding, are examined to determine where intersectionality was ignored, where it could have been incorporated, and which specific methodological choices could have supported it. Based on this two-step analysis, the paper develops a set of methodological guidelines for designing and reviewing research that help researchers develop intersectionality-informed studies, avoiding reducing complex identities in simplified social categories by recognizing where and how typical gaps may emerge throughout their research process. These guidelines translate intersectional theory into concrete research practices, addressing participant recruitment, conceptual operationalization, data analysis, and reporting procedures. They are formulated as practical design principles that can guide future studies examining teachers' conceptions and similar educational phenomena. . The tools presented shall support a practice coherent with the fundamental understanding that intersectionality should be treated not as an additional analytical layer, but as a fix methodological requirement when studying complex educational realities. In particular, the paper shows how intersectional realities can become methodologically invisible when research relies on conventional categories and examines social positions through singular lenses, rather than approaching social positioning as relational, dynamic, and shaped by power relations.

- Crenshaw, Kimberlè (1989). Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics. University of Chicago Legal Forum: Vol. 1989: Iss. 1, Article 8.
Available at: http://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8
- Davis, D.J., Olive, J.L., & Brunn-Bevel, R.J. (Eds.). (2015). Intersectionality in Educational Research (1st ed.). Routledge. https://doi.org/10.4324/9781003445401
- Nichols, S., & Stahl, G. (2019). Intersectionality in higher education research: a systematic literature review. Higher Education Research & Development, 38(6), 1255–1268. https://doi.org/10.1080/07294360.2019.1638348
- Varsik, S. and J. Gorochovskij (2023), "Intersectionality in education: Rationale and practices to address the needs of students' intersecting identities", OECD Education Working Papers, No. 302, OECD Publishing, Paris, https://doi.org/10.1787/dbb1e821-en.

REPRESENTATIONS AND PEDAGOGICAL CHOICES IN SCHOOL CONTEXTS: A REFLECTION BASED ON PICTURE BOOKS.

Pamela Prosperi (Unipg, Italy) · **Ilaria Santilli** (Uniroma1, Italy)

inclusion | picture book | critical pedagogy

This contribution begins with a central question in the educational field: in what ways might the choices and attitudes of adults contribute—sometimes unconsciously—to the consolidation of stereotypes and the reproduction of forms of structural marginality (Galtung, 2006; hooks, 2020). Recent literature highlights how teachers may pay greater attention to, or grant greater recognition to, learners perceived as belonging to the dominant group—that is, those who share the prevailing cultural and social references (Fallon et al., 2023). This mechanism may disadvantage those who are perceived as "others" or "different" (Dell'Anna, Parisi, Pedron, 2024). Such dynamics are linked to cognitive processes of belonging and social categorization, through which people tend to distinguish between an in-group, toward which stronger identification and appreciation develop, and an out-group, which is more exposed to forms of exclusion or devaluation. bell hooks (2020) emphasizes the need for teachers to recognize the value of situated knowledge and to adopt a reflective stance regarding their own positionality, highlighting how awareness of one's standpoint and its identity implications are necessary conditions for creating educational spaces that are genuinely critical and inclusive. From this perspective, inclusion is conceived as a dynamic process, constructed also through everyday relationships, choices, and practices (Booth & Ainscow, 2014; Mitchell & Sutherland, 2020). This contribution aims to focus attention on picture books, considered narrative tools of great narrative and pedagogical power—symbolic spaces for encountering otherness, but at the same time potential vehicles for stereotypical representations (Beseghi, 2003; Zizioli, 2017; Terrusi, 2024; Coll-Planas & Garcia-Castillo, 2025). Starting from the question: in what ways do the representations found in picture books contribute to the reproduction of stereotypes and forms of discrimination in educational contexts? The paper intends to critically reflect on the role of visual and textual narratives in the processes of identity formation and the shaping of children's imaginaries. In line with bell hooks' perspective (2020), which conceives education as a practice of freedom and as the construction of communities capable of valuing the plurality of experiences and voices, the paper will explore the possibility of using picture books as pedagogical devices for the deconstruction of stereotypes and for the reactivation of plural perspectives on identity, fostering practices of intersubjective recognition and critical dialogue (Coll-Planas & Garcia-Castillo, 2025). In this direction, reference is made to the idea of engaged pedagogy proposed by bell hooks, in which theory and practice intertwine in the construction of educational contexts capable of supporting forms of democratic and transformative participation (Bocci & De Castro, 2022; Bianchi & D'Antone, 2024). The picture book thus emerges not only as a cultural object, but as an educational device capable of promoting awareness, inclusion, and critical thinking within educational settings. An intersectional lens provides the conceptual framework for understanding how more conscious educational practices and choices can help build plural and welcoming spaces for learning, participation, and encounter, within the perspective of a critical and transformative pedagogy.

Bibliographical References
–Beseghi, E. (2003). Infanzia e racconto: Il libro, le figure, la voce, lo sguardo. Bonomia University Press.
–Bianchi, L., & D'Antone, A. (2024). Oltre l'inclusione. Pedagogia critica, tokenismo e decolonizzazione nei contesti educativi. Scholé.
–Bocci, F., & De Castro, M. (2022). La pedagogia impegnata di bell hooks. L'integrazione scolastica e sociale, 74. https://doi.org/10.14605/ISS2112204
–Booth, T., & Ainscow, M. (2014). Nuovo Index per l'inclusione: Percorsi di apprendimento e partecipazione a scuola (F. Dovigo, Ed.; 1a edizione italiana). Carocci. (Original work published 2011, Centre for Studies on Inclusive Education)

–Coll-Planas, G., i Garcia-Castillo, M. (Eds.). (2025). Zoom Out: dalla pagina al contesto sociale. Guida per approcciare le disuguaglianze con una prospettiva intersezionale, attraverso la letteratura per l'infanzia. Universitat de Vic-Universitat Central de Catalunya

–Dell'Anna, S., Parisi, T., Pedron, E. (2024) Atteggiamenti discriminatori e propensione . Il ruolo della formazione in un'indagine esplorativa su un campione di insegnanti. Scuola democratica (ISSN 1129-731X) Fascicolo 2. Il Mulino-Rivisteweb

–Fallon, L., M. (2023). Do Teachers' Perceptions of High Cultural Responsiveness Predict Better Behavioral Outcomes for Students?. OI:10.1177/01987429211067217 journals.sagepub.com/home/bhd

–Galtung, J. (2006). La trasformazione dei conflitti con mezzi pacifici: Il metodo Transcend. Centro Studi Sereno Regis.

–hooks, b. (2020). Insegnare a trasgredire: L'educazione come pratica di libertà. Meltemi.

–Mitchell, D., & Sutherland, D. (2022). Cosa funziona nella didattica speciale e inclusiva: Le strategie basate sull'evidenza (D. Ianes, Ed.). Erickson. (Original work published as What really works in special and inclusive education: Using evidenve- based teaching strategies, 2020, Routledge)

–Terrusi, M. (2024). Albi illustrati: Leggere, guardare, nominare il mondo nei libri per l'infanzia. Carocci.

–Zizioli, E. (2017). Narrazioni decentrate. In M. Fiorucci, F. Pinto Minerva & A. Portera (a cura di), Gli alfabeti dell'intercultura. Edizioni ETS.

HOW DECONSTRUCTION INFORMS INTERSECTIONAL ANALYSIS

Eloïse Drure (University of Modena and Reggio Emilia, Italy)

epistemology | deconstruction | right to early childhood care and education

This ongoing study examines the role of civil society organizations in advancing the right to Early Childhood Care and Education (hereafter ECCE) (Beiter, 2025; Bianchi et al., 2022; Boly Barry, 2022; Lee et al., 2015; UNESCO, 2022). This research adopts a critical qualitative inquiry (Denzin, 2017; Denzin & Giardina, 2010; Skarstad, 2024) conducting with professionals working or people engaging as volunteers in a civil society organization – including NGOs, associations, foundations, workers unions, etc – within the early childhood sector. Early childhood education and care is inherently multisectoral and holistic integrating education and the care part that includes protection, health, well-being (Marope & Kaga, 2015). The perspective based on evidences emphasizes the interconnectedness of these dimensions in fostering child development. The intersectional dimension of this research was not immediately apparent. However, through the movement of Deconstruction as theorized by Jacques Derrida (Derrida, 1972, 1979; Ina Culture, 2002; Ramond, 2008; Ramond & Adami, 2011) about the role and action of civil society organizations in the advancement and realization of the right to education and early childhood care. This deconstructive approach revealed the intersectionality inherent to the research topic. It was further reinforced by empirical research with the target audience (interviews, questionnaires) and after having myself undertaken a critical study of my position (self-reflection work and immersive experiences). Deconstruction, like Complex and Systemic Thinking (Dielbot, 2025; Morin, 1991, 2014), forms a key component of the study's epistemological foundation. Contrary to common misconceptions, deconstruction is neither a prescriptive method nor a nihilistic endeavor. Instead, deconstruction seeks to question, highlight, and analyze hypotheses of binary oppositions that include: the balance of power between valued and devalued poles, tensions, absences, implicit and unspoken elements and concepts within discourse but also, practices as bell hooks already done (1994). The deconstructive process also evaluates its own feasibility, as not all phenomena are equally open to deconstruction. Eight hypotheses of binary oppositions have been identified: (1) between the public sector and the private sector, and between private non-profits, community-based; (2) between the collective and the individual like organizations/individuals; (3) between theory and practice like de facto/de jure right to ECCE; (4) between the universal and the local, including universal right to ecce/ right to local, contextual and objectivity/subjectivity; (5) between men and women including professionals in early childhood and care; (6) between observer-knowing versus observed-participating (about my position); (7) between education/protection/health sectors in ECCE and finally (8) between childhood and adulthood. Through the gesture of deconstruction throughout the study and enriched by empirical research in a socio-constructivist (Rinaldi, 2021) and praxeological approach (Lhotellier & St-Arnaud, 1994), this study reveals the intersectoral feature of the subject. This complexity manifests at different levels: individual, micro, macro, exo, meso (Bronfenbrenner, 1977) intersecting with gender, age, social class and nationality, origins dimensions.

Beiter, K. D. (2025). Rights to Early Childhood Care and Education, including Free Pre-primary Educa- tion, and Free Secondary Education: Analytical Paper on Options Available to Fill the Gaps in the Current International Legal Framework.

bell hooks. (1994). Teaching to transgress: Education as the practice of freedom. Routledge, Taylor & Francis Group.

Bianchi, S., Charles-Bray, A., Dorsi, D., Fredman, S., Michaelsamy, R., Moumné, R., Nguyen, K. A., & Andres, F. S. (2022). Building and strengthening the legal framework on ECCE rights: Achievements, challenges and actions for change.

Boly Barry, K. (2022). Report of the Special Rapporteur on the Right to Education: Early Childhood Care and Education.

Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. American Psychologist.

Denzin, N. K. (2017). Critical Qualitative Inquiry. Qualitative Inquiry, 23(1), 8–16.

Denzin, N. K., & Giardina, M. D. (2010). Qualitative Inquiry and Human Rights. Left Coast Press.

Derrida, J. (1972). Positions (Les éditions de Minuit).

Derrida, J. (with Internet Archive). (1979). L' écriture et la différence. Seuil.

Dielbot, S. (2025, November). Lexique des termes de la complexité. Réseau Intelligence de la Complexité. https://www.intelligence-complexite.org/qui-sommes-nous/lexique-complexite

Hedjerassi, N. (2016). À l'école de bell hooks: Une pédagogie engagée de la libération. Recherches & éducations, (16), Article 16.

Ina Culture (Director). (2002). La déconstruction, ou penser autrement le monde selon Jacques Derrida | INA Culture [Broadcast]. In Culture et dépendances. France 3.

Lee, Y., Krappmann, L., & Aidoo, A. A. (2015). Early childhood care and education is a right. In M. Marope & Y. Kaga (Eds), Investing against evidence: The global state of early childhood care and education (UNESCO Publishing, pp. 38–53).

Lhotellier, A., & St-Arnaud, Y. (1994). Pour une démarche praxéologique. Nouvelles pratiques sociales, 7(2), 93.

Marope, M., & Kaga, Y. (Eds). (2015). Investing against evidence: The global state of early childhood care and education (UNESCO Publishing).

Morin, E. (1991). La méthode: Tome 4, Les idées, leur habitat, leur vie, leurs moeurs, leur organisation (Le Seuil).

Morin, E. (2014). Introduction à la pensée complexe (Points Essais).

Ramond, C. (2008). Derrida. La déconstruction (PUF).

Ramond, C., & Adami, V. (Guest Experts). (2011). Les spectres de Derrida: La déconstruction, le langage et la littérature (No. 4/5) [Broadcast]. In Les Nouveaux chemins de la connaissance. France Culture.

Rinaldi, C. (2021). In Dialogue with Reggio Emilia. Listening, researching and learning (2e) (Routledge).

Skarstad, K. (2024). Critical human rights research. Journal of Human Rights, 23(3), 297–313.

UNESCO. (2022). Tashkent Declaration and Commitments to Action for Transforming Early Childhood Care and Education.

CEILING IN GIFTED EDUCATION: TOWARD AND INTERSECTIONAL FRAMEWORK FOR TALENT DEVELOPMENT IN POST-MIGRANT GERMANY

Mariella A. Winter (University of Education Karlsruhe, Germany)

intersectionality | gifted education | educational equity

Germany is a comparatively diverse post-migrant society, shaped by transcultural formations and growth, while simultaneously carrying historical and cultural continuities of atrocity and dehumanization. Yet its educational systems still rank among the most segregating in international comparison, systematically reproducing inequities along the lines of multiple interlocking dimensions of social inequalities. This tension is nowhere more visible than in the field of gifted education (Begabungsförderung), where structural barriers continue to obstruct the recognition and development of talent among marginalized children and youth. A systematic review (Winter, 2026) confirms what practitioners have long sensed: intersectional perspectives are virtually absent from German gifted education research. Existing scholarship largely adopts monoaxial frameworks, addressing gender OR migration background OR socioeconomic status in isolation, or solely applies implicitly intersectional notions without explicitly naming them as such (Stamm, 2009). This conceptual gap is consequential: it renders invisible the compounded disadvantages experienced by children whose identities sit at the intersections of marginalized positions. This contribution argues that gifted education research urgently requires what Boger (2019) terms an intersectional corrective lens – a reorientation that moves beyond additive thinking toward an understanding of how overlapping systems of oppression shape access to talent recognition and support. Drawing on Harris and Leonardo (2019) and Mayes, Goldsmith Jones and Hines (2018), we propose that intersectionality functions not merely as a descriptive tool but as a generative epistemological framework capable of exposing and challenging the structural mechanisms that produce glass ceilings in educational opportunity. We situate this argument within the conceptual architecture of the Leistung macht Schule (LemaS) research initiative in Germany – a collaborative endeavor bringing together researchers, schools, and educational administrations - whose understanding of giftedness offers a productive point of departure. Aligned with Gardner's theory of multiple intelligences, LemaS conceptualizes "gifts" as dynamic, fluid, and multidimensional and foregrounds potential-oriented, diversity-sensitive, and transformative approaches to learning (Gardner, 1999; Weigand, 2021). Crucially, it understands giftedness as a construct encompassing transformative knowledge and adaptive capacity for shaping a sustainable world in transition. This vision is inherently democratic in its aspirations: it demands inclusive learning environments in which all children's potentials are recognized and reinventing school architecture in a literal and figurative way, particularly in post-migrant societies where structural barriers most acutely foreclose opportunity. Methodologically, we draw on intersectional inquiry frameworks that fore-

ground social complexity and resist reductive categorization. The contribution presents a qualitative research design following Winker and Degele's (2010) intersectional multilevel framework that examines how intersecting categories – including race, class, gender, body and others – shape access to gifted education programs in Germany integrating the levels of identity, structure, and symbolic representation. Finally, we explore structural pathways toward greater equity, engaging Stojanov's (2011) concept of compensatory as a possible foundation for policy recommendations. We argue that realizing the democratic promise of gifted education in post-migrant Germany requires not only recognition of diverse potentials, but actively dismantling the structural conditions that render those potentials invisible.

Boger, M.-A. (2023). Mit dem Schwersten beginnen – Über Inklusion und Intersektionalität. Zeitschrift für Inklusion, 2023(1). https://www.inklusion-online.net/index.php/inklusion-online/article/view/697

Gardner, H. (1999). Intelligence reframed: Multiple intelligences for the 21st century. Basic Books.

Harris, A., & Leonardo, Z. (2018). Intersectionality, race-gender subordination, and education. Review of Research in Education, 42(1), 1–27.

Mayes, R. D., Jones, S. G., & Hines, E. M. (2018). Diverse gifted students: Intersectionality of cultures. In S. M. Wood & J. S. Peterson (Eds.), Counseling gifted students: A guide for school counselors (pp. 47–64). Springer Publishing Company.

Stamm, M. (2009). Kinder mit Minoritätshintergrund und ihr Zugang zu Förderangeboten. In M. Stamm (Ed.), Begabte Minoritäten (pp. 42–63). Verlag für Sozialwissenschaften.

Stojanov, K. (2008). Die Kategorie der Bildungsgerechtigkeit in der bildungspolitischen Diskussion nach PISA: Eine exemplarische Untersuchung. Zeitschrift für Qualitative Forschung, 9(1–2), 209–230.

Weigand, G. (2021). Begabung, Bildung, Person: Entwicklung einer pädagogischen Begabungstheorie im Dialog mit der schulischen Praxis. In V. Müller-Oppliger & G. Weigand (Eds.), Handbuch Begabung (pp. 46–64). Beltz.

Winker, G., & Degele, N. (2010). Intersektionalität: Zur Analyse sozialer Ungleichheiten (2nd ed.). transcript Verlag.

Winter, M. A. (2026). Verunmöglichung von Leistung: Intersektionale und diskriminierungstheoretische Perspektiven auf Begabungsforschung. Pädagogische Rundschau, 80(2). 149–178. https://doi.org/10.3726/PR022026.0015

INTERSECTIONAL BELONGING: ADULT MIGRANT STUDENTS' EXPERIENCES IN FINLAND

Alessandra Aldrovandi (University of Helsinki, Finland)

belonging | intersectionality | adult education and training

My PhD project investigates the relationship between adult migrant students' fostering of belonging and institutional practices in Finland; more precisely, how education mediates between migrants and broader societal structures thereby facilitating social participation and change. The research engages with much-debated issues related to migration and societal dynamics in Finland. Frequent media discussions report on the tension between, on one hand, the need to attract workforce to fill in key employment positions and to support the national welfare system and, on the other, the structural barriers to the labour market that significantly impact migrants. Although in integration policies adult education is promoted as a vector of economic inclusion, my interest lies in adult migrant students' socio-economic participation and life design. This study draws on an intersectional approach to investigate how overlapping structures of power shape adult migrant students' lived experiences in Finland. Through qualitative analysis of school observations and interviews, it shows how intersecting inequalities manifest in the students' life design in different spheres of their experience, in relationship-building and career plans. Theoretically, I adopted a Nordic postcolonial and intersectional framework to analyse social ties in relation to belonging (see Anthias 2008; Brah & Phoenix Collins 2019; Collins 2019; Keskinen 2019; Lähdesmäki et al. 2016; Yuval Davis 2006); and applied affect theory to examine the effect of institutional and affective practices on students' career plans (Ahmed 2004; Berlant 2010). I carried out ethnographic observations and semi-structured interviews in vocational education and training and Finnish language courses in general upper-secondary education. The study focussed on the participants' educational and work trajectories, social connections and career plans. Teachers and career counsellors were also interviewed as part of the study. By using an intersectional lens, I analysed adult migrant students' social connections through school and employment. The data suggested that, from an institutional perspective, structural systems in adult education and the labour market often restrict opportunities for engagement with the majority population, thereby reinforcing segregation along racial and class lines. From an interpersonal angle, racialisation contributes to disconnection and exclusion. The interplay of race, nationality, and class defines who forms connections with whom, in what contexts, and with what outcomes. Finally, I investigated adult migrant students' life designs and affective practices, departing from the notion of hope as affect and result of contextual and institutional

dynamics. The findings show that institutional promises of inclusion and career development remain unfulfilled, especially in the case of non-white and racialised students, from outside the EU, working in low-status jobs. Over time, students experience recurring cycles of hope, as this is continually produced, sustained, lost, and reconstructed.

Ahmed, S. (2004). The Cultural Politics of Emotion. Edinburgh University Press

Anthias, F. (2008). Thinking through the lens of translocational positionality: an intersectionality frame for understanding identity and belonging. Translocations: Migration and social change, 4(1), 5-20.

Berlant, L. (2010). Cruel optimism. The affect theory reader, 93-117.

Brah, A., & Phoenix, A. (2004). Ain't I A Woman? Revisiting Intersectionality. Journal of International Women's Studies, 5(3), 75-86.

Collins, P. H. (2019). Intersectionality as Critical Social Theory. Duke University Press. https://doi.org/10.2307/j.ctv11hpkdj

Keskinen, S. 2019. 'Intra-Nordic differences, colonial/racial histories and national narratives: rewriting Finnish history', Scandinavian Studies, 91(1-2), pp. 163–181. https://www.jstor.org/stable/10.5406/scanstud.91.1-2.0163.

Lähdesmäki, T., Saresma, T., Hiltunen, K., Jäntti, S., Sääskilahti, N., Vallius, A., & Ahvenjärvi, K. (2016). Fluidity and flexibility of ''belonging'': Uses of the concept in contemporary research.

Yuval-Davis, N. (2006). Belonging and the politics of belonging. Patterns of prejudice, 40(3), 197-214.

PLAY AS PRACTICE: EPISTEMOLOGIES OF EMBODIED INTERSECTIONALITY FOR DEMOCRATIC BELONGING

Silke Werth (Free University of Bozen-Bolzano, Italy)

intersectionality | ludic pedagogy | democratic learning

This paper proposes game design and testing as a democratizing, intersectional pedagogy through which learners explore the systemic and individual configurations of inequality that shape life in post-migrant societies. In an era marked by growing hostility toward diversity, equity, and inclusion, the paper argues that game design and experimentation cultivate empathy and foster belonging, cooperation, and critical awareness. Drawing on Collins' (2019) framework of intersectionality as critical social theory, it emphasizes that intersecting identities do not simply add up but overlap in ways that produce qualitatively different experiences of privilege and oppression. Hands-on, participatory methods make this relational understanding visible by showing how power operates through interconnected structures rather than isolated categories. Building on Wilcox's (2024) ludic theory of cognition, the paper demonstrates how intersectionality games illuminate the ways in which social position shapes perception, mobility, and possibility. Games allow learners to temporarily inhabit alternative social logics, deepening their understanding of intersectional experiences, particularly when they involve reflexive, cooperative, or role-based elements. As de Castell (2023) argues, ludic epistemology treats play as a legitimate form of knowledge-making; thus, designing intersectionality games becomes a way to experiment with and critically reflect on the power systems that organize social life. The empirical foundation is a university course in which students prototyped and tested games to make intersectionality accessible to diverse audiences. These games—ranging from board games to obstacle courses—require players to navigate scenarios where multiple disadvantages (such as linguistic exclusion combined with gendered or religious discrimination) overlap, or where hidden privileges shape outcomes. By translating theory into embodied experience, these games reveal how structural barriers and epistemic injustices persist even when legal frameworks proclaim equality, thereby bridging the gap between abstract theory and lived realities. Analysis of student reflections indicates that gamification facilitated a shift from "visibility" to "reflexivity," making systemic inequality emotionally tangible and demonstrating that outcomes are not solely the result of individual effort but depend on structural conditions. Participants reported moving away from reductionist understandings of identity, echoing hooks' (1994) call for engaged pedagogies grounded in lived experience and collective responsibility. Ultimately, the paper argues that playful, practice-based encounters are essential for cultivating educational environments that are democratic in practice, not merely in principle. Through active engagement with elements of play, learners co-create and deepen theoretical understanding while developing inclusive, reflexive, and socially just orientations toward the world.

Collins, P. H. (2019). Intersectionality as critical social theory. Duke University Press.

de Castell, S. (2023). Ludic epistemology: What game-based learning can teach curriculum studies. Journal of the Canadian Association for Curriculum Studies, 8(2), 19–27. https://doi.org/10.25071/1916-4467.31334

hooks, b. (1994). Teaching to transgress: Education as the practice of freedom. Routledge.

Wilcox, S. (2024). Hello, worlds: A ludic theory of cognition. Games and Culture. Advance online publication. https://doi.org/10.1177/15554120241303322

G.14

Learning For Democracy: Recognising and Deconstructing Sexist Stereotypes for a More Equal Society

PANEL CONVENORS: Flaminia Saccà (Sapienza Unviersità degli Studi di Roma); Rosalba Belmonte (Unitelma Sapienza)

PANEL KEYWORDS: Gender Equality, Sexist Stereotypes, Gender-based violence

Democracy is based on equality before the law, freedom of speech, parity, equality in running for public office, distribution of powers and participation, but if we take a closer look at how these principles are observed even in modern, Western societies, we'll realise that equality and parity are far from being accomplished. In this panel, we will analyse how persistent inequalities between genders are normalised and reproduced through socialisation processes. Despite significant progress over the decades, such gender inequalities and narrations continue to permeate schools, media ecosystems, political institutions, and judicial processes. In this panel, we aim to explore the intersections between gender, education, democracy, and the gendered cultural and institutional dynamics that shape contemporary societies. Therefore, we welcome contributions that address gender stereotypes and prejudices at various stages and in various agencies of the socialisation process. In particular, we seek submissions that investigate sexist stereotypes in the media, in textbooks, court judgements and public discourse, also in relation to gender-based violence representations. We are interested in analysing the role of school textbooks, journalism and media in representing and constructing public discourse on gender, power, and violence. We also welcome papers on the impact of gender in judicial contexts, including the interpretation of gender-based violence in court decisions, the use of gender perspectives in legal reasoning, and the institutional barriers that affect access to justice. We encourage interdisciplinary approaches and methodological plurality. Papers may address local, national, or international contexts.

BEYOND NORMALIZATION: THE RADICAL RIGHT'S "FIFTH WAVE" AND THE POPULIST CONSTRUCTION OF THE GENDER THREAT

Antonio Tramontana (University of Messina, Italy) · **Milena Meo** (University of Messina, Italy)

Radical Right | Gender Identity | Hegemony

In the contemporary landscape of democracy under threat, this paper explores how the radical right is evolving from a phase of institutional normalization toward a complete model of power consolidation, here defined as a potential "fifth wave". By using gender as a "symbolic glue", these forces are building broad anti-liberal coalitions that effectively reshape democratic discourse and institutional practices. The research focuses on the Italian case study of the "DDL Zan" bill against homo-transphobia, analyzing the public debate as a crucial site of ideological struggle and a paradigm for the cultural hegemony of the conservative bloc. The study employs a mixed-method approach, combining quantitative word-frequency analysis with qualitative frame analysis on a corpus of 163 press articles published in 2021 across diverse ideological outlets (including Avvenire, Il Manifesto, Il Fatto Quotidiano, and Corriere della Sera). The findings reveal that the opposition to the bill successfully aggregated a remarkably heterogeneous bloc, ranging from radical right parties like Lega and Fratelli d'Italia to centrist formations and influential extra-parliamentary actors such as the Vatican. This coalition achieved discursive dominance through three interconnected strategies. First, it transformed gender into an empty signifier to mobilize resentment against globalism, promoting cultural homogeneity over individual rights. Second, it employed a selective form of homonationalism that tolerates binary identities while marginalizing non-binary and TQI+ subjectivities as threats to the natural order. Finally, it operated a populist reversal where minority protections were depicted as an "ideological dictatorship" threatening the majority's freedom of speech. The analysis demonstrates that the defeat of the DDL Zan was not merely a legislative failure but a successful exercise of hegemony that anticipated the current Italian political landscape. This research contributes to political sociology by illustrating how the gender battlefield is strategically used to redefine democratic boundaries and normalize anti-egalitarian ideologies.

Akkerman T. (2015), "Gender and the Radical Right in Western Europe: a Comparative Analysis of Policy Agendas", Patterns of Prejudice, Vol. 49, No. 1-2, pp.37-60.

Abou-Chadi T., Breyer M., Gessler T. (2021), "The (Re)Politicisation of Gender in Western Europe", European Journal of Politics and Gender, vol. 4, no. 2, pp. 311-314.

Bar-On T. (2018), "The Radical Right and Nationalism", in Rydgren J., The Oxford Handbook of the Radical Right, Oxford University Press, New York, pp. 42-74.

Bernini S. (2019), "Patrie popoli corpi: genere e famiglia nell'era dei nuovi nazionalismi. Saggio introduttivo", Genesis, XVIII/1, pp. 5-20.

Colella D. (2021), "Femonationalism and Anti-Gender Backlash: the Instrumental Use of Gender Equality in the Nationalist Discourse of the Fratelli d'Italia Party, Gender & Development, 29: 2-3, pp. 269-289.

Crouch C. (2014), Quanto capitalismo può sopportare la società, Laterza, Roma – Bari.

de Lange S. L., Mügge L. M. (2015), "Gender and Right-Wing Populism in the Low Countries: Ideological Variations across Parties and Time", Patterns of Prejudice, 49:1-2, pp. 61-80.

de Spiegeleire S., Skinner C., Sweijs T. (2017), "The Rise of Populist Sovereignism: What It Is, Where It Comes from, and What It Means for International Security and Defense", Hague Centre for Strategic Studies, pp. 23–41.

Dietze G., Roth J. (2020), "Right-Wing Populism and Gender: A Preliminary Cartography of an Emergent Field of Research", in Dietze G., Roth J. (Eds.), Right-Wing Populism and Gender. European Perspectives and Beyond, Bielefeld: transcript, pp. 7-22.

Eagleton T. (1991), Ideology. An Introduction, Verso, London-New York.

Farris S. R. (2019), Femonazionalismo. Il razzismo nel nome delle donne, Alegre, Roma.

Garbagnoli S. (2014), "'L'ideologia del genere': l'irresistibile ascesa di un'invenzione retorica vaticana contro la denaturalizzazione dell'ordine sessuale", AG AboutGender. International Journal of Gender Studies, 3 (6), 250-263.

Graff, A. (2021), "Anti-gender mobilization and right-wing populism", in Fabian K., Johnson J. E., Lazda M., (Eds.), The Routledge handbook of gender in Central Eastern Europe and Eurasia, Routledge, New York, pp. 266-275.

Hall J. E. (2023) "The Family and the Nation: The Centrality of Gender Politics in the Rise of European Illiberalism", Claremont-UC Undergraduate Research Conference on the European Union, Vol. 2023, Article 10, pp. 87-99.

Kuhar R., Paternotte D. (2018), "'Gender Ideology' in Movement: Introduction", in Kuhar R., Paternotte D. (Eds.), Anti-Gender Campaigns in Europe: Mobilizing against Equality, Rowman & Littlefield, London - New York, pp. 1-22.

Laruelle, M. (2022). "Illiberalism: A conceptual introduction", East European Politics, 38(2), pp. 303- 327.

Meo M. (2021), "Genere e populismo: questioni introduttive", in Cammarota A., Meo M., Populismo e questioni di genere. Rappresentazioni, politiche, Movimenti, FrancoAngeli, Milano, pp. 7-18.

Meo M., Tramontana A. (2025). Nel nome del genere. Ideologie, strategie di legittimazione e nuove alleanze politiche della destra radicale italiana, FrancoAngeli, Milano.

Mudde C. (2020), Ultradestra. Radicali ed estremisti dall'antagonismo al potere, Luiss University Press, Roma.

Norris P., Inglehart R. (2019), Cultural Backlash. Trump, Brexit, and Authoritarian Populism, Cambridge University Press, Cambridge-New-York.

Prearo M. (2019), "Family Day, movimenti e mobilitazioni anti-gender: un progetto politico neocattolico", Genesis, XVIII/1, pp. 21-43.

Rydgren J. (2007), "The Sociology of the Radical Right", Annual Review of Sociology, vol. 33, pp. 241-62.

Sauer B. (2020), "Authoritarian Right-Wing Populism as Masculinist Identity Politics. The Role of Affects", in Dietze G., Roth J. (Eds.), Right-Wing Populism and Gender. European Perspectives and Beyond, transcript, Bielefeld, pp. 23-40.

Spierings N. (2020), "Why Gender and Sexuality are both Trivial and Pivotal in Populist Radical Right Politics", in Dietze G., Roth J. (Eds.), Right-Wing Populism and Gender. European Perspectives and Beyond, transcript, Bielefeld, pp. 41-58.

Wielowiejski P. (2020), "Identitarian Gays and Threatening Queers, Or: How the Far Right Constructs New Chains of Equivalence", in Dietze G., Roth J. (Eds.), Right-Wing Populism and Gender. European Perspectives and Beyond, transcript, Bielefeld, pp. 135-146.

Wodak R. (2015), The Politics of Fear. What Right-Wing Populist Discourses Mean, Sage, London-Thousand Oaks-New Delhi.

BETWEEN INVISIBILITY AND POLITICAL CONFLICT. THE REPRESENTATION OF VIOLENCE AGAINST LGBTQ+ PEOPLE IN THE ITALIAN PRESS

Valentina Raffa (University of Messina, Italy) · **Antonio Tramontana** (University of Messina, Italy) · **Fabio Mostaccio** (University of Messina, Italy)

Journalistic representation | LGBTQ+ violence | Power and Inequality

In recent years, violence and discrimination against LGBTQ+ people in Italy have gained increasing visibility thanks to data collected by associations and independent observatories. However, this growing visibility has not been matched by an equally significant journalistic representation: media coverage of the phenomenon remains sporadic, fragmented, and often marginal, contributing to the limited public recognition of the issue as a structural problem. This paper presents the results of research conducted by the Messina research unit within the PRIN PNRR 2022 project STEPSISTER – STEreotypes and PrejudiceS In preSs represenTation of gEndeR-violence, which focuses on the analysis of journalistic representations of violence and discrimination against LGBTQ+ people and associations. The aim is to identify the main narrative frames, stereotypes, and prejudices present in media discourse. The study is based on a content analysis of a corpus of 356 articles published in 2021 in four national newspapers – Avvenire, Il Fatto Quotidiano, Corriere della Sera, and Il Manifesto. The selected year coincides with the parliamentary debate on the DDL Zan, a period marked by strong polarization in the public debate on LGBTQ+ rights. The analysis highlights a prevailing tendency to treat violence as episodic events, with limited reference to their structural context, as well as the presence of stereotypes and prejudices in journalistic representation. The paper concludes with a reflection on the implications of these forms of representation for

the public construction of violence as a social and political problem, showing how media narratives contribute to defining which forms of violence are recognized, which subjects become visible, and which remain at the margins of public discourse.

Bracco S. E., Sczesny S., & Gustafsson Sendén M. (2024). Media Portrayals of Trans and Gender Diverse People: A Comparative Analysis of News Headlines Across Europe. Sex Roles, 90(4), 491–507. https://doi.org/10.1007/s11199-024-01461-6

Gusmeroli, & Trappolin. (2025). 'Gender troubles' in researching violence towards LGBTQ+ people: a case study from Italy. Journal of Gender Studies, 34 (4), 568-580.

Jacobs, L., & Meeusen, C. (2020). Coming Out of the Closet, Also on the News? A Longitudinal Content Analysis of Patterns in Visibility, Tone and Framing of LGBTs on Television News (1986–2017). Journal of Homosexuality, 68(13), 2144–2168. https://doi.org/10.1080/00918369.2020.1733352

Prearo M., Trastulli F. (2025). Politica e cittadinanza Lgbtqia+. ETS, Pisa.

Saccà F. (2021) (a cura di), Stereotipo e pregiudizio. La rappresentazione giuridica e mediatica della violenza di genere. FrancoAngeli, Milano.

TEACHING INEQUALITY AT THE DAWN OF HISTORY: GENDER STEREOTYPES IN ITALIAN PRIMARY SCHOOL TEXTBOOKS

Maria Antonietta Augenti (University of Modena and Reggio Emilia, Italy) · **Mario Ederoclite** (Department of Education Studies, Alma Mater Studiorum University of Bologna)

Gender stereotypes | primary school textbooks | multimodal analysis

Primary school textbooks are among the most pervasive vehicles for transmitting gender stereotypes to young children and play a crucial role in the early construction of gendered expectations and identities (Biemmi, 2010; 2015; Blumberg, 2008; Corsini & Scierri, 2016; Gooden & Gooden, 2001). Recent archaeological scholarship has increasingly demonstrated that prehistoric subsistence systems were far more flexible than the traditional male-hunter/female-gatherer dichotomy suggests (Patou-Mathis, 2020). Prehistory, the core historical content of third grade in the Italian curriculum, represents a paradigmatic case: it is the first historical horizon children encounter systematically, and at the same time the terrain where a binary division of gender roles becomes naturalized through a narrative that presents itself as scientifically grounded while concealing its ideological character. The "Man the Hunter" paradigm, consolidated in 1960s anthropology (Lee & DeVore, 1968) and subsequently challenged by feminist anthropology and gender archaeology (Gero & Conkey, 1991) and today widely refuted by paleontological and archaeological research, continues to structure the prehistoric imaginary conveyed by Italian school textbooks, with potentially significant consequences for the gender socialization of school-age children. This contribution presents a multimodal analysis of a sample of history textbooks for third grade from Italian publishers. The analysis operates on two levels: the textual plane, examining discursive strategies of role attribution, the use of the generic masculine as a synecdoche for the species, and the presence or absence of female agency; and the iconographic plane, examining the visual grammar of illustrations and the distribution of roles, spaces, and postures assigned to male and female figures (Kress & van Leeuwen, 2006; Jewitt, 2013). The data document recurring patterns across publishers. On the iconographic level, male figures dominate quantitatively and are systematically associated with open space, action, tool use, and hunting; female figures appear predominantly in enclosed spaces, in passive or caregiving postures. A particularly revealing indicator concerns the positioning of children within scenes: across all publishers analyzed, young children are placed alongside female figures and within caregiving spaces, never in hunting or action scenes — a pattern that implicitly conveys a model of male development as progressive distancing from the female sphere toward open space and risk. A further significant finding emerges from the analysis of text-image relationships: in several cases the written text adopts inclusive or cautious formulations, while the illustrations contradict this openness, reproducing the stereotyped division. This systematic gap suggests that iconographic bias operates independently and more effectively than textual bias in shaping readers' imaginaries. The contribution discusses the implications of these patterns for a democratic school: a curriculum that presents gender inequality as inscribed in the dawn of humanity functions as a device for the historical legitimation of contemporary stereotypes. Such an analysis must therefore also serve as a pedagogical invitation for teachers to engage in critical self-reflection on their own implicit gender stereotypes, recognizing how these assumptions may shape classroom practices, expectations, and interactions in ways that either reproduce inequality.

Biemmi, I. (2010). Educazione sessista: Stereotipi di genere nei libri delle elementari. Rosenberg & Sellier.

Biemmi, I. (2015). The gendered construction of childhood in Italian primary school textbooks. Gender and Education, 27(7), 812–827. https://doi.org/10.1080/09540253.2015.1111187

Blumberg, R. L. (2008). The invisible obstacle to educational equality: Gender bias in textbooks. Prospects, 38(3), 345-361.

Brugeilles, C., & Cromer, S. (2009). Promoting gender equality through textbooks: A methodological guide. UNESCO.

Corsini, C., & Scierri, I. D. M. (2016). Differenze di genere nei libri di testo della scuola primaria: Un'analisi quantitativa e qualitativa. Italian Journal of Sociology of Education, 8(2), 23–45.

Gero, J. M., & Conkey, M. W. (Eds.). (1991). Engendering archaeology: Women and prehistory. Blackwell.

Scierri, I. D. M. (2017). Stereotipi di genere nei libri di testo della scuola primaria. Firenze University Press.

Patou-Mathis, M. (2021). La preistoria è donna. Giunti.

DIGITAL GENDER-BASED VIOLENCE AND NEWS MEDIA REPRESENTATION: NON-CONSENSUAL DISSEMINATION OF INTIMATE IMAGES IN ITALIAN NEWSPAPERS

Stefania Parisi (Sapienza University of Rome, Italy) · **Maddalena Carbonari** (Sapienza University of Rome, Italy)

non-consensual dissemination of intimate images | male violence against women | media narratives and public discourse

In Italy, the non-consensual dissemination of intimate images became a criminal offence with Law No. 69 (2019), known as "Codice Rosso". In public and media discourse, this crime is commonly referred to as 'revenge porn'. This label is problematic (Hearn, Hall 2018; Henry, Powell 2015; Maddocks 2018) because it reinforces the sexist culture it aims to combat, shifting responsibility from the perpetrator (Hall, Hearn 2019) to the victim: revenge implies a reaction, leading violence to be framed as a consequence of a woman's actions and obscuring the power asymmetries that underlie it (Abbatecola 2021). The phenomenon is part of broader forms of technology-facilitated gender-based violence (Henry, Powell 2015), made possible by the spread of digital platforms, social networking sites, and messaging services that enable the potentially viral and difficult-to-control circulation of content. In this context, the media play an ambivalent role. On the one hand, they are key players in the public definition of social phenomena, including gender-based violence, helping to construct the interpretative categories through which public opinion understands them. On the other hand, the media — especially digital media — can become part of the dynamics of forms of violence that are enacted through online platforms. Specific platforms' (e.g. Telegram; Semenzin, Bainotti 2020) sociotechnical affordances — such as anonymity, large groups, broadcast channels, invitation links, and limited traceability — facilitate the non-consensual circulation of intimate images. These features foster male homosocial spaces where sharing such content functions as a practice of socialization and the construction of masculinities. Also in light of the extensive literature on media and gender-based violence – which has demonstrated the persistence of stereotypes in media narratives (Capecchi, Gius, 2021; Lalli, 2021; Hewa, 2021; Saccà, 2021, 2024) – this paper analyzes how Italian newspapers have reported cases of illegal dissemination of intimate material and to what extent they have reproduced the most widespread gender stereotypes. Through a qualitative content analysis, we analyzed 96 articles published in 2024-2025 as part of a broader study on the journalistic representation of gender-based violence in the Roman press. The findings reveal a limited definitional clarity. Most articles refer to the phenomenon simply as 'revenge porn' while only a minority define it as the illegal dissemination of intimate images, referring to the legal framework. In most cases, the term is used as a generic label to describe forms of digital exposure, without clearly framing it as gender-based violence. As a result, the structural dimension of the phenomenon tends to remain invisible. Moreover, media coverage is largely characterized by an episodic frame, focusing on individual news stories, and a sensationalist tone with overly detailed descriptions that risk reproducing mechanisms of secondary victimization, whereby the victim is portrayed as partially responsible for the violence experienced. Overall, the analysis highlights how journalistic narratives tend to attribute incidents to romantic conflicts or dynamics of 'revenge' between ex-partners, focusing on the personal circumstances of those involved rather than on the social, cultural, and technological dimensions that make the non-consensual dissemination of intimate content possible.

Abbatecola, E. (2021). Revenge Porn o D.I.V.I.S.E? Proposta per cambiare un'etichetta sessista. About Gender, 10(19), 401-413.

Capecchi S., Gius C. (2021). Gender-based Violence Representation in the Italian Media: Reviewing Changes in Public Narrations from Femicide to "Revenge Pornography". Italian Journal of Sociology of Education, 15(1), pp. 81-100.

Hall, M., Hearn, J. (2019). Revenge pornography and manhood acts: a discourse analysis of perpetrators' accounts. Journal of Gender Studies, 28(2), 158–170.

Henry, N., Powell, A. (2016). Beyond the 'sext': Technology-facilitated sexual violence and harassment against adult women. Australian & New Zealand Journal of Criminology, 48(1), 104-118.

Hewa, N. (2021). The mouth of the internet, the eyes of the public: sexual violence survivorship in an economy of visibility. Feminist Media Studies, 22(8), 1-12

Lalli, P. (2021). L'amore non uccide. Femminicidio e discorso pubblico: cronaca, tribunali, politiche. Bologna, Il Mulino.

Maddocks, S. (2018). From Non-consensual Pornography to Image-based Sexual Abuse: Charting the Course of a Problem with Many Names. Australian Feminist Studies, 33(97), 345–361.

Saccà, F. (2021). La rappresentazione sociale della violenza di genere in ambito giudiziario e sulla stampa. Sociologia, 1, 3-12.

Saccà, F. (2024). Social Representations of Gender Violence in Italy. Blaming Women in the Courts and the Press. Cham, Palgrave MacMillan.

Semenzin, S., Bainotti, L. (2020). The Use of Telegram for Non-Consensual Dissemination of Intimate Images: Gendered Affordances and the Construction of Masculinities. Social Media + Society, 6(4).

REPRESENTING GENDER-BASED VIOLENCE AT SCHOOL: MEDIA NARRATIVES, STEREOTYPES, AND PUBLIC DISCOURSE

Luca Massidda (Università della Tuscia, Italy)

Gender-based violence | Media representation | School environment

This paper analyses how the press represents male violence against women when it occurs within the school environment. It focuses on news coverage of cases in which violence against women and girls is perpetrated by a schoolmate, a teacher, or a member of school staff, thus addressing the intersection between gender-based violence, education, and public discourse. In line with the main interest in the role of media and socialisation agencies in reproducing or challenging sexist stereotypes, the paper investigates whether the school context activates specific interpretative frames in the journalistic narration of violence. Drawing on data collected by the STEP Observatories, the study first measures the visibility and weight of school-related cases within the broader national and local press coverage of violence against women in Italy in 2024–2025. It then develops an in-depth textual analysis of the articles in order to examine whether gender-based violence in educational settings is narrated through recurrent discursive patterns, whether it triggers distinctive narrative schemes, and whether the stereotypes and prejudices widely documented in the literature on media representations of gender-based violence (Capecchi & Gius 2023; Saccà 2024; Yusri et al. 2025) persist, are reformulated, or are partially transformed when violence takes place in the socially and symbolically specific space of school. By focusing on the school as a key site of socialisation, the paper aims to contribute to the broader debate on how journalism participates in the public construction of gender violence and in the normalisation, exposure, or deconstruction of sexist stereotypes. More broadly, it reflects on the democratic implications of media representations of violence in educational contexts, showing how the press may either reinforce or challenge unequal gendered meanings within a crucial institution of civic formation.

Capecchi, S., & Gius, C. (2023). Gender-based violence representation in the Italian media: Reviewing changes in public narrations from femicide to "revenge pornography". Italian Journal of Sociology of Education, 15/1, 81-100

Saccà, F. (2024). Social Representations of Gender Violence in Italy. Blaming Women in the Courts and the Press. Palgrave Macmillan.

Yusri, Y., Almaida, N., Rahmadani, R., Aisyah, S. N., Awalya, N., & Idhma, V. A. (2025). Victim blaming in media: language framing of sexual harassment reporting in university settings. Global Knowledge, Memory and Communication.

NO COUNTRY FOR A WOMAN'S CONSENT? USING GREY AREAS TO EXPLORE ITALY'S LEGAL DEBATE ON SEXUAL VIOLENCE

Elena Morrone (Università degli Studi di Salerno, Italy)

Sexual consent | gender stereotypes | grey areas

In Italy, the legal debate on the amendment to Article 609-bis of the Criminal Code concerning sexual violence is currently stalled on the proposal of the Chair of the Justice Committee, Giulia Bongiorno: to establish the crime, it is not necessary to assess the possible presence of 'free and current consent', but rather the absence of the 'will of the person' to perform that particular act, giving importance to dissent. The difference between these two expressions is not merely terminological but also prompts reflection on the symbolic level, which in turn interacts with the technical level. The concept of

consent would open the way to questioning cultural models that portray women as passive subjects in sexual relationships, whose participation is assumed and men as active subjects, whose proactivity is taken for granted. The idea of sexuality that consent would express could lead to a renewal of gender roles, moving away from stereotypes and prejudices and towards a dynamic that is less susceptible to power imbalances, though still capable of improvement (Borrello 2023; Millefiorini 2024). From a technical perspective, this focus would also align with Article 36 of the Istanbul Convention (2011), ratified by Italy in 2013. Referring just to the 'will of the person' risks relegating these cultural models to the background. Also, it could allow for ex post reconstructions of will based on gender stereotypes, social expectations, or ambiguous interpretations of behaviour. In this sense, the choice of wording has a direct impact on regulatory technique: while 'consent' directs the assessment towards a paradigm shift, 'will' allows for flexible assessments that can compromise legal certainty and the preventive function of criminal law. This contribution aims to explore this reflection further by considering the two expressions not merely as technical tools but as symbolic devices: 'consent' and 'will of the person' become two discursive categories that contribute to producing and legitimising, in the legal and social spheres, certain configurations of gender and power dynamics. Conversely, it will be considered how these configurations influence the push towards adopting 'consent' or 'personal will', highlighting what these efforts reveal about the current sexual order. To do so, this paper examines these categories through the lens of 'grey areas', that is, situations of sexual interaction that cannot be clearly classified as either consent or dissent (Graf e Johnson, 2020; Gunnarsson 2018, 2025). In this sense, 'grey areas' of sexual interaction could reveal how the legal recognition of consent and/or dissent is shaped by gendered interpretive frameworks that normalise stereotypical expectations, thereby constraining the intelligibility of certain experiences and producing forms of epistemic injustice (Fricker, 2007).

Borrello, M. (2023). Consenso e violenza sessuale: tra normatività e problematicità. Nomos. Le attualità del diritto, n. 1-2023, pp. 1-24.

Council of Europe. (2011). Council of Europe convention on preventing and combating violence against women and domestic violence (Istanbul Convention). Treaty No. 210. https://www.coe.int/en/web/conventions/full-list/-/conventions/rms/090000168008482e

Fricker, M. (2007). Epistemic injustice: Power and the ethics of knowing. Oxford University Press.

Graf, A. S. & Johnson, V. (2020), Describing the "gray" area of consent: A comparison of sexual consent understanding across the adult lifespan. The Journal of Sex Research, n.58.4, pp. 448-461.

Gunnarsson, L. (2018). "Excuse Me, But Are You Raping Me Now?" Discourse and Experience in (the Grey Areas of) Sexual Violence. NORA. Nordic Journal of Feminist and Gender Research, n. 26.1, pp. 4-18.

Gunnarsson, L. (2025). Dynamics of Sexual Consent. Sex, Rape and the Grey Area In-Between. Routledge.

Millefiorini, M. (2024). L'autodeterminazione della libertà sessuale nell'ordinamento italiano. Prospettive sul consenso. Nomos. Le attualità del diritto. n. 1/2024, pp. 1-24.

LEARNING FEMININITY ONLINE: FEMALE DATING STRATEGY AND THE REPRODUCTION OF SEXIST STEREOTYPES IN DIGITAL CULTURES

Debora Maria Pizzimenti (University of Calabria, Italy) · **Assunta Penna** (University of Messina, Italy)

digital platforms | sexist stereotypes | digital ethnography

Digital platforms have become central sites of informal socialisation, shaping contemporary understandings of gender, power, and gender-based violence (Banet-Weiser, 2018). While online communities are often framed as empowering spaces for women, they can also function as environments where sexist stereotypes are reformulated and normalised (Gill, 2007). This study examines the Reddit community Female Dating Strategy (FDS) as a digital site in which stereotypes about women and men are simultaneously challenged and reproduced. The study combines digital ethnography (Sumial and Tikka, 2020) with qualitative content analysis of the FDS forum and its 500-page Handbook. The Handbook was coded using NVivo, allowing for the identification of recurrent discursive patterns, normative categories, and evaluative hierarchies. Particular attention was paid to the construction of femininity and masculinity through classifications such as "High Value Woman" and "Low Value Man", as well as to representations of gender-based violence, relational risk, and emotional self-regulation. The analysis shows that FDS contests male entitlement and certain forms of gender-based exploitation; however, it also promotes rigid gender binaries, essentialised representations of male behaviour, and prescriptive models of female worth based on beauty, emotional control, and strategic heterosexuality. In doing so, the community contributes to the circulation of polarised and simplified narratives about gender relations, reinforcing stereotypes even within discourses of empowerment. An intersectional lens (Crenshaw, 1991) reveals how these con-

structions are shaped by classed, racialised, and heteronormative assumptions that marginalise non-conforming identities. At the same time, the study acknowledges its methodological limitations: while digital ethnography and platform-based analysis are crucial for understanding online discourse, they cannot fully capture how these narratives are internalised, negotiated, or resisted offline. Future research should therefore integrate interviews, focus groups, and the triangulation of online and offline data to explore how such representations influence everyday practices and relational expectations (Evans and Lankford, 2024). The study argues that digital communities such as FDS function as powerful informal agents of gender socialisation, influencing how young women and men understand equality, violence, and relational norms. Recognising these ambivalent dynamics is essential for developing critical media education strategies, beginning in schools and extending across media ecosystems, aimed at fostering reflexive engagement with online gender narratives and promoting more inclusive and democratic cultures (Gius, 2023).

Banet-Weiser S (2018) Empowered: Popular Feminism and Popular Misogyny. Durham, NC: Duke University Press

Crenshaw K. (1991) Mapping the margins: Intersectionality, identity politics, and violence against women of color. Stanford Law Review 43(6): 1241–1299

Evans HR and Lankford A (2024) Femcel discussions of sex, frustration, power, and revenge. Archives of Sexual Behavior 53: 917–930

Gill, R. (2007)- Postfeminist media culture: Elements of a sensibility. European Journal of Cultural Studies 10(2): 147–166

Gius, C. (2023). (Re)thinking gender in cyber-violence. Insights from awareness-raising campaigns on online violence against women and girls in Italy. Media Education 14(2): 95-106. doi: 10.36253/me-14896

Sumiala J and Tikka M (2020) Digital media ethnographers on the move—an unexpected proposal. Journal of Digital Social Research 2(1): 39–55.

COUNTERING STEREOTYPES AND EDUCATIONAL SEGREGATION IN SCHOOLS: THE GENDER EQUALITY CHARTER MARK

Areta Sobieraj (Oxfam Italia, Italy) · **Lorenzo Luatti** (Oxfam Italia, Italy)

Gendered education | gender inequalities | Gender Equality Charter Mark

In Italy, gender segregation in upper secondary education - with some studies being perceived as “for girls” and others as “for boys” - represents a structural phenomenon that has still received limited public debate. This so-called “stereotyped education” intersects with dynamics of “early socialization,” fueled by stereotypes deeply rooted in society and in the labor market, and often reproduced by schools starting in early childhood education. In this way, they contribute to reproducing gender inequalities in professional opportunities and careers, reinforcing the traditional division of roles in the world of work. The causes of this phenomenon are multiple and can be traced back to structural, cultural, and institutional factors. The Italian upper secondary school system includes more than 180 different study choices, distributed across academic high schools (“Licei”) and, above all, technical and vocational programs (“Istituti Tecnici” e “Istituti professionali”). Fifty-two percent of these studies show a strongly unbalanced gender composition: in many cases, girls or boys account for more than 75% of enrolled students, and not infrequently reach or exceed 80%, 90%, or even near totality. In practical terms, one out of every two students experiences an education in which they belong either to a clear gender majority or a clear minority. Girls encounter greater difficulties than their male peers in overcoming barriers linked to “male-dominated” education. Only one third of the studies with strong gender imbalance are skewed in favor of girls, while the remaining two thirds are dominated by boys. Moreover, male students tend to enroll - albeit in smaller proportions - in female-dominated studies (acquiring, among others, care-related, educational, artistic, and linguistic skills). What then, are the underlying causes of this gendered education? And which strategies can be adopted to counter it at the micro level (individual schools), meso level (school systems and local contexts), and macro level (national policies)? What role can other educational agencies and local stakeholders play? The contribution first aims to provide an updated and comprehensive overview of the phenomenon through the analysis of data and its determinants. Secondly, it will present several practical proposals to address it. Particular emphasis will be placed on the Gender Equality Charter Mark (“Carta della parità di genere”), promoted by Oxfam Italy and piloted, in collaboration with INDIRE, in numerous schools across primary and secondary education throughout Northern, Central, and Southern Italy. This is a systemic tool that enables schools to carry out a self-assessment regarding the actions undertaken - in terms of a school’s vision and mission, organization, leadership, subject teaching, textbooks, communication and relationships with students, as well as engage-

ment with local communities - in order to prevent gender discrimination and violence and to make the school environment increasingly inclusive and equal. Finally, the contribution will focus on the tool's impact, namely the processes activated and the evidence emerged.

AlmaLaura (2024), Focus Gender Gap 2024
https://www.almalaurea.it/sites/default/files/2024-03/AlmaLaurea_FOCUS-GENDER-GAP-2024.pdf
Bagattini D., Pedani V., Miotti B., Sagri M.T. (a cura di) (2023), Libere e liberi di essere: il progetto PARtime, Carocci, Roma.
Biemmi I. (2009), Genere e processi formativi. Sguardi femminili e maschili sulla professione di insegnante, ETS, Pisa.
Biemmi I., Leonelli S. (2017), Gabbie di genere. Retaggi sessisti e scelte formative, Torino, Rosenberg & Sellier.
Gamberi C., Maio M.A., Selmi G. (a cura di) (2010), Educare al genere. Riflessioni e strumenti per articolare la complessità, Carocci, Roma.
Matera F., Pedani V., Autovalutarsi con la Carta della Parità di Genere. Una via per l'inclusione. In via di pubblicazione. Biblioteca dell'Innovazione dell'INDIRE.
Pedani V., Storai F. (2024), Professionalità e riflessività della leadership per promuovere e attuare la parità di genere nei contesti educativi e scolastici, in "Lifelong, Lifewide Learning (LLL)", V. 22 N. 45 (2024): Rivitalizzare la formazione continua degli adulti per promuovere positivi cambiamenti sociali e realizzazione personale.
World Economic Forum (2024), Global Gender Gap Report 2024
https://www3.weforum.org/docs/WEF_GGGR_2024.pdf

GENDER STEREOTYPES AND SOCIAL-EMOTIONAL SKILLS IN ITALIAN STUDENTS: GENDER AND TERRITORIAL DIFFERENCES IN A DEMOCRATIC PERSPECTIVE

Paolo Barabanti (INVALSI, Italy) · **Patrizia Falzetti** (INVALSI, Italy)

Gender Stereotypes | Social-Emotional Skills | Gender Inequality

Democratic education requires more than just formal equality; it also demands the development of social and emotional competencies that allow students to actively participate in collective life as equals. Within the OECD framework on social and emotional skills (OECD, 2019; 2023), these competencies are conceptualised as measurable and malleable traits based on the Big Five model (Costa & McCrae, 1985; John & Srivastava, 1999) that are strongly linked to educational attainment, well-being, and life outcomes (Heckman & Kautz, 2014; Roberts et al., 2007). At the same time, gender stereotypes emerge early in childhood and progressively consolidate through socialisation processes, influencing expectations, aspirations, and self-efficacy (Bian et al., 2018; Makarova et al., 2019; Trautner et al., 2005). As socio-emotional skills are teachable and context-sensitive (OECD, 2019; World Health Organization, 1997), they may interact with stereotypes, shaping distinct developmental profiles. From a critical perspective, gender stereotypes can therefore be understood as relational and emotional schemas embedded in educational environments that could limit democratic participation and epistemic recognition. Against this backdrop, this paper investigates whether gender stereotyping among Italian students is systematically associated with social-emotional skills (SESS), and whether endorsement of stereotypes varies by gender and territorial context. We construct a synthetic index of gender stereotyping using data from the ENRICH project (approximately 6,000 students) and an adapted version of the Gender-Stereotyped Attitude Scale for Children (GASC; Liben & Signorella, 1985). This index ranges from 0 (no endorsement of stereotypes) to 1 (full endorsement of stereotypes). We examined its association with nine SESS dimensions: Open-mindedness (Curiosity and Creativity), Task performance (Perseverance and Responsibility), Engaging with others (Sociability and Assertiveness), Collaboration (Empathy) and Emotional Regulation (Stress resistance and Optimism). Pearson correlations reveal systematic and statistically significant associations. Higher endorsement of stereotypes is negatively correlated with Curiosity ($r = -0.185$), Creativity ($r = -0.116$), Perseverance ($r = -0.129$), Responsibility ($r = -0.170$), Empathy ($r = -0.217$), Sociability ($r = -0.042$) and Optimism ($r = -0.038$) ($p < 0.001$). The strongest negative association is with Empathy. Conversely, stereotyping is positively associated with Assertiveness ($r = 0.133$) and Stress resistance ($r = 0.090$). Regression analyses confirm these patterns. Empathy ($\beta = -0.152$), Responsibility ($\beta = -0.107$), Curiosity ($\beta = -0.060$) and Creativity ($\beta = -0.055$) emerged as robust negative predictors, while Assertiveness ($\beta = 0.112$) and Stress resistance ($\beta = 0.077$) showed positive associations. When gender is added to the analysis, a strong independent effect is revealed ($\beta = -0.217$, $p < 0.001$), indicating significantly lower stereotype endorsement among girls. The effects of territorial macro-areas are comparatively smaller. Overall, the findings suggest that gender stereotyping is systematically associated with particular

socio-emotional traits. Therefore, addressing sexist stereotypes in school contexts requires cognitive deconstruction and deliberate pedagogical investment in empathy, responsibility, and openness — core competencies for democratic coexistence and epistemic justice.

Bian, L., Leslie, S. J., & Cimpian, A. (2018). Gender stereotypes about intellectual ability emerge early and influence children's interests. Science, 355(6323), 389–391.

Costa, P. T., & McCrae, R. R. (1985). NEO Personality Inventory manual. Psychological Assessment Resources.

Heckman, J. J., & Kautz, T. (2014). Fostering and measuring skills: Interventions that improve character and cognition. In J. J. Heckman, J. E. Humphries, & T. Kautz (Eds.), The myth of achievement tests: The GED and the role of character in American life (pp. 293–317). University of Chicago Press.

John, O. P., & Srivastava, S. (1999). The Big Five trait taxonomy: History, measurement, and theoretical perspectives. In L. A. Pervin & O. P. John (Eds.), Handbook of personality: Theory and research (2nd ed., pp. 102–138). Guilford Press.

Makarova, E., Aeschlimann, B., & Herzog, W. (2019). The gender gap in STEM fields: The impact of gender stereotypes on self-concept and career aspirations. Frontiers in Education, 4, 60.

Organisation for Economic Co-operation and Development. (2019). OECD Survey on Social and Emotional Skills: Technical report. OECD Publishing.

Organisation for Economic Co-operation and Development. (2023). OECD Survey on Social and Emotional Skills 2023: Technical report. OECD Publishing.

Roberts, B. W., Kuncel, N. R., Shiner, R., Caspi, A., & Goldberg, L. R. (2007). The power of personality: The comparative validity of personality traits, socioeconomic status, and cognitive ability for predicting important life outcomes. Perspectives on Psychological Science, 2(4), 313–345.

Trautner, H. M., Ruble, D. N., Cyphers, L., Kirsten, B., Behrendt, R., & Hartmann, P. (2005). Rigidity and flexibility of gender stereotypes in childhood: Developmental or differential? Infant and Child Development, 14(4), 365–381.

World Health Organization. (1997). Life skills education for children and adolescents in schools. WHO.

Liben, L. S., & Signorella, M. L. (1985). Gender-Stereotyped Attitude Scale for Children (GASC). Pennsylvania State University.

THE ITALIAN LGBTQ+ ANTI-DISCRIMINATION CENTERS AS PLACES FOR LEARNING DEMOCRACY

Fabio Mostaccio (Università degli Studi di Messina, Italia) · **Marika Manera** (Università degli Studi di Messina, Italia)

democracy | Anti-Discrimination Centers | Violence against LGBTQ+

In recent years, the Italian political landscape has been marked by the rise of radical right-wing parties which, also through electoral campaigns based on anti-gender rhetoric, have contributed to reinforcing a climate of polarization and delegitimization toward LGBTQ+ people. In this context, public and media discourse plays a crucial role in shaping the democratic imaginary; however, it often tends to normalize gender stereotypes and discriminatory narratives, thereby contributing to the reproduction of inequalities and forms of both symbolic and material violence. In Italy, in the absence of specific legislation aimed at protecting victims of discrimination and homotransphobic violence, and in the lack of structured policies for prevention and education on diversity, LGBTQ+ movements have progressively self-organized by promoting the creation of a nationwide network of Anti-Discrimination Centers (CAD). These organizations provide health, psychological, and legal support services at the local level, with particular attention to the most vulnerable groups—including minors, transgender people, people with disabilities, and migrants. However, beyond their role in providing support and assistance, CADs also perform a political and cultural function, contributing to the construction of counter-narratives capable of challenging stereotypes, biases, and victim-blaming cultures that often characterize the public representation of sexual minorities. This paper presents the preliminary results of a research project conducted within the framework of the European CERV programme (Citizens, Equality, Rights and Values), funded by the European Union. The study, qualitative in nature and conducted on a national scale, is based on in-depth interviews with operators and coordinators from fifteen Italian CADs. Through these interviews, the research analyzes, on the one hand, the services provided by the centers and their impact on local contexts, and, on the other, the advocacy and communication strategies developed to intervene in public debate, raise public awareness, and influence institutions and policy-makers. The research design also includes two focus groups involving the same actors who participated in the interviews. These collective moments of discussion make it possible to revisit and further explore the main issues emerging from the individual interviews, highlighting convergences, divergences, and shared interpretations among participants, while offering a space for collective reflection on practices of resistance, advocacy, and the construction of alternative narratives. Ultimately, the paper aims to show how the practices developed by CADs can be interpreted not only as forms of social support, but also as expressions of democratic action. By addressing situations of violence against LGBTQ+ people on a daily basis, CADs contribute to dismantling stereotypes and prejudices, while promoting more inclusive models of society.

Lund E.M., Burgess C., Johnson A.J., Violenza queer: affrontare diverse forme di violenza contro persone e comunità LGBTQ+, a Lund E.M., Burgess C. E Johnson A.J. (Eds.), Violenza contro le persone LGBTQ+: ricerca, pratica e difesa, Springer Nature Svizzera 2021.

Mason G., Tomsen S., Violenza omofoba, Hawkins Press, Sydney 1997

Meyer D., Violence against queer people: race, class, gender, and the persistence of anti-LGBT discrimination, Rutgers University Press, New Brunswick 2015

G.16

Challenging Educational Inequality Through Alternative: Thinking In Comics Visual Narrative and Hip Hop Pedagogical Frameworks

PANEL CONVENORS: Veronica Moretti (Università di Bologna, Italy); Stefano Ratti (University of Bologna, Italy); Pamela Jofre (University of Valparaiso, Chile); Juan Pablo Gigoux (University of Valparaiso, Chile); Martina Consoloni (University of Bologna, Italy)

PANEL KEYWORDS: comics, epistemic injustice, visual storytelling

Comics have increasingly entered the sociological debate as epistemic and pedagogical devices capable of interrogating the politics of knowledge that structure educational institutions. Their multimodal nature destabilizes the textual normativity that traditionally defines what is recognized as legitimate knowledge within schooling. By integrating visual, affective and narrative registers, comics provide forms of meaning-making that illuminate dimensions of experience, embodiment, vulnerability, marginality, resistance, often silenced or rendered invisible in dominant educational discourses. In this sense, visual narratives represent a fruitful terrain for addressing epistemic injustice (Fricker 2007; Jofré 2024): they enable the articulation of situated knowledges and counter-narratives that challenge testimonial marginalization and hermeneutical gaps. Beyond their expressive potential, comics operate as sociological artifacts within various domains: autobiographical comics that explore classed, racialized or gendered identities; community-based participatory comics used in youth work and citizenship education; graphic ethnographies that document lived experience; memory-work comics addressing migration, conflict or intergenerational trauma; as well as fields such as graphic medicine, which exemplify how visual storytelling can redistribute epistemic authority and foreground experiential knowledge (Moretti, Della Puppa 2025). This panel invites interdisciplinary contributions investigating comics as critical mediators of educational experience, tools of visual and participatory sociology, and semiotic forms that unsettle established pedagogical paradigms. Papers may focus on inequalities, recognition, multimodal literacies, counter-narratives, or the sociological reconfiguration of educational justice. The aim is to explore how “thinking in comics” expands the sociological imagination and supports more equitable and reflexive educational environments.

HEROES, ETHICS, AND DEMOCRACY: SUPERMAN AND MY HERO ACADEMIA AS EPISTEMIC LENSES FOR CITIZENSHIP

Cristiana D'Aprile (Università di Foggia, Italy)

democratic education | ethical archetypes | comics

The complexity of contemporary socio-political challenges requires a rethinking of the hermeneutic models that convey the education-democracy binomial. This paper analyzes the ethical models that characterize two narrative paradigms of popular comic culture: the lone Superman icon and the institutional ecosystem depicted in My Hero Academia. The primary objective is to compare the axiological foundations of the values embodied by the respective heroic figures to reveal two distinct epistemic perspectives on democracy and its pedagogical implications in Civic Education. The research will be conducted through a comparative qualitative analysis of narrative content, applying a cultural critique lens to the selected texts. The thematic analysis method will be used to identify and codify ethical frameworks and action patterns. Superman will be decoded as a transcendent ethical archetype (Vogler, 2020), with specific reference to the philosophy of otherness (Levinas, Hayat & Ragazzoni, 2006) and the existentialist thought of hope (Palmitessa, 2017). My Hero Academia will, in contrast, be analysed as an expression of collective consciousness and Durkheim's structural functionalism, with particular emphasis on Merton's theory of deviance to examine the systemic criticalities of society. The investigation aims, in conclusion, to define the didactic and value implications carried out through an artifact outside the circuits of formal education and to highlight whether democratic learning should be anchored to universal and stable ideals (Superman) or to a reflective and contextual understanding of the dynamics of current reality (Horikoshi's manga), thus providing analytical tools for the formation of a conscious citizenship.

Vogler, C. (2020). Il viaggio dell’Eroe. La struttura del mito ad uso di scrittori di narrativa e di cinema. Roma, Dino Audino editore.

Lévinas, E. (autore), Hayat, P. (a curi di) & Ragazzoni, S. (traduttore). (2006). Alterità e trascendenza. Genova, Il Nuovo Melangolo.

Palmitessa, G. (2017). L'essere e la speranza in Gabriel Marcel. Rivista di Vita Spirituale, 71 (2017/1) gennaio-marzo.

BREAKING AS INTELLIGENT MOVEMENT: EMBODIED PEDAGOGY AND EDUCATIONAL ECOLOGY IN HIP HOP DANCE

Jacopo Ferri (Independent Researcher)

Embodiment | Hip Hop Pedagogy | Educational Ecology

Drawing on The Intelligent Movement, this paper frames breaking as an embodied educational ecology grounded in cultural incorporation. Movement becomes a site where perception, cognition, and relationality co-emerge, reshaping subjectivity and collective formation. Hip hop dance reconfigures how bodies inhabit space, offering transformative pedagogical possibilities within contexts marked by social inequality.

Ferri, J. (2024). The Intelligent Movement: Corpo, individuo e collettività nella cultura Hip Hop. Bassano del Grappa, Italy: HipHopSeeds.
Fogarty, M., & Johnson, I. K. (Eds.). (2022). The Oxford Handbook of Hip Hop Dance Studies. Oxford, UK: Oxford University Press.
Fant, D. (2015). Pedagogia hip-hop. Gioco, esperienza, resistenza. Roma, Italy: Carocci.
Schloss, J. G. (2009). Foundation: B-boys, B-girls, and Hip-Hop Culture in New York. New York, NY: Oxford University Press.
Ingold, T., Grasseni, C., & Ronzon, F. (Eds.). (2016). Ecologia della cultura. Roma, Italy: Meltemi.
Merleau-Ponty, M. (1962). Phenomenology of Perception (C. Smith, Trans.; original work published 1945). London, UK: Routledge & Kegan Paul.
Bateson, G. (1972). Steps to an Ecology of Mind: Collected Essays in Anthropology, Psychiatry, Evolution, and Epistemology. San Francisco, CA: Chandler Publishing Company.

WHEN THEY RAP US. EPISTEMOLOGICAL INSIGHTS FROM PEDAGOGIC DISCOURSES IN THE POSTCOLONIAL RAP SCENE IN ITALY

Francesco Fabbro (University of Rome Tor Vergata, Italy)

rap | decoloniality | Critical Hip-Hop Pedagogy

While the French rap scene was significantly shaped by the voices of young people with migrant backgrounds from the banlieues since its origin in the 1980s (Hammou, 2012), postcolonial identities and imaginaries in the Italian "rap game" have gained cultural and commercial relevance only in the past decade (Ardizzoni, 2020; Calò, 2012). Today, the multivocal mosaic of postcolonial rap challenges the often patronizing and criminalizing media and political narratives surrounding post/migrant youth from working-class or underclass backgrounds in the Italian suburbs through its own codes (Fabbro, 2025; Saitta, 2023; Sarti, 2025). Recent statistics indicate that these youths represent the most socially and educationally disadvantaged group in the Italian education system (INAAP, 2021; INVALSI, 2025; MIM, 2024). This situation underscores that even pedagogic discourse (Bernstein, 2000) in Italy is not exempt from power asymmetries, especially along the lines of class and ethnicity (Arena, 2025; Hakuzwimana, 2024). Schools thus emerge not only as sites of instruction, but also as spaces where recognition, misrecognition, and symbolic exclusion are produced and contested. This research draws upon decolonial revisitations of Bernstein's concept of pedagogic discourse (or device) (Hlatshwayo, 2024; Parada & Whatman, 2025) to examine educational disadvantage by looking at how young post/migrant artists (e.g. Baby Gang, Chadia, Ghali, Lorenzza) rap about their formal and informal education experiences. Utilizing a critical discourse analysis (Rogers, 2018), this study analyzes a targeted sample of rap songs and corresponding music videos to explore how educational experiences are represented and which pedagogic discourses are contested, negotiated, or upheld. By mobilizing a decolonial lens, rap lyrics and music videos are approached as sites of knowledge production, where schooling, street education, family socialization and racialized surveillance intersect. Finally, findings are discussed to provide some epistemological insights into the challenges face by Critical Hip-Hop Pedagogy (Adjapong & Allen, 2024; Edmin, 2016). By foregrounding the voices of post/migrant rappers, the article reflects on the possibilities and limits of incorporating subaltern cultural knowledge into formal education, asking whether and how rap can function not only as a pedagogical tool, but also as a critique of the pedagogic device itself.

Adjapong, E. S., Allen, K, (2024). Interrogating your positionality and leveraging hip hop to decolonize education. Global Hip Hop Studies, 5(1-2), 23-42.

Ardizzoni, M. (2020). On Rhythms and Rhymes: Poetics of Identity in Postcolonial Italy, Communication, Culture and Critique, 13, (1), 1–16.

Arena, M. (2025). Dipende dalla classe. Manifesto per una scuola anticlassista. Erickson.

Bernstein, B. (2000). Pedagogy, symbolic control and identity. Theory, research, critique. Rowman & Littlefiled.

Clò, C. (2012). Hip Pop Italian Style: The Postcolonial Imagination of Second-Generation Authors in Italy. In C. Lombardi-Diop & C. Romeo (eds.), Postcolonial Italy: Challenging Italian Homogeneity (275–291). Palgrave Macmillan.

Emdin, C. (2016). For White Folks Who Teach in the Hood... and the Rest of Y'all Too: Reality Pedagogy and Urban Education. Beacon Press.

Fabbro, F. (2025). Call-out, cattura e alfabetizzazione critica nello street rap postcoloniale in Italia. Il caso Baby Gang. SCHOLÉ, vol. LXIII, 158-172.

Hammou, K. (2012). Une histoire du rap en France. La Découverte.

Hakuzwimana, E. (2024). Tra i bianchi di scuola. Voci per un'educazione accogliente. Einaudi.

Hlatshwayo, M. N. (2024). A decolonial reading of Bernstein's sociology of education in transforming the university in South Africa. Acta Academica, 56(1), 62-79.

INAAP (2021). Rapporto Inaap 2021. Lavoro, formazione e società in Italia nel passaggio all'era post Covid-19. Istituto Nazionale per le Politiche Pubbliche.

INVALSI (2025). Rapporto prove nazionali 2025. Istituto Nazionale per la Valutazione del Sistema Educativo di Istruzione e di Formazione.

MIM (2024). Gli alunni con cittadinanza non italiana. A.S. 2022/2023. Ministero dell'Istruzione e del Merito.

Rogers, R. (2018), Reclaiming Powerful Literacies: New Horizons for Critical Discourse Analysis. Routledge.

Parada, C. T., & Whatman, S. (2025). Southern influences upon and development of the pedagogic device. Discourse: Studies in the Cultural Politics of Education, 46(2), 144–162.

Saitta, P. (2023). Violenta speranza. Trap e riproduzione del "panico morale" in Italia. Ombre corte.

Sarti, T. (2025). Pisciare sulla metropoli. (T)rap, Islam e criminalizzazione dei maranza. MachinaLibro.

DRAWING THE RIGHT TO THE CITY COMICS AND CREATIVE METHODS AT THE INTERSECTION OF TEACHING AND RESEARCH ON GENDER, SEXISM AND URBAN SAFETY.

Giulia Selmi (University of Parma, Italy)

Sexism | urban safety | participatory research-teaching

The objective of this paper is to critically discuss the impact and potential of a research-teaching project that places comics and visual storytelling at the core of a creative and participatory inquiry on girls' perceptions of urban safety and the gendered livability of the city. The project was carried out with a group of graduate students in social work and was designed as a research-teaching initiative combining scientific research, academic teaching, and community engagement (Pellegrino 2018; Tarsia 2020). Within this framework, creative methods—and comics in particular—are conceived not merely as dissemination tools, but as methodological and pedagogical infrastructures that enable participation, reflexivity, and accessibility. The project Che genere di città? - developed within the standing group ParTeR (Participatory Teaching & Research, University of Parma) - emerged as a deliberately non-securitarian response to student representatives' claims for increased "security" in the city and on campus, particularly for women and girls. Rather than reinforcing dominant securitization discourses, the project aimed to challenge mainstream gender models and promote a culture of equality and non-violence. Drawing on feminist and critical literature on gender and urban space (Andreola & Muzzonigro 2024; Kern 2021; Valentine 1989, 1990), the project involved 104 students as both participants and co-researchers in six-month research and learning process. Activities included one creative workshop, 46 in-depth interviews, three art-based focus groups, and two collaborative art-based workshops conducted in close collaboration with a professional cartoonist. Building on Giorgi et al. (2021), who highlight the use of creative methods across different stages of the research process, this paper focuses specifically on the pedagogical and participatory value of comics and illustration within research-teaching practices. First, it discusses how a creative workshop involving drawing, coloring, maps, and stickers was used as a didactic tool to collectively design the qualitative interview outlines.Second, it examines how the collaborative transformation of narrative interview data into comics functioned as a situated teaching and learning strategy for qualitative data analysis. Rather than treating comics as a mere visual translation of research findings, the process of co-creating illustrated narratives with a cartoonist was designed as a pedagogical device through which students were required to actively engage with core analytical practices, such as data selection, coding, abstraction, and interpretation. In order to translate interview excerpts into visual sequences, students had to collectively decide which narratives, meanings, and emotions were analytically relevant, how to condense complex accounts into scenes, and how to represent power relations, spatial dynamics, and gendered experiences of safety through visual metaphors. This process made interpretative choices explicit, discussable, and contestable, thus fostering reflexivity and methodological awareness. At the same time, the comics format enabled forms of participatory validation, as the visual narratives were shared and

discussed with research participants, opening up a dialogical space in which interpretations could be confirmed, negotiated, or challenged. In this sense, comics operated simultaneously as a learning environment, an analytical tool, and a participatory research device, reinforcing the interconnection between teaching, research, and community engagement.

Andreola, F., Muzzonigro A. (2024). Libere, non coraggiose! Le donne e la paura nello spazio pubblico, Lettera22, Milano.
Giorgi, A., Pizzolati, M., & Vacchelli, E. (2021). Metodi creativi per la ricerca sociale. Contesto, pratiche e strumenti. Il Mulino, Bologna.
Kern, L. (2021). Feminist city: Claiming space in a man-made world. Verso Books, London.
Pellegrino, V. (2018). L'università «collettiva»: l'evoluzione del sapere pubblico in chiave partecipativa. Social Policies, (3), 407-422.
Tarsia, T. (2020). La ricerca partecipata come strumento di riflessività tra servizi e corsi di studi universitari. Autonomie locali e servizi sociali, 43(1), 147-164.
Valentine, G. (1989). The geography of women's fear. Area, 21 (4), pp. 385-390.
Valentine, G. (1990). Women's Fear and the Design of Public Space. Built Environment, 16(4), 288

„CHI SONO IO, CON PERMESSO?“: THE EDUCATIONAL POTENTIAL OF GRAPHIC NOVELS FOR NARRATIVES OF MIGRATION, IDENTITY AND CITIZENSHIP IN TEACHING ITALIAN AS A FOREIGN LANGUAGE

Stefanie Faustmann (Masarykova Univerzita, Czech Republic (Czechia))

graphic novels | migration | global citizenship and mediation-oriented learning

This paper explores the potential of graphic novels for culturally reflective, mediation-oriented education in the contexts of migration, identity negotiation and democratic participation. Focusing on Italiana, con permesso (Ben Mohamed, 2025), it analyses the portrayal of the author's experiences of migration, multilingualism, religious affiliation and social positioning in Italy. The protagonist's story illustrates how issues of belonging, cultural identity and social participation are negotiated within migrant communities. The study also investigates how visual narratives can engage learners with experiences of migration and plural identities. Assuming that narrative and visual representations can make complex social realities more accessible, this paper presents how graphic novels can serve as educational resources that promote global citizenship and reflection on democratic values and social participation in Italian language classes for foreign learners (Zadra & Bartoli-Kucher, 2023). Visual narratives empower learners to critically engage with diverse perspectives on migration and social belonging (Spadaro, 2020). The theoretical framework integrates culturally reflective learning and the mediation concept of the CEFR Companion Volume (Council of Europe, 2020), which emphasises linguistic, social, and cultural mediation within multilingual societies. Global citizenship education offers a perspective through which to critically consider social diversity, migration experiences and democratic participation (UNESCO, 2014; Zadra & Bartoli-Kucher, 2023). Using selected scenes from Italiana, con permesso, this paper demonstrates how belonging, discrimination, identity negotiations, and social expectations are visually and narratively presented. This highlights the potential for critical, reflective, dialogical, and mediation-oriented learning processes (Bartoli-Kucher, 2025). Therefore, graphic novels can be used as educational resources to foster democratic values, social responsibility and active citizenship in foreign language teaching.

Bartoli-Kucher S., (2025), Student teachers of language incontrano autrici transculturali e i loro testi. Tra mediazione e traduzione, in Italiano LinguaDue 1, pp. 41-56.
Ben Mohamed T. (2025): Italiana, con permesso.
Council of Europe (2020). Gemeinsamer europäischer Referenzrahmen für Sprachen: lehren, lernen, beurteilen. Begleitband. Klett.
Spadaro B. (2020), “The transcultural comics of Takoua Ben Mohamed: memory and translation a fumetti”, in Modern Italy, 25, 2, pp. 177-197.
UNESCO (2014): Global Citizenship education: preparing learners for the challenges of the 21st century. https://unesdoc.unesco.org/ark:/48223/pf0000227729.
Zadra C., Bartoli-Kucher S. (2023), “Graphic Jouranlism: Multi-perspective and Intersubjective Visions Seeing, Thinking and Recognising the Other”: https://doi.org/10.1007/978-3-031-25906-7_47.

VISUALIZING THE UNTHINKABLE: THE DEPICTION OF THE HOLOCAUST IN COMICS

Anna Schnepper (Freie Universität Berlin, Germany)

Holocaust Education | Comics | marginalized victims' perspectives

"History dissolves into images, not into stories," Walter Benjamin (1983, 596) writes in the Passagen-Werk — a formulation that helps explain why our remembrance of the Holocaust is so powerfully visual. These visual representations appear as photographs, films and, increasingly, as comics. Long viewed with skepticism as an inadequate mode for representing the Holocaust, the comic today nonetheless offers distinctive affordances and poses characteristic risks (Grünewald 2014; Frenzel, 2014; Merten 2021). This contribution explores the possibilities and pitfalls of depicting the Holocaust through comics, arguing that they can encourage critical reflection rather than documentary literalism. Their multimodal grammar — sequential panels, juxtaposed image and text, deliberate omission — can generate concrete yet pluralistic images that resist the abstraction of universal remembrance while simultaneously pointing to their constructed nature. (Frahm 2006). This duality enables comics to bring to light the perspectives of marginalized victims, to interrupt perpetrator-centered gazes that prevails in historic photography with few exceptions (e.g. Didi-Huberman 2012), to juxtapose past and present, and to invite readerly reflection through deliberate artifice. At the same time, comics carry specific hazards: they can simplify causalities, aestheticize suffering, instrumentalize survivor testimony for broader moralizing narratives, or reproduce voyeuristic framings that occlude complexity (Köppen/Scherpe 1997). They have the potential to reproduce harmful visual tropes that resonate with antisemitic and dehumanizing iconography, and the creation of retrospective narratives that impose spurious causal coherence onto acts whose brutality and irrationality resist explanation (McLaughlin 2021; Brink 1998). The considerations are based on debates about photography that have shaped our view of the Holocaust and are conducted mainly from the perspective of the perpetrators or liberators, trapping the people who suffered during the Holocaust in the position of victims, e.g. in photo collections such as The Yellow Star (Schoenberner 1978) and on pictures drawn by prisoners, which reflect the perspective of the survivors but are mostly neglected in the debate because they are accused of lacking objectivity. The contribution develops four analytical categories – (1) perspective, (2) authenticity, (3) 'the unthinkable' and (4) narrative – and applies them to four selected works: MAUS, Yossel, Auschwitz and Der Boxer (Spiegelman 1986/1991; Kubert 2003; Croci 2005; Kleist 2012). The contribution examines how comics can shed light on (historical) epistemic injustice and on the role of Holocaust victims as witnesses, which is central for epistemic agency (Fricker 2007): What perspectives do comics enable or interrupt, how do they signal constructedness as opposed to documentary claims, and how can they bring neglected victim groups to the fore? The contribution concludes with concise, practice-oriented implications for historical-political education: selection criteria, contextualization imperatives and ethical guardrails to leverage comics' pedagogical strengths while minimizing aestheticization and instrumentalization.

Benjamin, Walter (1983): Das Passagenwerk. Frankfurt a.M.: Suhrkamp.

Brink, Cornelia (1998): Ikonen der Vernichtung. Öffentlicher Gebrauch von Fotografien aus nationalsozialistischen Konzentrationslagern nach 1945. Berlin: Akademie Verlag.

Croci, Pascal (2005): Auschwitz. Eine Graphic Novel. Köln: Egmont Verlagsgesellschaft.

Didi-Huberman, Georges (2012): Images in Spite of All: Four Photographs from Auschwitz. Chicago: University press.

Frahm, Ole (2006): Genealogie des Holocaust. Art Spiegelmans „Maus – A Survivor's Tale". München: Fink.

Frenzel, Martin (2014): Holocaust im Comic. In: Aus Politik und Zeitgeschichte, 64 (33-34), 30-34.

Fricker, Miranda (2007): Epistemic Injustice: Power and the Ethics of Knowing, Oxford: Oxford University Press.

Grünewald, Dietrich (2014): Zur Comicrezeption in Deutschland. In: Aus Politik und Zeitgeschichte, 64 (33-34), 42-48.

Kleist, Reinhard (2012): Der Boxer. Die wahre Geschichte des Hertzko Haft. Hamburg: Carlsen.

Köppen, Manuel/ Klaus R. Scherpe (1997): Zur Einführung: Der Streit um die Darstellbarkeit des Holocaust. In: Manuel Köppen/ Klaus R. Scherpe (Hrsg.): Bilder des Holocaust. Literatur – Film – Bildende Kunst. Köln: Böhlau Verlag, 1-12.

Kubert, Joe (2003): Yossel April 19, 1943. California: DC Comics.

McLaughlin, Jeff (2021): Graphic Novels and the Holocaust: "Just" Comis? In: Ole Frahm/ Hans-Joachim Hahn/ Markus Streb (Hrsg.): Beyond MAUS. The Legacy of Holocaust Comics. Wien: Böhlau Verlag, 305-329.

Merten, Thomas (2021): Die Shoah im Comic seit 2000. Erinnern zeichnen. Berlin: Degruyter.

Schoenberner, Gehard (1978): Der gelbe Stern. Die Judenverfolgung in Europa 1933 bis 1945. München: C. Bertelsmann Verlag.

Spiegelman, Art (1986): Maus. A Survivor's Tale. My Father Bleeds History. New York: Pantheon Books.

Spiegelman, Art (1991): Maus II. A Survivor's Tale. And Here My Troubles Began. New York: Pantheon Books.

FROM COMICS TO HEALTH: A QUALITATIVE COMPARATIVE STUDY BETWEEN ITALY AND CHILE WITHIN MEDICAL EDUCATION

Veronica Moretti (Università di Bologna, Italy) · **Martina Consoloni** (Università di Bologna, Italy) · **Alessia De Stefano** (Università di Bologna, Italy) · **Stefano Ratti** (Università di Bologna, Italy) · **Pamela Jofre** (University of Valparaiso, Chile) · **Juan Pablo Gigoux** (University of Valparaiso, Chile)

Graphic Medicine | Comics and Education | Medical Students

Graphic medicine (GM) has emerged as an interdisciplinary field integrating comics, visual storytelling, and healthcare, offering innovative tools for medical education and reflective practice. Despite growing interest, there is still limited qualitative research examining how GM is experienced by medical students across different cultural and institutional contexts. This study explores and compares students' experiences with graphic medicine at the University of Bologna (Italy) and at the Universidad de Valparaíso (Chile). A qualitative research design based on semi-structured interviews was adopted. Participants included medical students (10) from different years of training who had taken part in graphic medicine and narrative medicine courses, laboratories, or extracurricular projects in the two universities. Interviews were conducted in Spanish and Italian, audio-recorded, transcribed verbatim, and analyzed using thematic analysis. Analytical focus was placed on participants' prior relationships with drawing and visual arts, their experiences of graphic medicine as a learning environment and the role of drawing and comics in emotional expression and reflection. Across both contexts, GM was described as a distinct educational space characterized by openness, safety, and collective reflection, in contrast to traditional biomedical training. Participants reported increased awareness of the ethical and communicative dimensions of clinical practice, particularly regarding the weight of medical language, gestures, and attitudes. Participants also highlighted structural and institutional challenges, including the elective status of GM courses and the difficulty of integrating reflective, non-assessed practices within highly standardized and performance-oriented medical curricula. In this sense, GM operated as a redistributive epistemic practice, giving voice to students' situated knowledge and enabling counter-narratives to the techno-scientific authority that structures medical training The comparative findings from Chile and Italy indicate that integrating GM into medical curricula may help bridge the gap between technical-scientific training and the humanistic dimensions of care, promoting more empathetic, reflective, and socially aware future physicians.

Green, M. J., & Myers, K. R. (2010). Graphic medicine: Use of comics in medical education and patient care. BMJ, 340, c863.

Consorti, F., Fiorucci, S., Martucci, G., & Lai, S. (2023). Graphic novels and comics in undergraduate and graduate medical students education: A scoping review. European Journal of Investigation in Health, Psychology and Education, 13(10), 2262–2275.

Moretti, V., Scavarda, A., & Green, M. J. (2025). Learning by drawing: Understanding the potential of comics-based courses in medical education through a qualitative study. BMC Medical Education, 25, Article 563, 1–11.

Fricker, M. (2007). Epistemic injustice: Power and the ethics of knowing. Oxford, UK: Oxford University Press.

G.17

Homeschooling, Democracy, and the Public Sphere: Rethinking Education through Plural Perspectives

PANEL CONVENORS: Angela Biscaldi (Università degli Studi di Milano); Anna Chinazzi (Università degli Studi di Milano-Bicocca); Emilia Restiglian (Università degli Studi di Padova)

PANEL KEYWORDS: homeschooling, public sphere, democratic education

Home education has expanded considerably across European and international contexts, and it is frequently framed as a private choice standing outside the collective purposes of schooling. This session takes a different starting point: homeschooling constitutes a privileged vantage point from which to interrogate the public function of education, the shifting boundary between family and state, and the conditions under which democratic participation is enacted. Rather than reproducing the polarisation between defenders and detractors, the session brings plural perspectives into dialogue and treats the critiques that homeschooling families address to institutional schooling — spatial and temporal rigidity, standardised curricula, the selective weight of assessment, limited responsiveness to individual differences — as material for a shared and transformative inquiry. We invite contributions that explore the parenting models, aspirations and anxieties underpinning the decision to educate at home, and the ways in which these models relate to broader transformations of the family and to processes of individualisation. We encourage submissions that investigate how learning, care and assessment are reconfigured outside formal institutions, and how such informal practices might be made visible, communicable and theorisable within a wider social space. We equally welcome contributions examining the relationship between home education and the public world: the communities, networks, journeys and encounters through which children educated outside school participate in shared social life, as well as the regulatory frameworks through which states define "suitable" education and negotiate legitimacy with families. Empirical, theoretical and participatory contributions are all welcome, including those adopting qualitative, ethnographic, autoethnographic or dialogic methodologies. The overarching question is what public schooling can learn from these dissonant voices — not by abdicating its social function, but by strengthening it as a common good sustained by collective responsibility.

HOMESCHOOLING AND PARENTING MODELS: A CHALLENGE TO SECONDARY SOCIALISATION PROCESSES

Francesca Lagomarsino (Disfor, Università di Genova, Italy) · **Chiara Lanini** (Disfor, Università di Genova, Italy)

homeschooling | intensive parenting | secondary socialisation

The phenomenon of homeschooling raises questions about various aspects of contemporary social life: the meaning of education, the socialisation process, the concept of citizenship, the relationship between the individual and the state, the relationship between the public and private spheres, and the sense of belonging to a broader social system regulated by institutional actors or limited to the family or community (Watson 2018,Restiglian, Busato 2024; Di Motoli 2020, Chinazzi 2020, 2021,2025). Based on the results of research on the phenomenon of homeschooling conducted in Liguria during the years 2024 and 2025, this paper seeks to examine how the practice of homeschooling may be interpreted as an expression of an intensive and extensive parenting model (Lee, Bristow , Faircloth , Macvarish 2014, Faircloth 2023), centered on the idea of personalized individualism (Lipovetsky, 2013), which can be said to be dominant today, albeit in mostly less radical terms. Adopting a sociological approach, we understand parenting as a field of action that, in a broad sense, intercepts the relationship between the individual and the social context, bringing into play not only subjective representations of the parenting model but also social ones. Starting from an analysis of the literature on the subject and interviews with homeschooling parents (a part that we are expanding in a second phase of research that has just begun), we intend to bring out and analyse the demands, needs, desires, concerns and expectations that characterise the parental role of families who decide to organize their children's education and socialization independently, foregoing the offer of public or state-approved schools.

Chinazzi, A. (2020), «Homeschooling e cultura prefigurativa in Italia», Education Sciences and Society, November 2020, pp. 367-382

Chinazzi, A. (2021), «Home Education: Reshaping Teachers and Parents' Responsibilities in the Era of intensive Parenting», European Conference on Education 2021, Official Conference Proceedings, pp. 601–619

Chinazzi, A., Fensham-Smith, A. (2025), «Uncovering Home Education in Italy: Characteristics, Motives, and pedagogic Practice», Educational Review, 77(2), pp. 595-617

Di Motoli, P. (2020), Fuori dalla scuola. L'homeschooling in Italia, Roma, Studium Ed

Faircloth, C. (2023). Intensive parenting and the expansion of parenting. In Parenting culture studies (pp. 33-67). Cham: Springer International Publishing.

Lee E., Bristow J., Faircloth C., Macvarish J., (2014), Parenting Culture Studies, London, Palgrave Macmillan
Lipovetsky, G. (2013), L'era del vuoto. Saggi sull'individualismo contemporaneo, Milano, Luni Editrice
Restiglian, E., Busato, S. (2024), Homeschooling: A Multiple Case Analysis, Formazione & insegnamento, 22(2), pp. 167-174.
Watson, A. (2018), «Is homeschool cool? Current Trends in American Homeschooling», Journal of School Choice, 12(3), pp. 401-425

FROM HOMESCHOOLING TO SKOLÉ. WHAT CAN WE LEARN? INQUIRING AND WONDERING TOGETHER, TO RELEASE OUR SCHOOL

Eleonora Zorzi (Università di Padova, Italy) · **Emilia Restiglian** (Università di Padova, Italy)

Homeschooling | Skolé | Community of Philosophical Inquiry

...] to recognize at the same time that there are always multiple perspectives and multiple vantage points, is to recognize that no accounting, disciplinary or otherwise, can ever be finished or complete. There is always more. There is always possibility, and this is where the space opens for the pursuit of freedom (Greene, 1988, p. 128). This contribution proposes a collective inquiry into the creative potential of critiques that the homeschooling movement directs towards contemporary educational institutions. Through a participatory methodology inspired by the Community of Philosophical Inquiry (CoPI), we aim to transform participants into a research community that questions and shares essential queries (Lipman, 2003; Zorzi, Santi, 2023). The provocations raised by Illich in Deschooling Society (1971) – school as a disabling institution, as a mechanism for reproducing inequalities, as a site of commodification of learning – maintain striking relevance today. Testimonies from families choosing unschooling or homeschooling highlight persistent vulnerabilities (Rochovská, 2023): i.e., spatial-temporal rigidities, inflexible curricula, and limited capacity to welcome individual differences such as giftedness or learning difficulties. From an authentically democratic perspective (Popper, 2000), which recognizes minority voices as constitutive elements of plurality, it is fundamental to critically interrogate these instances and collectively pose central questions (Biscaldi, et al., 2024): what can a public school learn from homeschooling critiques without abdicating its social function but rather strengthening it transformatively? Our methodological approach does not limit itself to theoretical-critical analysis of nodal points identified by recent studies (Cheng, Hamlin, 2021; Chinazzi, 2021; English, et al., 2024; Restiglian, Busato, 2024) but employs CoPI to collectively imagine new research questions. Through shared interrogation, we aspire to map two dimensions: first, critical issues characterizing homeschooling movements from an educational standpoint (i.e. what society is envisioned? Are those choices accessible to all? Towards what "good" do these educational movements tend? What role do collectivity and educational community play?); second, critical issues homeschooling highlights within current schooling (i.e. inability to attend to individual wellbeing; structural rigidity; transmissive teaching-learning overlap; adaptation requirements to hierarchical logics conveyed through implicit curricula). This plural inquiry aims to transcend polarization between "defenders" and "detractors", nurturing critical and democratic reflection oriented towards a transformative horizon that recovers skolé's original meaning as liberated time and libertarian space (Freire, 2014; Kohan, 2011). From a Freirean perspective (Fain, 2002), homeschooling's dissonant voices offer creative opportunities for rethinking schooling profoundly. Reconsidering school through these solicitations means reaffirming it as a common good (UNESCO, 2019) – not as a uniform, standardized service, but as a public space with strong educational and political roles (Kohan, et al., 2016) requiring collective care. This common good demands shared responsibility, democratic participation, and continuous transformative capacity. Only a school capable of listening to critical voices, becoming flexible without losing its public function, personalizing without privatizing, can constitute an authentic bulwark of social justice and active citizenship.

Biscaldi, A., Chinazzi, A., Ruffolo, E. (2024). L'istruzione parentale come spazio soglia. Voci dal campo e prospettive di ricerca emancipativa. Intervento presentato a: Convegno nazionale della rete Emancipatory Social Science. Anatomie del potere nel quotidiano, Parma, Italia.
Cheng, A., & Hamlin, D. (2021). Contemporary homeschooling arrangements: An analysis of three waves of nationally representative data. Education Reform Faculty and Graduate Students Publications. Retrieved from https://scholarworks.uark.edu/edrepub/128
Chinazzi, A. (2021). Progettare una ricerca sull'homeschooling in Italia. Questioni etiche e metodologiche. Intervento presentato a: Futuro: Antropologie del futuro, futuro dell'antropologia, Roma, Italia.
English, R., Krogh, C. & Liberto, G. (2024). Democracy without curriculum: how unschooling contributes to a home education rooted in democracy and agency for young people. Curriculum Perspectives, 44, pp. 143–153.
Fain, S. M. (2002). The Quest for Authentic Engagement. In J. J. Slater, S. M. Fain, C. A. Rossatto (Eds.). The Freirean legacy: educating for social justice. New York: P. Lang; pp. 129-138.
Freire, P. (2014). Pedagogia dell'autonomia. Torino: Gruppo Abele.

Greene, M. (1988). The dialectic of freedom. New York: Teachers College Press.

Kohan, W.O. (2011). Childhood, Education and Philosophy: Notes on Deterritorialisation, Journal of Philosophy of Education, Volume 45, Issue 2, May 2011, Pages 339–357.

Kohan, W. O., Santi, M., Wozniak, J. T. (2016). Philosophy for Teachers. Between ignorance, invention and improvisation. In R. G., Maughn, J., Haynes, K., Murris (Eds.). The Routledge International Handbook of Philosophy for Children; pp. 253-266.

Illich, I. (1970). Deschooling Society. New York: Harper & Row (https://rmst202.sites.olt.ubc.ca/files/2022/04/illich_deschooling-society.pdf)

Lipman, M. (2003). Thinking in Education. Cambridge: Cambridge University Press (2nd ed.).

Popper, K. (2000). Le fonti della conoscenza e dell'ignoranza. Bologna: Il Mulino.

Restiglian, E., & Busato, S. (2024). Homeschooling: A Multiple Case Analysis. Formazione & Insegnamento, 22(2), pp. 167–174.

Rochovská, I. (2023) "Unschooling vs. Classic Methods and Forms of Homeschooling from the Perspective of the Parents of Homeschooled Children", Special Education, (45-46), pp. 5–20.

UNESCO (2019). Ripensare l'educazione: verso un bene comune globale?

Zorzi, E., Santi, M. (2023). How to generate (educate) an inquiring-jazzing community: free and open suggestions from an international workshop (ICPIC 2022), Childhood & philosophy, Vol. 19 (2023).

LEARNING DEMOCRACY ON THE MOVE: ITINERANT EDUCATION AND MOBILE COMMUNITY LIFE AT LIBERSCHOOL

Ana Maria Spariosu (Liber S Aps, Italy)

itinerant learning | experiential education | caring democracy

What happens to education when the classroom begins to move? This presentation examines itinerant learning at LiberSchool, an alternative school in Northern Italy that emerged within the intentional community of Damanhur—one of the largest intentional communities in Europe. Drawing on more than forty years of pedagogical practice, the paper explores how recurring educational journeys reshape relationships between autonomy, care, and participation in the public world. At LiberSchool, itinerant learning refers to educational journeys integrated into the curriculum, ranging from day trips to journeys lasting up to two weeks. These experiences accompany the entire educational path of the school, typically beginning around the age of two and evolving in duration and complexity through the elementary and middle-school years. Itinerancy is therefore not an occasional activity but a recurring pedagogical practice and a defining feature of the school's educational approach. Traveling together transforms the class into a temporary learning community in which students and educators share responsibility for daily life and collective well-being. In this sense, itinerant education can be understood as a form of education through mobile community life. As the group moves through different places and situations, children participate in everyday decisions that shape the life of the group, learning to negotiate needs, responsibilities, and collective choices. Within these shared journeys, educators are encountered not only as teachers but also as companions and caregivers in everyday life, while relationships among peers often deepen through cooperation and mutual support. Such experiences allow children to experiment with autonomy while remaining embedded in a relational network of care. In this sense, care is not treated as a private virtue but as a shared social practice through which collective life is sustained—echoing broader discussions on caring democracy in contemporary educational thought. Within current debates on unschooling and home education, such practices challenge the frequent assumption that educational choices outside institutional schooling imply a withdrawal from the public sphere. In the case of LiberSchool, itinerant learning instead functions as a bridge to the public sphere: students encounter unfamiliar places, interact with people beyond their immediate community, and gradually learn to orient themselves within the complexity of shared social life. The contribution draws on practitioner knowledge developed within the school and adopts a methodological approach based on reflective practitioner inquiry, combining autoethnographic reflection with narratives of lived educational experience. Rather than presenting itinerant learning as a model to be replicated, the paper treats LiberSchool as an empirical site through which to explore how democratic participation, autonomy, and relations of care emerge through shared movement in the world.

Dewey, J. (1938). Experience and Education. New York: Macmillan.

Tronto, J. (2013). Caring Democracy: Markets, Equality, and Justice. New York: New York University Press.

ASSESSMENT AS A DEMOCRATIC PRACTICE: A COMPARISON BETWEEN SCHOOL AND HOMESCHOOLING

Emilia Restiglian (University of Padova, Italy)

School | Homeschooling | Formative Assessment

This contribution critically interrogates the notion of assessment as a central node of the school experience, placing it in tension with the practices of home education (homeschooling). Whilst in formal schooling assessment functions as a key dispositif, frequently embedded in everyday practices and the hidden curriculum, in homeschooling contexts it tends to be marginalised, driven by the belief that it may interfere with the child's well-being and with an educational relationship genuinely centred on the learner. The paper explores the tensions between two paradigms. On the one hand, school-based assessment, despite its well-known limitations (standardisation, rigidity, selective function), has increasingly opened up to perspectives of formative assessment and assessment for learning (Black & Wiliam, 1998): a continuous process of gathering evidence, providing feedback, and enabling reciprocal regulation between teaching and learning, capable of fostering awareness, self-regulation, and student participation. In this view, assessment does not merely certify outcomes but becomes a public device for recognition and the construction of shared meaning. On the other hand, home education practices tend to privilege personalisation, flexibility, and the suspension of formal judgement, at times leading to its implicit removal. The marginalisation of assessment in homeschooling does not, however, imply its absence. Rather, it is transformed into implicit and informal practices which, whilst echoing some principles of formative assessment (continuous observation, responsiveness to learners' needs, centrality of feedback), risk remaining under-theorised and difficult to make visible and communicable within a broader social space (Restiglian & Busato, 2024; 2025). The contribution does not aim to oppose schooling and homeschooling, but rather to identify a shared space for enquiry: how can assessment processes be reconfigured as democratic practices, capable of supporting well-being without relinquishing the public dimension of education? To what extent can formative assessment act as a mediating ground between the need for personalisation and the need for socially shared recognition of learning? In this regard, Boud's notion of sustainable assessment is particularly relevant, as it highlights the importance of developing practices that support learners beyond formal schooling, fostering self-assessment and lifelong learning capabilities (Boud, 2000). From this perspective, the paper proposes to rethink assessment as a situated, dialogic, and plural practice which, consistent with a view of education as a common good (UNESCO, 2021), is able to integrate the demands for personalisation emerging from homeschooling without renouncing its social function. Assessment, thus conceived, is neither mere certification nor its negation, but rather a formative space in which feedback, negotiation of meanings, and the co-construction of shared criteria sustain an ongoing tension towards still-unexplored educational possibilities.

Black, P., & Wiliam, D. (1998). Assessment and classroom learning. Assessment in Education: Principles, Policy & Practice, 5(1), 7–74. https://doi.org/10.1080/0969595980050102

Boud, D. (2000). Sustainable assessment: Rethinking assessment for the learning society. Studies in Continuing Education, 22(2), 151–167. https://doi.org/10.1080/713695728

Restiglian, E., & Busato, S. (2024). Homeschooling: A multiple case analysis. Formazione & Insegnamento, 22(2), 167–174. https://doi.org/10.7346/-fei-XXII-02-24_17

Restiglian, E., & Busato, S. (2025). Assessment in homeschooling: Emerging topics. Ricerche di Pedagogia e Didattica, 20(1), 155–169. https://doi.org/10.6092/issn.1970-2221/21264

UNESCO. (2021). Reimagining our futures together: A new social contract for education. UNESCO.

BEYOND SCHOOLING

Lucie Wheeler (Anglia Ruskin University)

Home education | democracy | public sphere

Home education occupies a contested position within contemporary education systems, frequently framed as a private choice operating outside the collective purposes of schooling. At the same time, increasing numbers of families are turning to home education, often in response to unmet needs within mainstream provision, particularly for neurodivergent children and those experiencing exclusion. This raises critical questions about how education is conceptualised, who it

serves, and how democratic participation is enacted within - and beyond - formal institutions. This paper draws on an ongoing doctoral study exploring the lived experiences of home-educating families in England. Adopting a qualitative, collective case study design, the research is informed by ecological systems theory, critical reflective practice, and late modern perspectives on identity and agency. Data are generated through in-depth, multiple interviews with families, supported by iterative cycles of reflection and co-construction. This approach enables a nuanced exploration of how families navigate educational systems, negotiate legitimacy, and reconstruct educational pathways over time. Findings suggest that home education is not simply a withdrawal from the public sphere, but a reconfiguration of engagement with it. Families describe processes of "recalibration," in which educational decisions are reshaped around children's identities, wellbeing, and relational needs. In doing so, they actively challenge dominant, standardised models of schooling and expand the boundaries of what counts as education. Learning is repositioned as embedded, participatory, and responsive to context, rather than confined to institutional settings. At the same time, the study highlights ongoing tensions between plural educational practices and regulatory frameworks that seek to define and govern "appropriate" education. These tensions expose underlying assumptions about citizenship, responsibility, and the role of the state in shaping educational trajectories. While policy discourse often positions home education as marginal or problematic, the lived experiences of families suggest a more complex reality in which agency, care, and responsiveness are central. By foregrounding these perspectives, the paper contributes to debates on homeschooling and the public sphere by offering an empirically grounded account of how education can be enacted beyond institutional boundaries. It argues for a more expansive, pluralistic understanding of education within democratic societies - one that recognises diverse pathways, values lived experience, and reconsiders the relationship between individuals, families, and the state in shaping educational futures.

Home education, democracy, public sphere

G.18

Women's Work and Emancipatory Pathways

PANEL CONVENORS: Emilija Voinovska (Università degli Studi di Roma Tor Vergata, Italy); Erica Spagnolo (Università degli Studi di Roma Tor Vergata, Italy)

PANEL KEYWORDS: democracy, women's work, female agency

Although women in the twentieth century gained greater access to education in many parts of the world, their pathways toward autonomy and emancipation remain fragile. Women's work has taken shape across multiple disciplinary fields: in political and social action, in scientific progress within all STEM fields, in literature, in the expressive arts, in educational institutions, and within the family. This panel aims to highlight the forms of women's work that, across different historical periods and regions of the world, have contributed to their emancipation, autonomy, and participation in social life, while also fostering democracy. We encourage contributions that: 1. explore intersectionality as a lens through which to address the persistent inequalities that have shaped educational contexts, examining how educational institutions may operate as democratic spaces fostering feminist awareness or, conversely, as sites of oppression; analyse models of femininity and masculinity conveyed through school curricula; investigate how guidance systems have contributed to overcoming – or reproducing – inequality. 2. explore the relationship between women's work and pathways to democratic citizenship and emancipation, drawing on the biographies of both well-known and lesser-known figures; examine how women have articulated care work, as well as the extent to which institutions have recognized – or dismissed – its value. Contributions should adopt historical or theoretical perspectives and may draw on interdisciplinary and international approaches. They should foreground how women's work – although often shaped by power relations, political pressures, and forms of exploitation – has nonetheless generated pathways to autonomy, agency, and professional development.

BEYOND EUROCENTRIC SCHOOL DESIGN: CLIMATE, ARCHITECTURE, AND LEARNING FROM EAST AFRICA

Carla Schwaderer (TU Wien, Austria)

Decolonial Architecture | Educational Equity | Climate-Responsive Design

This paper examines school architecture as a constitutive yet often neglected dimension of democratic education. Drawing on intersectional and decolonial approaches, it explores how the spatial and material conditions of school buildings shape everyday educational practices and contribute to the reproduction or reduction of social, environmental,

and epistemic inequalities. While debates on democratic schooling frequently emphasize curricula, participation, and governance, the built environments in which education takes place remain under-theorized, despite their profound impact on embodied experience, well-being, and educational access (Soja, 2010). The paper is grounded in empirical field research conducted primarily in public schools in Austria. It shows that many recently constructed school buildings—widely celebrated as innovative—are already struggling with the effects of climate change. Students, teachers, and school staff report insufficient shading, inadequate natural ventilation, limited passive cooling strategies, and severe overheating during summer months. These conditions restrict pedagogical practices and disproportionately affect those who spend long hours in educational spaces, raising questions of environmental injustice and unequal exposure (Young, 1990). From a decolonial perspective, the paper argues that dominant Central European school architecture relies on technocratic, energy-intensive design paradigms that privilege abstract efficiency over lived experience and situated climatic knowledge. Such paradigms reflect colonial continuities in architectural thought, positioning Eurocentric traditions as universal while marginalizing other ways of knowing and building (Mignolo, 2011). Black decolonial scholarship emphasizes that space is a key site through which colonial power operates: Fanon (1963) analyzes colonial spatial ordering, while Mbembe (2001) shows how built environments discipline bodies and structure educational life. The paper foregrounds African-based architectural knowledge as theory rather than a field of application. Architects and scholars such as Francis Kéré, whose school buildings in Burkina Faso exemplify climate-adaptive, community-based design (Kéré, 2017), and Abdou-Maliq Simone, whose work highlights everyday spatial practices and collective life in African cities (Simone, 2004), demonstrate how architecture emerges from local material ecologies, social relations, and pedagogical needs. Clay construction, widely used in African schools, enables passive thermal regulation, minimizes mechanical cooling, and draws on intergenerational knowledge systems. As Nnamdi Elleh (1997) argues, African architecture must be understood through its cultural, climatic, and social specificities rather than Eurocentric evaluative frameworks. The marginalization of such knowledge in Central European school construction is not merely technical but epistemic. Dominant approaches to materiality and environment remain entangled with racialized histories of knowledge production (Yusoff, 2018; Wynter, 2003). Re-centering African architectural practices is thus both a matter of epistemic justice and environmental sustainability. Methodologically, the study combines qualitative case studies of schools built with sustainable materials in African contexts with interviews with students, teachers, school staff, and local architects. Drawing on dialogical pedagogical traditions (Freire, 1970; hooks, 1994), it rejects extractive comparison, framing transnational learning as reciprocal and situated. In line with the Scuola Democratica conference, the paper argues that climate-resilient and socially just school architecture is a prerequisite for democratic education. It concludes that centering African-based architectural knowledge is essential for reimagining educational spaces that foster participation, inclusion, and equality in a warming world.

Elleh, N. (1997). African Architecture: Evolution and Transformation. McGraw-Hill.
Fanon, F. (1963). The Wretched of the Earth. Grove Press.
Freire, P. (1970). Pedagogy of the Oppressed. Continuum.
hooks, b. (1994). Teaching to Transgress. Routledge.
Kéré, F. (2017). Radically Simple. Hatje Cantz.
Mbembe, A. (2001). On the Postcolony. University of California Press.
Mignolo, W. D. (2011). The Darker Side of Western Modernity. Duke University Press.
Simone, A. M. (2004). For the City Yet to Come. Duke University Press.
Soja, E. W. (2010). Seeking Spatial Justice. University of Minnesota Press.
Wynter, S. (2003). “Unsettling the Coloniality of Being/Power/Truth/Freedom.” CR: The New Centennial Review.
Yusoff, K. (2018). A Billion Black Anthropocenes or None. University of Minnesota Press.

WOMEN’S WORK IN POLITICS: THE CONTRIBUTION OF ANGELA MARIA GUIDI CINGOLANI

Paola Dal Toso (Università degli studi di Verona, Italy)

Angela Maria Guidi Cingolani | women’s work | emancipation

The contribution aims to outline the socio-political commitment of Angela Maria Guidi Cingolani (31/10/1896 – 11/07/1991, Rome), the first woman in the Italian Republic to hold a government position. She received her early formation within the women’s associations of Catholic Action; her encounter with Luigi Sturzo was decisive, as he involved

her in the Organization for Civil and Religious Assistance to War Orphans and encouraged her to join the Italian People's Party in 1919, where she assumed the position of secretary of the Roman women's group until the party's dissolution by the Fascist regime in 1926. In 1921, she founded the National Committee for Women's Labour and Cooperation, serving as its secretary until 1926. In 1925, she passed the competitive exam to become a Labour Inspector. Throughout the Fascist period, she continued to devote herself to women's work and, together with her husband Mario Cingolani – a prominent figure in Catholic Action and later a deputy to the Constituent Assembly – she took part in the clandestine network of the Christian Democracy, of which she was a national councillor from 1944 to 1947. In the post-war period, she joined the party's national leadership as well as the central committee of the women's movement. In 1945, as a member of the National Council (Consulta Nazionale), her voice as a woman was the first in history to resonate in Montecitorio. She was elected in 1946 to the Constituent Assembly of Italy and, in 1948, became a deputy in the first republican legislature, devoting particular attention to the debate on the law for the protection of working mothers. She was among the founders of the Italian Committee for the Moral and Social Defence of Women in 1950 and served as Undersecretary for Crafts at the Ministry of Industry and Commerce from 1951 to 1953.

A.M. Bernieri, Le madri costituenti : storia di una speranza incompiuta, Pisa, Mds, 2017
N. D'Amico, C. D'Amico, Le ventuno tessitrici della Costituzione: i profili e gli interventi delle donne che fecero parte dell'Assemblea costituente, Milano, Franco Angeli, 2020
E. Di Caro, Le madri della Costituzione, Milano, Il Sole 24 ore, 2021
Fondazione Nilde Iotti, Costituenti al lavoro: donne e Costituzione, 1946-1947, Napoli, Guida, 2017

FEMALE TEACHERS IN FASCIST ITALY: WOMEN'S WORK, AGENCY AND EMANCIPATION IN AN AUTHORITARIAN CONTEXT

Erica Spagnolo (Università degli Studi di Roma Tor Vergata, Italy)

Women's Educational Labor | Care Work | Emancipation

This paper examines the work of female teachers in a rural school in Vicenza during the Fascist period in Italy (1922–1943). Specifically, it explores women's teaching labor within a context of intense political and symbolic discipline as an ambivalent space between subordination and agency. The study conceptualizes the teacher as a figure situated at the intersection of gender, professional identity, rural context, and institutional constraint, adopting a historical-critical perspective and engaging with gender pedagogy. Furthermore, it interrogates whether and to what extent women's educational work functioned not only as a mechanism of ideological reproduction, but also as a site of professional self-definition and emancipation. Drawing on the analysis of school registers, classroom reports, and personal files preserved in the school's historical archive, the research reconstructs several professional trajectories, highlighting how women's educational work simultaneously functioned as an instrument of the regime's ideological project and as a daily practice of care, mediation, and civic responsibility. The sources reveal the material and symbolic conditions shaping teaching practices, including moral surveillance, political expectations, limited resources, and the naturalization of women's pedagogical roles. Within a highly hierarchical structure shaped by authoritarian control, female teachers developed differentiated strategies of adherence, adaptation, negotiation, and subtle resistance in response to imposed norms. Primary schooling thus emerges as a site of tension: a space where disciplined models of femininity and political directives were reproduced, but also one in which professional competences were exercised and meaningful educational relationships were formed. Through everyday classroom practices, interactions with families, and the management of local social dynamics, these teachers contributed to processes of literacy, socialization, and community cohesion that extended beyond the regime's ideological objectives. From this perspective, women's teaching can be interpreted as a form of professional care work - often undervalued and institutionally marginalized - yet capable of producing long-term social effects. Even within an authoritarian system, such labor generated processes of professional autonomy and forms of civic engagement that later constituted important preconditions for democratic citizenship. By analysing the epistemic dimension of women's educational role, the paper aims to restore visibility to women historically overlooked in official narratives. Furthermore, it contributes to broader debates on women's work, agency, and the complex and ambivalent paths toward emancipation.

Ascenzi, A., & Sani, R. (Eds.). (2005). Il libro per la scuola tra idealismo e fascismo. L'opera della Commissione centrale per l'esame dei libri di testo da Giuseppe Lombardo Radice ad Alessandro Melchiori (1923–1928). Milano: Vita e Pensiero.

Betti, C. (1983). L'Opera Nazionale Balilla e l'educazione fascista. Firenze: La Nuova Italia.

Busato, A. (1993). Arsiero. Panorama storico. Arsiero: Edizioni Fuga.

Charnitzky, J. (1999). Fascismo e scuola. La politica scolastica del Regime (1922–1943). Firenze: La Nuova Italia.

Dei, M. (1994). Colletto bianco, grembiule nero. Gli insegnanti elementari italiani tra l'inizio del secolo e il secondo dopoguerra. Bologna: Il Mulino.

CARE WORK OR DEMOCRATIC PRACTICE? WOMEN'S TEACHING WORK IN FREIRE'S THOUGHT

Matteo Umbro (University of Rome "Tor Vergata", Italy)

Teacher professional identity | Paulo Freire | Democratic education

The feminisation of the teaching profession in Brazil cannot be separated from the processes of symbolic and material devaluation that have historically marked educational labour. The widespread figure of the tia ("aunt/auntie"), especially in primary schooling, has helped to naturalise teaching as an extension of care labour, weakening its professional standing and obscuring its epistemic and politico-pedagogical responsibility. This paper offers a theoretical rereading of Paulo Freire's Professora sim, tia não: Cartas a quem ousa ensinar (1993), placing it in dialogue with scholarship on the feminisation of the magistério and with recent analyses of teacher-education policy in Brazil. For analytical purposes, the argument distinguishes three ways of interpreting feminised teaching work: first, a vocational naturalisation that assimilates teaching to a maternal disposition; second, a technico-corporate professionalisation oriented towards institutional recognition yet not necessarily attuned to the political character of education; and third, a political-epistemic valorisation which, in Freire, takes the form of de-naturalising and de-familiarising the teaching role. The latter does not entail the ideologisation of schooling. Rather, it rests on an explicit acknowledgement of education's non-neutrality and of the school's formative function in shaping historical and critical subjects. What Freire articulates within his specific context may serve, in light of subsequent developments in critical pedagogy, as a theoretical framework for reconsidering the public and epistemic dimensions of teaching more broadly. Such a shift in perspective requires a reconstruction of teacher authority as a democratic practice grounded in intellectual discipline, continuing formation, and coherence between theory and practice. Politicisation, here not synonymous with partisan militancy, names the assumption of the ethical and public responsibility inherent in every educational act. In this sense, it restores to teaching the status of situated knowledge production and civic formation, resisting both the sentimental moralisation of care and the reduction of teaching to technical delivery. The paper also briefly considers the normative transformations that have affected teacher education and curriculum regulation in Brazil over recent decades, asking to what extent these developments enable or constrain a reconfiguration of teaching work consistent with Freire's horizon. Without offering a comprehensive policy review, it highlights how professional recognition remains entangled with gendered dynamics and with the epistemic definition of teachers' roles within schooling institutions. The paper concludes that the emancipatory potential of a predominantly female teaching body lies in its political-epistemic reconfiguration as a democratic practice capable of generating professional agency, critical authority, and informed participation in public life.

Caggiano, V., & Costa, 021). Paulo Freire, teacher yes; aunt no: Reflections on teacher professional and political identity. Studi sulla Formazione, 24(1), 115–130.

Costin, C., & Pontual, T. (2020). Curriculum reform in Brazil to develop skills for the twenty-first century. In F. M. Reimers (Ed.), Audacious education purposes: How governments transform the goals of education systems (pp. 47–64). Springer. https://doi.org/10.1007/978-3-030-41882-3_2

dos Santos, H. C. (2019). Professora não é tia: A construção ideológica do modismo "tia" e suas implicações para a valorização docente. Educação: Desafios, Perspectivas e Possibilidades, 5, 45–60.

Freire, P. (1992). Pedagogia da esperança: Um reencontro com a Pedagogia do oprimido. Paz e Terra.

Freire, P. (1993). Professora sim, tia não: Cartas a quem ousa ensinar. Editora Olho d'Água.

hooks, b. (1994). Teaching to transgress: Education as the practice of freedom. Routledge.

Mayo, P. (2004). Liberating praxis: Paulo Freire's legacy for radical education and politics. Praeger Publishers.

da Silva Braga, M. (2025). Teacher's career in Brazil: An analysis of legislation, advances and setbacks in the teaching profession. Research, Society and Development, 14(9).

Vianna, C. P. (1994). Relacionando edC. (2ucação e gênero: Lacunas e desafios na análise da prática docente em Professora sim, tia não: Cartas a quem ousa ensinar. Projeto História, 11, 115–128.

Vianna, C. P. (2002). O sexo e o gênero da docência. Cadernos Pagu, 17–18, 81–103.

FINANCIAL LITERACY: A TOOL OF EMPOWERMENT TO' REDUCE TRE RISKS OF DOMESTIC ECONOMIC VIOLENCE

Elisabetta De lorenzo (Università degli studi di Foggia, Italia)

Empowerment | Autodeterminazione | violenza economica

Any reflection on women's empowerment that leaves aside the issue of control over economic resources risks overlooking one of the most subtle and difficult to recognize forms: domestic economic violence. Money in this view becomes a symbol, which amplifies its instrumental function, taking the form of a power device that prevents the achievement of self-determination. "There can be no female empowerment without financial autonomy" (Granata 2024.) In our country, one-third of women do not have a personal current account, this prevents them from fully developing empowerment and often leads them to assume a position of subordination towards their husbands or partners. It is within the family as a safe place that domestic economic violence occurs. In the international legal framework, UN Women defines domestic violence as a pattern of abusive conduct within a family relationship, the man prevents the woman from using and managing the financial resources of the household. The goal is to make women weak and economically unstable, by exercising decision-making power over consumer choices, also establishing what can be bought and what must be denied, forcing her partner to ask him for money even for small daily expenses and refusing to contribute to the costs necessary for family subsistence. According to the World Bank's report, Women, Business and the Law 2022, more than 30 countries do not yet have laws that limit or punish such violence. The regions where there are more cases are: Abruzzo, Apulia, Tuscany, Veneto, Valle D'Aosta and Sicily, a constant data is the economic vulnerability (Rinaldi 2023) of women who suffer violence, only 37% say they have a stable income from work or retirement. This data highlights how economic vulnerability can affect the possibility of escaping violent relationships and to undertake paths of autonomy. Of the total number of women who have turned to an anti-violence center instead, (Rinaldi 2023) 37% said they were subjected to economic violence, so more than one woman in three, and also in 91% of cases the perpetrator is a man with whom the victim has or has had a significant relationship, so it is rare that this happens at the hands of a stranger. In summary, the contribution is part of the pedagogical debate on power dynamics within family contexts, considering domestic economic violence as a formative issue. In this, we intend to analyze how financial literacy can be configured as an economic empowerment tool, which is not limited only to the transmission of technical knowledge, but is proposed as an emancipative educational device (Lopez 2025) which activates individual capacities and strengthens decision-making autonomy by increasing agency possibilities, also allows women to manage economic resources independently, countering risks of abuse, and supporting the possibility of making own decisions and actively participating in social life.

• Granata A. (2024). Girls with a wallet. Una pedagogia dell'emancipazione femminile", Rome, Carocci editore.
• Lopez A.G. (Ed.). (2025). Female empowerment and financial literacy. Reflections and perspectives for the economic autonomy of women." Lecce, Pensa Multimedia.
• Rinaldi A. (2023). The ladies don't talk about money. How much does gender disparity cost us?", Milan, Mondadori.

EDUCATING INTIMACY AND RELATIONAL AWARENESS: AN EDUCATIONAL INTERVENTION TO COUNTER GENDER-BASED VIOLENCE IN UNIVERSITY SETTINGS

Martina Bianchi (Università degli Studi Roma Tre, Italy)

Gender-based violence | Prevention | Relationship education

This proposal offers a reflection focused on the role of educational prevention as a fundamental strategy of equality education in reducing gender-based violence, with particular attention to university students and young adults. It places the intervention in the context of higher education as a crucial setting in which intimate relationships, emotional expectations and gender norms are actively constructed and renegotiated. In this perspective, prevention is conceived not only as risk reduction but as a formative process aimed at promoting relational awareness and responsibility among university students in their present and future intimate relationships. In its most invisible forms, gender-based violence compromises the possibility of building healthy and respectful intimate relationships, normalising power asymmetries and emotional control in everyday interactions. Universities, as transitional environments where young adults develop their

identity, autonomy and emotional skills, are strategic contexts for implementing prevention and empowerment programmes. In this perspective, relationship education becomes essential for recognising early warning signs of violence, questioning harmful norms and preventing the normalisation of violence. It provides students with tools to critically examine relational expectations, power imbalances and implicit gendered assumptions that may shape their intimate interactions. By fostering reflexivity and mutual responsibility, relationship education supports the development of relational patterns grounded in respect, reciprocity and care. Alongside this theoretical framework, the proposal discusses preliminary results from an educational intervention addressed to a university student population, aiming to support prevention and empowerment in the domain of intimate relationships. The quasi-experimental research design included a pre–post survey and adopted a mixed-methods approach to explore perceptions, gender stereotypes, myths about violence, and dynamics of affective dependence. These dimensions are examined as relational mechanisms that shape what students recognise as acceptable within intimacy, influencing their capacity to name coercion, set boundaries, and take responsible action when problematic dynamics emerge.

Bonura, M. L. (2018). Che genere di violenza. Edizioni Centro Studi Erickson.

Bourdieu, P. (2021). Il dominio maschile (9. ed). Feltrinelli.

DeGue, S., Valle, L. A., Holt, M. K., Massetti, G. M., Matjasko, J. L., & Tharp, A. T. (2014). A systematic review of primary prevention strategies for sexual violence perpetration. Aggression and Violent Behavior, 19(4), 346–362.

Dutton, M. A., & Goodman, L. A. (2005). Coercion in intimate partner violence: Toward a new conceptualization. Sex Roles, 52(11–12), 743–756.

Fricker, M. (2007). Epistemic Injustice: Power and the Ethics of Knowing (1a ed.). Oxford University

Jouriles, E. N., Krauss, A., Vu, N. L., Banyard, V. L., & McDonald, R. (2018). Bystander programs addressing sexual violence on college campuses: A systematic review and meta-analysis of program outcomes and delivery methods. Journal of American College Health, 66(6), 457–466.

Kaufman, M. R., Williams, A. M., Grilo, G., Marea, C. X., Fentaye, F. W., Gebretsadik, L. A., & Yedenekal, S. A. (2019). “We are responsible for the violence, and prevention is up to us”: A qualitative study of perceived risk factors for gender-based violence among Ethiopian university students. BMC Women’s Health, 19(1), 131.

McCauley, H. L., Campbell, R., Buchanan, N. T., & Moylan, C. A. (2019). Advancing Theory, Methods, and Dissemination in Sexual Violence Research to Build a More Equitable Future: An Intersectional, Community-Engaged Approach. Violence Against Women, 25(16), 1906–1931.

Morsink, J. (1991). Women’s Rights in the Universal Declaration. Human Rights Quarterly, 13(2), 229.

Salomon, G., & Nevo, B. (Eds.). (2002). Peace education: The concept, principles, and practices around the world. Lawrence Erlbaum Associates.

Sinha, P., Gupta, U., Singh, J., & Srivastava, A. (2017). Structural violence on women: An impediment to women empowerment. Indian Journal of Community Medicine, 42(3), 134.

UNESCO GEM Report. (2020). Global Education Monitoring Report – Gender Report: A new generation: 25 years of efforts for gender equality in education. UNESCO.

Walby, S. (2009). Globalization and Inequalities: Complexity and Contested Modernities. SAGE Publications Ltd.

Zembylas, M., & Bekerman, Z. (2013). Peace education in the present: Dismantling and reconstructing some fundamental theoretical premises. Journal of Peace Education, 10(2), 197–214.

ELSA CONCI: THE WORK OF A WOMAN IN POLITICS FOR THE EMANCIPATION OF WOMEN

Carla Roverselli (University of Rome Tor Vergata, Italy)

women Politics Emancipation

Elsa Conci (Trento 1895-1965) was one of 21 women who took part in the Constituent Assembly on 2 June 1946. Elected to the Italian Parliament in 1948 as a member of the Christian Democracy party, she remained there until her death. She was secretary of the Christian Democracy parliamentary group from 1952 to 1965 and a member of the party leadership. From 1948 to 1965, she presented 75 bills in Parliament, 24 of which became law, delivered 70 speeches, and participated in numerous parliamentary committees. All this parliamentary activity shows that her interests were mainly focused on women, regional autonomy in Trentino, refugees, schools, and teachers. From 1954 to 1964, she was the national delegate of the Christian Democratic Women's Movement. A passionate supporter of the European ideal, in 1955 Elsa Conci was one of the founders of the European Women's Union, promoting the entry of Christian Democrat women into a European body, and in 1959 she was elected President of the Union in Berlin, a position she held until 1963. She was a member of the Italian delegation to the European Parliament in Strasbourg. Immediately after 1946, the aim was to combat the negative stereotype of women in politics, "a model constructed over decades through rhetoric that had made ridicule its register and, with cartoons, caricatures and so on, had shaped an ambiguous image of uncertain gender: it was the staging of the threat posed by the reversal of roles and the consequent violation of moral norms." Catholic women, on the other hand, as Conci herself later pointed out, had been prepared for their new political commitment through their

active participation in the Resistance, which tempered their courage and led them to develop a “sense of responsibility” towards a duty that was both moral and social. Women “could no longer remain absent from the work of rebuilding the country” and therefore entered politics, according to Conci, “bringing with them everywhere the valuable contribution of their competence and generosity”. Conci was the architect of women's political education and strenuously defended their rights. She worked to make them aware of the rights and duties associated with voting; she effectively promoted their participation in civic life; at the same time, she fought for the real inclusion of women within the Christian Democratic Party. Her commitment was therefore directed externally towards all Italian women and internally towards the life of the Party, which men mainly ran. My presentation will examine the speeches delivered by Elsa Conci, national delegate of the Christian Democratic Women's Movement, from 1954 to 1964.

E. Conci, “Risultati politici della Resistenza”, in Movimento Femminile della Democrazia Cristiana di Milano (a cura di), Donne cristiane nella Resistenza, Movimento Femminile della Democrazia Cristiana, Milano 1956

M.T.A. Morelli (a cura di), Le donne della Costituente, Laterza, Roma – Bari 2007

P. Gabrielli, Il 1946, le donne, la repubblica, Donzelli editore, Roma 2009

C. Dau Novelli, “Il Movimento Femminile della Democrazia Cristiana dal 1944 al 1964”, in F. Malgeri (a cura di), Storia della Democrazia Cristiana, Edizioni Cinque Lune, Roma 1988, vol.3, pp.331-368.

C. Roverselli, “Elsa Conci: una donna alla Costituente e l’impegno politico per le donne” in Declinazioni di genere. Madri, padri, figli e figlie, a cura di C. Roverselli, Pisa: Edizioni ETS, 2017, pp.43-71.

C. Roverselli, “The use of comparison in politics by Elsa Conci in her education and training speeches and practices”, Rivista di storia dell’educazione, 2/2018, pp. 73-96

PICTUREBOOKS AND NARRATIVE SELF-RECONSTRUCTION AS PRACTICES OF WOMEN’S EMPOWERMENT IN MIGRANT CONTEXTS

Delia Maria D'Onofrio (Università di Roma Tor Vergata, Italy)

migrant women’s empowerment | picturebook | shared reading

This paper examines shared reading of illustrated picturebooks as a form of women’s cultural and relational work that facilitates emancipatory pathways in migrant contexts Traditionally considered tools for children’s education, picturebooks are increasingly recognized in contemporary pedagogy as powerful mediators of meaning for adult learners, especially where linguistic barriers, social marginalization, and gendered power asymmetries intersect. The study is based on community workshops with migrant women and local volunteers in Tor Pignattara (Rome), a multicultural neighborhood with long-term migrant settlement and conditions of “incomplete integration.” Despite stable residence, many women face linguistic dependency, limited access to public participation, and subtle forms of invisibilization. This study adopts a qualitative, ethnographic approach to explore the potential of shared reading of illustrated picturebooks as a pedagogical tool for promoting intercultural inclusion and temporarily suspending social asymmetries in adult marginalization contexts. Data collection includes participant observation, reflective journaling, semi-structured interviews, and analysis of narrative materials produced during the workshops. Thematic analysis followed an inductive approach, emphasizing triangulation of sources to deepen the understanding of relational processes and symbolic agency among migrant women participants. Through collective reading and dialogic interpretation, participants engaged in processes of self-reconstruction. The metaphorical power of illustrated picturebooks created a “third space” where women could gather on equal terms, reimagining and reshaping their experiences. Using images, metaphors, and fictional characters, participants expressed experiences of migration, care work, exclusion, and resilience, without being confined to deficit-based or testimonial frameworks. Narrative practice thus functioned as a form of symbolic agency, enabling participants to re-signify lived experience and renegotiate their self-representations. Empowerment is understood as relational and situated, emerging through shared narrative work. The workshops served as capacitating services, expanding expressive, relational, and participatory capabilities often constrained in migrant women’s everyday lives. By foregrounding narrative reconstruction as women’s cultural work, this paper contributes to debates on democratic citizenship, intersectionality, and emancipatory pathways. It argues that illustrated picturebooks, embedded in dialogic and horizontally structured spaces, generate micro-democratic environments of recognition and belonging, empowering migrant women to exercise symbolic agency and participate more fully in social life.

Batini, F. (Ed.). (2023). La lettura ad alta voce condivisa. Un metodo in direzione dell'equità. Bologna: Il Mulino.
Batini, F., Evangelista, M., & Giusti, S. (2024). L'orientamento narrativo nei CPIA. Lecce: Pensa MultiMedia.
Bhabha, H. K. (2024). I luoghi della cultura. Postcolonialismo e modernità occidentale (A. Perri, trad.). Milano: Meltemi.
Benasayag, M. (2019). Esistere o funzionare (E. Missana, trad.). Milano: Vita e Pensiero.
Bisio, N. (2013), Le donne bangladesi a Roma: come si trasforma una comunità. Storia delle donne, (9), 49-69, Firenze.
Bruner, J. (1988, ristampa 2003). La mente a più dimensioni. (R. Rini e M. Carpitella trad.). Roma-Bari: Laterza. (ed. or. 1986, Actual Minds, Possible Words, Cambridge, Harvard University Press)
Demetrio, D. (1996). Raccontarsi. L'autobiografia come cura di sé. Milano: Raffaello Cortina.
Grilli, G. (2021). Di cosa parlano i libri per bambini. La letteratura per l'infanzia come critica radicale. Roma: Donzelli.
Grilli, G., & Terrusi, M. (2014). Lettori migranti e silent book: L'esperienza inclusiva nelle narrazioni visuali. Encyclopaideia, XVIII(38), 67-90. Bologna: Encyclopaideia.
Hamelin, (2012). Ad occhi aperti. Leggere l'albo illustrato. Roma: Donzelli.
hooks, b. (1998). Elogio del margine – Scrivere al buio (M. Nadotti, trad.). Napoli: Tamu.
Nussbaum, M. C. (2011). Creating capabilities: The human development approach. Cambridge, MA: Belknap Press of Harvard University Press.
Terrusi, M. (2012). Albi illustrati. Leggere, guardare, nominare il mondo nei libri per l'infanzia. Roma: Carocci.

MAINTENANCE OF GENAI IN SUPERDIVERSE ADULT EDUCATION: TEACHERS' AI LITERACY AND POSTDIGITAL PRACTICES

Enrico Vignando (University of Udine; University of Modena-Reggio Emilia)

AI literacy | participatory action research | adult education and learning

A critical approach to AI literacy in adult learning and education (ALE) cannot overlook the fact that Generative AI (GenAI), the most commonly used tool for non-AI experts (Zhou et al., 2026), enters educational environments as a socio-technical assemblage (Lindgren, 2023). As such, GenAI systems encapsulate the political, epistemic, and socio-cultural perspectives of those who own, design, and commercialize AI systems, implying dominant epistemologies and amplifying asymmetrical power relations when generating content (Campolo & Crawford, 2020; Suchman, 2023). In ALE environments, and particularly in those characterised by superdiversity (Pasta & Zoletto, 2023), in-service professional development in AI literacy must address reproduction and amplification of discriminatory practices in AI-generated content, such as the omission, subordination, and sterotyping of students' differences in educational content and materials (Shieh et al., 2024). Recent research (Selwyn et al., 2025) highlights teachers' practices of remixing or rejecting AI-generated content that mismatches with pedagogical and ethical expectations. Such practices, which can be defined postdigital (Jandrić et al., 2018) as they take place somewhere between online and offline, can also be considered as practices of repairing GenAI malfunctions. Literature on repair and maintenance (Denis & Pontille, 2023) frames human interaction with technology as potentially transformative, given that agency can be recognised to users when they engage with technology (and its malfunctions) by reconfiguring its potential uses and the values embedded in its original design (Steinert, 2024). Building on sociomaterial approaches in ALE (Fenwick & Edwards, 2013), this contribution presents the initial findings form a participatory action research (Bove, 2019; Medrado & Verdegem, 2024) investigating in-service teachers' practices with GenAI in Adult Education Centres in Italy (CPIAs) throguh the explicitation (Vermersch, 2005) of teachers' postdigital practices. The thematic analysis (Fereday & Muir-Cochrane, 2006) of the qualitative data generated in preparation of and during the action research provides insights into teachers professional considerations and strategies when interacting with GenAI regarding the design and personalisation of learning materials, and the mitigation of bias in AI-generated content. Following the maintenance perspective, such postdigital practices of teachers interacting with GenAI tools can be interpreted as practices of care (Puig de la Bellacasa, 2017) regarding their educational environments, according to what teachers may consider good education (Biesta, 2015) for adult students with diverse migratory and educational backgrounds. In this sense, teachers' repairs of GenAI can be seen as examples of siutated AI literacy, a site of professional agency and epistemic negotiation of dominant AI-generated narratives through critical maintenance of GenAI in superdiverse adult education.

Biesta, G. (2015). What is Education For? On Good Education, Teacher Judgement, and Educational Professionalism. European Journal of Education, 50(1), 75–87. https://doi.org/10.1111/ejed.12109
Bove, C. (2019). Pensare con metodo e logica dell'indagine: La ricerca-azione per la formazione e l'azione nella scuola multiculturale. Educazione interculturale, 17(1), 59–75. https://doi.org/10.14605/EI1621904

Campolo, A., & Crawford, K. (2020). Enchanted Determinism: Power without Responsibility in Artificial Intelligence. Engaging Science, Technology, and Society, 6, 1–19. https://doi.org/10.17351/ests2020.277

Denis, J., & Pontille, D. (2023). Before Breakdown, After Repair: The Art of Maintenance. In A. Mica, M. Pawlak, A. Horolets, & P. Kubicki (Eds), Routledge international handbook of failure (pp. 209–222). Routledge.

Fenwick, T., & Edwards, R. (2013). Performative ontologies. Sociomaterial approaches to researching adult education and lifelong learning. European Journal for Research on the Education and Learning of Adults, 4(1), 49–63. https://doi.org/10.25656/01:7706

Fereday, J., & Muir-Cochrane, E. (2006). Demonstrating Rigor Using Thematic Analysis: A Hybrid Approach of Inductive and Deductive Coding and Theme Development. International Journal of Qualitative Methods, 5(1), 80–92. https://doi.org/10.1177/160940690600500107

Jandrić, P., Knox, J., Besley, T., Ryberg, T., Suoranta, J., & Hayes, S. (2018). Postdigital science and education. Educational Philosophy and Theory, 50(10), 893–899. https://doi.org/10.1080/00131857.2018.1454000

Lindgren, S. (2023). Critical theory of AI. Polity Press.

Medrado, A., & Verdegem, P. (2024). Participatory action research in critical data studies: Interrogating AI from a South–North approach. Big Data & Society, 11(1), 20539517241235869. https://doi.org/10.1177/20539517241235869

Pasta, S., & Zoletto, D. (2023). Postdigital Intercultures. Interculture Postdigitali. Pasta S., Zoletto D. (2023). Postdigital Intercultures, 2(Scholé (2)LXI), 19-46.

Puig de la Bellacasa, M. (2017). Matters of care: Speculative ethics in more than human worlds. University of Minnesota press.

Selwyn, N., Ljungqvist, M., & Sonesson, A. (2025). When the prompting stops: Exploring teachers' work around the educational frailties of generative AI tools. Learning, Media and Technology, 50(3), 310–323. https://doi.org/10.1080/17439884.2025.2537959

Shieh, E., Vassel, F.-M., Sugimoto, C., & Monroe-White, T. (2024). Laissez-Faire Harms: Algorithmic Biases in Generative Language Models (Version 2). arXiv. https://doi.org/10.48550/ARXIV.2404.07475

Steinert, S. (2024). Maintenance of Value and the Value of Maintenance. In M. T. Young & M. Coeckelbergh, Maintenance and Philosophy of Technology (1st edn, pp. 215–239). Routledge. https://doi.org/10.4324/9781003316213-11

Suchman, L. (2023). The uncontroversial 'thingness' of AI. Big Data & Society, 10(2), 20539517231206794. https://doi.org/10.1177/20539517231206794

Vermersch, P. (2005). Descrivere il lavoro: Nuovi strumenti per la formazione e la ricerca: l'intervista di esplicitazione (V. Lusso Cesari & A. Iannaccone, Trans.). Carocci Faber.

Zhou, X., Lavicza, Z., & Chiu, T. K. F. (2026). Developing teacher AI competence: A systematic review of beliefs, professional learning, and cultural factors. Teaching and Teacher Education, 172, 105384. https://doi.org/10.1016/j.tate.2026.105384

THE ART OF CHILDBIRTH AND THE PEDAGOGY OF REDEMPTION: THE HOSPITAL OF SAN ROCCO DELLE PARTORIENTI E DELLE CELATE AND THE EMANCIPATION OF ROMAN MIDWIVES

Rita Chiricò (Università degli Studi Niccolò Cusano, Italy)

Democracy | Emancipation | Women's work

This paper analyses the institutionalisation of obstetrics in the Papal States between 1786 and 1845, examining a case in which education, women's work and female agency converged to produce an early and structurally democratic process of professional emancipation. The research focuses on the history of the San Rocco delle partorienti e delle celate Hospital in Rome and draws upon primary sources preserved in the State Archives of Rome (ASR, University Fund, Envelopes 24-43-44-47-59-69-761-1083). It argues that the institutionalisation of the midwifery profession was fundamentally driven by a pedagogical challenge, one that ultimately reconfigured the social and epistemic conditions under which women could legitimately claim professional authority. In 1786, Pasquale di Pietro, a consistorial lawyer, financed Professor Francesco Asdrubali's trip to Paris, where Asdrubali trained at the school of Jean-Louis Baudelocque, author of L'art des accouchements (1781) and architect of a teaching method grounded in anatomical measurement and practical simulation using a mannequin. Asdrubali subsequently brought this method to Rome, together with a premise that was radical for the period: that obstetric knowledge could be taught, assessed and formally certified to women. The Edict of Cardinal Camerlengo Carlo Rezzonico of 1786 established that female students were required to complete a full academic course (ASR, University Fund, Envelope 59, 1786) prior to practising professionally, thereby transforming the empirical transmission of knowledge characteristic of the mammane into a regulated public training programme. It was precisely through institutional access to scientific knowledge that women secured the right to practise midwifery legitimately. A silver medal awarded annually to the most distinguished student at San Rocco Hospital gave formal recognition to this important achievement. Archival sources demonstrate that women were by no means passive recipients of this transformation: they were conscious and active agents within it. The licence registers document a wide and geographically diverse professional community, including Maria Antonelli (1815), Caterina Allini and Angiola Ansolmi (1816), Giulia Botti of Urbino and Teresa Bresciani of Macerata (1820), Bernardina Angeloni (1827), Lucia Altipimi, widow of Gentili of Tivoli (1831) and hundreds of others. The annotation free appearing beside certain names is not a marginal detail: it constitutes evidence of a deliberate policy of inclusion, demonstrating that the Department of Obstetrics at San Rocco Hospital, responsible for issuing licences and administering training (ASR, University Fund, Envelopes 43, 44, 47, Licence Registers,

1815–1845), recognised the transformative potential of professionalisation with respect to class distinctions and social democratisation. Particularly eloquent is the handwritten petition in Envelope 1083, in which Anna Conti requests from Monsignor Filipponi the position of substitute midwife left vacant by Anna Maria Andreoli — not an appeal for charity, but the conscious exercise of an acquired right. This paper contends that the professionalisation of the art of childbirth at San Rocco Hospital constitutes a genuine historical laboratory of female emancipation mediated by pedagogy, predating the major nineteenth-century movements for women's rights. Restoring a name and a voice to each of these women contributes not only to the history of women, but to the history of education itself.

Essential bibliography
Baudelocque Jean-Louis, L'art des accouchements, Chez Méquignon l'Aîné, Paris, 1781.
Filippini Nadia, Pregnancy, Delivery, Childbirth: A Gender and Cultural History from Antiquity to the Test Tube in Europe, Routledge, London-New York, 2020.
McTavish, Lianne, Childbirth and the Display of Authority in Early Modern France, Ashgate, Aldershot, 2005.
Pancino Claudia, Il bambino e l'acqua sporca: storia dell'assistenza al parto dalle mammane alle ostetriche (secoli XVI-XIX), Franco Angeli, Milan, 1984.
Primary sources: ASR, University Fund, Envelopes 24, 43, 44, 47, 59, 64, 69, 761, 1083

CHALLENGING GENDER-BASED VIOLENCE AGAINST WOMEN WITH DISABILITIES: NARRATIVE PRACTICES AND PEER COUNSELLING FROM AN INTERSECTIONAL PERSPECTIVE

Barbara Alesi (Univeristy of Macerata, Italy) · **Arianna Taddei** (University of San Marino Republic, San Marino Republic)

Women With Disabilities | Multidimensional Violence | PeerCounselling

Gender-based violence affects women and girls around the world (WHO, 2021). This phenomenon becomes even more complex in relation to women with disabilities, who are two to five times more likely to experience violence than women without disabilities (WHO, UN Women & HRP, 2024). From the perspectives of Feminist Disabilities Studies (Garland-Thomson, 2005; Mays, 2006) and the Intersectionality Approach (Crenshaw, 1989), women with disabilities experience the intersection of multiple systems of oppression (i.e. sexism, ableism, classism, etc.) which expose them to multiple discrimination and multidimensional violence (EDF, 2021). Particularly concerning are physical and sexual forms of violence, which disproportionately affect women with intellectual disabilities and occur mainly within intimate relationships and caregiving or family contexts (Meyer et al., 2022; García-Cuéllar et al., 2022). A further critical issue concerns the invisibility of victims, described as "bodies without weight on the scales of social justice"(Bernardini, 2018, p. 12). Women with disabilities are often excluded both from official statistics on gender-based violence and from policies aimed at preventing and addressing violence (WHO, UN Women & HRP, 2024). This invisibility is also reflected in the functioning of support services, from which they remain excluded due to multidimensional accessibility barriers and insufficient professional competence on the intersections between gender-based violence and disability (Robinson et al., 2021). Considering these critical issues, the contribution reflects on the educational challenges that Special Education should address to promote prevention strategies and emancipatory pathways for women with disabilities who have experienced violence (Romano and Taddei, 2024; UN, 2015, SDG 5.2). Attention is paid to the role of narrative and autobiographical practices as pedagogical devices capable of fostering processes of personal and social transformation (Giaconi and Capellini, 2019; Taddei, 2020; 2022). Through narrative, women with disabilities can reinterpret their experiences, recognize their rights, and strengthen processes of empowerment. At the same time, narratives contribute to challenging the sexist and ableist stereotypes that sustain violence and discrimination. At least, it provides researchers and practitioners with valuable insights for the development of inclusive anti-violence services and support interventions. Within this perspective, peer counselling (Patterson, 1990) emerges as a particularly effective transforming training strategy based on the sharing of personal experiences and mutual support. The literature highlights its emancipatory potential with women with disabilities (Barbuto et al., 2006). The processes of mirroring, empathy, and recognition of lived experience that develop between the counselor and the counselee foster the learning of trauma coping strategies, increased self-confidence, and hope for a self-determined and emancipated future (Collings, et al., 2020; Aguillard et al., 2021). In conclusion, the need to promote participatory research projects in synergy between the scientific community,

services, and women with disabilities is emphasized. As illustrated in a recent study (Buettgen et al., 2025), leveraging the experiential knowledge of women with disabilities is a key element in designing inclusive anti-violence services that include educational strategies that truly address the support needs of women with disabilities.

- Aguillard, K.; Gemeinhardt, G.; McCurdy, S.; Schick, V.; Hughes, R. (2021). "Helping Somebody Else Has Helped Me Too": Resilience in Rural Women With Disabilities With Experiences of Interpersonal Violence. Journal of interpersonal Violence, 37(17-18)
-Barbuto, R.; Ferrarese, V.; Griffo, G.; Napolitano, E. & Spinuso, G. (2006). Consulenza alla pari. Da vittime della storia a protagonisti della vita. Lamezia Terme: Comunità edizioni
-Bernardini, M.G. (2018). Soggettività "mancanti" e disabilità. Per una critica intersezionale all'immagine del soggetto di diritto. Rivista di filosofia del diritto, Journal of Legal Philosophy, 2/2018: 281-300
- Buettgen, A.; Schiariti, V.; Bernasky, T.; Mason, R.; MacDougall, K.; Du Mont, J.; Schormans, A.F.; Huijbregts, M. (2025). Co- Designing Peer Support for Women Labelled With Intellectual Disabilities Who Have Experienced Sexual Violence. Journal of Applied Research in Intellectual Disabilities, 38:e70123.
- Collings, S., I. Strnadová, J. Loblinzk, and J. Danker. 2020. Benefits and Limits of Peer Support for Mothers With Intellectual Disability Affected by Domestic Violence and Child Protection. Disability & Society, 35(3):413–434.
- Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: a Black feminist critique of antidiscrimination doctrine, feminist theory, and antiracist politics. University of Chicago legal forum, feminism in the law: Theory, practice, and criticism, (139-167). Chicago: University of Chicago Legal Forum.
- European Disability Forum (2021). Position Paper on Violence against women and girls with disabilities in the European Union. EDF.
- García-Cuéllar, M., Pastor-Moreno, G., Ruiz-Pérez, I., & Henares-Montiel, J. (2022). The prevalence of intimate partner violence against women with disabilities: a systematic review of the literature. Disability and Rehabilitation, 45(1): 1-8.
- Garland-Thomson, Rosemarie. 2005. «eminist Disability Studies.Signs 30(2): 1557-1587.
- Giaconi, C. & Capellini, S.A. (2019). Pedagogia Speciale e narrazioni: un binomio euristico e formativo per professionisti inclusivi. In Giaconi C., Del Bianco N. & Caldarelli A. (eds.), L'Escluso. Storie di resilienza per non vivere felici e scontenti. Milano: FrancoAngeli.
- Mays, J. (2006). Feminist disability theory: domestic violence against women with a disability. Disability & Society, 21(2), pp. 147–158.
- Meyer, S., Stöckl, H., Vorfeld, C., Kamenov, K., & García-Moreno, C. (2022). A scoping review of measurement of violence against women and disability. PLOS ONE, 17(1):e0263020.
- Patterson, P. (1990). Peer Counselling Training Manual. San Francisco: Indipendent Living Resource Center
- Robinson, S., Frawley, P., & Dyson, S. (2021). Access and Accessibility in Domestic and Family Violence Services for Women with Disabilities: Widening the Lens. Violence Against Women, 27(6-7): 918-936.
- Romano, A. & Taddei, A. (2024). Donne, disabilità e violenza. Sfide educative per la formazione e la ricerca nella prospettiva intersezionale. Educational Reflective Practices, (1): 223-242
- Taddei, A. (2020). Come Fenici. Donne con disabilità e vie per l'emancipazione. Milano: FrancoAngeli.
- Taddei, A. (2022). Out of focus: Ritratti di donne con disabilità attraverso l'obiettivo narrativo. Italian Journal of Special Education for Inclusion, X(1): 239-248
United Nations. (2015). Transforming our World: The 2030 Agenda for the Sustainable Development Goals.
- World Health Organization, Human reproduction programme (HRP), & United Nations Women (2024). Measuring violence against women with disability: data availability, methodological issues, and recommendations for good practice. UN WOMEN.
- World Health Organization. (2021). Violence Against Women Prevalence Estimates, 2018. WHO.

BELL HOOKS AND THE LEGACY OF BLACK FEMINISM. FEMINIST THOUGHT AND PEDAGOGICAL REFLECTION

Emilija Voinovska (Università degli Studi di Roma Tor Vergata, Italy)

bell hooks | Engaged Pedagogy | Black Feminism

The contribution aims to examine the relationship between feminist claims and pedagogical reflection in bell hooks' thought, exploring some of the theoretical and epistemological assumptions that inform her engaged pedagogy. Specifically, through a combined historical and theoretical reading, it seeks to foreground hooks' contribution to expanding the horizons of feminist and anti-racist critique, thus drawing attention to the theoretical frameworks that shaped her conception of teaching as transgression—against and beyond boundaries. Situating the analysis within the intellectual climate of the Black Women's Literary Renaissance and in implicit dialogue with Audre Lorde's thought, the talk will, on the one hand, reconstruct the historical, social, and cultural milieu in which hooks' early writings—often read as precursors to intersectionality—took shape; on the other, it will show how the cultural and political work of leading figures of Black feminism contributed to redefining the categories of woman, difference, and liberation within the feminist and anti-racist movements that emerged between the 1960s and 1970s. From this perspective, Black feminism can be understood as an epistemic practice—shaped by the "outsider within perspective" (Collins, 1986)—aimed at expanding the traditional boundaries of knowledge, citizenship and democratic participation by interrogating the relations among race, gender, social class and sexuality, thus opening up new possibilities for political imagination. Against this background, drawing on central motifs in the thought of Lorde and hooks—especially the interplay between experience, language, and action—

there emerges a reconceptualization of power as a generative and creative force capable of shaping processes of subjectivation as well as fostering forms of critical reflexivity in both teachers and learners. Within this framework, hooks' engaged pedagogy appears as a deeply political and relational act (Maddalena, 2025), as the outcome of a broader radical feminist vision aimed at challenging hierarchies while fostering mutual transformation.

Collins, P. H. (1986). Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought. Social Problems, 33(6), S14–S32.
Gillespie, C. R. (2021). Black women's feminist literary renaissance of the late twentieth century. In J. Hobson (Ed.), The Routledge companion to Black women's cultural histories. New York, NY: Routledge, pp. 342–351.
hooks, b. (1984). Feminist Theory: From Margin to Center, Boston: South End Press.
Id. (1989). Choosing the Margin as a Space of Radical Openness. Framework: The Journal of Cinema and Media, (36), 15–23.
Id. (1994). Teaching to Transgress: Education as the Practice of Freedom, New York: Routledge.
Lorde, A. (1984). Sister Outsider: Essays and Speeches, Berkeley: Crossing Press.
Maddalena, S. (2025). Educating in times of crisis. The radical lesson of bell hooks. Medical Humanities & Medicina Narrativa - MHMN, 11(2), 47-58.

RELATIONAL BIOGRAPHIES AND THE DEMOCRACY OF CARE IN ELENA FERRANTE'S MY BRILLIANT FRIEND

Sara Carlesimo (Indipendent researcher, Italy)

democracy of care | female friendship | Elena Ferrante

This paper aims to analyse the theme of the democracy of care and the possibility it offers to weave networks and relationships that are alternatives to the patriarchal model, focusing on the representative example provided in Elena Ferrante's My Brilliant Friend. The networks of ambivalent and complex relationships that develop between the women in the tetralogy, although they unfold on different levels and in multiple ways, can be broadly categorised into two main groups. On the one hand, the impromptu moments of confrontation in which the women find themselves discovering, with a light-heartedness and a playful spirit tinged with bittersweet tragicomedy, the difficulties they share in navigating the male rules (Ferrante 2012: 81). The shared experiences discovered in face-to-face encounters with one another and the resulting unexpected alliance forged in these occasional moments of self-awareness are, at the same time, both a personal and political prerequisite for the explosion of collective organisational movements that constitute the second broad category under consideration. We will examine figures of men and women who embody patriarchy in its most overt forms of physical violence, but also in the more subtle forms of psychological violence and the more systemic forms of symbolic violence. In contrast to these models, we will seek to outline the complex exemplarity of the democratic project, which is articulated in the complementarity between the relational history of the biographical narratives of two women and Italian, European and global history, from the post-war period up to the 2000s. The moments of relational networks between women come to represent the 'history' and the 'History' of feminism: the representations, the destinies of women, the constitution of individuality and otherness in shared lives that are part of the overwhelming tide of the founding and widespread diffusion of Italian feminism. The model of the democracy of care proposed by Ferrante is revolutionary from the very moment of its articulation and artistic assertion. Among the major gaps in a patriarchal literary history is, in fact, the scant literary representation of relationships between women (Woolf 2013: 174), whilst cultural and linguistic representations show a strong emphasis on the demonisation of female relationships (Federici 2004: 243). For Ferrante, the choice to depict female friendship serves merely as a starting point for a broader symbolic and representational redefinition of relationships between women, paving the way for a political, literary and philosophical project that challenges the egotistical framework of the Subject (Cavarero 1997: 78). Considering the foundational principles of feminist thought, a revolutionary democracy of care begins with a new conception of the relationship with mothers and friends. The narrative of patriarchal motherhood is subjected to critique so that it may be accepted in its ambivalence and analysed as the first form of mutual dependence experienced between women. Recognising oneself in the Other and the fundamental importance of sisterhood among women for each woman's survival in the patriarchal world offer a narrative of friendship that stands in critical opposition to simplistic representations of relationships that are subservient to the male world.

Ferrante, Elena, 2012. Storia del nuovo cognome, Roma, e/o.

Woolf, Virginia, 2023. Una stanza tutta per sé, Milano, BUR.
Federici, Silvia, 2020. Calibano e la strega, Milano, Mimesis.
Cavarero, Adriana, 1997. Tu che mi guardi, tu che mi racconti, Roma, Feltrinelli.

CAN THE MUSEUM FUNCTION AS A PLATFORM FOR SOCIAL RESONANCE?

Bianca Basile (Università degli Studi di Milano Bicocca, Italy)

museum social impact | social measuring tool | intersectionality

According to the last International Council of Museums (ICOM) definition of 2022, museums are: «Open to the public, accessible and inclusive, [fostering] diversity and sustainability. They operate and communicate ethically, professionally and with the participation of communities, offering varied experiences for education, enjoyment, reflection and knowledge sharing»[1]. Although lagging significantly behind the international scene, in recent years Italian museums embraced the themes of accessibility, critical thinking and contemporary social issues from an intersectional perspective. This theoretical alignment is usually reflected in the exhibition topics. However, the incorporation of this perspective is most often the responsibility of the Education Department, which manages relations with the public. Measuring a museum's social impact involves creating a genuine dialogue between the public and the institution, as well as promoting a governance model that responds as much as possible to the public's needs, both as a community to which the museum belongs and as a community it represents. The aim of this ongoing research project is to explore the reasons behind and the foundations of the creation of the Museum of Impact Framework, and to investigate whether and how Italian museums incorporate the theme of social impact. Based on the tool's glossary, an interview framework will be developed and presented to a sample of education departments in Italian museums located across different geographical areas, starting with those specializing in contemporary art. [1] Italics by the author

B. hooks, Insegnare comunità. Una pedagogia della speranza, Meltemi, 2022
S. Bodo, A. C. Cimoli, Il museo necessario. Mappe per tempi complessi, Nomos Edizioni, 2023
F. Giordano, F. Perrini, Impatto sociale. Interventi di inclusione e strumenti per la misurazione, EGEA, 2025

LEARNING FROM LADY ADA LOVELACE: BRIDGING EARLY COMPUTING AND ARTIFICIAL INTELLIGENCE

Rita Franceschetti (Università degli Studi di Roma Tor Vergata, Italy)

Ada Byron Lovelace | Computing machine | Education

The English Scientist Alan Turing, with his hypothesis, aimed at establisishing a mathematical analogy between the numerical computer and the human mind. Turing therefore examines the main objections to the idea that machines can think and, at the same time, proposes his own definition of thought and intelligence. This definition comes from his refutation of the argiument proposed by Ada Byron Lovelace, known as the "Lady Lovelace objection". Turing cites a statement by Lovelace, often regarded as the first programmer in history, taken from an essay on the Analytical Engine designed by the inventor Charles Babbage. In this text she states that "the Analytical Engine has no pretentions to originate anything. It can do whatever we know how to order it to perform." According to this view, a machine would be incapable of producing anything truly new, merely executing instructions and performing actions whose consequences are predictable for humans. Although neither Lovelace nor Babbage could foresee the later developments and potential of computing machines, Turing considers this claim incorrect. The weak version of the Lovelace objection argues that a machine can never do anything genuinely new. Turing responds ironically by invoking the saying "There is nothing new under the sun," adding that no one can be certain that their own "original work" is not simply the result of a seed planted by education or the consequence of applying well-known general principles. Finally, Turing addresses the strong version of the objection, according to which a machine can never take a human by surprise. He challenges this claim by referring to his own experience, noting that machines often surprise him. Although he recognizes that this response is not fully decisive, he observes that judging something as "surprising" always requires a creative mental act, whether the source of

the surprise is a human being, a book, a machine, or something else. Turing beliefs that machines cannot produce surprising outcomes often stems from a common error, particularly among philosophers and mathematicians: the assumption that once a fact appears in the mind, all its consequences are immediately apparent. As a result, people tend to underestimate the value of simply working out the consequences of given data and general principles, overlooking the genuine significance of such processes. The objective of this abstract is to highlight the historical and pedagogical importance of Ada Lovelace, not only as a pioneer of computing but also as a figure of educational significance and as the first woman to address the issue of creativity and originality in computers. By examining the debate surrounding the Lovelace Objection, the study aims to emphasize the role of Lady Lovelace not only as a mathematician but also as an intellectual and pedagogical personality whose reflections on machines and logical instruction contribute to a broader pedagogical understanding of computational thinking. From this perspective, Lovelace emerges as an early thinker linking mathematical reasoning, education, and the conceptual foundations of computer science, becoming an anticipator and a key reference point for contemporary reflections on artificial intelligence.

1) Hollings, C., Martin, U., & Rice, A. (2017). The early mathematical education of Ada Lovelace. BSHM Bulletin: Journal of the British Society for the History of Mathematics, 32(3), 221–234. https://doi.org/10.1080/17498430.2017.1325297

2)Carlucci Aiello, L., The multifaceted impact of Ada Lovelace in the digital age,

Artificial Intelligence, Volume 235, 2016, 58-62, ISSN 0004-3702, https://doi.org/10.1016/j.artint.2016.02.003

3)Bringsjord, S., Bello, P., Ferrucci, D.: Creativity, the turing test, and the (better) lovelace test, pp. 215–239 (2003). https://doi.org/10.1007/978-94-010-0105-2_12

4) Turing, A. M. I.—Computing Machinery and Intelligence, Mind, Volume LIX, Issue 236, October 1950, pp. 455-456, https://doi.org/10.1093/mind/LIX.236.433.

G.19

Uncertain Futures, Structured Inequalities: Habitus, Time and Transformation in Education

PANEL CONVENORS: Marco Romito (Università di Milano-Bicocca, Italy)

PANEL KEYWORDS: Habitus, Time, Transformation

The panel explores the theme of de-classifying higher education, examining how temporal factors, shared barriers, and imagined futures shape students' experiences and academic trajectories. The contributions investigate dynamics of access, retention, and social mobility, highlighting how structural and cultural obstacles intersect with the expectations and aspirations of young people in university contexts. The analysis of "temporal fields" allows for an understanding of how educational pathways are shaped not only by present conditions but also by projections and desires for the future, offering insights for rethinking policies, practices, and tools that can foster equity, inclusion, and shared visions of educational development.

HYSTERESIS, SYMBOLIC VIOLENCE AND A HABITUS OF RESISTANCE: A BOURDIEUSIAN ANALYSIS OF SCHOOL GOVERNANCE IN ENGLAND.

Dr Jan Hetherington (University of Derby, United Kingdom)

hysteresis | resistance | corporatised leadership

Global education systems have experienced significant structural transformation as corporatised reform imperatives increasingly penetrate the field of public education (Lingard and Hursh, 2019). Privatisation agendas have progressively displaced democratic logics, installing market-oriented doxa as the organising principle of educational governance (Gunter et al., 2016). This reconfiguration has transferred legitimate authority away from democratically constituted institutions toward corporate actors, whose accumulated economic capital affords disproportionate symbolic power in shaping educational policy trajectories (Au and Ferrare, 2015). This paper explores the hysteresis effect and the symbolic violence experienced by parents engaged in decision-making within the empowered and public spaces of a corporatised school governing body in England. Specifically in England, the field conditions structuring school governance have become simultaneously corporatised and professionalised (Hetherington and Forester, 2025a; Healey, 2024), producing a system-

atic privileging of skill over stake (Simkins et al., 2019). Subsequently, valorising particular parents in participating in school decision-making, reproducing the dominance of white, middle-class professionals across both the formal empowered and informal public spaces of governance (Kultz, 2021; Reay, 2004; Hetherington and Forester, 2025b), and generating fundamental questions concerning whose voice legitimately represents the local (Woods et al., 2014). I draw on Bourdieu's concepts of field, habitus and hysteresis to explain and theorise the positioning of parents in the field and their response to misrecognition and associated symbolic violence. I argue that those privileged and valorised parents navigating the corporatised field of school governance having the dispositions and symbolic capital to enter the field successfully accumulating further capital and positioning themselves higher in the field. Those others or marginalised parents from subordinated communities, find their dispositions and capital out of place in the field, experiencing both the hysteresis effect and misrecognition of their capital, experiencing significant symbolic violence. Symbolic violence in the form of anti-democratic, civilising and silencing practices is metered out to all parents, irrespective of their illusio for the game. Furthermore, I argue that the response to this symbolic violence is dependent on individual parents' historical trajectories, habitus and capital. This argument is revealed through the analysis of data from the accounts of three parents contributing to the decision-making in school governance. The data originated from a wider study exploring alternatives to corporatised models of school governance in neoliberal contexts of education (Hetherington and Forester, 2025b). Using hysteresis in this way allows me to make significant and original empirical and theoretical contributions to the field. Thinking with Bourdieu, firstly I contribute that parents navigate hysteresis, misrecognition and symbolic violence, whether acquired to the field (Healey, 2024) or not. Secondly, symbolic violence, I argue, is mandated through inculcated corporatised leadership practices, is designed to advance the orthodoxy of dominant field structures, reinforcing dominant field positions whilst further subordinating others. Significantly and finally drawing on Bourdieu and his lacuna regarding individual acts of resistance, I argue that the concept of hysteresis be expanded to include notions of agentic resistance, habitual reflexivity and postulate a habitus of resistance.

Au, W., and J. J. Ferrare (eds.). 2015. "Introduction: Neoliberalism, Social Networks, and the New Governance of Education." In Mapping Corporate Education Reform. Power and Policy Networks in the Neoliberal State, 1–22. New York: Routledge.

Bourdieu, P. (1990) The Logic of Practice. Cambridge: Polity Press.

Crossley, N. (2001). The Phenomenological Habitus and Its Construction. Theory and Society, 30(1), 81–120.

Gunter, H. M., E. Grimaldi, D. Hall, and R. Serpieri, eds. 2016. New Public Management and the Reform of Education. European Lessons for Policy and Practice. London: Routledge.

Hetherington, J.E. and Forrester, G., 2025a. Brand advantage, risk mitigation, and the illusion of democracy: Approaches to school governance. Educational Management Administration & Leadership, 53(4), pp.870-886.

Hetherington, J.E. and Forrester, G., 2025b. Illusionary, silencing and civilising–(un) democratic practices in school governance. Journal of Education Policy, 40(1), pp.44-65.

Healey, K B. "The Corporatisation of Parental Engagement in Multi-Academy Trust Leadership in Subordinated Communities: Thinking with Bourdieu's Field Theory." In Critical Education Leadership and Policy Scholarship: Introducing a New Research Methodology, pp. 91-104. Emerald Publishing Limited, 2024.

Kulz, C. (2021) 'Everyday erosions: neoliberal political rationality, democratic decline and the Multi-Academy Trust', British Journal of Sociology of Education, 42(1), pp.66-81.

Lingard, B., and D. Hursh. 2019. "Grassroots Democracy in New York State: Opting Out and Resisting the Corporate Reform Agenda in Schooling." In Re-Imaging Education for Democracy, edited by S. Riddle and M. Apple, 239–255. London: Routledge.

Møller, J. 2017. "Leading Education Beyond What Works." European Educational Research Journal 16 (4): 375–385. https://doi.org/10.1177/1474904117705487.

Reay, D. (2004) 'It's all becoming a habitus': beyond the habitual use of habitus in educational research, British Journal of Sociology of Education, 25(4), pp.431–444.

Simkins, T., J. Coldron, M. Crawford, and B. Maxwell. 2019. "Emerging Schooling Landscapes in England: How Primary System Leaders Are Responding to New School Groupings." Educational Management Administration & Leadership 47 (3): 331–348. https://doi.org/10. 1177/1741143217751079.

Woods, P. and Simkins, T. (2014) 'Understanding the local' Educational Management Administration and Leadership, 42(3), pp.324–340.

FORCED HABITUS TRANSFORMATION: FAST TRACK TO EMPLOYMENT FOR NEWLY ARRIVED ACADEMICS IN SWEDEN

Ida Lidegran (Uppsala University, Sweden)

establishment program | newly arrived academics | habitus

The object of the study concerns interventions aimed at newly arrived highly educated migrants in Sweden. I have investigated participants attending a so-called 'establishment program', with the optimistic designation 'The fast track'. From a theoretical point, the individuals' encounter with the establishment program, 'The fast track', is seen through the lens of Abdelmalek Sayad: the immigrant must be understood in relation to his or her previous emigrant status (Sayad 1999). As Sayad clearly points out, the immigrant is above all a migrant whose social history sets the conditions for immigration. Pierre Bourdieus's concept habitus (Bourdieu 1980), is used in the study to understand the forced habitus transformation that migrants experience during their establishment in a new community. The empirical material consists of 60 interviews with newly arrived academics. The time during 'The fast track' invoked to a great extent their shared experience of not being Swedish. 'The emigrant' was given little space or none at all. For the participants, their educational background is important, which can be understood in terms of a matter of honour, where education is the resource that makes one honorable and that one hopes will be recognised in the new country. The participants wish to rehabilitate their cultural capital with the emigrant's feeling that the background is important, but learn to cope with being just an immigrant. In general, education is closely connected to cultural values and traditions, but this link is here decoupled, which leads to a process of misrecognition of the immersion of education in culture. To handle a group of individuals from different parts of the world, with various needs, the solution becomes an acculturation process in 'the Swedishness' which at the same time means a deculturation process for the migrants, in short a forced habitus transformation process.

Bourdieu, P. (1980), Le sens pratique. Paris : Les Ed. de minuit.
Sayad, A. (1999), La Double Absence. Des illusions de l'émigré aux souffrances de l'immigré. Paris: Seuil.

DROPOUT AND THROUGHPUT IN TEACHER EDUCATION: STUDENTS' EDUCATIONAL STRATEGIES

Emma Laurin (Stockholm University, Sweden)

Bourdieu | Dropout | Teacher education

Higher education has undergone a massive expansion in recent decades. However, dropout rates remain high. In countries within the Organisation for Economic Co-operation and Development one-third of students who enroll in university drop out (Aina et al. 2022). Studies identifying individual factors contributing to dropouts, such as health, finances, and academic capacity (e.g., Li & Carroll 2020, Von Hippel & Hofflinger 2021), have been complemented by research acknowledging the importance of contextual factors (Behr et al. 2021). Yet there is a lack of studies that consider the status and position of an education program within the field of higher education. Drawing on Bourdieu's concepts of fields, strategies, and capital (Bourdieu, 1996; Bourdieu & Wacquant, 1992) this study explores throughput and dropout in preschool and primary teacher education programs in Sweden. These programs were characterised by low throughput and a subordinate position within the field of higher education. The aim of the study is to examine how throughput and dropout are related to the positions of the programs within the field of higher education and to the educational strategies of students attending the programs. The study is based on 47 interviews with students and staff at the preschool and primary teacher programs at Uppsala University. Most of the interviews were carried out digitally and lasted 50–60 minutes. The themes for the student interviews were the students' professional and educational backgrounds, pathways to and expectations of the teacher program, experiences of the studies, views on the preschool and primary teaching profession, and experiences of dropped studies. Interviews with educational officials focused on student throughput and dropout. The interviews were analysed using thematic analysis (Braun & Clarke 2022). The study offers three key insights. First, a significant gap existed between students' expectations of easy program completion and the actual demands. This gap was fuelled by the programs' marginalised status in higher education alongside staff efforts to uphold educational quality. Second, students with relatively much cultural and social capital developed educational strategies in which they collaborated with each other to

bridge this gap. Lastly, staff efforts to protect education quality, and the strategies of well-resourced students created internal tracking systems that instigated dropout among less-resourced students. The results resonate with previous Bourdieusian research which indicates that students lacking social and cultural capital are more likely to drop out (Thomas 2002, Lehmann 2007, Longden 2004, Romito et al. 2020). However, the study develops this by identifying that a scarcity of resources not only fosters a sense of alienation within the higher education system but also that students with more capital may distance themselves from those with fewer resources, thereby possibly contributing to their risk of dropping out. This distancing serves both to manage the resource rich students' own academic commitments and to protect the status of the preschool and teacher program and the preschool and teacher profession.

Aina, C., Baici, E., Casalone, G. & Pastore, F. (2022) The determinants of university dropout: A review of the socio-economic literature, Socio-Economic Planning Sciences, 79, 1–16.

Behr, A., Giese, M., Teguim Kamdjou, H. D., & Theune, K. (2020) Dropping out of university: a literature review. Review of Education, 8(2), 614–652.

Bourdieu, P. (1996) The State Nobility: Elite Schools in the Field of Power, Polity Press.

Bourdieu, P., & Wacquant, L. (1992) An Invitation to Reflexive Sociology, The University of Chicago Press.

Braun V. and Clarke V. (Sage 2022) Thematic Analysis: A Practical Guide, Sage

Lehmann, W. (2007) "I just didn't feel like I fit in": The role of habitus in university drop-out decisions, Canadian Journal of Higher Education, 37(2), 89–110.

Li, I. W., & Carroll, D. R. (2020) Factors influencing dropout and academic performance: an Australian higher education equity perspective. Journal of Higher Education Policy and Management, 42(1), 14–30.

Longden, B. (2004) Interpreting student early departure from higher education through the lens of cultural capital. Tertiary Education and Management, 10, 12–138.

Romito, M. Pilutti, S., Contini, D. (2020) Why do students leave university? Qualitative research at an Italian higher education institution, Eur J Educ., 456–470.

Thomas, L. (2002) Student retention in higher education: the role of institutional habitus. Journal of education policy, 17(4), 423–442.

Von Hippel, P. T., & Hofflinger, A. (2021) The data revolution comes to higher education: identifying students at risk of dropout in Chile. Journal of Higher Education Policy and Management, 43(1), 2–23.

GEOGRAPHIC CAPITAL, TERRITORIAL STIGMA AND EDUCATIONAL INEQUALITIES: A BOURDIEUSIAN PERSPECTIVE ON SOUTHERN ITALIAN MIGRATIONS

Martina Brighenti (University of Palermo, Italy)

Geographic Capital | Intersectionality | Southern Italians Migrations

This paper examines educational inequalities through the case of Southern Italian migrations to the North (Italy and Europe), developing a Bourdieusian and intersectional framework to analyse how territorial origin shapes social recognition, educational trajectories, and opportunities for social mobility. In particular, the paper highlights the role of territorial stigma in reproducing inequalities and constraining opportunities for social change within educational systems. Drawing on documented micro-aggressions against "new Southern Italian migrants," the paper examines how these stereotypes have persisted over time—becoming more latent yet remaining deeply effective in structuring social reality and producing forms of structural exclusion (Mazzola et al., 2019; Veneziano Labanca et al., 2025; Berti & Zanotelli, 2008). In the Italian context, historical North–South divides and entrenched anti-Southern racism manifest in unequal access to educational opportunities, including educational services, underinvestment in school infrastructure in the South, and higher levels of educational poverty. This divide also persists in more recent educational migrations, including at the university level. In this context, migration has often functioned as a strategy for social mobility, with individuals and families moving to Northern Italy or Northern Europe in pursuit of better educational and economic opportunities. The theoretical framework integrates Pierre Bourdieu's theory of practice with insights from social stratification and migration sociology. While Bourdieu documented the reproduction of inequalities through habitus, symbolic power, and different forms of capital, this paper extends his framework to a geographical dimension by conceptualizing Geographic Capital as a distinct form of capital. Geographic Capital interacts with cultural and symbolic capital, is field-dependent, closely tied to social class and gender, and operates through mechanisms of symbolic violence that structure recognition and legitimacy within educational contexts. This approach allows us to integrate social class, gender, and territorial origin as interdependent axes shaping educational outcomes, highlighting how inequalities are reproduced within schooling. The concept emerges from structural inequalities both within the nation-state and across European regions, helping to explain the "territorial penalty" observed in historical internal migrations of the 1960s as well as in more recent mobility patterns, including second-generation educational outcomes (Badino, 2014; Berti & Zanotelli, 2008; Ceravolo et al., 2011; Panichella, 2014,

2018; Romito, 2012). By positioning geographic origin as a central axis of inequality within an intersectional perspective, the paper combines decolonial and gender analyses with Bourdieusian sociology (Bourdieu, 1972; Kimberlé Crenshaw, 1989; Conelli, 2022; Chambers, 2014; Giuliani, 2011; Mezzadra, 2002). Historical patterns of internal migration and the formation of peripheral neighbourhoods demonstrate how territorial stigma and layered social networks are reproduced across generations, shaping educational aspirations, trajectories, and opportunities for mobility. The key contribution of the paper is both conceptual and analytical. Geographic Capital provides a tool to understand how territorial origin mediates recognition, capital convertibility, and social trajectories within educational fields. By foregrounding the spatialized dimension of inequality, the paper contributes to debates on the reproduction of educational inequalities and offers insights for addressing persistent territorial disparities in contemporary European education.

Badino, A. (2013). Strade in salita. Figlie e figli dell'immigrazione meridionale al Nord. Milano: FrancoAngeli.

Basile, D. (2014). La casa, la strada e la scuola. Seconde generazioni di immigrati

meridionali a Torino. In Rapporto Italiani nel mondo 2014. Città di Castello: Editrice Tau.

Berti, F., e Zanotelli, F. (2008). Emigrare nell'ombra. La precarietà delle nuove migrazioni interne. Milano: FrancoAngeli.

Conelli, C. (2022). Il rovescio della nazione. La costruzione coloniale dell'idea di

Mezzogiorno. Napoli: TAMU.

Giuliani, G. (2011). Il bianco negro. La "bianchezza" in Italia dall'Unità al fascismo. Firenze: Le Monnier.

Mezzadra, S. (2002). Leggere Gramsci oggi. Materialismo geografico e subalternità. In Orizzonti Meridiani (a cura di), Briganti o emigranti. Sud e movimenti tra conricerca e studi subalterni. Napoli: Manifestolibri.

Mezzola A., M. Martiniello, E. Mescoli. (2019). Le comunità italiane in Belgio. Nascita, trasformazione e ritorno degli stereotipi.

Panichella, N. (2014). Meridionali al Nord. Migrazioni interne e società italiana dal dopoguerra a oggi. Milano: FrancoAngeli.

Panichella N. (2018).The class attainment and the career mobility of southern italians in northern Italy and in west Germany. A comparison between internal and international migrants, Advances in Life Course Research, Volume 35, Pages 11-23.

Pugliese, J. (2002). Race as category crisis. Social Semiotics, 12(2), pp. 149–162.

Romito, M. (2012). Crescere alle Vallette. Una ricerca sulla riproduzione delle disuguaglianze sociali tra i figli degli immigrati meridionali a Torino. Milano: FrancoAngeli.

Vassallo, B. (2023). Linguaggio inclusivo ed esclusione di classe. Napoli: TAMU.

Veneziano Labanca G., Fontanari E, Sala E. (2025). Precarious workers on the move the migrantisation of Italian healthcare professionals in Germany, Mobilities, DOI: 10.1080/17450101.2025.2481313

INVESTING IN SCHOOL HEALTH SERVICES: ILLUSIO AND MARKET COMMITMENT IN THE NEOLIBERAL WELFARE STATE

Joakim Lindgren (Umea university, Sweden) · **Emma Laurin** (Stockholm university, Sweden) · **Linda Rönnberg** (Umea university, Sweden) · **Malin Benerdal** (Umea university, Sweden)

marketisation · illusio · school health services

Neoliberal restructuring has shifted welfare provision from state responsibility to a market-driven model involving private actors (Harvey, 2005; Jessop, 2002). This has transformed the management and understanding of social issues. Increasingly, entrepreneurial actors are seen as key drivers of innovation and responsibility within evolving policy networks (Rose, 1999; Ball, 2012). Social entrepreneurship that creates social value through different business methods, positions private providers as essential in addressing gaps within the welfare system (Dees, 1998). However, as Bandinelli (2020) observes, the term 'social enterprise' captures a tension between market-oriented profit motives and traditional public sector norms. This raises questions about how social entrepreneurs reconcile such tensions and what their motivations can reveal about the welfare state more generally. In this presentation, we aim to address these questions by listening to private actors in the Swedish School Health Service (SHS) field. In Sweden, all students must have access to SHS, including medical, psychological, psychosocial and special-education support. Private actors offer their services to schools and principal organisers who struggle with the complexities of various health promotion strategies and preventative measures, addressing increasing problems such as declining mental health, bullying, absenteeism, and low academic achievements. Services may include staffing, CPD, methods, programmes, and digital tools (Lindgren et al, forthcoming). The presentation analyses interviews with 18 private SHS actors representing companies with varying sizes and focus. The interviews addressed how the private actors described their work, mission, aims and experiences from collaborating with schools and the principal organisers. To analyse the interviews, we draw on the notion of illusio, i.e. the collective conviction that the stakes within a particular field are worthwhile (Bourdieu & Wacquant,1992). Illusio describes a

practical engagement, interest, and emotional investment that connect individuals to the field, rendering their involvement meaningful. The tentative results show that the private actors act based on a distinctive illusio, shaped by a mix of economic, symbolic, moral, and professional motivations. They pursue expansion and contracts, and they seek legitimacy and recognition from schools and principal organisers. They are committed to narratives of care, child wellbeing, and social responsibility, and their engagement is characterised by expertise, evidence-informed practices, and innovation. Their convictions help explain why they prioritise branding that prioritise care over commerce, accept regulation and share professional norms, tolerate slim profits, and present expansion as a means rather than merely an end. Taken together, we argue that illusio offers a powerful theoretical tool to analyse SHS as hybrid welfare–market field, where economic, professional, moral, and regulatory logics are intertwined. The SHS field is a "state-constructed market" (cf Bourdieu, 2014), and the results display a close relationship between state policy and actors' illusio. Regulation and procurement practices thus serve to produce the ideals and stakes worth believing in. In sum, these results provide important insights to understand the transformation of the welfare state, including how the dominance of New Public Management has colonised and instrumentalised professional domains – a situation where a social entrepreneurship-career may constitute an alternative and even an act of resistance.

Ball, S. J. (2012). Global Education Inc: New policy networks and the neo-liberal imaginary. London: Routledge.
Bandinelli, C. (2019). Social Entrepreneurship and Neoliberalism: Making Money While Doing Good, Bloomsbury Academic.
Bourdieu, P. & Wacquant, J.D. (1992), An invitation to reflexive sociology, Chicago: The University of Chicago Press.
Bourdieu, P. (2014), The Social Structures of the Economy. Cambridge: Polity Press.
Dees, J.G. (1998). The Meaning of "Social Entrepreneurship". The Kauffman Center for Entrepreneurial Leadership, Stanford University.
Harvey, D. (2005). A Brief History of Neoliberalism. Oxford: Oxford University Press.
Jessop, Bob. (2002). The Future of the Capitalist State. Cambridge: Polity Press.
Lindgren, J, Benerdal, M., Laurin, E. & Rönnberg, L. (forthcoming). Involuntary Outsourcing – Municipalities Navigating the Swedish School Health Market.
Rose, N. (1999). Powers of Freedom: Reframing Political Thought. Cambridge: Cambridge University Press.

THE PERFORMATIVE LOGIC OF SCHOOL EXPERIENCE: WHEN THE FUTURE FADES AND JUDGMENT TAKES OVER

Rita Fornari (Unimarconi, Italy)

School performativity | Authenticity | Student voice

This contribution starts from a question that emerged from the encounter with students' metaphors and silences: what are we really evaluating when we measure school experience? Behind grades, learning outcomes, and standardized performances, what remains unheard? Drawing on a school guidance project launched in 2024 involving over 300 high school students in Italy, the paper explores how a performative logic pervades contemporary school experience. The interpretations presented are not imposed from above but emerge from a situated, participatory process based on students' responses to open-ended questionnaires, revisited in classroom workshops, and negotiated with students through dialogue. This methodological approach ensures that students' voices are not merely illustrated but actively shape the analysis. The findings suggest that performative pressures operate on two interconnected fronts: emptying the future of orientation while crushing the present under the weight of bureaucratic, impersonal, and relentless evaluation. On one side, the future becomes evanescent. Students describe school as an "exercise bike" on which they "pedal a lot but remain stationary", a "hell where, at the end of it all, there is light", a "roundabout" where, not knowing which direction to take, they "keep going round in circles". They invest effort without real belief and work without a clear horizon. When asked about their dreams and their likely future jobs, a consistent gap emerges: the multiplicity of possible futures (MotoGP racing, K-pop idol, tattooing) collides with the pragmatism of the "Plan B" (kindergarten teacher, choreographer). The future is not a project but a source of anxiety – too distant, too uncertain, too abstract to grasp. On the other side, the present is saturated with judgment. Students' most difficult moments are almost always moments of evaluation: the first failure ("the first 3.5"), the accumulation of tests, the threat of being held back. The pervasiveness of evaluative anxiety extends beyond grades to the very relationship with teachers: students describe being "targeted", "humiliated", "abandoned". One student, reflecting on a teacher's comment – "what kind of man will you become?" – adds: "I would kill myself if I were held back." Another recalls: "no teacher wanted to help me, and I felt abandoned to myself." In this context, authenticity –

understood in a Sartrean sense as the capacity to assume responsibility for one's own choices and future – becomes a fragile and conflictual process. Students are asked to project themselves into an uncertain future while being constantly judged in a present they struggle to inhabit.

Ball, S.J. (2003), Class Strategies and the Education Market: The Middle Classes and Social Advantage, London, Routledge
Ball S.J. (2003), The teacher's soul and the terrors of performativity, Journal of Education Policy, 18(2), pp. 215–228.
Ball S.J. (2012), Global Education Inc.: New Policy Networks and the Neo-Liberal Imaginary, Routledge, London.
Bernstein B. (1971), Class, Codes and Control: Theoretical Studies Towards a Sociology of Language, Routledge & Kegan Paul, London.
Bourdieu P. (1980), Le sens pratique, Minuit, Paris.
Bourdieu P. (1990), The Logic of Practice, Polity Press, Cambridge.
Bourdieu P. (1994), Raisons pratiques. Sur la théorie de l'action, Seuil, Paris.
Bourdieu P., Passeron J.-C. (1970), La reproduction. Éléments pour une théorie du système d'enseignement, Minuit, Paris.
Dubet F. (1994), Sociologie de l'expérience, Seuil, Paris.
Dubet F., Martucelli D. (1996), À l'école. Sociologie de l'expérience scolaire, Seuil, Paris.
Fielding M. (2004), Transformative approaches to student voice: theoretical underpinnings, recalcitrant realities, British Educational Research Journal, 30(2), pp. 295–311.
Foucault M. (1975), Surveiller et punir. Naissance de la prison, Gallimard, Paris.
Foucault M. (2001), L'herméneutique du sujet. Cours au Collège de France (1981–1982), Seuil, Paris.
Frank A.W. (1995), The Wounded Storyteller: Body, Illness, and Ethics, University of Chicago Press, Chicago.
Gadamer H.-G. (1989), Truth and Method (2nd rev. ed., J. Weinsheimer & D.G. Marshall, Trans.), Crossroad, New York.
Han B.-C. (2015), The Burnout Society, Stanford University Press, Stanford.
Jensen K. (2006), Metaphors as a bridge to understanding educational and social contexts, International Journal of Qualitative Studies in Education, 19(2), pp. 229–244.
Lakoff G., Johnson M. (1980), Metaphors We Live By, University of Chicago Press, Chicago.
Merton R.K. (1968), Social Theory and Social Structure, Free Press, New York.
Power M. (1997), The Audit Society: Rituals of Verification, Oxford University Press, Oxford.
Romito, M. (2016), «I materiali dell'orientamento scolastico. Analisi di una tecnologia di governo», Scuola democratica, 1, 69-92
Rosa H. (2013), Social Acceleration: A New Theory of Modernity, Columbia University Press, New York.
Sartre J.-P. (1946), Existentialism Is a Humanism, Nagel, Paris.
Sennett R. (2006), The Culture of the New Capitalism, Yale University Press, New Haven.
Weick K.E. (1995), Sensemaking in Organizations, Sage, Thousand Oaks.

DE-CLASSIFYING HIGHER EDUCATION: TEMPORAL FIELDS, SHARED BARRIERS AND IMAGINED FUTURES

Ryan G Wilkinson (University of Leeds) · **Lucy Hemingway** (University of Leeds) · **Eleanor Dutton** (University of Leeds)

Cleft Habitus | Temporal Inequality | Class Mobility

This paper presents an original theorisation of class-based inequality in higher education (HE) by integrating Pierre Bourdieu's "Theory of Practice" with the concept of "temporal fields." Drawing upon findings from a study at a Russell Group institution in England, we argue that the modern university continues to function as a middle-class space that strategically excludes working-class agents through affective experiences. While other Bourdieusian analysis has focused on "hysteresis"—the lag between habitus and field—we contend that the academic field is a dynamic "temporal field" where the "rules of the game" are increasingly structured by accelerated pace and long-term strategic horizons by players within a specific field. Bourdieusian scholarship emphasises "hysteresis" as an externalised lag between habitus and field, this paper shifts the analytical focus toward the internal "time-space" of the class-mobile agent (Keil, 2023). We propose that this exclusion is best understood through a shared structural homology between staff and students, manifested in a "cleft habitus" (Bourdieu, 2002) that operates as a temporal bridge between a persistent past and a desired academic future. This paper presents initial findings from methods utilising staff-student research events, specifically "Story Circles" which saw staff and students discussing their experiences of being working-class in a shared space. Our research reveals a profound structural homology: working-class staff and students face strikingly similar barriers to belonging and success, despite their differing hierarchical positions within these elite spaces. Both groups inhabit a "cleft habitus" characterised by a fractured sense of identity and the constant emotional labour of navigating an alien cultural terrain. Our research reveals a profound structural homology: working-class staff and students face strikingly similar barriers to belonging, despite their differing hierarchical positions. We theorise this experience through an "in-between temporal space"—a state

of "in-between-status" generated by the cleft habitus. This space acts as a site of collision between the primary habitus's affinity for the past and the secondary habitus's orientation toward a desired academic future. Crucially, the desired academic future is based on unknown changes within spaces responsible for symbolic violence and disruptive, affective experiences (Threadgold, 2020). This internal "time-space" is where the "transfuge" (Köbli, 2025) negotiates the tension between the "notion of the possible" rooted in their origins and the "logic of practice" demanded by the elite field. By positioning the cleft habitus as a temporal bridge, we illuminate how agents manage a "doubled temporality": a persistent loyalty to class roots alongside the strategic cultivation of a future-oriented academic self. This theorisation aims to move beyond reproduction to capture the active, temporal "becoming" of the class-mobile agent.

Bourdieu, P. 2002. Habitus. In: Hillier, J. and Rooksby, E. (eds) Habitus: A sense of place.
Aldershot: Ashgate, pp.27–34.
Keil, M. (2025). Climbing the academic ladder: how social class and habitus mediate academic careers. International Studies in Sociology of Education, 1–22. https://doi.org/10.1080/09620214.2025.2494099
Köbli, N. A. (2024). Habitus (con) figuration in Higher Education: Diffracting Bourdieu Through Post humanism. In J Huisman and M Tight (eds) Theory and Method in Higher Eduction Research pp.77-94
Threadgold, S. (2020). Bourdieu and affect: Towards a theory of affective affinities. Bristol University Press.

G.20

Unschooling, Democracy and Caring Citizenship

PANEL CONVENORS: Elena Piffero (L'Associazione Istruzione In Famiglia Italia)

PANEL KEYWORDS: unschooling, democratic citizenship, self-directed learning

Public debates often portray homeschooling as a withdrawal from the public sphere or a challenge to institutions considered essential for democratic life. Yet homeschooling encompasses a wide range of educational practices, and the category itself often obscures important differences. This panel focuses specifically on unschooling, which should not be conflated with homeschooling in general or with forms of home-based schooling that reproduce school curricula outside institutional settings. Unschooling is grounded in distinct philosophical, ethical, and pedagogical assumptions: it challenges compulsory schooling, fixed curricula, and hierarchical models of learning, while understanding education as self-directed, relational, and embedded in everyday life. Rather than retreating from society, many unschooling families describe their practice as a way of enacting democracy in daily relationships through autonomy, participation, negotiation, mutual responsibility, and care (English et al., 2024; Kunzman, 2021). From this perspective, unschooling raises broader questions about citizenship, collective life, and the social organization of learning. We invite contributions that examine whether and how unschooling contributes to: 1. Reconceptualizing the relationship between private and public life By exploring how democratic participation emerges through everyday practices of self-determination, interdependence, and collective responsibility, and by reconsidering the relationship between family autonomy, community engagement, and institutional authority. 2. Reimagining education through the lens of care By investigating how unschooling values, redistributes, and politicizes care work, opening new pathways for theorizing and practicing a caring democracy (Tronto, 2013). We welcome theoretical, empirical, ethnographic, autoethnographic, policy-oriented, and interdisciplinary contributions, as well as narratives of lived experience.

CITIZENSHIP AT THE MARGIN OF SCHOOLING: AN AUTOETHNOGRAPHY OF UNSCHOOLING, ASSESSMENT, AND DEMOCRATIC RECOGNITION

Elena Piffero (L'Associazione Istruzione In Famiglia Italia, Italy)

Unschooling | Autoethnography | Democratic Recognition

This autoethnographic paper explores the annual negotiations surrounding compulsory assessments for unschooled children in Italy. While unschooling is grounded in self-directed learning, community participation, and the recognition of children as active citizens, families in Italy must confront yearly examinations based on school curricula and standardized evaluation. Drawing on lived experience as a parent of unschooled children, the paper examines encounters at the interface between families and schools. These interactions involve efforts to establish dialogue with teachers, principals, and educational authorities while explaining learning pathways that do not follow age-graded programs, disciplinary boundaries, or conventional instructional methods. Particular attention is paid to tensions arising from assessment procedures modeled on classroom learning. The analysis highlights recurring experiences of misunderstanding, skepticism, and, at times, hostility. While unschooling families seek recognition of learning emerging through projects,

community participation, reading, volunteering, travel, digital exploration, and everyday life, schools often struggle to evaluate knowledge beyond familiar academic formats. This creates a paradox: educational pathways broadly consistent with the learner-centered principles of the Indicazioni Nazionali per il Curricolo (2012) remain difficult to recognize within standardized systems. The paper argues that this friction is not merely pedagogical but civic. The right of children to be acknowledged as legitimate learners is also a question of democratic recognition and educational pluralism. It concludes by proposing alternative assessment models, including portfolios, narrative documentation, community review panels, and mixed committees involving librarians, cultural educators, and independent educational officers. Such approaches may better capture diverse learning trajectories while fostering constructive relationships between institutions, families, and young citizens.

English, R., Dowling, N., & Sims, M. (2024). Democracy Without Curriculum: How Unschooling Contributes to a Home Education Rooted in Democracy and Agency for Young People. Curriculum Perspectives, 44(2), 143-153.

Ministero dell'Istruzione, dell'Università e della Ricerca. (2012). Indicazioni nazionali per il curricolo della scuola dell'infanzia e del primo ciclo d'istruzione (DM 254/2012).

Biesta, G. (2022). World-Centred Education: A View for the Present. Routledge.

Illich, I. (1971). Deschooling Society. Calder & Boyars.

PARENTS' VS. STATE'S DUTIES AND RIGHTS IN UNSCHOOLING

Nunzia Vezzola (LAIF (L'Associazione Istruzione Famigliare), Italy)

Unschooling | Rights and duties | Private and Public Spheres

Parents have the primary responsibility to provide their children's education. In Italy this parents' right and duty is guaranteed by the Constitution. At the same time, a welfare state has the duty to ensure that all children have access to (a possibly good) education. The boundary between state's authority and family rights in education is a contentious, evolving legal and ethical space. When children are unschooled the parental (and children's) range of choice is much wider and includes the places and times of learning, the approaches, the social groups, the learning context, the contents, the curriculum, the learning language(s) and even more. Might this mean that the state's supervisory power about education is less wide in unschooling than in schooling? Where is the "border line" between state's authority and parents' rights in unschooling? If some of the state's and parents' competences overlap, how can this overlap create synergy and cooperation in the child's best interests instead of friction? In recent years state pressure on parental choices and the consequent friction between state's authority and unschooling families have both increased. The investigation into this interplay between family autonomy and state intervention highlights how most state interventions in the educational field, at least in Italy, especially towards unschooling families, are inspired less by democratic principles or solidarity, support and a spirit of collaboration than by the need to control, to influence and interfere, as if unschooling were a kind of insubordination.

Holt, J. (1967), How children learn, Da Capo Press, Boston

Fraser, N. (1990). "Rethinking the Public Sphere: A Contribution to the Critique of Actually", https://fswg.wordpress.com/wp-content/uploads/2013/08/fraser-rethinking-the-public-sphere. pdf

Piffero E. (2019), Io imparo da solo, Firenze: Terranuova Edizioni

Vezzola N. (2020), Apprendimento naturale - Homeschooling e Unschooling, Roma: Armando Editore

Leali S. (2025), Homeschooling - Una scelta consapevole oltre gli slogan, Firenze: Terra Nuova Edizioni

RE-EDUCATING THE ADULT: UNSCHOOLING AS A PARENT-CHILD CO-TRANSFORMATIVE PRACTICE OF DEMOCRATIC CITIZENSHIP AND MUTUAL CARE WORK

Laura Bianconi (Associazione LAIF, Italy)

Unschooling | Caring Democracy | Youth Agency

The choice of unschooling is often criticized as an individualistic withdrawal from civil society. Drawing on a situated and experiential perspective as an unschooling parent, this presentation challenges that narrative. Building on English et al. (2024), it examines unschooling as a form of “democracy without curriculum,” where learning emerges through participation, relationships, and shared decision-making rather than externally imposed educational structures. Although contemporary educational theories increasingly emphasize learner-centered approaches, institutional schooling often limits genuine autonomy through compulsory curricula, standardized assessment, and age-graded progression. Unschooling pushes student-centered principles further by recognizing children’s capacity to direct their own learning and participate meaningfully in decisions affecting their lives. The paper focuses on unschooling as a process of mutual parent-child transformation. Creating a democratic learning environment requires adults to engage in a continual process of deschooling, unlearning assumptions rooted in performance, control, surveillance, and standardized outcomes. Following Illich (1971), this involves questioning the tendency to equate education with institutional instruction. Adult authority is not abandoned but reconfigured through dialogue, collaboration, and co-research. From this perspective, the home becomes a porous social space where learning, care, and citizenship are continuously enacted. Rather than preparing children for future participation, unschooling recognizes them as citizens in the present, actively engaged in cultural, relational, and community life. The presentation argues that unschooling is not civic disengagement but a practice of democratic renewal grounded in relational care. It concludes that regulatory frameworks imposing school-based standards risk undermining educational pluralism and limiting democratic innovation, whereas unschooling offers a living example of citizenship practiced through autonomy, responsibility, and mutual care.

Costituzione della Repubblica Italiana, artt. 3, 30.

English et al. (2024). Democracy Without Curriculum: How Unschooling Contributes to a Home Education Rooted in Democracy and Agency for Young People. Curriculum Perspectives, 44(2), 143–153. doi.org

Illich, I. (1971). Deschooling Society. Calder & Boyars.

Ministero dell'Istruzione, dell'Università e della Ricerca. (2012). Indicazioni nazionali per il curricolo della scuola dell'infanzia e del primo ciclo d'istruzione (Decreto Ministeriale 16 novembre 2012, n. 254).

THE DIALECTIC BETWEEN THE PUBLIC AND THE PRIVATE SPHERE AS A CONSTITUTIVE MOMENT OF THE LEARNING PROCESS IN UNSCHOOLING

Sergio Leali (LAIF - L'Associazione Istruzione Famigliare, Italy)

Public and private spheres | Unschooling | Personal interest

Unschooling is often seen as a phenomenon that emphasizes individualism to the detriment of the social, public dimension of the individual. Empirical data and literature on unschooling, however, lead to completely different conclusions. The characteristics of this approach and its practice highlight how the relationship between public and private sphere can be deeper, richer, more multifaceted and advanced than in other educational and learning approaches. The educational system's beginning and ending point is the person. The Italian Constitution includes among its foundation principles a commitment to removing obstacles that impede "the full development of the human person." Unschooling creates the conditions for all the aspects that ultimately constitute the person to emerge and develop. This approach finds the concept of interest as the key to every activity. Interest is the moment of convergence and synthesis between the subject's interiority (the private) and the world (the public sphere) (Stern, 2006). Interest is the vital nucleus that begins and sustains the process of shaping the person, arising from the encounter between the public and the private sphere, where its propulsive and necessary action transmutes the individual's inner temperament into the character that will be

the figure of their person (Bollea, 1995). In unschooling, learning dynamics unfold in real contexts, both cultural and natural, and there, without pre-orders or prescriptions, study and research paths are liberated and unfold, where the individual penetrates the public sphere, gathers its stimuli, and investigates its components and connotations.

Stern B. (2006), Schluss mit Schule! Das Menschenrecht, sich frei zu bilden, Leipzig: Tologo Verlag
Bollea G. (1995), Le madri non sbagliano mai, Milano: Feltrinelli
Piffero E. (2019), Io imparo da solo, Firenze: Terranuova Edizioni
Vezzola N. (2020), Apprendimento naturale - Homeschooling e Unschooling, Roma: Armando Editore
Leali S. (2025), Homeschooling - Una scelta consapevole oltre gli slogan, Firenze: Terra Nuova Edizioni

UNSCHOOLING IN FRANCE FOLLOWING THE 2021 REFORM: PRACTICES, MOTIVATIONS AND CONSEQUENCES OF THE TRANSITION TO THE AUTHORISATION SYSTEM

Elena Fanti (Université Paris Nanterre, Italy)

citizenship | civil disobedience | de-schooling

This contribution presents the progress of a joint PhD research project between the University of Paris Nanterre and the University of Bologna, focusing on the analysis of home education in the Italian and French contexts. The two legal systems adopt profoundly different models. In Italy, homeschooling is subject to parents' annual notification of their educational choice and compliance with the obligations laid down by current legislation; in France, following the 2021 reform, it is instead subject to a system of prior authorisation that restricts access to it to specific conditions laid down by law. Building on this difference, the research examines home education as an educational and social practice, with particular attention to families' motivations, the ways in which learning pathways are organised, and the effects produced by the different regulatory frameworks. After outlining the theoretical framework, the research objectives and the methodological design adopted, the paper presents the initial results of the empirical survey conducted in France using a questionnaire administered to a sample of families. The focus is specifically on unschooling experiences, examining their pedagogical motivations, how learning pathways are organised, and the impact of the authorisation scheme introduced by the 2021 reform. The findings highlight how the new regulatory framework has affected the possibility of practising unschooling, altering the strategies adopted by families and, in many cases, leading to the initiation of administrative and legal proceedings against those who have continued to provide home education without the authorisation required by law.

Bongrand, P. (2025) (Dir.). L'instruction en famille en France: Profils, mobiles et pratiques au tournant des années 2020. Presses Universitaires de Rennes.
Canevaro, A. (2020). Pedagogia speciale come scienza nomade, perché evolutiva e per il dialogo. In: Caldin, R. (Dir.) (2020). Pedagogia speciale e didattica speciale /1. Le origini, lo stato dell'arte, gli scenari futuri. Erickson.
Chinazzi, A., & Fensham-Smith, A. (2024). Uncovering home education in Italy: characteristics, motives, and pedagogic practices. Educational Review. 76, 1–23.
Lebaron, F. (2006). L'Enquête quantitative en sciences sociales. Recueil et analyse des données. Dunod.
Liogier, R., Dargent, C. & Duriez, B. (2009). Religion et valeurs en France et en Europe. L'Harmattan.
Pileri, A., Prevôt, O., & Silva, C. (2023). Inclusion dans les cités de l'éducation : paradigmes etpartenariats possibles pour contrer les risques d'exclusion et de mal-être des familles. Rivista Italiana di Educazione Familiare. 22, 7-16.
Van Der Maren, J.-M. (1996). Méthodes de recherche pour l'éducation. De Boeck.

CONFERENCE STREAM

STREAM H

Life Courses, Youth, Migration and Work

20 panels · 146 papers

SPECIAL EVENT

H.00

Framing School-to-Work Programs: Evaluation, Voice and Social Justice

PANEL CONVENORS: Donatella Poliandri (INVALSI - Italian National Institute for the Evaluation of Education, Italy); Mauro Palumbo (University of Genoa (UniGe), Italy); Alessandra Decataldo (University of Milano-Bicocca (UNIMIB), Italy)

PANEL KEYWORDS: School-to-Work Programs, Evaluation, Voice and Recognition

School-to-Work Programs (SWPs) are increasingly promoted as policy responses to the challenges young people face in accessing meaningful learning and work opportunities. Yet, evaluations often focus on immediate functional outcomes, capturing only part of their significance. Their democratic and distributive implications also depend on how SWPs are framed, evaluated and governed—on the assumptions they embed, the opportunities they open to different groups of students, and the forms of recognition and participation they enable or constrain. Drawing on capability and social justice perspectives, this panel examines SWPs as policy instruments whose design can either broaden opportunities or reinforce stratification. We welcome contributions that investigate SWPs through evaluation lenses capable of making issues of justice, recognition, and voice visible. Proposals may explore: (a) how SWPs distribute learning and work opportunities across social groups; (b) how teachers, school leaders, educational and company tutors, families and host organisations negotiate responsibilities and expectations in contexts of institutional change; (c) how students interpret and articulate their SWP experiences, bringing their voice to the forefront; (d) how evaluation and monitoring tools illuminate the mechanisms linking local practices to broader regimes of inequality and precarious work. During the panel, the Special Issue Learning for Democracy, 2/2025, “School-to-Work Programs: an Opportunity for Social Justice?”, will be presented, providing a shared framework for discussing its conceptual contributions and empirical insights. This presentation will support a broader exchange on comparative and international perspectives, upcoming research, and future directions for advancing work on SWPs, democratic evaluation, and educational justice.

PCTO BETWEEN POLICY FRAMES AND LOCAL CONSTRAINTS: HOST ORGANISATIONS, COORDINATION GAPS, AND STRATIFIED OPPORTUNITIES

Alessandra Decataldo (Università degli Studi di Milano-Bicocca) · **Federico Paleardi** (Università degli Studi di Milano-Bicocca)

School-to-work programs | host organisations | educational governance

Within a broader European shift toward work-based learning centred on key competences and lifelong guidance, Italy’s PCTO (Percorsi per le Competenze Trasversali e per l’Orientamento - starting from the 2025/26 school year School-to-Work Training FSL) reframes school-to-work programs around transversal competences, orientation and the governance of the partnerships among school, host institution and other stakeholders. With this contribution, we aim to reconstruct how that frame is interpreted in practice and how it shapes the distribution of learning and work opportunities from the point of view of host structures. The study is part of broader national research on PCTO; we draw our evidence from 27 interviews with key informants and host tutors and a two-stage email survey targeting host tutors (2022–2023. N=356). First, we observe a gap between formal alignment with the aspirations of PCTOs and their implementation. Overall, host tutors agree on the centrality of transversal competences and orientation, yet implementation diverges systematically across host organisations. Some organisations, often public/third-sector, cultural or research-oriented, tend to conform more easily and consistently to the transversal competences frame, whereas projects hosted by businesses, especially in Italy’s SME-dominated economy, tend to remain geared toward technical training and job-specific skills. This is not simply a matter of preferences or stiffness: it reflects tensions between educational expectations and the organisational constraints of the Italian economic fabric. Case-by-case adaptations generate sharp heterogeneity in project quality and learning outcomes. The reform reduces project hours and widens a divide between host organisations that can easily align with students’ and families’ expectations and the policy’s broader goals, and less structured organisations, especially micro and small firms, whose technically oriented training becomes less effective when squeezed into shorter timeframes. The result is a two-speed PCTO system that reproduces school segregation and educational inequalities within the host structures. Second, PCTO guidelines call for integrated cooperation between schools and host organisations, as the main driver for customisation and the overall quality of the projects delivered. However, our evidence shows that fully collaborative coordination is relatively rare. Most projects are governed through fragmented or partially integrated arrangements, where responsibilities for design and monitoring are unevenly shared and interactions between tutors are intermittent. Importantly, integrated coordination is less explained by sector, territory, or organisational size per se than

by internal organisational conditions, such as strong support, time and capacity to sustain the coordination work required for partnership. Finally, we highlight how contextual factors such as relational and experiential capital, (e.g accumulated organisational experience with PCTO, pre-existing networks) shape also the likelihood of post-PCTO work-related collaborations. Where internal support is scarce, organisational constraints are tight and host structures have less experience in PCTOs, partnerships tend to remain episodic and reactive; where resources, capacity and networks exist, PCTOs are successful. In this sense, the policy tends to presuppose, rather than build, the organisational and relational conditions needed, struggling to challenge pre-existing inequalities and school segregation, but rather mirroring within host structures.

European Council. (2018). Council Recommendation of 22 May 2018 on Key Competences for Lifelong Learning (2018/C 189/01). Official Journal of the European Union.

Fasanella A., Faggiano M.P., Giancola, O., Parziale F. and Cavagnuolo, M. (2025). La (ri)produzione delle disuguaglianze sociali nella scuola italiana attraverso la lente dei PCTO: uno studio multilivello sulla dimensione orientativa dei percorsi. Rivista Trimestrale di Scienza dell'Amministrazione, 2, 1-29.

Fiore B., Recchi S. & Paleardi F. (accepted manuscript and forthcoming). Exploring the evolution and impact of the School-to-Work Alternance in Italy: the point of view of tutors from the host organisations. Sociologia Italiana – AIS Journal of Sociology

Giannoni, P., Palumbo, M., Pandolfini, V. and Torrigiani, C. (2024). Territorial Disparities in the Governance of Policies Promoting the School-to-Work Transition: An Analysis of the Italian Case. Education Sciences, 14(3), 260.

MIUR (Ministero dell'Istruzione, dell'Università e della Ricerca). (2019). Linee guida per i Percorsi per le Competenze Trasversali e per l'Orientamento (PCTO) (Decreto Ministeriale n. 774, 4 settembre 2019).

Recchi, S., Decataldo, A., & Pacetti, V. (2025). What affects the (in)effectiveness of School-to-Work Alternance in Italy: An overall assessment from the point of view of host organisations. Italian Journal of Sociology of Education, 17(1), 225–246.

Pinna, G and Pitzalis, M. (2020). Tra scuola e lavoro. L'implementazione dell'Alternanza Scuola Lavoro tra diseguaglianze scolastiche e sociali. Scuola Democratica, 11 (1), 17-35.

Pinna, G., and Pitzalis, M. (2024). Field effects and work-based learning: The case of school–work alternance in Italy. European Journal of Education, 59(3),12666.

Salatin, A. (2018). Rafforzare la governance territoriale per vincere la sfida dell'alternanza. Scuola democratica, 2, 399-407.

CAN ACTIVE CITIZENSHIP INCREASE EMPLOYABILITY?

Federica De Luca (INAPP, Italy)

School-to-Work Transitions | Active Citizenship | Employability

Can an active citizenship programme — not originally designed to facilitate school-to-work transitions — produce significant effects on young people's employability? While school-to-work programs (SWP) are increasingly central to educational and labor policy, their evaluations tend to focus primarily on process outcomes and immediate behavioral changes, often overlooking longitudinal results as well as the dimensions of justice, recognition, and voice that define their democratic potential. The case of the Italian Universal Civil Service (SCU) offers key insights that can enrich this analytical framework. INAPP surveys indicate that volunteers' employability increases by an average of 12% following their service experience, across gender, educational attainment, geographical area, and family background—suggesting an effect that is widespread and relatively independent of initial conditions. Furthermore, among young people who simultaneously exhibit high levels of both employability and active citizenship, the employment rate reaches 73.7%, compared to an overall average of 57.2%. These findings stem from a research programme aimed at investigating the extent to which higher employability may reflect a more conscious and practiced form of citizenship, moving beyond the dominant paradigm that identifies education and training as the sole relevant drivers of active labour market policies. Through the use of two original indices — OKI-INAPP for employability and ACCI-INAPP for active citizenship — the research provides evidence that appears to support this hypothesis. By integrating these findings with the capability approach (Sen, 1999; Nussbaum, 2011) and the framework proposed in the volume School-to-Work Programs: an Opportunity for Social Justice?, this paper interprets the SCU as a potential conversion factor capable of transforming institutional resources into substantive freedoms and real opportunities. Although not a transition programme in the strict sense, the SCU produces systemic effects on both the probability of labour market entry and civic agency, proving to be a highly relevant empirical laboratory for questioning dominant evaluative criteria. From this perspective, the paper raises two main issues. First, it advances the hypothesis that integrating civic and relational dimensions into transition pathways may strengthen employability rather than divert resources from it: if a citizenship programme produces employment as an indirect outcome, policies that ignore this

dimension may be based on a partial representation of the phenomenon. Second, it proposes an impact measurement framework based on the OKI and ACCI indices, capable of making visible dimensions — such as active citizenship — that current evaluative approaches tend to overlook. In doing so, it contributes to the development of more comprehensive tools for assessing whether school-to-work programmes truly expand the substantive freedoms and civic agency of participating youth.

H.00. Framing School-to-Work Programs: Evaluation, Voice and Social Justice

CAN THE CHANGING REGULATORY CONTEXT STRENGTHEN THE RELATIONSHIP BETWEEN SCHOOL AND THE WORLD OF WORK?

Graziella Arazzi (Ufficio Scolastico Regionale per la Liguria, Italy)

responsibility negotiation social cohesion

Starting in the 2025/26 school year, the programs for transversal skills and orientation (PCTO), established by Law 145/2018, have been reformulated as “School-to-Work Training” (Decree No. 127 of September 9, 2025). According to the technical report of the Ministry of Education, the reform aims to strengthen the connection between school-to-work experiences, educational processes, and students’ concrete needs. The new framework refers to a perspective centred on students’ personal and social development and encourages forms of self-assessment accompanied by verification and documentation.Between the previous regulatory framework and the new configuration—on which public policy debate remains limited—lies the broader perspective of the National Recovery and Resilience Plan (PNRR). Within Mission 4, Component 1(Strengthening the Offering of Educational Services),six reforms are envisaged. Two of them are particularly relevant to the reconfiguration of the school–work relationship: the reform of Technical and Vocational Institutes and the Orientation Reform(Ministerial Decree No. 328/2022). Law 22/2025 further emphasizes the development of non-cognitive and transversal skills as key outcomes to be fostered through school-to-work training.Overall, this policy framework aims to promote equity, social cohesion, and students’ capacity for self-orientation(Life Design), fostering interaction between learning processes and socio-relational development across upper secondary education, with particular attention to technical institutes currently undergoing reform. Within this scenario, the introduction of Educational Agreements 4.0—conceived as a support structure for designing and implementing school-to-work programs—suggests possible connections between democratic forms of student development and work environments characterized by participatory organizational cultures, on-the-job learning, and shared responsibility. However, beyond policy expectations, a gap emerges between legislative objectives and stakeholders’ perceptions. Exploratory work conducted by several Regional School Offices, including Liguria, indicates that many internal tutor teachers and school principals do not always demonstrate a clear understanding of the systemic links among the different regulatory components. Some stakeholders call for stronger central coordination to clarify the relationship between regulatory innovation and implementation contexts.Only a limited number of schools—mainly technical institutes, sometimes connected to ITS foundations—show more integrated practices, including international mobility experiences linked to STEM and multilingualism and collaboration between orientation tutors, counsellors, and teachers responsible for school-to-work programs.More encouraging insights emerge from focus groups conducted with students from technical and vocational institutes and from an art high school in Western Liguria. Students highlight the role of host organizations in shaping their life projects, the importance of supportive workplace teams, the learning value of mistakes and unexpected situations, and the development of relational competences. Keywords used to describe these experiences include awareness, change, immersion, group, growth, and effectiveness. A shared critical issue concerns the Student Digital Portfolio (e-Portfolio) on the Unica ministerial platform, designed to support orientation and collaboration among school stakeholders. At present, the platform does not allow students to carry out structured self-assessment of their school-to-work experiences. Finally, international mobility programs raise additional concerns: participants are often selected based on high academic achievement, limiting wider access, while the mediation of private agencies can reduce the educational value of these experiences and weaken the role of school communities.

-Decreto ministeriale n. 328 del 22 dicembre 2022: Decreto di adozione delle Linee guida per l'orientamento, relative alla riforma 1.4 "Riforma del sistema di orientamento", nell'ambito della Missione 4 – Componente 1 – del Piano nazionale di ripresa e resilienza, finanziato dall'Unione europea – Next Generation EU, https://www.mim.gov.it/-/decreto-ministeriale-n-328-del-22-dicembre-2022.

-Decreto ministeriale n. 241 del 7 dicembre 2023: Schema di decreto di adozione delle Linee guida per lo sviluppo dei processi di internazionalizzazione per la filiera tecnica e professionale in attuazione dell'art. 27, comma 3, del decreto-legge 23 settembre 2022, n. 144, convertito con modificazioni dalla legge 17 novembre 2022, n. 175, https://www.mim.gov.it/-/decreto-ministeriale-n-241-del-7-dicembre-2023.

-Legge 19 febbraio 2025, n. 22: Introduzione dello sviluppo di competenze non cognitive e trasversali nei percorsi delle istituzioni scolastiche e dei centri provinciali per l'istruzione degli adulti nonché nei percorsi di istruzione e formazione professionale, https://www.normattiva.it/urires/N2Ls?urn:nir:stato:legge:2025;22.

-Decreto ministeriale n. 88 del 21 maggio 2025: Destinazione delle risorse per la realizzazione di Percorsi per le Competenze Trasversali e l'Orientamento (PCTO) sulle discipline STEM e sul multilinguismo per gli istituti tecnici e professionali tramite esperienze di orientamento in Italia e all'estero, in attuazione della linea di investimento 3.1 "Nuove competenze e nuovi linguaggi" della Missione 4 – Componente 1 – del Piano nazionale di ripresa e resilienza, https://pnrr.istruzione.it/avviso/percorsi-per-le-competenze-trasversali-e-lorientamento-pcto-sulle-discipline-stem-e-sul-multilinguismo/.

-Decreto-legge 9 settembre 2025, n. 127: Misure urgenti per la riforma dell'esame di Stato del secondo ciclo di istruzione e per il regolare avvio dell'anno scolastico 2025/2026. (25G00135), https://www.normattiva.it/uri-res/N2Ls?urn:nir:stato:decreto.legge:2025-09-09;127.

-Stanzione, I. (a cura di, 2025), I PCTO come dispositivo per lo sviluppo di risorse personali e il contrasto alla dispersione, Pensa MultiMedia, Lecce, https://www.pensamultimedia.it/download/3222/93741ac6e49d/i-pcto-come-dispositivo_stanzione-4_11_open-access.pdf.

FEELING INFORMED? STUDENTS' PERSPECTIVES ON GUIDANCE AND CHOICE IN SCHOOL-TO-WORK PROGRAMS IN ITALY

Donatella Poliandri (INVALSI - Italian National Institute for the Evaluation of Education, Italy) · **Graziana Epifani** (INVALSI - Italian National Institute for the Evaluation of Education, Italy)

School-to-Work Programs | student voice | career guidance

School-to-Work Programs (SWPs) are widely promoted as policy instruments to support students' orientation and skill development during upper secondary education (Vermeire, De Cuyper, Kyndt, 2022). Beyond organisational arrangements and short-term outcomes, students' experiences and levels of awareness provide evaluative evidence for examining how School-to-Work Programs are implemented in schools. From an evaluative perspective, students' accounts and levels of awareness constitute a crucial source of evidence for assessing the quality and coherence of SWP implementation. This paper analyses students' perspectives on SWPs in the Italian context by focusing on information, guidance, and choice. Drawing on student voice as an evaluative lens (Esposito, Galeotti, 2018), the study explores how students assess the functions of SWPs, how informed they feel about key aspects of these pathways, and which actors they identify as central in guiding their choices, in line with recent research on PCTOs and orientation in secondary education (Germani, Marini, Stanzione, 2025). The analysis is based on the first wave of a broader longitudinal study conducted within a national PRIN project. Data were collected through a CAWI survey administered in the 2021–2022 school year to 4,045 students enrolled in 78 Italian upper secondary schools. The sample includes students attending academic (49.6%), technical (36.8%), and vocational (13.6%) tracks, with 1,871 males (46.2%) and 2,174 females (53.8%). The questionnaire investigated students' evaluations of SWPs' functions, sources and clarity of information, participation in training activities, and awareness of certification procedures. Overall, students express positive evaluations of SWPs, primarily viewing them as opportunities to become familiar with the world of work, test personal abilities, and support future educational or career choices. Perceived usefulness is generally high, with students enrolled in vocational tracks reporting more favourable assessments than their peers in academic and technical pathways. However, these positive evaluations coexist with moderate levels of self-reported awareness. On a scale from 1 to 10, students' perceived level of information averages 6.84, with fewer than 40% considering themselves well or fully informed. Although more than 97% of students report having participated in informational sessions, these activities tend to focus mainly on organisational aspects, while issues related to tutoring roles and certification procedures are less clearly understood. Nearly 15% of students report being unaware of the existence of a final certification, and among those who expect to receive one, a substantial proportion express uncertainty about how competences will be certified. Students identify the school as the primary context guiding their choices. Teachers, educational tutors, company tutors, and peers play a pivotal role in mediating information and supporting decision-making (Poliandri, Graziosi, Epifani, 2025), whereas advice from families or external actors appears marginal. Differences across educational tracks persist, with vocational students reporting higher levels of information and guidance. By foregrounding students' perspectives, the study highlights how high expectations towards SWPs coexist

with information gaps that may affect orientation and recognition processes. These findings suggest that strengthening clarity, guidance, and transparency—particularly regarding tutoring roles and certification—represents a key evaluative issue for ensuring that SWPs effectively support informed choices and equitable opportunities across educational pathways.

Esposito, G., & Galeotti, G. (2018). A student voice approach in work-related learning. In G. Esposito & G. Galeotti (Eds.), Work-based learning and student engagement (pp. 135–155). Firenze University Press. https://library.oapen.org/handle/20.500.12657/55918

Germani, S., Marini, M., & Stanzione, I. (2025). The role of internship programs in fostering school-to-work transitions in secondary schools: Paths for transversal skills and orientation (PCTOs). Journal of Adolescence. https://doi.org/10.1002/jad.12531

Poliandri, D., Graziosi, G., & Epifani, G. (2025). Educational and company tutors' role in enhancing self-efficacy in school-to-work programs. Scuola Democratica, 2(1), 119–140. https://doi.org/10.12828/118598

Vermeire, E., De Cuyper, N., & Kyndt, E. (2022). Preparing students for the school-to-work transition: A systematic review of research on secondary school-based vocational education. In E. Kyndt & V. C. de Stobbeleir (Eds.), Research approaches on workplace learning: Insights from a growing field (pp. 311–330). Springer. https://doi.org/10.1007/978-3-030-89582-2_17

PROBLEMATIZING SCHOOL-TO-WORK PROGRAMS THROUGH STUDENT VOICE

Valentina Pagani (University of Milano-Bicocca, Italy) · **Irene Stanzione** (Sapienza Università di Roma) · **Elisa Truffelli** (Alma Mater Studiorum - Università di Bologna) · **Guido Benvenuto** (Sapienza Università di Roma)

School-to-Work Programs | Student Voice | Mixed-methods

For decades, guidance has been framed as a strategic lever of educational policy, intended to prevent school delay and dropout, foster academic success, and align schooling with active labour market measures. Within this policy architecture, School-to-Work programs have been consolidated as structural devices designed to accompany students in constructing informed educational and professional trajectories. Yet a persistent paradox underlies these initiatives: although students are their primary addressees, they are seldom involved in their design, evaluation, or reflective re-elaboration. Currently configured in Italy as Formazione Scuola-Lavoro (FSL), formerly PCTO, these pathways risk functioning as hetero-directed dispositifs in which aims, contents, and methodologies are predominantly defined by adults, while young people occupy a largely receptive role. Such a configuration appears particularly problematic if guidance is understood as a process aimed at strengthening agency, autonomy, and the capacity to attribute meaning to one's own future. Marginalizing students' voices may therefore undermine the emancipatory potential that guidance policies explicitly seek to promote. This contribution draws on findings from the PRIN 2022 research project (Stanzione, 2025; Truffelli, Stanzione, Pagani, in press), which—grounded in the Student Voice framework and its conception of listening as both a democratic imperative and a driver of educational improvement—adopted a mixed-method design. The study involved 297 students across five Italian secondary schools in qualitative focus groups and collected survey data from 1,575 students, allowing for an integrated analysis of lived experiences and broader trends. By foregrounding their perspectives, the paper critically reinterprets School-to-Work programs through the voices of those most directly concerned yet often excluded from governance processes. Drawing on both qualitative and quantitative evidence, the contribution reflects on how limited student involvement can constrain recognition, agency, and meaningful participation. Conversely, when students are acknowledged as legitimate co-constructors of their pathways, School-to-Work programs are more likely to operate as emancipatory spaces that expand capabilities, foster reflexivity, and contribute to more socially just educational trajectories.

H.00. Framing School-to-Work Programs: Evaluation, Voice and Social Justice

H.01

Adult Education and Lifelong Learning: Toward a Culture of Inclusion

PANEL CONVENORS: Annalisa Buffardi (Indire, Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa, Italy); Stefania Sansò (Indire, Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa, Italy)

PANEL KEYWORDS: lifelong learning, active ageing, digital inclusion

Rapid demographic transitions and increasing digitalization are redefining the boundaries of democratic citizenship, with significant implications for social and occupational inclusion. Rising longevity, declining birth rates, and increased migration highlight the need for new social equilibria involving educational, welfare, and economic–productive systems, while digital transformation is reshaping cultural and social participation. Within a broader reflection on education as a strategic lever for democratic, inclusive, and intergenerational citizenship, the panel focuses on three issues: population ageing and the emergence of heterogeneous categories of social actors with diverse needs and expectations; migration as an opportunity for social cohesion and sustainable growth; the digital transition, the deep mediatization of social life, and the new forms of exclusion that accompany these processes. The panel welcomes theoretical, analytical, empirical, and methodological contributions on: Roles, methods, and practices of Lifelong Learning and Adult Education in contemporary contexts, supporting the re-engagement of youth and adults in education, the upskilling and reskilling of mature workers, active ageing, and the digital inclusion of younger seniors (aged 65 to 74), migrants, and individuals in precarious employment. Recognition of non-formal and informal learning, and the valorization of individual biographies, as key components of a lifelong learning culture. Coordinated actions linking schools, the labour market, and local communities to address the emerging needs of a heterogeneous range of social actors and to foster the development of territorial communities. Digital competencies, as well as media and digital practices of older and younger seniors.

WHEN PERSONAL IS POLITICAL? MIGRANT BIOGRAPHIES THROUGH PODCASTING

Sara Gemma (Università degli Studi di Macerata, Università degli Sudi di Napoli "Parthenope", Italy) · **Maria Luisa Iavarone** (Università degli Sudi di Napoli "Parthenope", Italy) · **Francesco Girardi** (LESS Società Cooperativa Sociale)

Transformative Education | Participatory Action Research | Migration

This study explores a crossmedial workshop with migrants and refugees through the lens of lifelong learning. Learning is conceptualized as an adaptive (Iavarone, 2025) and transformative process (Mezirow 2003) that emerges through care, embodiment, creativity, and collective meaning-making. Within this framework, narrative practices (Hoggan, 2009) are understood not merely as pedagogical tools, but as epistemological devices capable of questioning dominant knowledge regimes, fostering agency, voice, and democratic participation. The contribution presents a laboratory conducted within the cooperative for reception and integration LESS Cooperativa Sociale (Naples, Italy) in a non-formal educational context during Italian L2 courses for Unaccompanied Minors. The experience is situated within a doctoral research project in experimental pedagogy and is framed as a participatory action research process (Orefice, 2006). Educational intervention and qualitative inquiry are therefore conceived as intertwined dimensions of a single transformative practice. The methodological design integrates participant observation, autoethnographic field notes (Biffi, 2025) focus group and the collection of narrative and audio materials co-produced with participants, in order to account for both learning processes and relational dynamics unfolding in everyday educational settings. Podcasting (Sottocorno, 2025) was introduced as a multimodal practice combining oral language development, storytelling (Menéndez, 2025) sound exploration, and collaborative scripting. Participants were involved in all phases of the process, from the definition of themes to recording and editing, thus occupying active roles as authors and cultural producers rather than as passive learners or research subjects. The narratives (Marmié, 2024) addressed experiences of migration, daily life in reception facilities, aspirations, and encounters with Italian society, generating a shared narrative space where individual trajectories could be recognized and negotiated collectively. The researcher assumed a dual position as educator and participant-observer, explicitly reflecting on positionality (Holmes, 2020) power relations, and ethical responsibility. Autoethnographic observation functioned as a tool for tracing moments of rupture, resistance, emotional intensity, and learning transformation, as well as for interrogating the implicit pedagogical assumptions embedded in institutional language education practices. Attention was paid to how linguistic vulnerability, silence, humor, and embodied forms of expression contributed to the construction of meaning beyond standardized notions of communicative competence. The present findings suggest that podcasting could operate simultaneously as a linguistic resource, a pedagogical device, and a research method, enabling forms of counter-narration

that challenge homogenizing representations of these jeunesses en movement (Marmié, 2025). More broadly, the study highlights the potential of personal biographies (Erel, 2007) to reconfigure educational and research spaces as sites of care, relational ethics, and political subjectivation. By integrating transformative learning theory, participatory action research, and creative-based methodologies, this paper argues that it is possible to enhance the quality of wellbeing and integration, particularly within complex and vulnerable educational systems. However, as often occurs in pedagogical research conducted in targeted settings, the findings are not generalizable. Further investigation is needed to refine these methods, strengthen their transferability, and develop specific impact indicators capable of assessing their effectiveness across diverse educational contexts.

Biffi, D. (2025). Auto-etnografia dell'accoglienza. Lavorare nei servizi per richiedenti asilo e rifugiati. Bergamo: Edizioni Junior.

Erel, U. (2007). Constructing meaningful lives: Biographical methods in research on migrant women. Sociological research online, 12(4), 35-48.

Hoggan C. (2009). The power of story: Metahors, literature, and creative writing. In Hoggan C., Simpson S., Stuckey H. (Eds.), Creative expression in transformative learning: Tools and techniques for educators of adults (pp. 51–74). Krieger Publishing Company.

Holmes, A. G. D. (2020). Researcher Positionality--A Consideration of Its Influence and Place in Qualitative Research--A New Researcher Guide. Shanlax International Journal of Education, 8(4), 1-10.

Iavarone, M.L. (2025) (a cura di). Neotenia e plasticità umana. Una prospettiva transidisciplinare per l'educazione. Milano: FrancoAngeli.

Marmié, C. (2023). Jeunesses en mouvement, Revue des sciences sociales, 69, pp. 76-85

Marmié, C. (2024). Taking Their Word (s): Biographical Violence and Dilemmas of Collecting Narratives from Young People on the Move. Anthropology in Action, 31(1), 42-51.

Menéndez, N. M. R., Capa, M. C. C., Pila, J. A. Y., Gonzales, J. C. O., Ortegano, G. N. C., and Orozco, S. E. S. 2025. Uso de Podcast Educativos para la Recuperación de la Memoria Oral en Comunidades Ancestrales del Ecuador.: Use of Educational Podcasts for the Recovery of Oral Memory in Ancestral Communities of Ecuador. Revista Multidisciplinar de Estudios Generales, 4(2), pp.184-200. Available from: https://doi.org/10.70577/reg.v4i2.89

Mezirow, J. (2003). Transformative learning as discourse. Journal of transformative education, 1(1), 58-63.

Orefice, P. (2006). La ricerca azione partecipativa: Teoria e pratiche. Napoli: Liguori.

Sottocorno, M. 2025. Il podcast come mediatore pedagogico. Milano: FrancoAngeli.

THE ROLE OF INNOVATION STUDIES IN THE KNOWLEDGE SOCIETY: SHARED RESPONSIBILITY, INCLUSIVE CITIZENSHIP, AND COMMUNITY EMPOWERMENT

Fiammetta Fanizza (University of Foggia, Italy) · **Fiorella Spallone** (University of Foggia, Italy) · **Riccardo Scuccimarra** (University of Foggia, Italy) · **Francesco Ciarnelli** (University of Foggia, Italy)

Innovation Studies · intirdisciplinarity · Lifelong Learning

In response to the need to connect learning processes to ongoing transitions, and considering how the growing digitalisation of today's society requires a profound reconfiguration of education and welfare systems, this paper discusses the possibility that Innovation Studies (Fanizza, 2019; Fagerberg et al. 2013) provide an indispensable infrastructure for enhancing the practices of constructing new knowledge. Therefore, this paper proposes Innovation Studies as a methodological paradigm capable of making a structural contribution to the debate on interdisciplinarity and lifelong learning processes (OECD, 2024). The central hypothesis is that the three constituent dimensions of Innovation Studies – methodology, interdisciplinarity and communication – can function as a connecting architecture between schools, universities, the labour market and local communities, promoting coordinated actions geared towards the needs of a heterogeneous plurality of social actors. It is not just a question of "studying" innovation, but of practising it as an educational tool: an approach that integrates empirical analysis, territorial experimentation and critical reflection, promoting learning environments capable of connecting formal, non-formal and informal education. From a methodological point of view, Innovation Studies enhance the informative value of research and co-design processes between educational institutions and socio-economic actors (Ramella, 2015). In this perspective, lifelong learning becomes a space for reactivation for young people and adults, but also an area for the development of research skills for senior and junior researchers. The focus is particularly on building the transversal skills – analytical, collaborative and communicative – necessary to interpret the complexity of the knowledge society (Bauman, 2018). The contribution highlights a crucial theoretical point: in the knowledge society, the problem is not the quantitative accumulation of knowledge, but rather the ability to learn new knowledge through the conscious use of plural scientific languages. Interdisciplinarity is not a simple juxtaposition of disciplines, but a cognitive and relational skill that allows different perspectives to be translated, integrated and communicated. In this sense, "learning to learn" takes on a political value: it becomes the condition for citizenship

capable of navigating the processes of digitalisation, actively participating in the public sphere and addressing emerging inequalities. Finally, communication plays a decisive role in countering the new forms of exclusion produced by the mediatisation of social life. Knowing how to communicate knowledge and transform it into social and professional competence means making innovation accessible, inclusive and transferable. In this way, Innovation Studies are a relevant methodological proposal not only for student training but also for the continuous qualification of researchers and professionals, from an intergenerational and interdisciplinary perspective. In conclusion, the paper argues that Innovation Studies can contribute to the empowerment of societies, enabling them to connect learning processes, knowledge and skills in a permanent educational ecosystem.

Bauman, Z. (2018). Liquid modern challenges to education.

Fagerberg, J., Martin, B. R., & Andersen, E. S. (Eds.). (2013). Innovation studies: evolution and future challenges. OUP Oxford.

Fanizza, F. (2019). Sistemi di welfare per nuovi stili di vita. Innovazione sociale, diritti e competenze (pp. 1-122). FrancoAngeli, Milano.

OECD (2024), "The triangle of lifelong learning: Strategies, motivation, and self-belief", PISA in Focus, No. 128, OECD Publishing, Paris, https://doi.org/10.1787/45ec682f-en.

Ramella, F. (2015). Sociology of economic innovation. Routledge, London.

VALUING NON-LINEAR PROFESSIONAL IDENTITIES IN LIFELONG LEARNING SYSTEMS: SKILLS RECOGNITION, CONTINUING TRAINING, AND DUAL LEARNING UNDER ITALIAN DECREE NO. 115/2024

Bastianelli Michela (INAPP, Italy)

Identity | Non formal learning | policy makers cooperation

In line with the European Recommendation on the validation of non-formal and informal learning (2012) and the latest Cedefop Guidelines (2023), Italian Decree No. 115/2024 pursues two closely interconnected objectives: strengthening the usability and portability of competences and expanding individuals' learning opportunities. The Decree is embedded within the broader European policy framework on lifelong learning and skills development and reflects the strategic orientations of the European Skills Agenda (2020) and the Osnabrück Declaration (2020). The regulatory framework focuses on three core pillars: the recognition of competences acquired outside formal education and training pathways; continuing vocational training as a driver of updating, employability, and social inclusion; and dual learning systems based on strengthened cooperation between education providers and enterprises. Central to this approach is the validation of competences acquired in formal, non-formal, and informal contexts, understood as a key mechanism for ensuring transparency, transferability, and coherence across individual learning trajectories. Drawing on a holistic and integrated perspective, the Decree promotes new forms of institutional cooperation between regional vocational education and training systems and economic and social partners, with a particular emphasis on the role of Interprofessional Funds for Continuing Training and Bilateral Funds for Training and Income Support. It also introduces complementary services for competence recognition aimed at enhancing individuals' existing skills, supporting personalized pathways through skills gap analysis, and improving competence-based programme design in close interaction with enterprises. The Decree was presented at the European level during the Peer Learning Activity "Inclusion of qualifications from outside formal education and training in National Qualifications Frameworks" (Warsaw, April 2025). Contributions from Member States confirmed that, when supported by appropriate policy frameworks, lifelong learning can represent a crucial resource for active and informed citizenship. At the same time, participants highlighted persistent challenges at both national and European levels, including integration with qualification frameworks and quality assurance systems, balancing standardization and personalization, reducing territorial inequalities, strengthening links with active labour market policies, enhancing guidance and coaching services, raising awareness, monitoring outcomes, reducing administrative burdens, integrating micro-credentials, and ensuring data interoperability. The article argues that the effectiveness of the Italian validation system ultimately depends on its capacity to operate as part of an integrated governance framework and to ensure inclusive access to recognition and learning opportunities. Particular attention must be paid to overcoming

structural and institutional barriers that disproportionately affect vulnerable and disadvantaged groups. In this perspective, Decree No. 115/2024 represents a significant step towards a more inclusive, transparent, and sustainable lifelong learning system, while also highlighting the need for continued policy innovation and multilevel coordination.

Cedefop (European Centre for the Development of Vocational Training). (2023). European Guidelines for Validating Non-Formal and Informal Learning (3rd ed.). Luxembourg: Publications Office of the European Union.

European Commission. (2020). European Skills Agenda for Sustainable Competitiveness, Social Fairness and Resilience. Brussels: European Commission. (COM(2020) 274 final).

European Commission & Presidency of the Council of the European Union. (2021). Osnabrück Declaration on Vocational Education and Training as a Lever for Recovery and Just Transitions to Digital and Green Economies. Luxembourg: Publications Office of the European Union.

European Union. (2012). Council Recommendation of 20 December 2012 on the Validation of Non-Formal and Informal Learning. Official Journal of the European Union, C 398, 22 December 2012.

European Union. (2022). Council Recommendation of 16 June 2022 on a European Approach to Micro-Credentials for Lifelong Learning and Employability. Official Journal of the European Union, C 243, 27 June 2022.

Ministry of Labour and Social Policies (Italy). (2024). Decree No. 115 of 9 July 2024 on the Regulation of Services for the Identification, Validation, and Certification of Competences Related to Qualifications. Official Gazette of the Italian Republic, Serie Generale No. 185, 8 August 2024. Rome.

Bastianelli, A. (2025). Inclusion of Qualifications from Outside Formal Education and Training in National Qualifications Frameworks: Report on the Peer Learning Activity, Warsaw, April 2025. European Commission (unpublished/working paper).

ADULT EDUCATION AND LIFELONG LEARNING TOWARDS INCLUSIVE CULTURES: FREEDOM, RESPONSIBILITY, AND GENERATIVE PEDAGOGY

Giorgia Altobelli (INDIRE, Italy)

Adult education | Lifelong learning | Generative pedagogy

In the contemporary context, characterized by biographical transitions, job losses, and growing social inequalities, adult education and lifelong learning assume a strategic role in promoting inclusion, active citizenship, and social justice. Lifelong learning is no longer simply an educational opportunity, but a fundamental educational right, capable of supporting adults in the processes of educational, professional, and existential reorientation throughout their lives (Delors, 1996; European Commission, 2019). This paper offers a theoretical and conceptual reflection on career guidance as a transformative pedagogical practice in adult education contexts, interpreting it as a generative device grounded in the dimensions of freedom, responsibility, and desire (Riva, 2017; Mannese, 2023). Drawing on the paradigm of generative pedagogy and the educational empowerment approach (Freire, 1976; Zimmerman, 2000), the analysis developed here challenges a static and individualistic conception of talent, proposing instead a dynamic, relational, and processual interpretation. Talent is understood as the outcome of journeys of awareness, reflexivity, and planning that develop over time through the interaction between subjectivity, training contexts, and educational opportunities, within a capability-oriented perspective that values individuals' real possibilities for choice and action (Sen, 1999; Nussbaum, 2012). Within this framework, lifelong guidance takes on an emancipatory and inclusive function, capable of accompanying adults through moments of transition and vulnerability, supporting their autonomy, capacity for choice, and the construction of meaningful life projects (Guichard, 2021; Riva, 2020). Particular attention is paid to enhancing individual biographies and non-formal and informal learning experiences, recognized as key resources for building lifelong learning paths geared towards equity and the recognition of differences (Formenti et al., 2017; Mortari, 2003). Adult education is thus interpreted as a generative and democratic space, in which reflexivity, nurturing educational relationships, and the intentional design of learning contexts foster processes of social inclusion and active participation. The proposed reflection highlights how orientational educational practices, grounded in reflective, autobiographical, and dialogic approaches, can contribute to countering exclusion, precariousness, and marginalization, promoting the exercise of responsible and sustainable freedom. In conclusion, the adopted perspective proposes a vision of adult education and lifelong learning as key practices for building a culture of inclusion, capable of valorizing subjectivities, recognizing life paths, and supporting individual and collective transformation within a framework of educational and social justice.

Delors, J. et al. (1996). Learning: The Treasure Within. Paris: UNESCO.

European Commission. (2019). Lifelong Learning and Lifelong Guidance. Brussels: European Commission.

Formenti, L., Luraschi, S., Galimberti, A., & Rossi, M. (2017). Orientamento cooperativo: dalle storie di vita al sistema orientante. In F. Batini & S. Giusti (Eds.), Empowerment delle persone e delle comunità (pp. 72–79). Lecce: PensaMultimedia Editore.

Freire, P. (1976). La pedagogia degli oppressi. Milano: Mondadori.
Guichard, J. (2021). Accompagnare l'orientamento di individui e gruppi. Quaderni di orientamento, 57, 16–26.
Mannese, E. (2023). Desiderio e generatività pedagogica: sostanza dell'uomo. Attualità Pedagogiche, 5(1), 1–2.
Mortari, L. (2003). Apprendere dall'esperienza. Il pensare riflessivo nella formazione. Roma: Carocci.
Nussbaum, M. (2012). Creare capacità. Liberarsi dalla dittatura del PIL. Bologna: Il Mulino.
Riva, M. (2017). Viaggio pedagogico tra limiti e potenzialità dell'umano. Generatività, legami d'amore e responsabilità emotiva. Pedagogia & Vita, 2, 121–132.
Riva, M. G. (2020). Orientamento. Una pratica educativa tra soggettività, saperi, linee guida e condizionamenti. Pedagogia più Didattica, 6, 37–50.
Sen, A. (1999). Development as Freedom. Oxford: Oxford University Press.
Zimmerman, M. A. (2000). Empowerment theory: Psychological, organizational and community level analysis. In J. Rappaport & E. Seidman (Eds.), Handbook of community psychology (pp. 43–63). New York: Plenum.

BIOGRAPHICAL FRICTION: PERSONALITY, MIGRATION AND WORK IN ADULT LEARNING TRAJECTORIES

Matteo Borri (INDIRE, Italy)

Adult education | cognitive friction | life course

Adult education is often framed within the policy discourse of upskilling and employability. Yet, when observed through the lens of life-course trajectories, it reveals a more complex dynamic: learning frequently emerges at moments of rupture — job loss, migration, interrupted schooling, downward mobility, or delayed certification. Building on previous research on personality as a cognitive "filter" in adult learning and on the notion of learning as resistance within evening schools and CPIA contexts, this paper advances a further step: cognitive friction is not merely instructional, but biographical. The life-course perspective allows us to reinterpret adult learning as a transitional space where identity, work and migration trajectories intersect. In such contexts, learners do not encounter new knowledge in a neutral cognitive vacuum; they confront it through sedimented beliefs, self-concepts and work-related identities. Personality traits — including openness to experience, conscientiousness, tolerance of ambiguity and perceived self-efficacy — shape how individuals interpret and metabolize educational demands during periods of instability. Cognitive friction thus arises when new epistemic frameworks challenge previously stabilized biographical narratives. This friction becomes particularly visible among migrant learners and adults returning to education after prolonged exclusion. For migrant students, educational participation is entangled with linguistic adaptation, recognition of prior learning and renegotiation of professional status. For adults in work transitions, learning may threaten established self-definitions while simultaneously offering re-legitimation. In both cases, resistance to learning should not be read as deficit but as a signal of biographical realignment in progress. Drawing on empirical reflections from Italian adult education settings (CPIA and evening courses) and integrating personality theory with transformative learning perspectives, the paper proposes the concept of biographical friction. This notion designates the tension generated when institutional learning structures encounter life histories marked by discontinuity. Unlike traditional models that focus on learning styles or purely motivational variables, biographical friction situates cognitive resistance within broader socio-economic and migratory trajectories. The argument has two implications. First, adult education policies centered exclusively on human capital and employability risk overlooking the identity work required in transitional phases of life. Second, personalization in adult learning should move beyond adaptive didactics toward recognition of biographical density — including work histories, migratory experiences and prior educational failures. Within the panel's focus on life courses, youth, migration and work, this contribution suggests that adult education functions less as a linear continuation of schooling and more as a critical hinge in life trajectories. Where friction appears, transformation becomes possible — but only if educational institutions recognize that learning, at certain stages of life, is never purely cognitive: it is existential, social and biographical.

Bandura, A. (1997). Self-efficacy: The exercise of control. Freeman.
Borri, M. (2023). Personalità e attrito cognitivo nell'istruzione degli adulti. Lifelong, Lifewide Learning (LLL), 20(43), 537–549. https://doi.org/10.19241/ijir.v20i43.780
Mezirow, J. (1991). Transformative dimensions of adult learning. Jossey-Bass.
OECD. (2024). Survey of adult skills: Italy. OECD Publishing.
Sen, A. (1999). Development as freedom. Oxford University Press.
Shultz, D. P., & Schultz, S. E. (2016). Theories of personality (11th ed.). Cengage Learning.

RETHINKING INCLUSION IN AIED (ARTIFICIAL INTELLIGENCE IN EDUCATION): EXPLICABILITY AND LITERACY IN THE ONLIFE ERA

Giulia Lombardo (Istituto nazionale di documentazione innovazione e ricerca educativa (INDIRE), Italy)

Digital inclusion | AIED colonialism | AIED literacy

Abstract: This study is a theoretical reflection on the inclusive use of Artificial Intelligence in Education (AIED). The literature review by Wang et al. (2024) on AIED highlights that most existing papers focus on its applications and characteristics, without providing a comprehensive overview of research topics and methodologies. As pointed out by Wang et al. (2024), there is a lack of in-depth analysis of the fundamental theories commonly used to guide research on AIED. The theoretical nature of this contribution seeks to restore AIED to the socio-political context of its use and to the profound epistemological changes resulting from the hybridization of the real with the digital, the Onlife (Floridi, 2014). This work analyses the theme of inclusion along two lines. The first frames inclusion within competence-based teaching (European Commission, 1995; John 1997; Murphy 1997; Angelucci 2018; Caputo, 2019; Cosgrove & Cachia, 2025), highlighting its implicit assumptions regarding the educational goals underlying the constructivist pedagogical model and the consequent "learnification" of educational discourse (Biesta, 2006; 2010; 2011; 2012; 2022). In a context where measurable learning outcomes take precedence over reflection on the pedagogical principles that guide educational action (Wang et al., 2024), education finds itself completely reduced to learning (Bulger, 2016). The need to clarify educational goals is even more urgent when placed within the broader discourse of the digital age. As Floridi pointed out, in the digital age « the re-ontologization of agency has not yet been accompanied by an adequate re-epistemologization of its interpretation » (Floridi, 2022, p.32). We therefore put forward the hypothesis that the same re-epistemologization is necessary in AIED. The new agency of artificial intelligence (AI) and, consequently, AIED requires a complex and new interpretative effort that takes into consideration educational goals, beyond the mere acquisition of skills for work. This calls for an idea of inclusion accounting for the ethical and epistemological issues at stake, which are still largely not made explicit, in the new learning scenarios. The second line of this study addresses the issue of inclusion from a more political side, starting from European Commission (2018) to continue with Cesaroni's (2024) review of key UNESCO documents, which highlights the prevalence of a techno-solutionist approach that reduces inclusion to integration. The profound epistemological changes resulting from the Onlife (Floridi 2020; 2025) make the link between technology and power (Winner, 2017; Adam, 2019; Knox 2019; Cotterell et al., 2020; Naismith & Juffs, 2021; Nemorin et. al 2022; Bisconti, 2024) a fundamental aspect in relation to the ethical and inclusive use of digital technologies and AI. After recognizing the danger posed by AIED colonialism (Benjamin, 2019; Costanza-Chock, 2020; Earl, 2021; Zembylas, 2021; Holmes & Tuomi, 2022) and the risk that economic interests prevail over educational goals (Holmes et al., 2022), we advocate for the application of the principle of explicability (Floridi, 2022) to AIED and the creation of an adequate literacy for teachers and learners, based on the topics addressed.

Adam, T. (2019). Digital Neocolonialism and Massive Open Online Courses (MOOCS): Colonial Pasts and Neoliberal Futures. Learning, Media and Technology 44 (3): 365–380.

Angelucci, A. (2018). Contro le competenze, Roars, 6 Aprile http://www.roars.it/online/contro-le-competenze.

Benjamin, R. (2019). Race After Technology: Abolitionist Tools for the New Jim Code. Medford, MA: Polity.

Biesta, G. (2006). Beyond Learning. Democratic Education for a Human Future. Boulder and London: Paradigm Publishers.

Biesta, G. (2010). Good Education in an Age of Measurement. Ethics, Politics, Democracy. Boulder and London: Paradigm Publishers.

Biesta, G. (2011). How Useful Should the University Be? On the Rise of the Global University and the Crisis in Higher Education, Qui Parle, vol. 20, n. 1, 2011, pp. 35-47.

Biesta, G. (2012). Giving Teaching Back to Education: Responding to the Disappearance of the Teacher in Phenomenology & Practice, Volume 6 (2012), No. 2, pp. 35-49.

Biesta, G. (2022). Riscoprire l'insegnamento, Milano: Raffaello Cortina Editore.

Bisconti, P. (2024). Hybrid Societies: Living with Social Robots. New York: Taylor & Francis.

Bulger, M. (2016). Personalized learning: The conversations we're not having. Data and Society, 22(1): 1-29.

Caputo, A. (2019). Ripensare le competenze filosofiche a scuola: problemi e prospettive. Roma: Carocci.

Cesaroni, V. (2024). Inclusive education in the age of AI: A critical perspective on policy guidelines through the lens of ecological-systemic theory of technological mediation in Education Sciences & Society, 2/2024, pp. 329-341 Doi: 10.3280/ess2-2024oa18453

Cosgrove, J. and Cachia, R. (2025). DigComp 3.0: European Digital Competence Framework - Fifth Edition, Publications Office of the European Union, Luxembourg, 2025, https://data.europa.eu/doi/10.2760/0001149, JRC144121.

Costanza-Chock, S. (2020). Design-Justice: Community-Led Practices to Build the Worlds We Need. Boston, MA: The MIT Press.

Cotterell, R., Mielke, S. J., Eisner, J., & Roark, B. (2020). Are all languages equally hard to language-model? Cornell University. http://arxiv.org/abs/1806.03743

Earl, C. (2021). Towards an Abolitionist AI: The Role of Historically Black Colleges and Universities. Paper presented at resistance AI workshop, NeurIPS 2020 conference.

European Commission: Directorate-General for Education, Youth, Sport and Culture. (1995). White Paper on education and training: Teaching and learning: Towards the learning society. Publications Office.

European commission: Directorate-General for Employment, Social Affairs and Inclusion. (2018). Il pilastro europeo dei diritti sociali – Per un'Europa più equa e più sociale, Publications Office, https://data.europa.eu/doi/10.2767/870904

Floridi, L. (2014). La quarta rivoluzione. Come l'infosfera sta trasformando il mondo, Milano: Raffaello Cortina.

Floridi, L. (2020). Pensare l'infosfera: la filosofia come design concettuale. Milano: Raffaello Cortina.

Floridi, L. (2022). Etica dell'intelligenza artificiale: sviluppi, opportunità, sfide. Edizione italiana a cura di Massimo Durante. Milano: Raffaello Cortina.

Floridi, L. (2025). AI as Agency without Intelligence: On Artificial Intelligence as a New Form of Artificial Agency and the Multiple Realisability of Agency Thesis. Philos. Technol. 38, 30 (2025). https://doi.org/10.1007/s13347-025-00858-9

Holmes, W., Persson, J., Chounta, I.-A.,Wasson, B., & Dimitrova, V. (2022). Artificial intelligence and Education. A critical view through the lens of human rights, democracy, and the rule of law. Council of Europe.

Holmes, W., & Tuomi, I. (2022). State of the art and practice in AI in education. European Journal of Education, 00, 1–29. https://doi.org/10.1111/ejed.12533

John, F. (1997). The European union and the learning society: contested sovereignty in an age of globalization, in F. Coffield (ed) A national strategy for LLL, Department of education, university of Newcastle.

Knox, J. (2019). What does the 'postdigital' mean for education? Three critical perspectives on the digital, with implications for educational research and practice. Postdigital Science and Education, 1(2). DOI: 10.1007/s42438-019-00045-y.

Murphy, M. (1997). Capital, class and adult education: the international political economy of lifelong learning in the European Union, Dekalb (ILL): Northern Illinois University.

Naismith, B., & Juffs, A. (2021). Finding the sweet spot: Learners' productive knowledge of mid-frequency lexical items. Language Teaching Research, https://doi.org/10.1177/13621688211020

Nemorin, S., Vlachidis, A., Ayerakwa, H. M., & Andriotis, P. (2022). AI hyped? A horizon scan of discourse on artificial intelligence in education (AIED) and development. Learning, Media and Technology, 1–14. https://doi.org/10.1080/17439884.2022.2095568

Wang, S., Wang, F., Zhu, Z., Wang, J., Tran, T., Du, Z. (2024). Artificial Intelligence in Education: A Systematic Literature Review. Expert Systems with Applications, 252, pp. 1-19, in https://doi.org/10.1016/j.eswa.2024.124167.

Winner, L. (2017). Do artifacts have politics? In Weckert J. (ed). Computer ethics. London: Routledge. DOI:10.4324/9781315259697-21.

Zembylas, M. (2021). A decolonial approach to AI in higher education teaching and learning: Strategies for undoing the ethics of digital neocolonialism. Learning, Media and Technology, 1–13. https://doi.org/10.1080/17439884.2021.2010094

ACTIVE AGING IN LOCAL COMMUNITIES AND PARTICIPATION

Edoardo Renzi (University of Perugia, Italy) · **Agnese Rosati** (University of Perugia, Italy) · **Mina De Santis** (University of Perugia, Italy)

Active aging | social cohesion | skills maintenance

Demographic, technological, and social transformations are redefining the conditions for exercising democratic citizenship, posing new challenges for local education and welfare systems. In this scenario, population aging is not only a factor that puts pressure on services, but also a test of communities' ability to promote social cohesion (Cramm, van Dijk, & Nieboer, 2013; Cramm & Nieboer, 2015), active participation, and lifelong skills maintenance. The case of the Umbrian municipality of Corciano fits into this dynamic. Over the last twenty years, the resident population has grown from approximately 15,200 inhabitants in 2001 to approximately 21,400 in 2021; at the same time, the proportion of citizens over 65 has grown from 17.9% to 21.8%. This data indicates a structural trend that requires preventive policies focused on active aging and the enhancement of the experiential capital of older adults. This paper presents a pedagogical analysis of the "Longevo Project", configured as a territorial research-intervention based on the "Community House" model, understood as a proximity device. The aim is to investigate how an integrated approach to lifelong learning, digital inclusion, and civic engagement can facilitate the transition from a predominantly welfare-based system to a participatory approach (Pellegrino & Rodeschini, 2024), capable of recognizing those over 65 as competent and co-responsible actors in local public life. The theoretical framework is rooted in community pedagogy and lifelong learning perspectives, viewing active aging as a multidimensional process (Urtamo, Jyväkorpi, & Strandberg, 2019) that includes continuous learning, maintaining cognitive and relational skills, informed access to technology, and the opportunity to contribute to collective decision-making processes. Methodologically, the project was structured around a neighborhood support desk that listens, provides guidance, and continuously monitors needs, including through a "permanent census" aimed at identifying situations of social isolation or digital exclusion. In this context, the implementation of "CorciALBO" - the municipal register of volunteers - has taken on a strategic role. It serves not only as an administrative registration tool, but also as a means of recognizing and reactivating skills developed throughout working and social life. Through registration and participation in the project, people over 65 were able to transform their experiential capital into a collective resource, contributing to cultural and local support initiatives. This process has helped to maintain skills, strengthened perceived

self-efficacy, and consolidated a sense of belonging to the local community, underscoring the role of social relationships in promoting older adults' well-being (Luppi, Ricci & Bruni, 2025). The analysis of the experience shows how the "Community House" operates as an infrastructure capable of integrating social support, continuing education, and civic engagement, creating conditions conducive to democratic co-responsibility. The establishment of stable networks between local government, the third sector, and citizens emerges as a decisive element for the sustainability of the intervention. The case study suggests that proximity-based models rooted in lifelong learning and active participation can help transform longevity into a lever for social cohesion and democratic renewal at the local level.

Cramm, J. M., van Dijk, H. M., & Nieboer, A. P. (2013). The importance of neighborhood social cohesion and social capital for the well being of older adults in the community. The Gerontologist, 53(1), 142–152. https://doi.org/10.1093/geront/gns052

Cramm, J. M., & Nieboer, A. P. (2015). Social cohesion and belonging predict the well being of community dwelling older people. BMC Geriatrics, 15, 30. https://doi.org/10.1186/s12877 015 0027 y

Luppi, E., Ricci, A., Bruni, E. (2025) Un progetto di rete per la promozione del benessere bio-psicosociale nella Terza Età: primi esiti di una ricerca valutativa. Firenze: Firenze University Press.

Pellegrino, V., & Rodeschini, G. (Eds.). (2024). Il welfare pubblico partecipativo: Pratiche di riflessività collettiva sulle trasformazioni dello Stato sociale. Franco Angeli

Urtamo, A., Jyväkorpi, S. K., & Strandberg, T. E. (2019). Definitions of successful ageing: A brief review of a multidimensional concept. Acta Biomedica, 90(2), 359–363. https://doi.org/10.23750/abm.v90i2.8376

FAMILY CENTERS AND ACTIVE AGEING: ACTION RESEARCH BETWEEN GOOD PRACTICES AND LOCAL CAPACITY BUILDING

Donatella Bramanti (Università Cattolica del Sacro Cuore, Italy) · **Sara Nanetti** (Università Cattolica del Sacro Cuore, Italy) · **Nicoletta Pavesi** (Università Cattolica del Sacro Cuore, Italy)

active ageing | lifelong learning | Family Centres

This paper examines the professional development work carried out with the Family Centres (Centri per le Famiglie) of Sardinia, treating active ageing as a field for piloting place-based practices of adult education and lifelong learning. From an ecological and community-oriented perspective, Family Centres are construed not only as parenting-support services, but also as proximity-based social systems with the potential to activate intergenerational mechanisms, prevent loneliness, and tackle inequalities (including digital inequalities), in line with a conception of lifelong learning distributed across the life course. The theoretical framework integrates: (a) the lifelong learning tradition as a paradigm of citizenship, capability enhancement, and participation; (b) active ageing studies, interpreted here not in a narrowly productivist sense but as a multidimensional construct (health, participation, security, social relations, and agency); (c) scholarship on the digital divide and digital inclusion in later life, with attention to access, competence, meaningful use, and social mediation; and (d) the educational approach of problem-posing education, which makes it possible to valorise practitioners' existing competences while integrating them with trainers' academic knowledge, with trainers acting as facilitators in fostering critical consciousness regarding problems and potential solutions. The action research adopted a sequential multi-method design (documentary–comparative and translational) and comprised two phases. In Phase 1, a comparative analysis was conducted of good-practice cases collected within the PNRR Age-It project by the LEAA cross-cutting Board, using a standardised template that combines structured variables (target groups, settings, scale, recruitment, methodologies, timelines, co-design, monitoring, evaluation) with reflexive notes, with the aim of constructing an inter-case matrix. In the subsequent phase, findings were translated into a training pathway for practitioners working in Sardinia's Family Centres, structured around thematic sessions, supported project work, and follow-up activities, in accordance with a logic of capacity building, contextual adaptation, and territorial transferability. The guiding research question is as follows: how, and under what conditions, can a comparative analysis of good practices in active ageing be translated into a transferable training dispositif for proximity-based local services, capable of supporting integrated planning, inclusion, and participation? Accordingly, the paper pursues a twofold objective: (1) to identify recurring patterns and conditions for adaptability/replicability across the practices analysed; and (2) to formalise an analytical–operational model for practitioner training oriented towards place-based co-design and collaborative governance. The paper is situated within the framework of Italy's recent reform of policies for older persons (Law 33/2023; Legislative Decree 29/2024), which explicitly foregrounds dignity, autonomy, social inclusion, active ageing, and the prevention of frailty, while strengthening the integration

of social, health, and socio-health interventions, including through territorial and community-based approaches. In particular, the Decree introduces provisions that are salient for this study (CIPA and the National Plan, frailty prevention, digital facilitation, transversal digital competences, community services, and service integration). In the Sardinian context, the recent establishment of the Regional Working Group on Active Ageing and the involvement of institutional actors, socio-health districts, and PLUS territorial areas further underscore the relevance of a training dispositif oriented towards collaborative governance and the networking of practices.

Boudiny, K. (2013). 'Active ageing': from empty rhetoric to effective policy tool. Ageing & Society, 33(6), 1077–1098.

Bramanti, D. (2025). Vivere in una società longeva: quali sfide per le generazioni. In Boffo, V., Bertani, M., Bramanti, D., Chattat, R., Formenti, L. (cur.). Accompagnare la longevità. Buone pratiche educative e formative per l'invecchiamento attivo (Vol. 20, pp. 41-53). Firenze University Press.

Creswell, J. W., & Plano Clark, V. L. (2018). Designing and Conducting Mixed Methods Research (3rd ed.). Sage.

Decreto legislativo 15 marzo 2024, n. 29. Disposizioni in materia di politiche in favore delle persone anziane.

European Commission (2021). Green Paper on Ageing.

Findsen, B., & Formosa, M. (2011). Lifelong Learning in Later Life: A Handbook on Older Adult Learning. Rotterdam: Sense Publishers.

Foster, L., & Walker, A. (2015). Active and successful aging: A European policy perspective. The Gerontologist, 55(1), 83–90.

Freire P. (tr. It 2022), Pedagogia degli oppressi, Torino: Ed. Gruppo Abele.

Legge 23 marzo 2023, n. 33. Deleghe al Governo in materia di politiche in favore delle persone anziane.

Nanetti, S. (2024). Il Web, luci ed ombre di un" ambiente" dove i cittadini esercitano la partecipazione sociale e relazionale. In Partecipare, fondamento per il benessere e la coesione sociale (pp. 227-253). Il Mulino.

Nanetti, S. (2025). Per una definizione di buona pratica nel contesto del lifelong learning. In V. Boffo et al. (a cura di), Accompagnare la longevità. Buone pratiche educative e formative per l'invecchiamento attivo. Firenze: Firenze University Press.

UNESCO (2015). Rethinking Education: Towards a global common good?

UNESCO Institute for Lifelong Learning (2016). Recommendation on Adult Learning and Education (RALE).

van Dijk, J. (2020). The Digital Divide. Cambridge: Polity Press.

World Health Organization (2002). Active Ageing: A Policy Framework. Geneva: WHO.

World Health Organization (2020). Decade of Healthy Ageing 2021–2030. Geneva: WHO.

Yin, R. K. (2018). Case Study Research and Applications (6th ed.). Sage.

TERRITORIAL NETWORKS FOR LIFELONG LEARNING: ORGANIZATIONAL DYNAMICS AND GOVERNANCE CHALLENGES IN THE CAMPANIA REGION

Paola Buonanno (Università degli Studi di Napoli "Federico II", Italy) · **Raffaele Sibilio** (Università degli Studi di Napoli "Federico II", Italy) · **Giuseppe Luca De Luca Picione** (Università degli Studi di Napoli "Federico II", Italy)

Lifelong Learning | Territorial Service Networks | Social Network Analysis

The concept of lifelong learning is recognized at various levels as one of the key strategic levers for economic, social, and cultural development. For it to transform from an abstract construct into a real right, it must be supported by political will, organizational structures, and adequate operational tools. In this framework, territorial service networks represent the organizational form through which public administration is called upon to ensure equal opportunities for access to learning at every stage of life. This study examines the organizational and relational dynamics of territorial service networks through the analysis of the relationships of a Provincial Centre for Adult Education (CPIA) and the Regional Network for Lifelong Learning (ReTAP) in Campania, investigating their capacity to promote lifelong learning and social inclusion through external connections. Grounded in an interpretive and constructivist approach, the work adopts a meso-level perspective to analyze the shift from hierarchical "government" models toward networked forms of "governance" (Mayntz, 1999), characterized by multilevel coordination among public institutions, schools, labor market actors, and civil society organizations. Through network systems theory (Castells, 2000; Barabási, 2004) and studies on organizational cooperation between public bodies (Hjern & Porter, 1988), the research applies Social Network Analysis to identify the structure, density, and relational dynamics of the network, assessing the strength and significance of ties between institutional nodes. Data were collected through semi-structured interviews guided by a questionnaire and analyzed using mixed methods, including Unfolding and Classification and Clustering of Preference Rankings techniques (Borg, Groenen & Mair, 2018). The findings highlight both the potential and the critical limitations of networked governance in implementing lifelong learning policies at the regional and local level. The results contribute to the broader reflection on how public

administration can build effective welfare networks capable of ensuring equal opportunities for access to learning throughout life, with particular attention to the most vulnerable adult populations and the strengthening of a culture of social inclusion.

Barabási, A. L. (2004). Link. La scienza delle reti. Einaudi.

Borg, I., Groenen, P. J. F., & Mair, P. (2018). Applied multidimensional scaling and unfolding (2nd ed.). Springer. https://doi.org/10.1007/978-3-319-73471-2

Castells, M. (2000). La nascita della società in rete. Egea-Università Bocconi Editore.

Hjern, B., & Porter, D. O. (1988). Le strutture di implementazione: Una nuova unità di analisi amministrativa. In S. Zan (Ed.), Logiche di azione collettiva. Il Mulino.

Mayntz, R. (1999). La teoria della "governance": Sfide e prospettive. Rivista Italiana di Scienza Politica, 29(2), 3–21.

MEDIA AND DIGITAL LITERACY NEEDS AMONG ITALIAN SENIORS. THE KEY ROLE OF ALGORITHMIC LITERACY LEVEL IN THE NEWS MEDIA DIET DIVERSIFICATION

Francesco Marrazzo (Autorità per le Garanzie nelle Comunicazioni, Italy)

media and digital literacy | algorithmic literacy | high-choice news media environment

Media literacy is increasingly recognized as a key element in European Union (EU) media regulation policies (Lacourt 2024; ERGA 2024) as well in the promotion of digital citizenship (CoE 2019) and in the protection of information integrity (OECD 2024). While UNESCO has launched relevant initiatives in media and information literacy field since the previous decade (UNESCO 2013), in the last few years the EU Audiovisual Media Service Directive has invited for the first time Member States to promote the development of media literacy skills and to report to the European Commission on the implementation of such measures (ERGA 2023), and the European Media Freedom Act has finally given a definition of media literacy in an EU legislative measure. Following this recent attention to media literacy, different studies and initiatives have sought to provide guidelines in this field, with a particular emphasis on younger and older populations as target groups (Melstveit Roseme et al. 2024; EDMO 2024). In this context, AGCOM, the Italian convergent communications regulatory authority (AGCOM 2025a), entrusted with monitoring tasks concerning the media and digital literacy skills promotion at national level (AGCOM 2025b), has launched a research activity aimed at identifying the main media and digital literacy needs in the Italian population. This research activity has been implemented through a survey addressed to a sample of 7.053 individuals, representative of the population aged 6 and above residing in Italy. The sampling plan has involved the use of the area of residence and gender variables, and a specific emphasis on age, identifying 8 specific groups, including younger (61-13 yo) and older minors (14-17 yo) as wells as seniors (65 yo and above). The main findings of this research activity concern (i) the availability of devices, access to media, access to news media, and ways to regulate minors' media access adopted by parents, (ii) the analysis of the level of concern about and the frequency of exposure to the main activities and content that may constitute risk factors in the legacy and digital media environment, and the ways in which citizens prevent and tackle such phenomena, and (iii) the knowledge of algorithmic recommendation systems and of the use of specific algorithmic curation tools provided by online platforms in the Italian population (AGCOM 2025c). The goal of this proposal is presenting the main results of this research activity, with particular reference to the seniors, highlighting the main differences between this category and other age groups, and giving policy recommendations aimed at increasing specific media and digital literacy skills among the seniors themselves. In particular, the high level of concern regarding potentially risky activities and content, with specific regard to disinformation, and the low algorithmic literacy (Frau-Meigs 2024) level among seniors will be further analysed and contextualised, with the aim of highlighting the need for tailored media and digital literacy interventions including specific activities to enable this population segment to navigate the high-choice media environment (van Aelst et al. 2017; Castro et al. 2022) and diversify their news media diet.

AGCOM (2025a). Relazione annuale 2025 sull'attività svolta e sui programmi di lavoro, available (In Italian language) at the link: https://www.agcom.it/sites/default/files/documenti/relazione_annuale/Relazione%20annuale%202025_1.pdf

AGCOM (2025b). Relazione di monitoraggio sull'attuazione dell'articolo 4, comma 3 del Testo Unico dei Servizi Media Audiovisivi in materia di alfabetizzazione mediatica e digitale – anno 2025, available (in Italian language) at the link: https://www.agcom.it/sites/default/files/documenti/rapporto/Relazione%20monitoraggio%20AMD%202025.pdf

AGCOM (2025c). I fabbisogni di alfabetizzazione mediatica e digitale. Report di ricerca, available (in Italian language) at the link: https://www.agcom.it/sites/default/files/documenti/rapporto/Report%20di%20ricerca%20%20Fabbisogni%20Alfabetizzazione%20mediatica.pdf

Castro L, Strömbäck J, Esser F, Van Aelst P, de Vreese C, Aalberg T, Cardenal A S, Corbu N, Hopmann D N, Koc-Michalska K, Matthes J, Schemer C, Sheafer T, Splendore S, Stanyer J, Stępińska A, Štětka V, Theocharis Y (2022), Navigating high-choice European political information environments: A comparative analysis of news user profiles and political knowledge, The International Journal of Press/Politics, 27(4), 827-859

Council of Europe – CoE (2019), Recommendation CM/Rec(2019)10 of the Committee of Ministers to member States on developing and promoting digital citizenship education, available at the link: https://search.coe.int/cm?i=090000168098de08

European Regulators Group for Audiovisual Media Services - ERGA (2023), Media Literacy Report 2023 Experiences on the reporting exercise pursuant to Article 33a(2) of the AVMSD, available at the link: https://media-board.europa.eu/document/download/b37703b9-fd10-4001-b140-e04775d1eed5_en?filename=AG2-ML-report-2023-final.pdf

European Regulators Group Group for Audiovisual Media Services - ERGA (2024), Media Literacy Best Practices in the European Union. A Handbook of inspirational initiatives by audiovisual media regulators, available at the link: https://media-board.europa.eu/document/download/26cdf6f2-42ce-4385-a085-2e14c4e2034a_en?filename=AG2-ML-report-2023-final_0.pdf

European Digital Media Observatory – EDMO (2024), EDMO Guidelines for Effective Media Literacy Initiatives, available at the link: https://edmo.eu/wp-content/uploads/2024/10/EDMO-Guidelines-for-Effective-Media-Literacy-Initiatives.pdf

Frau-Meigs, D. (2024). Algorithm Literacy as a Subset of Media and Information Literacy: Competences and Design Considerations. Digital, 4(2), 512-528

Lacourt, A. (2024), Media literacy and the empowerment of users, IRIS, European Audiovisual Observatory, available at the link: https://rm.coe.int/iris-2024-2-media-literacy/1680b06196

Melstveit Roseme, M., Day, L. & Hammonds W. (2024), Putting media literacy on the map – a snapshot of policies and practices in Europe, Ecorys Media Literary Policy Study Report 1, available at the link: https://www.ecorys.com/app/uploads/2019/02/Ecorys-ML-policy-study-report-1.pdf

OECD (2024), Facts not Fakes: Tackling Disinformation, Strengthening Information Integrity, available at the link: https://www.oecd.org/en/publications/facts-not-fakes-tackling-disinformation-strengthening-information-integrity_d909ff7a-en/support-materials.html

UNESCO (2013), Media and Information Literacy. Policy & Strategy Guidelines, available at the webpage: https://www.unesco.org/en/media-information-literacy

Van Aelst, P.; Strömbäck, J.; Aalberg, T.; Esser, F.; de Vreese, C.; Matthes, J.; Hopmann, D.; Salgado, S.; Hubé, N.; Stępińska, A.; Papathanassopoulos, S.; Berganza, R.; Legnante, G.; Reinemann, C.; Sheafer, T.; Stanyer, J. (2017), Political communication in a high-choice media environment: A challenge for democracy?, Annals of the International Communication Association 41(1): 3–27

NARRATIVE PRACTICES FOR PREVENTING SOCIAL ISOLATION AND FOSTERING COMMUNITY CONNECTIONS: INSIGHT FROM THE GINKGO ERASMUS+ PROJECT

Aurora Ricci (University of Bologna, Italy) · **Elisa Bruni** (University of Bologna, Italy) · **Elena Luppi** (University of Bologna, Italy)

Lifelong Learning | Active Ageing | Social Inclusion

Contemporary European societies are confronted with profound demographic transformations that challenge educational systems to rethink the role of lifelong learning in fostering inclusion and intergenerational cohesion (WHO, 2021). Social isolation among older adults is an increasingly widespread condition, characterised by the progressive weakening of social networks and a reduced sense of community belonging (Cornwell & Waite, 2009), with significant consequences for physical, psychological, and relational well-being (Badcock et al., 2023; Holt-Lunstad et al., 2015). The Covid-19 pandemic further intensified these dynamics, highlighting the centrality of meaningful relationships for individual and collective health (Deluigi & Ricci, 2023). Within this scenario, lifelong learning plays a crucial role in supporting active ageing, recognising informal competences, and fostering intergenerational citizenship (WHO, 2021). This contribution presents the educational design and implementation of Ginkgo – La Fabrique du Lien Social, a European Erasmus+ project aimed at preventing social isolation among older adults through structured non-formal learning pathways. Rather than adopting a standardised curriculum, the pathway was flexibly configured according to the specific characteristics and training needs of different participant groups, including university students, care professionals, caregivers, volunteers, and older adults at risk of isolation. Grounded in biographical learning and reflective methodologies, the training programme combined theoretical inputs with experiential and participatory activities (Knowles, 1978; Kolb, 1984). Particular attention was devoted to narrative practices as educational tools capable of fostering reflexivity, relational competences, and critical awareness of age-related stereotypes (Levy, 2009; Staudinger & Bowen 2010; WHO, 2021). Within this framework, the development of photobooks emerged as a workshop-based learning process integrated into the training structure. The photobooks—combining interviews, images, and narrative reconstruction—functioned both as formative experiences and as outputs of the educational pathway. The contribution adopts a qualitative and pedagogical perspective to analyse how the modular structure and narrative workshops supported: (1) the recognition of informal and experiential knowledge; (2) the development of relational and reflective competences across heterogeneous groups; (3) the strengthening of connections between higher education, care services, and local communities. By examining the adaptive design of the training pathway and the role of narrative artefacts within it, the contribution explores how biographical and participatory

methodologies can contribute to building inclusive lifelong learning cultures in ageing societies. The experience highlights the importance of flexible educational design capable of responding to differentiated needs while maintaining a coherent pedagogical framework oriented toward active ageing and social inclusion (WHO, 2021).

Akhter-Khan, S. C., & Au, R. (2020). Why loneliness interventions are unsuccessful: A call for precision health. Advances in Geriatric Medicine and Research, 2(3). https://doi.org/10.20900/agmr20200016

Cornwell, E. Y., & Waite, L. J. (2009). Social Disconnectedness, Perceived Isolation, and Health among Older Adults. Journal of Health and Social Behavior, 50(1), 31–48. https://doi.org/10.1177/002214650905000103

Deluigi, R., & Ricci, A. (2023). Rebuilding "we ourselves" after the pandemic: Intergenerational dialogue as a protective factor against loneliness and social isolation in older adults. RICERCHE DI PEDAGOGIA E DIDATTICA, 18(2), 17-35. https://doi.org/10.6092/issn.1970-2221/17775

Holt-Lunstad, J., Smith, T. B., Baker, M., Harris, T., & Stephenson, D. (2015). Loneliness and Social Isolation as Risk Factors for Mortality: A Meta-Analytic Review: A Meta-Analytic Review. Perspectives on Psychological Science, 10(2), 227-237. https://doi.org/10.1177/1745691614568352

Knowles, M. S. (1978). Andragogy: Adult learning theory in perspective. Community College Review, 5(3), 9-20.

Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development. Prentice-Hall.

Levy, B. (2009). Stereotype embodiment. Current Directions in Psychological Science, 18(6), 332–336. https://doi.org/10.1111/j.1467-8721.2009.01662.x

Staudinger, U.M. and Bowen, C.E. (2010). Life-Span Perspectives on Positive Personality Development in Adulthood and Old Age. In The Handbook of Life-Span Development (eds R.M. Lerner, M.E. Lamb and A.M. Freund). https://doi.org/10.1002/9780470880166.hlsd002008

World Health Organization. (2021). Decade of healthy ageing: baseline report. World Health Organization.

H.02

Adult Learning as Democratic Renewal: Empowering Citizenship and Envisioning Alternative Futures

PANEL CONVENORS: Marcella Milana (Unievrsity of Verona, Italy); Margherita Bussi (UCLouvain, Belgium); Roberto Angotti (Inapp, Italy)

PANEL KEYWORDS: adult learning, citizenship, alternative futures

In a moment of profound social, political, and technological transformation, adult education and learning play a central role in sustaining and renewing democratic life. We invite contributions exploring how adult education in any setting can serve as a cornerstone for active citizenship, social inclusion, intergenerational solidarity, and cultural justice. We welcome theoretical, empirical, and policy-oriented papers examining adult education as a space where civic competences, social responsibility, and critical awareness are cultivated across the life course, including from an intergenerational perspective (Angotti & Campisi, 2024). Proposals may address, among others, the tension between instrumental visions of adult education and more transformative approaches that consider adult learning as a driver of individual and collective empowerment (Milana, Rasmussen, & Bussi, 2024). A related tension concerns the distinction between reactive, future-ready skills, which enable adults to adapt to change, and proactive, future-oriented skills, which support the anticipation, collective imagination, and construction of fairer futures by questioning dominant narratives of progress (Facer, 2021). Additional areas of interest include: Policy and institutional arrangements promoting access, flexibility, and inclusion in adult education. Adult and continuing education, community-based learning, and intergenerational projects fostering active, informed, and global citizenship. Studies examining how workplace training and human capital development policies foster the emergence of collective capabilities, inclusion, and participation within organisational environments. By examining adult education as a continuous democratic project, this call aims to show that adult and intergenerational learning are not merely matters of individual retraining or employability, but collective investments in democratic resilience and sustainable futures.

"SEHNSUCHT" (LONGING) AS DEMOCRATIC PRAXIS AND RESOURCE IN CIVIC ADULT EDUCATION

Elisabeth Vanderheiden (Catholic Adult Education of Germany, Germany)

civic adult education | Sehnsucht | democratic praxis

In contexts marked by polycrisis, democratic erosion, social fragmentation, and growing experiences of political powerlessness and public anger, civic adult education faces a fundamental question: how can learning processes reconnect personal experience with public responsibility and participation? This paper proposes the German concept of "Sehnsucht" as a conceptual and pedagogical resource for democratic praxis in civic adult education. While often translated as longing, Sehnsucht denotes a culturally specific notion within German intellectual and literary traditions that combines desire, absence, and future orientation in a reflective and historically layered way. Sehnsucht is understood here as an orientation towards what is missing in the present—justice unrealised, belonging insecure, dignity unrecognised, participation restricted. In this sense, it discloses the normative horizon of democracy. It makes visible the distance between lived experience and democratic commitments and identifies fields for reflection and transformation. Drawing on the pedago-

gical thought of Paulo Freire, Sehnsucht is framed as a generative starting point for conscientização. Freire locates education in lived experience and develops it through critical dialogue about concrete contradictions. Sehnsucht can function as such a generative theme: it articulates experiences of exclusion, injustice, or unrealised possibility. Within dialogical settings, these articulations become shared inquiries into social conditions and collective responsibilities. Freire's concept of amorosidade further grounds this approach. Civic dialogue rests on an ethical commitment to respect, humility, and recognition of the dignity of others. Engaging Sehnsucht pedagogically therefore requires learning environments shaped by reciprocity and care. Dialogue serves the collective naming of reality and the development of socially responsible alternatives. Illustrations from contemporary adult education practice show how participatory, narrative, and digitally mediated formats open spaces for these processes. Participants situate their own Sehnsucht within historical and socio-political contexts, connecting personal aspiration with civic responsibility. Recurring themes include recognition, justice, ecological responsibility, and meaningful participation. These patterns indicate that Sehnsucht frequently expresses democratic aspiration and an orientation towards shared futures. Within the framework of Learning for Democracy / Democracy for Learning, this perspective links individual motivation and institutional practice. Sehnsucht can energise civic engagement and support the development of democratic competencies. Its dialogical exploration shapes learning spaces in which democracy is enacted through shared inquiry, reflective disagreement, and responsible participation. By conceptualising Sehnsucht as democratic praxis, the paper contributes to debates on civic education and democratic resilience. It argues that civic adult education benefits from spaces in which unfulfilled aspirations are articulated, critically examined, and connected to public action. In this way, Sehnsucht operates as a forward-looking force within democratic life.

Biesta, G., De Bie, M., & Wildemeersch, D. (Eds.). (2014). Civic learning, democratic citizenship and the public sphere (pp. 1–11). Springer.

Chehata, Y., Eis, A., Lösch, B., Schäfer, S., Schmitt, S., Thimmel, A., Wohnig, A., et al. (Eds.). (2023). Handbuch kritische politische Bildung. Wochenschau Verlag.

Freire, P. (1970). Pedagogy of the oppressed. Continuum.

Freire, P. (1997). Pedagogy of the heart. Continuum.

Vanderheiden, E. (2025). Sehnsucht (life longings) is a signpost: A German case study. In C.-H. Mayer & E. Vanderheiden (Eds.), International handbook of emotions. Springer. https://doi.org/10.1007/978-3-031-86445-2_6

Vanderheiden, E., Mayer, C.-H., & Barceló Ferreira, A. M. (2025). Pedagogical love in adult education: New perspectives in nurturing learning, growth and transformation. Springer.

BEYOND EMPLOYABILITY: ADULT EDUCATION AS DEMOCRATIC EMPOWERMENT

Andrea Cegolon (Università di Macerata, Italy)

Adult Education and Training | Soft Skills | Human Flourishing

Background and Rationale Contemporary adult education and training (AET) is characterized by a fundamental tension between instrumental visions reducing lifelong learning to employability, upskilling and labor market adaptation; and transformative approaches positioning it as a space for democratic empowerment and collective capability building (Milana et al., 2024). This tension has intensified with automation and digitalization, where dominant discourses emphasize "reactive, future-ready skills" – adapting to technological change (WEF, 2025; OECD, 2025a) – while marginalizing "proactive, future-oriented skills" – the capacity to imagine collectively and construct more just futures (Facer, 2021; Barcinas & Fleener, 2023). Drawing on the capabilities approach (Sen, 1999; Nussbaum, 2011), the transformative learning theory (Mezirow, 2000; Illeris, 2014), and adult education as empowerment (Boyadjieva & Ilieva-Trichkova, 2021), I examine whether AET in Italy develops soft skills as distinctly human capabilities essential for democratic citizenship, or merely as market-demanded competencies. Research Questions 1) To what extent does AET develop soft skills, and what factors predict this development? 2) Does AET operate differently for different social groups, particularly those inside versus outside labor market logic? Methods and Data Analyzing INDACO-Adulti 2022 survey data of INAPP (N=40,477 adults aged 18-64), I construct a soft skills index, synthesizing six competencies: problem-solving, discipline, communication, collaboration, teamwork, and leadership. Using linear regression models, I estimate the association between the participation in different AET programmes and soft skills development, controlling for sociodemographic variables and perceived training importance. Then, I disaggregate analyses by employment status to examine whether AET operates differently among different social groups. Key Findings Three findings address the panel's democratic

renewal concern. First, perceived importance of training – intrinsic motivation – is the strongest predictor of soft skills development, three times stronger than any training type. This aligns with self-determination theory (Ryan & Deci, 2017), suggesting AET works best when perceived as intrinsically valuable – empowerment rather than instrumentalization (Boyadjieva & Ilieva-Trichkova, 2023). Second, the impact of AET on soft skills development grows systematically as we move away from labor market logic. For employed individuals, the effect is small (β=0.084; p<.001); it doubles for unemployed (β=0.165, p<.001), quadruples for retirees (β=0.304; p<.001), and reaches its maximum for persons unable to work (β=0.580, p<.05) - nearly seven times the effect on employed individual. Third, this gradient empirically challenges human capital discourse (Becker, 1964) and empirically demonstrates transformative education theory (Mezirow, 2000): when liberated from instrumental pressure, education develops those future-oriented capabilities essential for democratic citizenship. Theoretical and Policy Implications Theoretically, these findings operationalize the reactive versus proactive learning distinction and align with the recent OECD (2025b) Framework on "Education for Human Flourishing", which advocates for a shift from instrumental human capital development to the cultivation of 'transformative competencies', essential drivers for both individual flourishing and democratic participation. From a policy perspective, the results support viewing adult education not merely as individual retraining or employability investment, but as a collective investment in democratic resilience – a universal right across the life course to be evaluated by its impact on democratic participation (Hoggan-Kloubert & Hoggan, 2025)

Barcinas, S. J., & Fleener, M. J. (2023). Adult Education, Futures Literacy, and Deep Democracy: Engaging Democratic Visioning and Anticipatory Futures For More Sustainable Futures. Adult Learning, 34(3), 131-141.

Becker, G.S. (1964). Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education. Chicago, IL: University of Chicago Press.

Boyadjieva, P., Ilieva-Trichkova, P. (2021). Adult Education as Empowerment: Re-imagining Lifelong Learning through the Capability Approach, Recognition Theory and Common Goods Perspective. London: Palgrave Macmillan

Boyadjieva, P., Ilieva-Trichkova, P. (2023). Adult Education as a Pathway to Empowerment: Challenges and Possibilities. In: Holford, J., Boyadjieva, P., Clancy, S., Hefler, G., Studená, I. (eds) Lifelong Learning, Young Adults and the Challenges of Disadvantage in Europe. Palgrave Studies in Adult Education and Lifelong Learning (169-191). London: Palgrave Macmillan.

Facer, K. (2021). Futures in education: towards an ethical practice. Paris: UNESCO, Background paper for the Futures of Education initiative, https://unesdoc.unesco.org/ark:/48223/pf0000375792?posInSet=1&queryId=21adc688-1e8a-4dea-b53c-a8377aeee675

Hoggan-Kloubert, T., & Hoggan, C. (2025). Learning for Democracy: A Framework for Adult Civic Learning. Palgrave Studies in Adult Education and Lifelong Learning. London: Palgrave Macmillan

Illeris, K. (2014). Transformative Learning and Identity. London: Routledge.

Mezirow, J. (2000). Learning as Transformation. San Francisco, CA, USA: Jossey-Bass.

Milana, M., Rasmussen, P., & Bussi, M. (2024). Research Handbook on Adult Education Policy. Edward Edgard: Cheltenham/Camberley, UK / Northampton, Massachusetts, USA.

Nussbaum, M. C. (2011). Creating Capabilities: The Human Development Approach. Cambridge, Massachusetts, USA: Belknap Press.

OECD (2025a). Empowering the Workforce in the Context of a Skills-First Approach. OECD Skills Studies, Paris: OECD Publishing, https://doi.org/10.1787/345b6528-en.

OECD (2025b). Education for human flourishing: A conceptual framework. Paris: OECD Publishing, https://www.oecd.org/en/publications/education-for-human-flourishing_73d7cb96-en.html

Ryan, R. M., & Deci, E. L. (2017). Self-determination theory: Basic psychological needs in motivation, development, and wellness. New York, NY: The Guilford Press

Sen, A. (1999). Development as Freedom. Oxford: Oxford University Press.

World Economic Forum (2025). The Future of Jobs Report 2025. Geneva: World Economic Forum, https://www.weforum.org/publications/the-future-of-jobs-report-2025/

THE EVOLUTION OF THE CONCEPT OF LIFELONG LEARNING IN THE CONTEXT OF THE TRANSFORMATION OF CAPITALIST SOCIETY SINCE WORLD WAR II

Maren Elfert (King's College London, United Kingdom)

Lifelong learning | skills | international organisations

Drawing on an analysis of policy reports produced by international organisations, in particular UNESCO and the OECD, this contribution will trace the evolution of the concept of lifelong learning in the context of the transformation of capitalist society. Lifelong education emerged as an idea in the context of the post-World War II struggles for greater democratisation and equality of the education system and of society as a whole and debates about the balance between economic growth and the welfare state. However, lifelong education represented too many challenges to established institutions to gain traction as a policy idea. Under the influence of neoliberal policies, lifelong learning has been largely reduced in scope

and co-opted by the neoliberal agenda of efficiency and employability (Elfert, 2018). In the contemporary late capitalist moment, characterised by the commodification of all aspects of life, the broken contract between the state and the citizens, and the exhaustion of the promises of globalisation and neoliberalism (Brown, Lauder, & Ashton, 2010; Beckert, 2020), the meaning of lifelong learning has shifted towards the necessity to acquire "resilience" to keep up with the pace of (working) life characterized by ever greater precarity and uncertainty and technological requirements in an ever-changing and crisis-ridden world (Evans & Reid, 2016; Jameson, 1991). While the discourse of lifelong learning is still ubiquitous (e.g. Schleicher, 2025), the prevailing focus on "skills" and digitisation diminishes the emancipatory and humanistic dimensions of lifelong learning and promotes a fragmented understanding of the human person. By concentrating on measurable performance while marginalising the broader concept of lifelong learning, educational discourse appears to be shifting away from democratic principles.

Beckert, J. (2020) The exhausted futures of neoliberalism: from promissory legitimacy to social anomy. Journal of Cultural Economy, 13(3), 318-330.
Brown, P., H. Lauder, & Ashton, D. (2010). The global auction. The broken promises of education, jobs, and incomes. Oxford: Oxford University Press.
Elfert, M. (2018). UNESCO's utopia of lifelong learning: An intellectual history. Routledge Research in Education Series. New York: Routledge.
Evans, B., & Reid, J. (2014). Resilient life. The art of living dangerously. Polity.
Jameson, F. (1991). Postmodernism, or, the cultural logic of late capitalism. London: Verso.
Schleicher, A. (2025, July 16). Making lifelong learning work for everyone. OECD Education and Skills Today. https://oecdedutoday.com/making-lifelong-learning-work-for-everyone/

ENHANCING ORGANIZATION WELL-BEING THROUGH INTERGENERATIONAL LEARNING: INSIGHTS FROM THE AGEMIL PROJECT

Francesca Campisi (INAPP, Italy) · **Michael Schepisi** (LATTANZIO KIBS S.p.A. Benefit Corporation) · **Roberto Angotti** (INAPP, Italy) · **Giada Grasso** (LATTANZIO KIBS S.p.A. Benefit Corporation) · **Anna Teselli** (LATTANZIO KIBS S.p.A. Benefit Corporation)

Intergenerational Learning | Age management | Organizational well-being

The aging population – at least in the Italian and Western context – and the digital transition are structurally reshaping the labor market and society as a whole. Intergenerational Learning (IGL) – as a mode of knowledge transfer and exchange between generations[1] – plays a strategic role in the broader framework of age management and lifelong learning by supporting organizational adaptation and promoting more inclusive participation across different generations of workers. This contribution highlights key findings from the AGEMIL (Age Management Intergenerational Learning; INAPP, 2025) study on the role of IGL practices in organizational contexts within both private enterprises and public administration. The study comprised a desk phase involving a review of national and international scientific literature, the reconstruction of relevant Italian and European public policies, and the analysis of the quantitative surveys "INDACO Enterprises" and "INDACO Public Administration". The subsequent field phase included interviews with key informants, focus groups (involving senior, junior, and mixed employees, managers, and representatives from Interprofessional Funds and training institutions), as well as case studies of best practices within private companies and public administrations. The findings indicate that IGL significantly contributes to organizational well-being, particularly when the process adopts a structured approach to knowledge transfer between senior and junior employees (top-down) and vice versa (bottom-up). This exchange fosters a shared language across generations and helps overcome age-related prejudices, reducing conflict. The impacts on organizational well-being are multifaceted, spanning various levels: at the organizational level, knowledge transfer helps retain internal know-how and disseminate corporate values, improving employee retention and the organization's ability to attract new talent; at the individual level, it boosts the motivation of senior workers, who, feeling recognized and valued, can find new purpose as they approach retirement; finally, from a broader social perspective, intergenerational cooperation strengthens social cohesion and enhances resilience to ongoing societal changes. A particularly important issue is the measurement and evaluation of the effects of IGL practices, which remains underexplored and inconsistently addressed both in academic research and organizational settings. This is partly due to an emerging evaluative culture in this field and partly to a limited awareness by organizations of the value and effectiveness of IGL practices, often implemented informally and without structure. Therefore, a paradigm shift is needed, where IGL is no longer seen as a supplementary or spontaneous practice but as part of a broader, structured strategy for age and human resource management, to effectively tackle the ongoing changes in both the labor market and society. To this end,

a synergistic and multidisciplinary approach involving all stakeholders (institutions, the educational and academic system, and businesses) is essential to address the needs of a constantly evolving labor market while valuing the contributions of all generations.

[1] Fasbender, U., Gerpott, F. H., & Unger, D. (2021). Give and take? Knowledge exchange between older and younger employees as a function of generativity and development striving. Journal of Knowledge Management, 25(10), 2420-2443.

ADULT LEARNING, ARTIFICIAL INTELLIGENCE AND WORKPLACE TRANSFORMATION: TOWARDS A DEMOCRATIC DIGITAL TRANSITION

Giovanna Di Castro (INAPP (The National Institute for Public Policy Analysis), Italy) · **Simona Carolla** (INAPP (The National Institute for Public Policy Analysis), Italy)

Adult learning | Artificial intelligence | Lifelong learning

The rapid diffusion of artificial intelligence (AI) is profoundly reshaping the relationship between work, learning, and social participation. This transformation generates new opportunities for empowerment, innovation, and organizational improvement, while simultaneously producing risks of skill polarisation and widening inequalities. In this context, understanding how adults use AI and how firms adopt it - within rapidly evolving technological ecosystems- becomes essential for reflecting on the role of lifelong learning as a lever for individual and collective agency, social inclusion, and democratic renewal (Di Rienzo, 2024). This study offers an integrated reading of the AI modules included in the INAPP (The National Institute for Public Policy Analysis) INDACO-Enterprises 2025 and INDACO-Adults 2025 surveys, which provide some of the first systematic evidence on the topic in the Italian context. The analysis explores whether, and under which conditions, the digital transition can strengthen both individual and collective agency, or whether it may instead reinforce asymmetries in decision-making processes and in access to learning opportunities. On the individual side, the analysis explores AI-related practices in personal and professional domains, the motivations behind adoption, participation in dedicated training activities, and the representations individuals construct around these technologies. Findings highlight diverse postures: alongside those who perceive AI as a tool for improving efficiency, supporting learning, and expanding autonomy, there are more cautious or critical attitudes, often related to concerns about employment consequences or the potential loss of control in decision-making processes. From the organisational perspective, the focus is placed on the ways AI is introduced into production and organizational processes, the drivers of its adoption, and the role played by training. The adoption of AI, particularly generative AI, often remains at a preliminary stage. More substantial transformative effects emerge primarily where complementary investments in digital infrastructures, data quality, and structured training programmes are in place, confirming evidence in the international literature (Lee et al., 2022; Solaimani et al., 2024). In this regard, training is not only a technical adaptation tool but a strategic arena in which access, understanding, and governance of technological changes are negotiated (Khanfar et al., 2025). Although the two INDACO surveys are methodologically autonomous, their integration makes it possible to observe potential misalignments between individual learning trajectories and organisational strategies, raising questions about the role of workplaces as adult learning environments. Grounded in the broader debate on lifelong learning as democratic infrastructure, the analysis suggests that the quality of the digital transition depends on the capacity to develop not only technical skills but also critical and ethical competences, ensuring inclusive access to learning opportunities. From this perspective, AI is not merely a productive technology but a terrain in which power relations, responsibilities, and participation opportunities are reconfigured. Analysing its intersection with adult learning thus means questioning the conditions for a more equitable, participatory, and democratically sustainable technological transition.

Di Rienzo, P. (2024). Lifelong learning as a policy and theoretical perspective for adult education. Pedagogia oggi, 22(2), 40-46.

Khanfar, A. A., Kiani Mavi, R., Iranmanesh, M., & Gengatharen, D. (2025). Factors influencing the adoption of artificial intelligence systems: a systematic literature review. Management Decision, 63(10), 3727-3755.

Lee, Y. S., Kim, T., Choi, S., & Kim, W. (2022). When does AI pay off? AI-adoption intensity, complementary investments, and R&D strategy. Technovation, 118, 102590.

Solaimani, S., Dabestani, R., Harrison-Prentice, T., Ellis, E., Kerr, M., Choudhury, A., & Bakhshi, N. (2024). Exploration and prioritisation of critical success factors in adoption of artificial intelligence: a mixed-methods study. International Journal of Business Information Systems, 45(4), 429-453.

POLICY FEEDBACK EFFECTS ON MASS POLITICS IN ADULT EDUCATION: THEORETICAL CONTRIBUTION AND RESEARCH DESIGNS

Margherita Bussi (UCLouvain, Belgium)

adult learners | policy feedback | democracy

Do adult learners support adult education programmes? Does policy design matter for triggering learners' support, opposition or indifference towards educational programme? What are the effects of policy design and implementation of adult education programmes on adult learners' democratic and civic behaviour? Drawing on historical institutionalism, the policy feedback effects on mass politics can help answering these questions by unveiling how policy design distributes resources and sends interpretative messages to beneficiaries (Bruch et al 2010) and, in turn, how these shape or unmake beneficiaries' demand for that specific policy (Pierson, 1993; Bussi et al, 2022). Moreover, policy feedback scholars have also investigated the effect of policy design on beneficiaries' democratic and civic behaviour, such as volunteering (Mettler, 2002). Right and far-right parties are in power in several European countries and their conception of social policies (Fenger, 2018), including adult education (Grotlüschen et al 2025), might have long lasting effects on how policies are designed and their effect on democratic aspects ranging from adult learners' opinion towards policies to individual civic engagement (Larsen, 2019). For this reason, this approach is promising because it delves into the policy-politics dynamics and their democratic implications. Moreover, while policy feedback effects on mass politics dealing with social and educational policies has received attention (Garritzmann & Wehl, 2025; Mettler 2005), there are hardly any studies focusing on adult learners. While this can be due to the fragmented nature across policy areas (Kalenda and Desjardins, 2025), it is argued in this contribution that is possible to develop a new research agenda developing adopting the policy feedback effect on mass politics as theoretical stance. The paper starts by contextualising policy feedback effects and its mass politics aspect. It secondly delves into the recent literature dealing with social and educational policies. The third part presents how the main concepts linked to the policy feedback effects on mass politics could apply to adult education policy and their beneficiaries as well as how it articulates with existing adult education policy research. The fourth part uses the case of training policies for the unemployed as an example. A final part concludes on the limits and benefits of this approach.

Bussi, M., Dupuy, C., & Van Ingelgom, V. (2022). Does social policy change impact on politics? A review of policy feedbacks on citizens' political participation and attitudes towards politics. Journal of European Social Policy, 32(5), 607-618.

Bruch SK, Marx Ferree M and Soss J. (2010) From Policy to Polity: Democracy, Paternalism,and the Incorporation of Disadvantaged Citizens. American Sociological Review 75: 205-226.

Fenger M. The social policy agendas of populist radical right parties in comparative perspective. Journal of International and Comparative Social Policy. 2018;34(3):188-209. doi:10.1080/21699763.2018.1483255

Garritzmann, S., & Wehl, N. (2025). How Education Policies Shape Political Inequality: Analyzing Policy Feedback Effects in Germany. Comparative Political Studies, 58(6), 1273-1314.

Grotlüschen, Anke and Buddeberg, Klaus and Cafantaris, Karola, Dialogue or Firewall? How the Providers of Adult Education in Germany React on Influence of the Extreme Right (February 21, 2025). Available at SSRN: https://ssrn.com/abstract=5147215 or http://dx.doi.org/10.2139/ssrn.5147215

Kalenda, J., & Desjardins, R. (2025). Using historical institutionalism to study adult learning systems. In A Modern Guide to Adult Learning Systems (pp. 19-36). Edward Elgar Publishing.

Larsen, E. G. (2019). Policy feedback effects on mass publics: A quantitative review. Policy studies journal, 47(2), 372-394.

Mettler S. (2002) Bringing the State Back Into Civic Engagement: Policy Feedback Effects of the G.I. Bill for World War II Veterans. American Political Science Review 96:351-365

Pierson P. (1993) When Effect Becomes Cause: Policy Feedback and Political Change. World Politics 45: 595-628.

MUTUAL AID GROUPS AND AUTOBIOGRAPHICAL PRACTICES FOR THE WELL-BEING OF EDUCATORS

Federica Montalto (Università degli Studi di Padova, Italy)

Well-being | mutual aid groups | autobiographical practices

Current studies highlight the importance of well-being in the helping professions, because the quality of the intervention seems to be closely linked to the well-being of professionals. United Nations Agenda 2030 emphasises the importance and the connection between the well-being and sustainable development. The third SDG, which concerns health and well-

being, and the fourth SDG, which focuses on quality education and lifelong learning, can be considered the most salient priorities. According to WHO (1948), health is a state of complete physical, mental and social well-being and is not merely the absence of disease. When this concept is applied to professional contexts, particularly to helping professions, it implies that working conditions directly affect health. The literature describes burnout as a complex syndrome, with manifestations of emotional exhaustion, that is the feeling of being drained, depersonalisation, that is emotional detachment and negativity towards users, reduced personal fulfilment and a sense of perceived ineffectiveness. Burnout is often conceived as an individual phenomenon, but it should be considered in a systemic way (Maslach e Leiter, 2023). In this sense, preventive care becomes crucial. According to Tronto (1993), care involves considering individuals as interdependent. Tronto's idea of "democracy of care" is significant in highlighting care as a practice (2013) and the centrality of individual needs. In this framework of interdependence, it is useful to refer to the well-being of both users and educators, considering the virtuous circle that can be generated through solidarity and mutual recognition of the other. Promoting the well-being of educators is crucial: there is a wealth of scientific literature on burnout among teachers, while scientific literature on educators is considerably more limited. This study aims to investigate and promote the well-being of educators from a preventive perspective with regard to burnout and to show how good practices can promote it. In particular, it starts from a pedagogical perspective through which narration is considered a constructor of reality and re-signification (Demetrio, 2003; Vygotskij, 1978). The paper develops an initial top-down complemented by a bottom-up approach, assuming the participatory action research perspective. The study aims to show whether autobiographical practices and self-help groups can be useful tools to promote the well-being of educators. Autobiographical workshops would be meaningful in stimulating reinterpretation on a professional and identity level; reformulating helps to retell oneself, and this transformation helps to attribute a different view of past events, while self-help workshops can increase the sense of belonging by preventing isolation. In groups, the dynamics of solidarity and listening promote empowerment and a virtuous circle of awareness. These are horizontal groups where the facilitator is on the same level as the other participants in terms of dialogue (Steinberg, 2002). Both approaches have a transformative matrix oriented towards subjective and intersubjective well-being and can be outlined as adult learning practices to support empowerment and critical reflection in a vision of active citizenship.

Calcaterra, V. (2013). Attivare e facilitare i gruppi di auto/mutuo aiuto. Trento: Erickson.

Demetrio, D. (1996). Raccontarsi: L'autobiografia come cura di sé. Milano: Raffaello Cortina Editore.

Demetrio, D. (2003). Autoanalisi per non pazienti: Inquietudine e scrittura di sé. Milano: Raffaello Cortina Editore.

Maslach, C., & Leiter, M. P. (2023). Il benessere sul lavoro: Come evitare il burnout e valorizzare le relazioni professionali. Firenze: Giunti Editore.

Pignalberi, C. (2019). Sostenibilità informale e istruzione degli adulti: verso la costruzione di nuovi ambienti capacitanti. Form@re – Open Journal per la formazione in rete, 19(2), 238-250

Smorti, A. (2007). Narrazioni, cultura, memorie, formazione del Sé. Milano, Giunti Editore.

Steinberg, D. M. (2002). L'auto/mutuo aiuto. Guida per i facilitatori di gruppo. Trento: Edizioni Erickson.

Tronto, J. C. (1993). Moral boundaries: A political argument for an ethic of care. In L. Battaglia (a cura di), Uomo, natura, animali: Per una bioetica della complessità (pp. 261–263) Altravista.

United Nations. (2015). Transforming our world: The 2030 Agenda for Sustainable Development. https://sdgs.un.org/2030agenda

Vygotskij, L.S. (1978). Mind in society: The development of higher psychological processes (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds.). Harvard University Press.

World Health Organization. (2020). Basic documents: Forty-ninth edition (including amendments adopted up to 31 May 2019). World Health Organization. https://apps.who.int/gb/bd/pdf_files/Bd_49th-en.pdf

COLLABORATIVE LEARNING EXPERIENCES FOR BUILDING AN URBAN SOCIAL CONTEXT FOR ADOLESCENTS

Alessia Tabacchi (Università Cattolica del Sacro Cuore, Italy) · **Stefano Bonometti** (Università degli Studi dell'Insubria) · **Livia Cadei** (Università Cattolica del Sacro Cuore, Italy) · **Letizia Ferri** (Università degli Studi dell'Insubria) · **Daniela Germi** (Comune di Varese) · **Elena Imperiali** (Comune di Varese) · **Emanuele Serrelli** (Università Cattolica del Sacro Cuore, Italy)

Adolescents | Community empowerment | Adult learning

In a complex, fragmented society, rapid cultural transformation and the pluralisation of educational contexts require approaches that can connect different perspectives, methodologies and resources. It is crucial to encourage reflection on the role of adults in relation to the younger generation, and to develop collective skills and transformative approaches

through inclusion and participation. This paper presents an initiative from the Adolescence Working Group (AWG) of the Municipality of Varese. This group comprises institutional representatives, social workers, healthcare professionals, teachers, representatives of voluntary associations and secondary school students. The group aims to redesign programmes for adolescents and their families (Ferri & Bonometti, 2025). The AWG was initially intended as a territorial coordination mechanism to engage and activate various local stakeholders, encouraging reflection on current community development issues related to youth well-being in the Varese area. This would be achieved through shared awareness and collaborative design with shared goals. Subsequently, the AWG recognised the need to create an authentic adult education programme on adolescent issues to help adults adapt to changes. This approach was developed through participatory action research, drawing on Engeström's Cultural-Historical Activity Theory (Engeström, 1987; Engeström et al., 1999; Engeström & Sannino, 2017) and the Change Laboratory methodology (Virkkunen & Newnham, 2020; Botha, 2017). These theoretical and methodological references enabled us to interpret social intervention practices as activity systems situated in history and characterised by contradictions and generative tensions that facilitate expansive learning. Tools such as historical analysis, the activity system model, and the zone of proximal development concept have enabled us to identify organisational fragmentation, overlaps, discontinuities, and criticalities. This has favoured the shared construction of new operational hypotheses (Virkkunen & Newnham, 2020). This process enabled the AWG to evolve into a Community of Practice (Wenger, 1999), providing a reflective, transformative and ongoing educational space. Adults were encouraged to critically examine their role in relation to adolescence, adopting a systemic and relational approach. These moments of interaction fostered the construction of shared knowledge, enabling community members to reflect on their practices and recognise the value of learning from concrete experience. Open discussion has enabled recurring difficulties, which often remain implicit or are addressed individually, to be brought to light through collective reflection and the analysis of different perspectives. Participants were able to strengthen their sense of belonging to the community and promote collaborative learning processes. From this perspective, the AWG can be interpreted as a space for the co-construction of meanings, as well as a laboratory in which adult learning is intertwined with processes of transformation and community empowerment (Sannino, 2022). The experience highlights the Change Laboratory's potential as a training opportunity and a catalyst for paradigmatic change towards collective learning, resulting in the formation of the Community of Practice. This has led to reflection on the social responsibility of adults as a conscious and shared commitment to the community. It has also strengthened intergenerational solidarity based on mutual recognition and the promotion of active and participatory citizenship (Milana et al., 2024).

Botha, L. R. (2017). Changing educational traditions with the Change Laboratory. Education as Change, 21(1), 73–94. https://doi.org/10.17159/1947-9417/2017/861

Engeström, Y. (1987). Learning by expanding: An activity-theoretical approach to developmental research. Helsinki: Orienta-Konsultit.

Engeström, Y., Miettinen, R., & Punamäki, R.-L. (Eds.). (1999). Perspectives on activity theory. Cambridge: Cambridge University Press.

Ferri, L., & Bonometti, S. (2025). Varese: Rethinking for transformation – A partnership between the municipality and the university for educational and social innovation. QTimes, XVII(3), 278–290.

Milana, M., Rasmussen, P., & Bussi, M. (2024). Research Handbook on Adult Education Policy, Edward Elgar Pub.

Sannino, A. (2022). Transformative agency as warping: How collectives accomplish change amidst uncertainty. Pedagogy, Culture & Society, 30(1), 9–33. https://doi.org/10.1080/14681366.2020.1805493

Sannino, A., & Engeström, Y. (2017). Co-generation of societally impactful knowledge in Change Laboratories. Management Learning, 48(1), 80–96.

Serrelli, E., & Tabacchi, A. (2025). Affrontare le transizioni negli Ambiti Territoriali Sociali: Ripensare la competenza e l'accompagnamento nell'équipe multiprofessionale. In M. Parricchi & P. Malavasi (Eds.), Educazione Territori Natura (pp. 223–228). Pensa MultiMedia.

Virkkunen, J., & Newnham, D. S. (2013). The Change Laboratory: A Tool for Collaborative Development of Work and Education. Rotterdam: Sense Publishers.

Wenger, E. (1999). Communities of Practice: Learning, Meaning, and Identity (Learning in Doing: Social, Cognitive and Computational Perspectives). Cambridge University Press.

INCLUSIVE WORKPLACE LEARNING: GENDER- AND AGE-SENSITIVE RETURNS OF TRAINING IN ITALIAN FIRMS

Roberto Angotti (INAPP, Italy) · **Luisa Errichiello** (CNR–ISMed, Italy) · **Greta Falavigna** (CNR–IRCrES, Italy) · **Roberto Ippoliti** (Università del Piemonte Orientale, Italy)

Training diversity | Age inclusion | INDACO-INAPP survey

Workplaces are a central arena of adult learning, yet the training-performance debate (Garavan et al, 2021) still underexplores whether workplace learning systems are inclusive for groups that face barriers inside organisation, i.e., women and older workers (50+) (Okatta, Ajayi & Olawale, 2004). This matters for firms because unequal access can reduce the efficiency of training investments and organisational performance (Alheiji et al., 2016) and for society because learning at work can consolidate norms of fairness, voice, and participation beyond the firm (Rasmussen, Milana & Bussi, 2024). Building on Strategic Human Resource Management (SHRM) evidence that training can improve organisational capabilities and performance (Becker & Huselid, 2006; Jiang et al., 2012), we focus on distributional mechanisms, asking whether "who gets trained" and "how training is designed and evaluated" condition the benefits (Garavan et al., 2021). We connect strategic HRM with the diversity training (DT) scholarship which shows mixed (sometimes adverse) effects and highlights a theory-practice gap and weak evaluation routines (Pendry, Driscoll, & Field, 2007). Reviews also warn against relying on immediate, self-reported "surrogate" outcomes that cannot capture intended systems-level change (e.g., discrimination, retention), motivating longitudinal evidence on organisational outcomes (Devin & Ash, 2022). We conceptualise inclusive workplace learning as a diversity-sensitive training system: observable investments whose design, monitoring, and access patterns can be linked to objective firm outcomes. We test whether workplace training in Italian firms is associated with organisational outcomes and whether narrower participation gaps for women and for workers aged 50+ relate to stronger and more persistent returns. We address five questions: (RQ1) how is training related to HR outcomes (turnover; worker motivation) and to operational/financial outcomes? (RQ2) does quality/evaluation matter beyond intensity? (RQ3) do smaller gender and 50+ gaps coincide with more robust outcomes? (RQ4) do delivery modes and content moderate associations, especially after Covid? (RQ5) do institutionalised arrangements (e.g., interprofessional funds; social partner involvement) correlate with more inclusive training profiles? Empirically, we merge Italian INDACO-INAPP Firms microdata with AIDA balance-sheet accounts to build a pre/post-Covid panel. Training is operationalised through (i) intensity/coverage; (ii) quality and evaluation; (iii) delivery and modality; and (iv) inclusion metrics capturing women's and 50+ workers' relative participation. Outcomes include INDACO-based HR and operational perceptions (e.g., process improvement; innovation capacity) and AIDA indicators (e.g., operational performance; ROE/ROI). We estimate longitudinal models with Post-Covid × Training interactions, explore lags (t → t+1/t+2), and test whether motivation improvements partly transmit training effects to objective outcomes (Ostroff & Bowen, 2000; Aguinis & Kraiger, 2009). We also examine heterogeneity by sector/technology intensity, size, internationalisation, and macro-areas. We hypothesise that narrowing gender and age gaps in training access strengthens collective capability building, reduces turnover, and translates into performance over time. Contributions are twofold: for adult-learning and work research, we offer a replicable measurement strategy distinguishing intensity, quality, delivery, and inclusion using INDACO items; for DT and HR policy, we provide longitudinal field evidence on whether inclusive training systems improve equity for women and older workers without sacrificing performance, and under which organisational and post-shock conditions. We also outline incentives rewarding evaluated inclusion in training systems.

Aguinis, H., & Kraiger, K. (2009). Benefits of training and development for individuals and teams, organizations, and society. Annual Review of Psychology, 60, 451- 474. doi: 10.1146/annurev.psych.60.110707.163505. PMID: 18976113.

Alhejji, H., Garavan, T., Carbery, R., O'Brien, F., & McGuire, D. (2016). Diversity training programme outcomes: A systematic review. Human Resource Development Quarterly, 27(1), 95-149.

Becker, B. E., & Huselid, M. A. (2006). Strategic human resources management: where do we go from here?. Journal of Management, 32(6), 898-925.

Devine, P. G., & Ash, T. L. (2022). Diversity training across disciplines: Challenges and recommendations. Annual Review of Psychology, 73, 403-429.

Garavan, T. N., McCarthy, A., Lai, Y., Clarke, N., Carbery, R., Gubbins, C., & Saunders, M. N. (2021). Putting the system back into training and firm performance research: A review and research agenda. Human Resource Management Journal, 31(4), 870-903.

Okatta, C. G., Ajayi, F. A., & Olawale, O. (2024). Enhancing organizational performance through diversity and inclusion initiatives: a meta-analysis. International Journal of Applied Research in Social Sciences, 6(4), 734-758.

Pendry, L. F., Driscoll, D. M., & Field, S. C. T. (2007). Diversity training: Putting theory into practice. Journal of Occupational and Organizational Psychology, 80, 27-50.

Jiang, K., Lepak, D. P., Hu, J., & Baer, J. C. (2012). How does human resource management influence organizational outcomes? A meta-analytical investigation of mediating mechanisms. Academy of Management Journal, 55(6), 1264-1294.

Rasmussen, P., Milana, M., & Bussi, M. (2024). Introduction: politics, policy and the governance of adult learning and education. In Research handbook on adult education policy (pp. 1-9). Edward Elgar Publishing.

RECONCEPTUALISING THE RELATIONSHIP BETWEEN ADULT LEARNING AND EDUCATION (ALE) AND GLOBAL CITIZENSHIP EDUCATION (GCE)

Marcella Milana (University of Verona, Italy) · **Massimiliano Tarozzi** (University of Bologna, Italy)

global citizenship education | adult learning | adult education

This paper reconceptualises the relationship between Adult Learning and Education (ALE) and Global Citizenship Education (GCE), drawing on a selective reading of the academic literature, research papers and reports issued by supranational institutions, particularly UNESCO, as well as international non-governmental organisations (NGOs). Adopting a conceptual and policy-analytical approach, the paper interrogates how these two educational fields have evolved in parallel yet largely disconnected trajectories. While GCE has gained significant traction in global policy discourse—particularly through UNESCO initiatives and its inclusion in Sustainable Development Goal 4.7— scholarly debates have predominantly focused on its implementation in higher education (Horey et al., 2018) and in formal schooling for children and young people. Studies that connect ALE to GCE are still rare (cf. Larjanko, 2015; Dorio, 2017; Schreiber-Barsch, 2018). We contend that this separation is conceptually and strategically limiting, given the shared commitments of ALE and GCE to democratic participation, social justice, and lifelong transformative learning. This disconnect also reinforces policy silos that obscure ALE's transformative potential in addressing global challenges. First, we discuss how diverse interpretations—from neoliberal, skills-oriented views to critical, social-justice-based perspectives—shape differing expectations of what it means to educate for global citizenship. This analysis underscores the importance of a critical vision that recognises global citizenship as an ethical and political stance oriented toward justice, inclusion, and mutual recognition across diverse contexts (Bourn, 2015; Tarozzi & Torres, 2016). We then demonstrate that ALE and GCE share structural and ethical affinities, including commitments to participatory learning, social justice, and lifelong engagement with global concerns. By bridging conceptual frameworks from both policy and scholarly literature, we elucidate how ALE can be reconceived not merely as a site for GCE content delivery, but as a broader educational paradigm consistent with the aims of global citizenship. Building on this analysis, we advance a conceptual model that frames ALE as inherently constitutive of GCE. The model is organised around four interrelated dimensions: (1) Aims and Scope (What for?), which emphasises the pursuit of social justice, democratic participation, and sustainable futures; (2) Contents and Competences (What?), focusing on critical understanding of global issues, intercultural dialogue, and ethical reflexivity; (3) Processes and Pedagogies (How?), advocating participatory, dialogical, and transformative approaches consistent with critical adult education traditions; and (4) Actors and Learning Environments (Who and where?), recognising the multiplicity of stakeholders and spaces involved in adult learning, including civil society organisations, workplaces, communities, and digital platforms (Milana & Tarozzi, 2021). By articulating this framework, we challenge prevailing hierarchies that prioritise formal schooling in global citizenship agendas and marginalise adult learners. We argue that positioning ALE as a central vehicle for GCE can strengthen policy coherence, enhance curriculum development, and support research that foregrounds adult agency in addressing global challenges such as migration, inequality, and climate change. Ultimately, we call for a paradigmatic shift: rather than viewing GCE as an optional add-on to adult education, ALE should be recognised as a critical and enduring site of global citizenship formation in an interconnected and unequal world.

Bourn, D. (2015). The Theory and Practice of Development Education: A pedagogy for global social justice. London: Routledge.

Dorio, J. (2017) 'Adult learning and global citizenship education'. In Torres C.A. (ed.) Theoretical and Empirical Foundations of Critical Global Citizenship Education. London: Routledge, 98–103.

Horey, D., Fortune, T., Nicolacopoulos, T., Kashima, E. and Mathisen, B. (2018) 'Global citizenship and higher education: A scoping review of the empirical evidence'. Journal of Studies in International Education, 22 (5), 472–92.

Larjanko, J. (ed.) (2015) 'Global citizenship education'. International Perspectives in Adult Education, 82 [Special Issue].

Milana, M., Tarozzi, M. (2021). Rethinking adult learning and education as global citizenship education: A conceptual model with implications for policy, practice and further research. International Journal of Development Education and Global Learning, 13 (1), 46–60.

Schreiber-Barsch, S. (2018) 'Global Citizenship Education and Globalism'. In Davies, I., Ho, L.-C., Kiwan, D., Peck, C.L., Peterson, A., Sant, E. and Waghid, Y. (eds), The Palgrave Handbook of Global Citizenship and Education. London: Palgrave Macmillan, 113–31.

Tarozzi, M. and Torres, C.A. (2016) Global Citizenship Education and the Crises of Multiculturalism. London: Bloomsbury.

THE GENERATIVE VALUE OF WORK-BASED LEARNING IN TERTIARY VET: PROMOTING CAPABILITIES, INCLUSION, AND ACTIVE CITIZENSHIP

Valerio Massimo Marcone (Università degli studi di Roma Tre, Italy)

Capability Approach | Tertiary VET | Work-Based Learning

Recent scenarios relating to the transformation of work driven by digital transition have brought to the forefront of international and national debate the issue of the vulnerability of human capital and the need to combat youth unemployment. This is particularly critical in Italy, which suffers from one of the lowest rates of tertiary education attainment in Europe (30%) and a concerningly low employability rate for three-year degrees (27%). The European Commission (2019) has emphasized the need to strengthen technological learning environments to improve the quality and inclusiveness of VET systems. This underscores the urgent need for reskilling and professional development policies aimed at long-term employability. In this context, the paper explores, from a socio-pedagogical perspective, the educational value of work-based learning (Marcone, 2018) within Tertiary VET A significant innovation in the Italian VET system is the "technological-professional" reform (DM 221/2025), which introduces the 4+2 curricular model (linking vocational schools with ITS Academies). The ITS Academy model demonstrates high employability (84% one year post-graduation) and strong alignment between curricula and labor market needs (93%). Moreover, 69% of these programs focus on digital skills via Industry 4.0 technologies (Indire, 2025). The educational value of the ITS Academy lies in the training internship, which serves not merely as a practical application of the curriculum, but as a pedagogical methodology (Potestio, 2020) that enhances learners' agency in making informed career decisions (Poliandri, 2025). From this perspective, work-based learning (WBL) represents a vital lever in European strategies for improving VET quality (European Commission, 2013, 2015), fostering lifelong learning, social justice, and inclusion. According to Milana (2017), vocational training is considered not only as a response to market demands, but as a form of social education for active citizenship. From this perspective, skills represent cognitive potential for building inclusive citizenship rights, where work-based learning serves as a strategic lever to bridge the gap between individual action and the demands of the digital and ecological transitions (Angotti & Fonzo, 2022) Adopting the Capability Approach (Sen, 1999; Nussbaum,2011) as a theoretical framework, this perspective implies a policy transition from supporting mere employability to fostering the development of capabilities (Margiotta,2012). This shift is rooted in the principle that the individual's agentive dimension is the key to developing a critical and conscious approach to life choices, effectively transforming vocational training into a 'training ground' for freedom, enabling students not only to 'be' workers but to 'do' and 'be' what they have reason to value. In conclusion, WBL can represent one of the fundamental pillars of VET system for a qualitatively based approach to the integral development of the person (Alessandrini, 2017) Consequently, this paper emphasizes the necessity to: Bridge the structural and conceptual gap between VET and adult education; Position adult education as a fundamental safeguard against the fragility of human capital; Link adult education to a renewed sense of democratic solidarity and active citizenship; Cultivate WBL environments as generative spaces for human capabilities

Alessandrini G. (Ed.), Atlante di Pedagogia del lavoro, Milano: FrancoAngeli

Angotti, R.; Fonzo, C. (2022). Teachers and trainers in a changing world – Italy: Building up competences for inclusive, green and digitalised vocational education and training (VET). Cedefop ReferNet thematic perspectives series.

European Commission (2019), Upskilling Pathways Implementation in Italy – Taking Stock of Existing Adult Learning Policies, Measures and Resources, Report di sintesi, Bruxelles, 26 febbraio.

European Commission (2013), Work-Based Learning in Europe: Practices and Policy Point- ers, Bruxelles, 7-8 febbraio.

Marcone V.M. (2025), La Formatività del work based learning negli ITS Academy in F. Magni (Ed.), CQIIA, Anno XIV – n. 46- Luglio2025

Marcone V.M. (2018), Work-based learning. Il valore generativo del lavoro. Milano:FrancoAngeli

Margiotta U. (2012), Dal Welfare al Learnfare. verso un nuovo contratto sociale in Alessandrini G. (2012) La Formazione al centro dello sviluppo umano, Milano: Giuffrè Editore

Milana M. (2017), Global networks, local actions: rethinking adult education policy in the 21st century, London: Routledge

Nussbaum, M. (2011), Creating Capabilities: The Human Development Approach, Cambridge, MA, Harvard University Press.

Poliandri D., Palumbo M. (2025), Framing School-to-Work Programs. A Question of Justice in Scuola Democratica, Fascicolo 2 , 2025 p.p. 1-22, Bologna: Il Mulino,

Sen A. (1999), Development as Freedom, Oxford, Oxford University Press.

H.03

Assembled Youths: Complex Biographies and Educational Trajectories For Uncertain Futures

PANEL CONVENORS: Juan de Dios Oyarzún (Pontificia Universidad Católica de Valparaíso, Chile); Aina Tarabini (Universitat Autònoma de Barcelona)

PANEL KEYWORDS: Youth biographies and trajectories, socioeducational injustices, socio-material-spatial analisis

This panel critically explores young students' biographies, learning and educational trajectories from critical approaches that place relationality, socio-materiality and inequality at the center, understanding young people's processes of subjectivation as assembled within networks of relations and power asymmetries influencing their everyday lives and educational pathways. Such relations are produced through the interaction between young students and different dimensions of the social life, such as institutional dynamics (i.e. schools and education policy) and territories (the spatial horizons of young people), and social structures addressed through socioeconomic, cultural, and gender axes of analysis (Threadgold, 2018). This makes youth trajectories deeply embedded in contexts of structural and institutional injustice. Those relational dynamics constitute sociomaterial assemblages (Youdell & Armstrong, 2011) that are as productive as they are restrictive in shaping young people's opportunities and constraints across unequal territorial contexts.Their past, present and future are rooted institutionally, socially and territorially and shaped by different national and international policy landscapes (Farrugia, 2013). The panel seeks to reflect on the ways in which biographies, learning trajectories and educational transitions are relationally and structurally produced, addressing how different forms of affect influence such life courses, but also how the agency, identities and aspirations of young people actively co-constitute these processes within unequal socio-material conditions (Ball et al. 2013). Young people's forms of identity and agency, while socio-materially produced, may take different forms of resistance to neoliberal pathways of precariousness, challenging reproductive patterns and illuminating how injustice is experienced, negotiated and sometimes contested in their educational lives.

RE-FRAMING 'SUCCESSFUL' EDUCATIONAL TRAJECTORIES AND SUBJECTIVITIES – THE ROLE OF STRUCTURAL, DISCURSIVE, AND CONTEXTUAL FACTORS IN SHAPING EDUCATIONAL ACHIEVEMENTS

Jozef Zelinka (University of Münster, Germany) · **Sebastiano Benasso** (University of Genoa, Italy) · **Valeria Pandolfini** (University of Genoa, Italy)

Educational Achievements | Subjective Agency | Success Stories

In the paper, we analyse how subjective agency and various discursive, structural, and contextual factors intertwine in the production of inspirational or 'success stories' of learners. Currently, the dominant policy discourse frames education according to its quantifiable and measurable outcomes (Harris & Clayton, 2019; Ure, 2019). For learners, educational achievements have increasingly been recognised and valued based on their practical application on the labour market (e.g., as credentials, skills, competencies, qualifications etc.). This has valorised and proliferated 'success stories' that highlight trajectories of learners who, despite disadvantaged situations, reach notable educational achievements (Nyström et al., 2018; Bosch et al., 2021; Reynen-Woodward et al., 2025). We argue that the prevailing rhetoric of meritocracy undermines the role of discursive, structural, and contextual factors in shaping the educational trajectories of learners and foregrounds individual motivation and skills as the primary determinants of individual achievements. Against this background, the paper aims to yield new evidence on the interplay of subjective agency and various external factors in the production of 'successful' educational trajectories and subjectivities. The main research question reads as follows: What factors are involved in the production of successful educational trajectories and how does subjective agency intertwine with dominant understandings of educational achievements? The paper is based on research findings of the EU-funded research project Constructing Learning Outcomes in Europe: A multi-level analysis of (under)achievement in the life course (CLEAR) (Agreement No. 101061155) and unfolds in three steps: first, we provide an overview of the conceptual underpinnings and current debates on educational quality and learning outcomes and conceptualise successful educational achievements; second, we analyse the role of discursive, contextual, and structural factors in shaping educational trajectories of young learners in multi-disadvantaged positions, comparing two cases of young learners from Germany and Italy; third, we juxtapose and contrast the findings to unveil how subjective agency and dominant framings of educational achievement collide in producing educational trajectories deemed as successful and desirable future

models. Our methodological design is informed by narrative biographical interviews with young people (18–29 years) from vulnerable positions (N=41) and by a quantitative analysis of educational, socio-economic, and employment indicators (N=51) of the countries and regions studied that provide a comprehensive account of the current developments, patterns, and sub-national trajectories. The qualitative data have been collected in the regions of Hamburg and Halle(Saale) for Germany, and Genova and Marche for Italy between the years 2024 and 2025. The quantitative data are based on Eurostat indicators from 2021. Our findings suggest that subjective agency intertwines with various contextual factors and that successful educational trajectories cannot be decoupled from the experienced socio-economic, cultural, and discursive framings. Our findings also indicate that these factors often render educational systems complicit in reproducing initial social inequalities, hamper on the individual agency, and unequally distribute opportunities. Finally, our analyses advance the study of educational achievements and the concept of agency, which is often viewed as a monolithic subjective capacity rather than a dynamic and fluid exercise of power (Siles et al., 2024).

Bosch, E., Seifried, E., & Spinath, B. (2021). What successful students do: Evidence-based learning activities matter for students' performance in higher education beyond prior knowledge, motivation, and prior achievement. Learning and Individual Differences, 91. Article No. 102056. https://doi.org/10.1016/j.lindif.2021.102056

Harris, R., & Clayton, B. (2019). The current emphasis on learning outcomes. International Journal of Training Research, 17(2), 93–97, https://doi.org/10.1080/14480220.2019.1644777

Nyström, A. S., Jackson, C., & Salminen Karlsson, M. (2019). What counts as success? Constructions of achievement in prestigious higher education programmes. Research Papers in Education, 34(4), 465–482. https://doi.org/10.1080/02671522.2018.1452964

Reynen-Woodward, K. E., Round, P., & Subban, P. (2025). Stories of inspiration and agency: Messages from culturally diverse, gifted young adults living in low SES circumstances to the next generation. Gifted and Talented International, 40(1), 1–28. https://doi.org/10.1080/15332276.2024.2447227

Siles, I., Gómez-Cruz, E., & Ricaurte, P. (2024). Fluid agency in relation to algorithms: Tensions, mediations, and transversalities. Convergence: The International Journal of Research into New Media Technologies, 30(3), 1025-1040. https://doi.org/10.1177/13548565231174586

Ure, O. B. (2019). Learning outcomes between learner centredness and institutionalisation of qualification frameworks. Policy Futures in Education, 17(2), 172–188 https://doi.org/10.1177/1478210318774689

MAKING FUTURES IN INDUSTRIAL TERRITORIES: YOUTH TRANSITIONS BETWEEN OPPORTUNITY AND SOCIAL REPRODUCTION

Juan de Dios Oyarzún (Pontificia Universidad Católica de Valparaíso, Chile)

Youth | education-work transitions | industrialised territories

This paper examines the early education-to-work transitions of young people living in highly industrialised urban and rururban territories in Chile, focusing on how institutional arrangements, territorial political economies, and socioeconomic precariousness shape the horizons through which future trajectories are imagined and enacted. In the territorial contexts studied characterised by deep levels of industralisation (mining and forestry in the cases of this research) the relationship between schools and companies operates as a key structuring mechanism in the organisation and expectations of youth transitions. Rather than functioning as neutral pathways facilitating mobility, these institutional linkages are embedded within historically produced territorial inequalities and labour market configurations that structure the opportunities available to young people. The analysis conceptualises these dynamics through the notion of territorial assemblages (Tamboukou, 2008b; Youdell & Armstrong, 2011), understood as the contingent yet durable configurations of institutions, economic relations, spatial arrangements, and affective dynamics that organise everyday life in industrialised territories. These assemblages are thus simultaneously productive and restrictive: they generate aspirations, expectations, and narratives of opportunity, while also reproducing structural constraints that shape the limits of social mobility. Empirically, the paper draws on a three-year longitudinal qualitative study that follows the subjectivities and early educational-labour trajectories of 30 young people enrolled in secondary education in two industrialised territories in the country: the Chilean north, the Antofagasta region, characterized by the desert and the historical and wide presence of the copper minning industry; and La Araucanía region in the green south, the territory with the largest Mapuche indigenous population in the country, and the forestry industry. The Chilean State, the Indigenous Peoples and the Forestry industry have held a deep conflict for the ownership of the land. The research traces their experiences from their final year of secondary school through the first two years following graduation, paying particular attention to how aspirations, expectations, and decisions regarding education and work evolve during this critical transitional period. The

findings suggest that young people's expectations for the future are deeply territorialised. Their aspirations and projected trajectories are shaped not only by individual preferences or educational performance but by the specific institutional and economic configurations that organise local opportunity structures. Industrialised territories often sustain powerful discourses of development, productivity, and employment that circulate through schools, families, and local institutions, producing expectations of stable employment and upward mobility. However, these narratives frequently coexist with persistent forms of labour precarity, limited educational mobility, and highly stratified access to post-secondary opportunities. As a result, the early transitions from school to work or further education are characterised by a complex interplay between aspiration and constraint. The analysis therefore points to the importance of understanding youth transitions not simply as individualised processes of choice and decision-making, but as outcomes produced within territorially embedded institutional and economic arrangements. By foregrounding the territorial and political-economic dimensions of youth transitions, this research contributes to broader debates on education, labour, and social reproduction in industrialised regions.

Tamboukou, M. (2008b) Machinic assemblages: women, art education and space, Discourse: Studies in the Cultural Politics of Education, 29(3), 359-375.
Youdell, D., & Armstrong, F. (2011). A politics beyond subjects: The affective choreographies and smooth spaces of schooling. Emotion, Space and Society, 4(3), 144-150.

SCHOOL WITHDRAWAL TRAJECTORIES: EXPERIENCES OF ALIENATION AND RESONANCE AMONG YOUTH

Emma Laurin (Stockholm University, Sweden)

Educational trajectories | School absence | Youth

School absence is a growing concern in Europe and beyond (Kreitz-Sandberg & Fredriksson, 2023). Research points to significant and rising levels of absenteeism and its serious consequences for young people's academic, social and mental health outcomes (Heyne et al., 2020) with the risk of absence being especially pronounced among children who lack family support and those with neuropsychiatric and other disabilities (Connolly et al., 2023; SOU 2016:94). School absence research has predominantly been conducted in psychiatry and psychology, often conceptualising school absence in terms of individual factors (Kreitz-Sandberg & Fredriksson, 2023) such as anxiety and neuropsychiatric disability. Few studies examine how broader social forces influence school absence (Kearney, Childs & Burke, 2023) or young people's own experience of school withdrawal (Forsell, 2020). Drawing on Hartmut Rosas sociological theory on our relationship to the world this study explores resonance and alienation in educational and school withdrawal trajectories among young people. While alienation refers to a relation in which subject and the world meet each other with indifference or even hostility, resonance is a responsive, affective and bodily relation in which the subject feels affected by the world. These modes of relating to the world are, according to Rosa, influenced by the social acceleration of modern life that many times undermines resonant relationships (Rosa, 2019). The study builds on interviews with eight young people in Sweden with experience of long-term school withdrawal. Five of the interviews were digital and three were conducted on site. They were carried out in two research projects on long-term school absence, one conducted 2021-2022. The other project started 2024 and will end 2028. Both research projects were approved by the Swedish Ethical Review Authority. In the study school withdrawal is conceptualised as a phased process including pre-withdrawal, withdrawal, continued withdrawal and, for some young people, return to school. The findings highlight a complex interplay between forms of alienation and resonance across these phases, including attempts to foster resonance, experiences of muteness and of resonant relations within school. The results also indicate shifts from one type of resonance to another as well as from resonance in school to resonance in other social contexts such as digital environments. From a resonance perspective, school withdrawal may be interpreted as an attempt to regain control and transition towards contexts where resonance is possible, in an institutional school context experienced as alienating. While such strategies may restore a sense of control and agency, and include elements of resonance, they also risk deepening alienation and reduce exposure to potentially resonant encounters.

Connolly, S. E., Constable, H. L. & Mullally S. L. (2023). School distress and the school attendance crisis: A story dominated by neurodivergence and unmet need. Frontiers in Psychiatry 14, 1237052. doi: 10.3389/fpsyt.2023.1237052

Dannow, M. C., Esbjørn, B. H., & Risom, S. W. (2020). The perceptions of anxiety-related school absenteeism in youth: A qualitative study involving youth, mother, and father. Scandinavian Journal of Educational Research, 64(1), 22–36. https://doi.org/10.1080/00313831.2018.1479302

Forsell, T. (2020). ”Man är ju typ elev, fast på avstånd”: problematisk skolfrånvaro ur elevers, föräldrars och skolpersonals perspektiv. (Doctoral dissertation). Umeå University.

Heyne, D., Gentle-Genitty, C., Gren Landell, M. et al. (2020). Improving school attendance by enhancing communication among stakeholders: Establishment of the International Network for School Attendance (INSA). European Child & Adolescent Psychiatry, 29, 1023–1030. https://doi.org/10.1007/s00787-019-01380-y

Kearney, C.A., Childs, J. & Burke, S. (2023). Social forces, social justice, and school attendance problems in youth, Contemporary School Psychology, 27, 136–151. https://doi.org/10.1007/s40688-022-00425-5.

Kreitz-Sandberg, S. & Fredriksson, U. (2023). Comparative perspectives on school attendance, absenteeism, and preventive measures in Europe and beyond. European Education, 55 (3–4), 137–147 https://doi.org/10.1080/10564934.2023.2281394

Rosa, H. (2019). Resonance: A sociology of our relationship to the world. Polity Press.

SOU 2016:94. (2016). Saknad!: Uppmärksamma elevers frånvaro och agera. Wolters Kluwer.

INCOMPLETE PUZZLES AND SHALLOW PEDAGOGIES: YOUTH TRANSITIONS IN PERU’S INFORMAL URBAN SETTLEMENTS

Maria Balarin (Grupo de Análisis para el Desarrollo - GRADE, Peru)

pedagogies youth justice

The figure of the incomplete puzzle was used by a secondary school student in the context of a recent study on educational justice (Milligan, L., Balarin, M., et al., 2025). It was the most concrete expression of a feeling of disconcertedness and disorientation, of not knowing how to articulate and understand different ideas, that has consistently appeared in my work with young people living in the vast informal settlements that surround Peru’s urban spaces (Alcázar et al., 2020; Balarin, 2011; Balarin et al., 2017). Whether in relation to social, environmental, citizenship or history issues, these incomplete puzzles emerge in the context of what I have characterised as the shallow pedagogies that predominate in many Peruvian schools, especially those catering to students from disadvantaged backgrounds (Balarin & Rodriguez, 2024). Shallow pedagogies have become widespread over the past three decades, during which Peru has implemented outcomes-based curricula and active teaching methods. This has led towards a marked displacement of knowledge and educational purpose in classrooms (Biesta, 2015). Similar problems have emerged in other countries in the Global South implementing these kinds of curricular and pedagogical reforms (Allais, 2014; Hoadley, 2017; Schweisfurth, 2011). A key characteristic of these shallow pedagogies is the profound disconnection and frequent contradiction between young people’s everyday experiences, marked by precarity and injustice, and the normative ideas that they are presented with in school around citizenship, social inclusion or the role of personal effort in attaining wellbeing. Additionally, schools present young people with mostly surface, scattered and closed knowledge, without inviting them to explore, deepen or make meaningful connections (Balarin & Rodriguez, 2024; González et al., 2017). This not only limits young people’s capacity for critical thinking but also their possibility of understanding complex phenomena and making sense of the world. The presentation will explore the encounter between young people’s experiences of growing up in precarious contexts and school experiences marked by shallow pedagogies. It will discuss how these experiences influence their transitions into adulthood, their understandings of citizenship, their aspirations and capacity to navigate life. The discussion will be based on findings from the JustEd Study (Milligan, L., Balarin, M., et al., 2025), which used qualitative participatory methods to explore secondary school students’ learning and experiences of intercultural, transitional, gender and environmental justice and how these shape their attitudes and dispositions towards sustainable futures. It will also draw on findings from two earlier studies on marginalised citizenship (Balarin, 2011) and precarious youth transitions (Balarin et al., 2017) that provide additional support for the arguments. Shallow pedagogies limit young people’s possibilities for engaging in and generating knowledge, thereby constituting a major form of epistemic injustice at the heart of education (Fricker, 2007, 2015). The presentation will include a discussion of what it might take to establish more epistemically just pedagogies that can provide young people with the resources needed to make sense of their worlds and help them navigate their way towards complex and uncertain futures.

Alcázar, L., Balarin, M., Glave, C., & Rodríguez, M. F. (2020). Fractured lives: Understanding urban youth vulnerability in Perú. Journal of Youth Studies, 23(2), 140–159.

Allais, S. (2014). Knowledge, Outcomes, and the Curriculum. In Selling Out Education (pp. 139–170). Brill.

Balarin, M. (2011). Global citizenship and marginalisation: Contributions towards a political economy of global citizenship. Globalisation, Societies and Education, 9(3–4), 355–366.

Balarin, M., Alcázar, L., Rodríguez, M. F., & Glave, C. (2017). Transiciones inciertas: Una mirada a los jóvenes de contextos urbanos vulnerables de Lima. Grupo de Análisis para el Desarrollo.

Balarin, M., & Rodriguez, M. F. (2024). Shallow Pedagogies as Epistemic Injustice. Global Social Challenges Journal, 3(1), 46–49. https://doi.org/10.1332/27523349Y2024D000000007

Biesta, G. J. (2015). Beyond learning: Democratic education for a human future. Routledge.

Fricker, M. (2007). Epistemic injustice: Power and the ethics of knowing. Oxford University Press.

Fricker, M. (2015). Epistemic Contribution as a Central Human Capability. In G. Hull (Ed.), The equal society: Essays on equality in theory and practice (pp. 73–90).

González, N., Eguren, M., & Belaunde, C. de. (2017). Desde el aula: Una aproximación a las prácticas pedagógicas del maestro peruano. Instituto de Estudios Peruanos.

Hoadley, U. (2017). Pedagogy in poverty: Lessons from twenty years of curriculum reform in South Africa. Routledge.

Milligan, L. O., Balarin, M., Wilder, R., Nuwategeka, E., & Paudel, M. (2025). Education as and for Justice in the Global South: Case Studies from Nepal, Perú and Uganda. Bristol University Press.

Schweisfurth, M. (2011). Learner-centred education in developing country contexts: From solution to problem? International Journal of Educational Development, 31(5), 425–432.

UNEQUAL TRAJECTORIES, UNEQUAL FUTURES: YOUTH ASPIRATIONS AND UPPER SECONDARY TRANSITIONS IN RURAL CATALONIA

Mariona Farré (Autonomous University of Barcelona, Spain)

Upper secondary transitions | aspirations | social inequalities

This paper aims to explore the role of space and social inequalities in shaping youth aspirations in rural Catalonia (Spain) and its consequences for their upper secondary VET choices. Transitions to upper secondary education occur against a political backdrop that emphasises the raising, management and regulation of students' aspirations to ensure realistic choices (Hart, 2012), obscuring the highly conditioned character – by social background and educational context – of such processes (Ball et al, 2000). As Appadurai (2004) points out, the capacity to aspire is unevenly distributed across different social groups. Research highlights that aspirations are mediated by students' habitus, shaping how they perceive opportunities, as well as by dominant conceptions of valued educational pathways within the system (Hart, 2012; Gale & Parker, 2018). Moreover, imagining and pursuing particular futures requires capacities conditioned by students positions and capitals. At the same time, research has emphasized the spatial embeddedness of social and educational inequalities and the importance of place in shaping young people's biographies and identities (Farrugia, 2014). Therefore, making decisions about academic and professional futures often involves choices about (im)mobility (Finn, 2017). In this sense, mobility goes beyond the physical act of moving (Urry, 2008) and relates to individuals' imagined spatial futures (Rönnlund, 2020), which are constructed based on their sense of place belonging and their horizons for action (Hodskinson & Sparkes, 1997). This process is particularly relevant in the Catalan context where VET provision is unequally distributed and centralized, and vocational education is often devalued, considered a 'second-best' option suitable for more vulnerable students. The way in which students imagine their futures and make decisions is therefore strongly influenced by their capacity to exercise spatial reflexivity (Cairns, 2014), in a context where mobility becomes almost mandatory for successful transitions. This paper aims to contribute to the analysis of the intertwining of social and spatial inequalities in shaping educational transitions and, specifically, young people's aspirations. A single case study based on a mixed-methods design with embedded units of analysis was conducted in a rural area of Catalonia, which portrays a particular upper secondary circuit of schooling composed of different types of high schools – in terms of ownership, social composition, supply and location – and student mobility flows. A questionnaire was distributed (N=632) and 45 in-depth interviews with students in the final year of compulsory education were conducted. The analysis explores how students from different social backgrounds, gender and migrant origin construct and navigate their spatial horizons regarding education, work and place to live. First, we identify unequal patterns of upper secondary choice – between tracks and programmes within tracks – in relation to structural variables, students' place of residence and their attachment to it.

Second, we analyse students' imagined futures in terms of the highest level of education they aspire to achieve, the occupations they envision and the characteristics of the place where they would like to live. Overall, this paper sheds light on how social and spatial inequalities structure youth educational trajectories.

Appadurai, A. (2004). The Capacity to Aspire: Culture and the Terms of Recognition. In V. Rao y M. Walton (Eds.), Culture and Public Action (pp. 59–84). Stanford University Press

Ball, S., Macrae, S., & Maguire, M. (2000). Choice, pathways and transitions post-16: New youth, new economies in the global city. Routledge.

Cairns, D. (2014) Youth Transitions, International Student Mobility and Spatial Reflexivity. Being Mobile?, Basingstoke: Palgrave Macmillan.

Finn, K. (2017). Multiple, relational and emotional mobilities: Understanding student mobilities in higher education as more than 'staying local'and 'going away'. British Educational Research Journal, 43(4), 743-758.

Gale, T., y Parker, S. (2018). Student aspiration and transition as capabilities for navigating education systems. In A. Tarabini y N. Ingram (Eds.), Educational Choices, Transitions and Aspirations in Europe (pp. 32–49). Routledge.

Hart, C. S. (2012). Aspirations, education and social justice. Aspirations, Education and Social Justice, Blomsbury Publishing.

Hodkinson, P., & Sparkes, A. C. (1997). Careership: a sociological theory of career decision making. British journal of sociology of education, 18(1), 29-44.

Urry, J. (2008) Moving on the mobility turn, in: W. Canzler, V. Kaufmann & S. Kesselring (Eds) Tracing mobilities: Towards a cosmopolitan perspective (London, Routledge).

Rönnlund, M. (2020). 'I love this place, but I won't stay': identification with place and imagined spatial futures among youth living in rural areas in Sweden. Young, 28(2), 123-137.

TRANSNATIONAL ASSEMBLED YOUTHS: COMPLEX BIOGRAPHIES AND EDUCATIONAL TRAJECTORIES BETWEEN CHINA AND ITALY

Fabiana Marchioro (University of Milano-Bicocca, Italy) · **Chiara Bove** (University of Milano-Bicocca, Italy)

transnational childhood | assembled youths | Chinese-origin youth

This contribution presents the first results from the analysis of data collected within an ongoing ethnographic and biographical study on the school experiences of young adults of Chinese origin who experienced a transnational childhood (Baldassar et al., 2007; Bohr & Tse, 2009; Fresnoza-Flot & Nagasaka, 2015) between China (Gao & Sacchetto, 2024; Lamas-Abraira, 2019, 2023; Liu et al., 2017) and Italy (Ardizzoni & Omodeo, 2022; Costantini, 2023; Paciocco & Baldassar, 2017). The research is situated within educational studies and engages with debates on complex biographies (Ball et al., 2013), mobile childhoods (Fresnoza-Flot & Nagasaka, 2015), the school experiences of Chinese students with migrant backgrounds (Costantini, 2023; Scolaro, 2025; Paciocco, 2018), and youth agency in contexts shaped by transnational mobility (Baldassar et al., 2014; Dreby, 2007; White et al., 2011). The study focuses on the stories of so-called left-behind children, satellite babies (Wang, 2018), and sent-back children (Bohr & Tse, 2009), young adults who spent part of their childhood in China with grandparents or extended family members before reuniting with their parents in Italy. Its aim is to examine how their educational trajectories intertwine with their experiences within the Italian school system. Through semi-structured biographical interviews (Bertaux, 2003; Bichi, 2022; Merrill & West, 2009) with young adults aged 18–31, the study explores how linguistic transitions, school integration processes, peer relationships, and family expectations are experienced and narrated. Particular attention is devoted to identity negotiation processes, dynamics of inclusion and exclusion, and the redefinition of aspirations over time – yesterday, today, and tomorrow – across transnational spaces. Methodologically, the study adopts a student voice perspective that recognises youth agency and their active role in knowledge production (Lundy, 2007). This approach is strengthened through participant-generated visual methods, such as the Self-Portrait (Bagnoli, 2009) and the Language Portrait (Busch, 2018). Interview analysis combines a thematic approach (Braun & Clarke, 2006) with a biographical reading inspired by Bertaux (2003) and an analysis of identity dynamics within narratives following Demazière and Dubar (2000). Preliminary findings are interpreted through the concept of assemblage (Youdell & Armstrong, 2011), in dialogue with the ecological perspective on human development (Bronfenbrenner, 1986) and the life-course approach (Elder, 1977). From this perspective, educational trajectories are not understood as the linear outcome of structural determinants nor as the simple result of individual choices. Rather, they can be interpreted as ecological assemblages in which family dimensions (linked lives), temporal dimensions (the timing of migration), local contexts (schools, peer groups, relationships with teachers), national frameworks (educational policies), and transnational connections (family, friendship and media networks) coexist and co-constitute one another (Ball et al., 2013; Elder, 1977; Fresnoza-Flot & Nagasaka, 2015). Preliminary findings suggest that agency, identity, and

aspirations cannot be treated as decontextualised categories detached from the transnational experiences of “here” and “there”. These ecological assemblages acquire educational value when they become explicit and open to dialogue within a pedagogical perspective. The situated complexity of these life stories calls for further reflection on transnational care and education as a key issue in addressing educational inequalities.

Ardizzoni, S., & Omodeo, M. (2022). L’istruzione dei sinodiscendenti nelle scuole italiane. Tracce e percorsi. Sinosfere, (15).

Ball, S., Macrae, S., & Maguire, M. (2013). Choice, pathways and transitions post-16: New youth, new economies in the global city. Routledge.

Bertaux, D. (2003). Racconti di vita: L’intervista biografica nella ricerca sociale. FrancoAngeli.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77–101.

Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. Developmental Psychology, 22(6), 723–742. https://doi.org/10.1037/0012-1649.22.6.723

Bohr, Y., & Tse, C. (2009). Satellite Babies in Transnational Families: A study of Parents’ Decision to Separate from their Infants. Infant Mental Health Journal, 30, 265-286.

Costantini, S. (2023). L’analisi dei vissuti scolastici di adolescenti sinoitaliani in prospettiva longitudinale: Successo formativo e abbandono scolastico dentro uno stesso spazio ibrido in divenire. In L’analisi dei vissuti scolastici di adolescenti sinoitaliani in prospettiva longitudinale (pp. 116–123). Università degli Studi di Napoli Federico II & Cidis Onlus.

Demazière, D., & Dubar, C. (2000). Dentro le storie. Analizzare le interviste biografiche. Raffaello Cortina Editore.

Elder, G. (1977). Family history and the life course. Journal of Family History, 2(4), 279–304. https://doi.org/10.1177/036319907700200402

Fresnoza-Flot, A., & Nagasaka, I. (2015). Conceptualizing childhoods in transnational families: The “mobile childhoods” lens. In I. Nagasaka & A. Fresnoza-Flot (Eds.), Mobile childhoods in Filipino transnational families (pp. 1–20). Palgrave Macmillan. https://doi.org/10.1057/9781137515148_2

Gao, R., & Sacchetto, D. (2024). Constructing a transnational childcare bricolage: Chinese migrant families in Italy coordinating transnational mobility and childcare. European Societies, 26(3), 880-907.

Lamas-Abraira, L. (2023). Fluid Childhoods: Chinese Migrants’ Descendants Growing Up Transnationally. In D. Bühler-Niederberger, X. Gu, J. Schwittek, & E. Kim (A c. Di), The Emerald Handbook of Childhood and Youth in Asian Societies (pp. 61–82).

Lundy, L. (2007). “Voice” is not enough: Conceptualising Article 12 of the United Nations Convention on the Rights of the Child. British Educational Research Journal, 33(6), 927–942. https://doi.org/10.1080/01411920701657033

Paciocco, A. (2018). Performing Chinese diasporic identity through Mandarin: The case of Italian-schooled Chinese migrant youth in Prato (Italy). Journal of Language, Identity & Education, 17(4), 207–221. https://doi.org/10.1080/15348458.2018.1437348

Paciocco, A., & Baldassar, L. (2017). Italian-schooled Chinese migrant youth in Prato: The liability of outsidership and social identity formation. In Native and immigrant entrepreneurship: Lessons for local liabilities in globalization from the Prato case study (pp. 97–113).

Youdell, D., & Armstrong, F. (2011). A politics beyond subjects: The affective choreographies and smooth spaces of schooling. Emotion, Space and Society, 4, 144–150

RURAL LIVES, URBAN UNIVERSITIES: ASSEMBLED EDUCATIONAL TRAJECTORIES OF RURAL-ORIGIN YOUTH IN A CHILEAN BORDER CITY

Andrea Alvarado-Urbina (Universidad de Tarapaca, Chile)

rural-urban transition | educational trajectories | socio-material inequalities

This study examines the reflections of rural-origin university students in Arica, Chile's northernmost city, regarding their educational trajectories. Trajectories are understood as the fabric that connects structural, institutional, and individual dimensions (Briscioli, 2016) and as a theoretical–methodological construct that seeks to overcome the sociological dichotomy between social determinism and voluntarism by linking the subjective and objective conditions under which life unfolds (Terigi & Briscioli, 2020). The distinction between theoretical trajectories—linear itineraries prescribed by the school system—and real trajectories—the specific paths followed by each student, which may diverge from the theoretical sequence (Terigi, 2007)—enables analysis of complex processes in educational contexts shaped by forces beyond the school. This qualitative study follows a biographical-narrative approach and is based on life-story interviews with 10 university students (Cornejo et al., 2008). Each participant was interviewed twice, for a total of 20 interviews. The study examines the relationship between the rural–urban school transition and the educational trajectories and self-perceptions of rural-origin university students, foregrounding their own perspectives. Its significance lies in the fact that, in a border region characterized by nationalism as much as by multiculturality, cultural, ethnic, and national identities play a key role in the interplay among territory, institutional contexts, and individual trajectories. Findings show that the rural-urban transition significantly shapes students' educational trajectories, combining academic challenges, logistical burdens, and personal growth opportunities. Since most rural high schools are vocational, rural students feel disadvantaged when enrolling in university, and perceive their urban peers as more familiar with university culture and the professional aspects of their careers. Students also experience a stark contrast between the “homey” environment of rural schools—where

teachers know every student and their family—and the more anonymous urban university setting. Many describe moving from being top students in their rural schools to receiving their first failing grades in higher education as a significant emotional shock, yet they value this learning opportunity. From a socioemotional perspective, students often enter urban institutions with fear of being "different" because of their rural background or migrant status. Many describe themselves as initially "reserved" or "closed off" due to their life experiences and the burden of commuting and participating in agricultural labor. Professors and peers may be unaware of these conditions and inflexible regarding schedules and deadlines. Overall, interviewees understand their rural lives as producing histories and identities distinct from those of urban peers; they see themselves as valuing family effort more highly and as having become more independent and mature through the rural–urban transition, often forming ties with other hardworking, dedicated students. This study thus contributes to the panel by showing how rural-origin university students' educational trajectories intersect with territorial inequalities, institutional expectations, and family work obligations, producing both constraints and resources in their everyday navigation of higher education. By foregrounding their narratives of effort and discipline, the study illuminates how identities and aspirations are co-constituted within unequal socio-material conditions, while also evidencing subtle forms of resistance to dominant, urban-centric models of educational success.

Briscioli, B. (2016). La incidencia de las condiciones de escolarización del nivel secundario en la construcción de las trayectorias escolares. Perfiles Educativos, 38(154), 134–153.

Cornejo, M., Mendoza, F., & Rojas, R. C. (2008). La Investigación con relatos de vida: Pistas y opciones del diseño metodológico. Psykhe (Santiago), 17, 29–39.

Terigi, F. (2007). Los desafíos que plantean las trayectorias escolares. III Foro Latinoamericano de Educación. Jóvenes y Docentes. La Escuela Secundaria En El Mundo de Hoy, 1.

Terigi, F., & Briscioli, B. (2020). Investigaciones producidas sobre "trayectorias escolares" en educación secundaria (Argentina, 2003-2016). In D. Pinkasz & N. Montes (Eds.), Estados del arte sobre educación secundaria: La producción académica de los últimos 15 años en torno a tópicos relevantes (Ediciones Universidad Nacional de General Sarmiento-FLACSO, pp. 119–172).

NAVIGATING INEQUALITY: FIRST-GENERATION STUDENTS' CHOICE, ACCESS AND BELONGING IN CHILEAN AND ECUADORIAN UNIVERSITIES

Relmu Antonio Gedda Muñoz (Universitat Autònoma de Barcelona, Spain) · **María Francisca Bustamante Sage** (Universitat Autònoma de Barcelona, Spain)

Higher education policy | social inequalities | working-class students transitions

Over recent decades, higher education has expanded significantly; however, profound inequalities persist for students from socially disadvantaged backgrounds (McCowan, 2016). In this context, university admissions policies have become central to regulating access. Often grounded in principles of merit, competition, and selectivity, admission systems tend to individualise access as a matter of choice and classification (Mijs, 2016; Reay, 2020), thereby obscuring the structural inequalities shaping unequal trajectories and experiences across the field. Within this landscape, transitions to higher education, understood as socially mediated processes, become critical moments in the configuration and reproduction of inequality within stratified systems (Reay, 2018; Tarabini & Ingram, 2018). This article presents a comparative analysis of working-class first-generation students' transitions to higher education in Chile and Ecuador; two countries with massified yet highly stratified higher education systems, but differing in the organisation of admissions mechanisms and institutional provision. In Chile, the admissions system is highly institutionalised and articulated to a mixed provision model, characterised by a strong presence of private institutions and pronounced vertical differentiation. In Ecuador, by contrast, higher education provision is predominantly public, and the admissions system has undergone recent transformations, shifting from a centralised state-led allocation model toward more decentralised schemes regulated by individual universities Drawing on a qualitative study based on in-depth interviews with 45 working-class first-generation students (20 in Ecuador and 25 in Chile), including women and indigenous students, the article examines how national configurations of admissions, institutional hierarchies and support structures interact with students' social positions to shape their educational choices and early university trajectories. The findings identify shared patterns in students' transition experiences. Across both contexts, working-class first-generation students encounter a misalignment between university expectations and their material, symbolic, and relational resources, generating experiences of uncertainty, disorientation, and partial understanding of the 'rules of the game'. In response, students develop pragmatic and often constrained

strategies of choice, adaptation and early integration, which tend to reproduce rather than overcome institutional hierarchies. At the same time, the analysis reveals important internal differentiations, showing how classed transition experiences are reworked through intersections with gender and ethnicity, particularly for indigenous and working-class women students. By foregrounding the transition to higher education as a socially and institutionally mediated process, this contributes to debates on widening participation by showing how admissions regimes and system stratification shape not only access but also students' positioning and sense of belonging.

McCowan, T. (2016). Three dimensions of equity of access to higher education. Compare, 46(4), 645–665. https://doi.org/10.1080/03057925.2015.1043237
Mijs, J. J. B. (2016). The unfulfillable promise of meritocracy: Three lessons and their implications for justice in education. Social Justice Research, 29, 14–34.
Reay, D. (2018). Working class educational transitions to university: The limits of success. European Journal of Education, 53(4), 528–540.
Reay, D. (2020). The Perils and Penalties of Meritocracy: Sanctioning Inequalities and Legitimating Prejudice. Political Quarterly, 91(2), 405–412. https://doi.org/10.1111/1467-923X.12829
Tarabini, A., & Ingram, N. (2018). Educational choices, transitions and aspirations in Europe. Routledge.

AFTER UPPER SECONDARY SCHOOL: AN ANALYSIS OF STUDENTS' ASPIRATIONS IN LOMBARDY

Giuliana Parente (Università degli studi di Milano, Italy) · **Rossella Bozzon** (University of Bologna, Italy)

Youth trajectories | inequalities | Post-secondary transitions

This paper explores young people's post-secondary intentions in Lombardy (Italy) as relationally and socio-materially assembled trajectories rather than as isolated individual choices. Drawing on data from the MAYBE – Moving into Adulthood project, the analysis examines how upper secondary students' aspirations, indecision, and orientations towards further education, work, or the combination of both are produced within networks of institutional, familial, and territorial relations that shape their everyday lives and future imaginaries. Moving beyond individualistic accounts of choice, the paper conceptualises post-secondary transitions as processes of subjectivation embedded in unequal socio-material conditions. School tracking, family expectations, economic constraints, and territorial opportunity structures interact to configure differentiated spaces of possibility. Within these spaces, young people negotiate uncertainty, risk, and autonomy, articulating aspirations that are simultaneously shaped by structural inequalities and active forms of agency. The analysis distinguishes three main orientations: continuation into tertiary education, direct entry into the labour market, and indecision. Quantitative evidence shows that these orientations are strongly stratified by school track, family cultural capital, and territorial context. Academic-track students overwhelmingly anticipate university continuation, whereas technical and vocational students display higher levels of indecision and a stronger orientation towards immediate labour market participation. However, rather than interpreting these differences as the outcome of divergent preferences or meritocratic sorting, the paper reads them as the effect of institutionalised inequalities embedded in the Italian education system and in territorially uneven labour markets. Parental expectations emerge as a key relational mechanism within these assemblages. The absence of a clear parental orientation—or the presence of conflicting expectations—significantly increases the likelihood of indecision, suggesting that uncertainty is socially produced rather than individually deficient. Similarly, the intention to combine study and work is not merely a pragmatic choice, but reflects differentiated socio-material positioning. It is more prevalent among students from technical and vocational tracks, among those facing economic constraints, and among those already engaged in regular employment. In this sense, combining study and work can be understood as an adaptive strategy within contexts of precarious futures and limited institutional security. By foregrounding the relational production of aspirations, the paper contributes to debates on youth biographies and socioeducational injustices. Young people's imagined futures are shown to be rooted in institutional pathways, territorial inequalities, and intergenerational transmissions of value and expectation. Yet, these trajectories are not passively reproduced: students actively interpret, negotiate, and sometimes reconfigure the constraints they encounter, co-constituting their educational transitions within unequal socio-material assemblages. Overall, the paper argues that post-secondary intentions should be understood as early crystallisations of broader life-course inequalities, where agency and structure are inseparably intertwined. In doing so, it illuminates how uncertain futures are assembled at the intersection of school systems, family dynamics, territorial conditions, and young people's situated aspirations.

Andrew, M., & Hauser, R. M. (2011). Adoption? Adaptation? Evaluating the formation of educational expectations. Social Forces, 90(2), 497–520.

Abbiati, G., Argentin, G., Barone, C, Schizzerotto, A. (2018). Information barriers and social stratification in higher education: evidence from a field experiment. British Journal of Sociology, 69(4), 1248-1270. doi: 10.1111/1468-4446.12332

Appadurai, A., (2004). The Capacity to Aspire: Culture and the Terms of Recognition, in Rao, V. and Walton, M., (eds.) Culture and Public Action, Stanford University Press, Palo Alto, California, 59-84.

Archer, M. S. (1979). The social origins of educational systems. Routledge.

Argentin, G., Triventi, M. (2011). Social inequality in higher education and labour market in a period of institutional reforms: Italy, 1992–2007. Higher Education, 61, 309–323. https://doi.org/10.1007/s10734-010-9379-6

Azzolini, D., Schnell, P., & Palmer, J. R. B. (2012). Educational achievement gaps between immigrant and native students in Italy and Spain. Annals of the American Academy of Political and Social Science, 643(1), 46–77. doi: 10.1177/0002716212441590

Arnett J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. American psychologist, 55(5), 469-480. https://doi.org/10.1037/0003-066X.55.5.469

Ballarino, G., Checchi, D. (2006). Sistema scolastico e disuguaglianza sociale Scelte individuali e vincoli strutturali, il Mulino.

Barni, D., Zagrean, I., Russo, C., e Danioni, F. (2023). Intergenerational transmission of values: from parent–child value similarity to parent–child value continuity. Journal of Family Issues, 45(4), 974-991. https://doi.org/10.1177/0192513X231163939

Barone, C., & Schizzerotto, A. (2011). Career mobility, education, and intergenerational reproduction in five European societies. European Societies, 13(3), 331–345.

Benadusi, L. (2003). L'uguaglianza come equalizzazione delle opportunità. In L. Benadusi & M. Giancola (a cura di), La scuola contesa: Pluralismo e uguaglianza nell'istruzione (pp. 25–52). FrancoAngeli.

Blossfeld, H.-P., Klijzing, E., Mills, M., & Kurz, K. (2005). Globalization, uncertainty and youth in society. London: Routledge

Boudon R. (1974). Education, Opportunity and Social Inequality: changing prospects in western society, Wiley, New York.

Bourdieu, P., & Passeron, J.-C. (1970). La reproduction: Éléments pour une théorie du système d'enseignement. Paris: Les Éditions de Minuit.

Broadbridge, A., & Swanson, V. (2006). Managing two roles: A theoretical study of students' employment whilst at university. Community, Work & Family, 9(2), 159–179. https://doi.org/10.1080/13668800600586878

Bozick, R., Alexander, K., Entwisle, D., Dauber, S., & Kerr, K. (2010). Framing the future: Revisiting the place of educational expectations. Social Forces, 88(5), 2027–2052.

Breen, R., & Goldthorpe, J. H. (1997). Explaining educational differentials: Towards a formal rational action theory: towards a formal rational action theory. Rationality and Society, 9(3), 275-305. https://doi.org/10.1177/104346397009003002

Brzinsky-Fay, C. (2007). Lost in transition? Labour market entry sequences of school leavers in Europe. European Sociological Review, 23(4), 409–422. https://doi.org/10.1093/esr/jcm011

Brzinsky-Fay, C. (2014). The measurement of school-to-work transitions as processes. European Societies, 16(2), 213-232. https://doi.org/10.1080/14616696.2013.821620

Callender, C. (2008). The impact of term-time employment on higher education students' academic attainment and achievement. Journal of Education Policy, 23(4), 359–377. https://doi.org/10.1080/02680930801924490

Cavalli, A., & Argentin, G. (a cura di). (2010). Gli insegnanti italiani: come cambia il modo di fare scuola: terza indagine dell'Istituto IARD sulle condizioni di vita e di lavoro nella scuola italiana. Bologna: Il Mulino

Côté, J. E. (2014). The Dangerous Myth of Emerging Adulthood: An Evidence-Based Critique of a Flawed Developmental Theory. Applied Developmental Science, 18(4), 177–188. https://doi.org/10.1080/10888691.2014.954451

Furlong, A. (2006). Not a very NEET solution: representing problematic labour market transitions among early school-leavers: representing problematic labour market transitions among early school-leavers. Work, Employment and Society, 20(3), 553-569.https://doi.org/10.1177/0950017006067001

Gamoran, A. (1992). The variable effects of high school tracking. American Sociological Review, 57(6), 812–828. https://doi.org/10.2307/2096125

Goyette KA. (2008). College for some to college for all: social background, occupational expectations, and educational expectations over time. Social Science Research, 37(2):461-484. DOI: 10.1016/j.ssresearch.2008.02.002

Hart, C. S. (2016). How Do Aspirations Matter? Journal of Human Development and Capabilities,17(3), 324–341. https://doi.org/10.1080/19452829.2016.1199540

Hovdhaugen, E. (2015). Working while studying: the impact of term-time employment on dropout rates. Journal of Education and Work, 28(6), 631–651. https://doi.org/10.1080/13639080.2013.869311

Lucas, S. R. (2001). Effectively Maintained Inequality: Education Transitions, Track Mobility, and Social Background Effects. American Journal of Sociology, 106(6), 1642–1690. https://doi.org/10.1086/321300

MacDonald, R. (2011). Youth transitions, unemployment and underemployment: Plus ça change, plus c'est la même chose? Plus ça change, plus c'est la même chose? Journal of Sociology, 47(4), 427-444. https://doi.org/10.1177/1440783311420794

Manente, F. (2026). Giovani e mercato del lavoro: dati e sfide, Intervento a "Orientamento alla scelta", Benevento, 20 gennaio 2026 <https://oa.inapp.gov.it/handle/20.500.12916/5118

Morgan, S. L. (2005). On the edge of commitment: Educational attainment and race in the United States. Stanford University Press

Müller, W., Gangl M. (2003).Transitions from Education to Work in Europe: The Integration of Youth into EU Labour Markets, Oxford Academic https://doi.org/10.1093/0199252475.001.0001

O'Reilly, J., Leschke, J., Ortlieb, R., Seeleib-Kaiser, M., & Villa, P. (2019). Youth labor in transition: Inequalities, mobility, and policies in Europe. Oxford: Oxford University Press.

Kirk, C. M., Lewis-Moss, R. K., Nilsen, C., & Colvin, D. Q. (2011). The role of parent expectations on adolescent educational aspirations. Educational Studies, 37(1), 89–99. https://doi.org/10.1080/03055691003728965

Khattab, N. (2014). How and when Do Educational Aspirations, Expectations and Achievement Align?. Sociological Research Online, 19(4), 61-73. https://doi.org/10.5153/sro.3508

Ray, D. (2006). Aspirations, poverty, and economic change. In A. Banerjee et al. (Eds.), Understanding Poverty. Oxford, University Press, 409–422 https://doi.org/10.1093/0195305191.003.0028

Reay, D. (2017). Miseducation: Inequality, education and the working classes. Bristol: Policy Press

Rumberger, R. W. (2011). Dropping out: Why students drop out of high school and what can be done about it. Harvard University Press. https://doi.org/10.4159/harvard.9780674063167

Sciolla, L., e Torrioni, P. (2018). Il paradosso dei giovani: Autonomia culturale e dipendenza sociale. Italia Contemporanea, 288, 153–171. https://doi.org/10.3280/IC2018-288007

Shanahan, M. J. (2000). Pathways to Adulthood in Changing Societies: Variability and Mechanisms in Life Course Perspective. Annual Review Sociology. 26:667-692. https://doi.org/10.1146/annurev.soc.26.1.667

Shavit e Blossfeld (1993). Persistent Inequality; Changing Educational Attainment in Thirteen Countries, Social Inequality Series. Westview Press, 5500 Central Avenue, Boulder, CO 80301-2847

Schoon, I., & Lyons-Amos, M. (2016). Diverse pathways in becoming an adult. Research in Social Stratification and Mobility, 46, 1–11.

Sewell, W. H., Haller, A. O., & Portes, A. (1969). The educational and early occupational attainment process. American Sociological Review, 34(1), 82–92. https://doi.org/10.2307/2092789

Triventi M. (2014a). Le disuguaglianze di istruzione secondo l'origine sociale. Una rassegna della letteratura sul caso italiano. Scuola democratica, 2,321-342, doi: 10.12828/77420

Triventi, M. (2014b). Does working during higher education affect students' academic performance? European Sociological Review, 41(c), 1–13. 10.1016/j.econedurev.2014.03.006

Walther, A. (2006). Regimes of youth transitions: Choice, flexibility and security in young people's experiences across different European contexts: Choice, flexibility and security in young people's experiences across different European contexts.YOUNG, 14(2), 119-139. https://doi.org/10.1177/1103308806062737

Van de Werfhorst, H. G., & Mijs, J. J.B. (2010). Achievement inequality and the institutional structure of educational systems: A comparative perspective. Annual Review of Sociology, 36, 407–428. https://doi.org/10.1146/annurev.soc.012809.102538

THE TYRANNY OF FLEXIBILITY: COMPULSION TO IDENTITY AND BIOGRAPHICAL PERFORMANCE IN ITALIAN SCHOOLS

Aurora M. Lai (Università di Pisa, Italy)

Singularization | Performative Authenticity | Emerging Inequalities

In a social world that no longer remains stable even within the lifespan of a single individual (Rosa 2015), constructing one's identity has become an existential "challenge-trial" (épreuve) (Martuccelli 2017). Individuals – during the conclusion of formal socialization – enter in "adult" life burdened by heavy biographical expectations. The mandate to be authentic, singular, and unique (Reckwitz 2025) has become a norm operating along a contradictory track: the valorization of what is durable versus the inevitable condition of flexibility (Boltanski & Chiapello 2014). In a context where the risk of "not being seen" is constant, recognition is granted only if one's authenticity becomes performative. In this manner, the biographical project – modulating flexibility and durability – becomes the primary empirical referent of a successful individual. This performative competition (Rosa 2017) has been embraced by the Italian school system, which integrates the value of the "particular" into a system traditionally rooted in the "general". Consequently, bureaucracy itself becomes singularized, altering the mandate of public schooling. This opening manifests in new initiatives of compulsion toward identity and biographical performance, most notably "Il Mio Capolavoro" (My Masterpiece) – a space where students are expected to testify to the "state of the art" of their own singularization. Within a shift from rational-task-based-evaluation to affective-person-based-validation, the student exists only if they are capable of performing a solid identity and projecting themselves into a future. The "tyranny of flexibility" is thus reframed as an occasion for individuation, a challenge that must be successfully overcome. Biographical compulsion initiatives act as existential trials-challenges that mark new forms of inequality. Through a new register of validation, the "capacity to aspire" (Appadurai 2007) is structured around recognizing the self's performativity. As a result, those "poor in singularization" – subjects eclipsed by competition – see their biographical opportunities diminish. While the Schumpeterian entrepreneur emerges as the new model of subjectivation (Sennett 2007), vital forms of equality are being restructured and tolerable inequalities redefined (Rosanvallon 2013). Adopting an approach rooted in analytical dualism, this study drew on the subjective accounts of 140 students from various educational tracks, collected via surveys and semi-structured interviews. By questioning structures through the lens of experience (Martuccelli 2017), a profound contradiction emerges. This tension pits a socialization inspired by modern durability against the imperative to remain flexible in the face of precarity. In this framework, the expectation of the singularized subject is presented as an opportunity, yet it functions as a new form of biographical compulsion. This contribution explores how "singularized privilege" is constructed through an accumulation of experiences that validates the individual as an authentic and unique subject. By reproducing and legitimizing late-modern inequality patterns, this privilege profoundly reshapes the capacity to aspire. Consequently, the future becomes a competitive asset, accessible only through the continuous performance of one's own singularity.

Appadurai A. (2007), «The Capacity to Aspire: Culture and the Terms of Recognition», in Walton M. e Rao V. (eds.), Culture and Public Action: A Cross-Disciplinary Dialogue on Development Policy, Stanford University Press, Stanford, pp. 59-84.

Boltanski L. e Chiapello E. (2014), Il nuovo spirito del capitalismo, Mimesi, Milano.
Martuccelli D. (2017), Sociologia dell'esistenza, Orthotes, Napoli-Salerno.
Reckwitz A. (2025), La società delle singolarità, Meltemi, Milano.
Rosa H. (2015), Accelerazione e alienazione. Per una teoria critica del tempo nella tardomoderntià, Einaudi, Torino.
Rosa H. (2017), «Identità situata: dove portano l'individualizzazione e l'accelerazione temporale», in Leccardi C. e Volontè P (a cura di), Un nuovo individualismo? Individualizzazione, soggettività e legame sociale, Egea, Milano.
Rosanvallon P. (2013), La società dell'uguaglianza, Castelvecchi, Roma.
Sennett R. (2007), L'uomo flessibile, Universale Economica Feltrinelli, Milano.

UNCERTAIN TIMES, UNCERTAIN PLACES: EXPLORING POLICIES AND PLACE IN POST 16 TRANSITIONING

Meg Maguire (King's College London, United Kingdom) · **Sharon Gewirtz** (King's College London, United Kingdom) · **Chris Winch** (King's College London, United Kingdom) · **Sait Bayrakdar** (King's College London, United Kingdom) · **Amna Sarwer** (King's College London, United Kingdom) · **Charlotte McPherson** (King's College London, United Kingdom)

Precarity | regional disparity | youth transitions

This paper examines how multiple dimensions of young people's social lives shape their post-16 transitions in two contrasting English settings. It considers the influence of contemporary policies and practices within and beyond schools and colleges, and the material and structural conditions of place, related to recent shifts in labour market policy - factors that interact differently across localities. As Brown and Donnelly (2023:1) argue, advancing a social justice agenda in education requires close attention to the spatial dynamics that produce and reproduce educational inequalities. The paper draws on findings from Young Lives, Young Futures, a mixed-methods longitudinal ESRC-funded study examining how England's vocational, education and training (VET) system can more effectively support the post-16 transitions of young people who do not enter university at 18. The study includes a three-wave nationally representative survey of over 10,000 young people, alongside qualitative interviews with 123 young people (many interviewed three times) and 75 policy-makers and practitioners across four local authorities with contrasting labour markets and education and training provision. This paper follows up on three concerns emerging from our wider project. First, we examine the evolving policy landscape that is reshaping young people's transitions into, through, and between work, education and training (Wyn, et al. 2019). A proliferation of new directives and initiatives—such as the Youth Guarantee and the Jobs Guarantee—is reconfiguring provision and reframing expectations of young people's participation. Second, we explore and contrast the experiences and perceptions of young people in two of our four study regions: Bellden, located in the deindustrialised north of England, and Tapley, a super-diverse, cosmopolitan locale in the south. We analyse how space and place shape these transitions differently across contrasting labour markets, educational opportunities and local policy enactments—the geography of youth transition policy in practice. Finally, we bring these strands together to reflect critically on the limits and challenges of achieving more socially just outcomes for young people navigating post-16 pathways in these uncertain times This abstract is being developed at a time of heightened concern about young people's declining participation in education, training and employment and their uncertain transitions (Berrington, et al. 2017; Diniz and Murphy, 2025). The 2025 White Paper highlights that nearly one million 16- to 24-year-olds are currently not in education, employment or training (NEET), a situation with serious implications for their future life chances, wellbeing and economic prospects. It recognises this as "a national challenge that demands urgent care and coordinated action" (2025: 7). Against this backdrop, our paper interrogates how the emerging policy landscape is attending—or failing to attend—to regional differences that powerfully shape young people's access to opportunities, highlighting the persistent spatial inequalities and uneven geographies of youth opportunity that policy often overlooks.

Berrington, A., Duta, A., Wakeling, P. and Mcgowan, T. (ed.) (2017) Youth social citizenship and class inequalities in transitions to adulthood in the UK (ESRC Centre for Population Change Working Papers, 81) Southampton, GB. ESRC Centre for Population Change 41pp.
Brown, C. and Donnelly, M. (2023) Space, Identiy and Education. A multi Scalar Framework, Switzerland, Springer -Palgrave Macmillan
Diniz, J., and Murphy, L. (2025) False starts: What the UK's growing NEETs problem really looks like, and how to fix it, London: Resolution Foundation, October 2025
HM Government (2025) Post 16 Education and Skills (October 2025) available at:https://assets.publishing.service.gov.uk/media/69148532db01ecfcf96fc849/Post-16_Education_and_Skills_white_paper_Accessible_Version.pdf

Wyn, J., Cuervo, H. & Cook, J. (2019) Expanding theoretical boundaries from youth transitions to belonging and new materiality. In S. Habib & M. R. M. Ward (eds.) Youth, Place and Theories of Belonging (pp. 12-24). London: Routledge.

AFFECTIVE, SPATIAL AND TEMPORAL DIMENSIONS OF INEQUALITY IN YOUTH AND THEIR INTERNALISATION

Maria Keil (Justus-Liebig-University Giessen, Germany)

affects | space | social inequality in youth

Young people today are confronted not only with existential challenges such as the climate crisis and a war in Europe. Income inequality in Western countries is also increasing, and the meritocratic promise of a stable, lifelong career is far from being consistently fulfilled. Research shows that the everyday struggles of young people are also closely linked to their social position (Threadgold, 2018). But how do young people locate themselves in the social world and navigate in stratified social fields, such as the educational or the occupational field? How do they develop a sense of position (Bourdieu, 1987) and how does it shape their experiences in everyday life? Based on an ethnography and interview study with young people (16-29 years) in the city of Berlin, Germany, I show how experiences of social inequality in youth' everyday lives are interlinked with gender, ethnicity, religion and other forms of inequality in forming their sense of position. The justifications young people provide for deviating from educational aspirations during transitions, the ways in which moments of crisis are managed, and how experiences of discrimination and violence are dealt with all demonstrate that everyday life is the key site in which a sense of one's own position within society is formed. By applying an open relational and intersectional lens, I can work out affective, spatial and temporal dimensions of social inequality in young people's everyday lives that form their sense of belonging and of place as classed, racialised and gendered selves. A feeling for society and its power relations becomes especially apparent in affective, but also spatial dimensions. Further, the underlying sense is externalised in practices, symbolic boundaries and meaning making. The findings illustrate how class-based and other social inequalities shape individuals' orientations and actions even before they enter the labour market, and they help to improve our understanding of complex and enduring patterns of social inequality such as ethno-social segregation or the educational success of the middle classes.

Bourdieu, P. 1987. "What Makes a Social Class? On the Theoretical and Practical Existence Of Groups." Berkeley Journal of Sociology 32:1-17.
Threadgold, S. 2018. Youth, Class and Everyday Struggles. Routledge.

H.04

Becoming Anticipatory Citizens: Adult Learning for Deep Democracy in Complex, Embodied and Pluriversal Societies

PANEL CONVENORS: Maria Fabiani (Independent researcher and evaluator); Roberta Terzi (Italian Futurists Association – Afi); Mario Cusmai (Italian Center for Lifelong Learning – Ciape); Mattia Cipriani (Ministry of the Interior); Patrizio Pastore (Sapienza University of Rome)

PANEL KEYWORDS: Adult Learning, Deep Democracy, Anticipatory Practices

At a time of democratic erosion, epistemic fragmentation, and growing inequalities, adult education emerges as a vital democratic institution. It is not merely a place where adults are taught about citizenship; it is a space where they can develop the attitudes, skills, and outlooks necessary to engage with democracy as an ongoing, contested, and generative practice. This panel examines how adult learning can sustain deep democracy, a democracy that is embodied, pluriversal, relational, future-oriented, and grounded in social justice. Drawing on traditions from Dewey to Freire and on contemporary approaches, the panel explores how adults can learn to deliberate, negotiate difference, and reclaim autonomy in contexts shaped by emotional triggers, misinformation, and structural inequalities. We invite theoretical, empirical, and practice-based contributions that address: Embodied and anticipatory forms of citizenship, examining how adults confront uncertainty, imagine alternative futures, and develop the agency required for democratic action amid socio-ecological transformations; Democratic learning spaces, from community-based practices to cultural and workplace settings, where adults engage in dialogue, cultivate critical awareness, and confront power dynamics, intergenerational tensions, discrimination, and democratic backsliding; Adult education as a bridge between citizens and democratic institutions, investigating how learning practices can connect with emerging anticipatory governance approaches in public administrations to foster participation, inclusion, and responsibility toward present and future generations. Adopting an interdisciplinary approach, the panel combines perspectives from education, democracy studies, futures studies, anticipatory thinking, civic imagination, and social justice frameworks to shed light on how adult education can evolve into an active practice of democracy.

TOWARDS A MUSEUM OF FUTURES IN ITALY: SEEDS OF FUTURES LITERACY SPROUTING AT THE HUMAN SAFETY NET

Mario Cusmai (CIAPE, Italy)

Future Thinking | Museum of the Futures | Pedagogy of Beauty®

The ability to explore possible futures and make far-sighted choices is an essential competence in today's world, marked by an unprecedented hyper-acceleration. In Italy, however, this competence is still less developed than in other countries. From this perspective, museums carry plural forms of knowledge, rooted in cultural heritages that reflect the essence of humanity and in processes of interpretation and accessibility, and thus in the very meaning of our society in the making. Museum contexts are places of elaboration and hope, able to inspire and nourish imagination and intuition, fostering semantic capital (Floridi 2025) and the shared creation of cultural artefacts oriented towards desirable futures through processes of collective intelligence enacted by citizens. In particular, this contribution explores a possible horizon that goes beyond the network of "museums of the future", attempting to respond to the legitimate question (von Foerster 1987) that follows: why a museum of futures? After an initial premise examining national regulatory references and international documents on the future of new generations, the paper then presents the network of museums of the future and the main global experiences in which museums and hybrid spaces propose significant practices oriented towards Futures Literacy, promoted by UNESCO since 2012, and towards Futures Thinking (Aldford 2025). Finally, after outlining the Pedagogy of Beauty®, an educational approach that promotes learning through beauty understood as a transformative experience capable of awakening human potential and creating authentic connections (Perotti, Cusmai, De Laurentiis 2025), and in order to combine a methodological architecture that enables a virtuous relationship with Futures Literacy, the contribution presents the experience of The Human Safety Net, based in Venice. The workshop proposals planned for 2026, addressed to students, young changemakers, and the broader public, were centred on Futures Literacy as a methodological core, in coherence with the values promoted by the interactive exhibition A World of Potential, through which the importance of being aware of one's potential, and of the right we all have to express and fully develop it, is shared. A play-oriented approach proved to be a significant support for the dissemination and pedagogical rooting of Futures Literacy: rather than treating anticipation as a specialist exercise, it transformed it into an inclusive, creative, and engaging experience. Within this perspective, it becomes possible not only to talk about alternative futures, but also to sense and

imagine them together, opening the way to renewed possibilities for action in the present, including a Museum of Futures that investigates “the futures of society”, where futures act and take shape, and that takes sustainability as a guiding thread, making visible how every choice in the present (energy-related, social, educational, technological) opens up multiple futures, whether conflicting or inclusive.

Alford K. (2025), Cultivating Futures Thinking in Museums, London, Routledge
Floridi L. (2025), La differenza fondamentale. Artificial Agency: una nuova filosofia dell’intelligenza artificiale, Milano, Mondadori
Perotti E., Cusmai M., De Laurentiis I. (2025), Pedagogia del Bello e desiderio di apprendere: strategie formative per l'educazione degli adulti in prospettiva 2040. Epale Journal, 17, 133-139. Firenze. INDIRE.
https://www.indire.it/wp-content/uploads/2020/05/EPALE_JOURNAL_N_17_2025.pdf#
von Foerster H. (1987), Sistemi che osservano, Roma, Astrolabio.

EDUCATING FOR THE FUTURE: ANTICIPATORY NEEDS ANALYSIS AS A DEMOCRATIC PRACTICE

Roberta Terzi (Fondazione Italiana Studi di Futuro_ETS, Italy)

futures studies | anticipatory | collective imagination

In an age of rapid and unpredictable transformations, the crisis of the present increasingly appears as a crisis of imagination. Ecological, technological, and socio-political dynamics escape linear interpretations and render static categories inadequate for understanding reality. In this scenario, adult learning is no longer merely professional updating, but a space for developing the ability to navigate complexity and contribute to the construction of shared futures. This is where the figure of the “anticipatory citizen” evoked by Poli emerges: someone capable not so much of predicting the future as of cultivating a reflective and responsible stance toward what may come into being. Democracy, too, must transform. A procedural democracy based on representation and formal participation is no longer sufficient; what is needed is a “deep” democracy, as suggested by Dewey and, more recently, by Escobar, one capable of recognizing situated knowledge, embodied relations, and the plurality of forms of life. A deep democracy does not merely manage the present; it nurtures plural and desirable futures, and adult education becomes one of the central mechanisms of this transformation. Traditional models of training needs analysis, however, appear increasingly inadequate. Born in stable contexts, they identify gaps to be filled with already known competencies. In societies marked by uncertainty and interdependence, needs emerge before they become visible and evolve over time. A retrospective analysis risks chasing change rather than orienting it, producing reactive rather than anticipatory citizens. According to futures studies, anticipation is not prediction but a social practice: exploring possible futures, questioning desirable ones, and acting in the present to influence what may happen. Applied to training needs, this implies a paradigm shift: not only asking “what do we need today,” but “what capacities allow us to inhabit and transform complex futures.” Needs are no longer deficits but potentials to be brought forth. This perspective requires dialogic and inclusive processes that involve multiple actors and value marginalized forms of knowledge. The pluriversal societies described by Escobar cannot be understood through technocratic tools: they require listening, collective imagination, and recognition of interdependencies. Anticipatory needs analysis thus becomes an embodied process, attentive to emotions, lived experiences, and ecological and social relationships that shape adult experience. The implications for educational design are profound: adaptive and iterative devices replace rigid and linear pathways, integrating experimentation, reflexivity, and situated learning. Evaluation also changes, focusing not only on acquired competencies but on postures, the ability to read complexity, imagine alternatives, and act collectively. Educating becomes an act of future-making: giving people back the possibility to orient becoming, rather than merely endure it. Adopting an anticipatory perspective in needs analysis is not a theoretical indulgence but an epistemological and political necessity. In complex and pluriversal societies, adult learning contributes to deep democracy only when it embraces the dimension of the possible. Anticipation thus becomes the lens through which to rethink training needs and the role of education in collective life.

Dewey, J. (1916). Democracy and education. Macmillan.
Escobar, A. (2018). Designs for the pluriverse: Radical interdependence, autonomy, and the making of worlds. Duke University Press.
Miller, R. (2018). Transforming the future: Anticipation in the 21st century. Routledge.
Poli, R. (2017). Introduction to anticipation studies. Springer.

MUSEUMS IN VENICE AS ANTICIPATORY LEARNING SPACES FOR AUTISM INCLUSION

Vania Vanzella (Indipendent Researcher in Social Foresight, Italy)

Social Foresight | Inclusive museum | Autism inclusion

In 2022, ICOM revised the definition of 'museum' to recognise its pluriversal role in society, stating that museums are accessible and inclusive. Museums serve as sites of informal learning and social engagement, facilitating inclusive practices and community participation. As confirmed by international scientific literature, museums bridge divides, offer therapeutic benefits, and inspire innovation. In Italy, the prevalence of autism is increasing and estimates indicate that 1 in 77 people have a diagnosis compared to 1 in 89 in Europe. In 2023, the public health authority ULSS 3 Serenissima launched a call for proposals aimed at strengthening the social skills of autistic people. The Gruppo Asperger Veneto association (GAV) was awarded funding for an anticipatory project, originally developed as part of a Master's thesis in Social Foresight, which proposed structured museum visits in Venice as tools for social empowerment. A systemic approach is essential to address complex societal challenges. European policy increasingly promotes cross-sectoral integration linking culture, health, social policy, and education. On 5 February 2026, the Italian Ministers of Culture and Health signed a memorandum of understanding, paving the way for 'art on prescription'. This paper explores how guided museum visits and creative workshops can improve social skills, communication, self-confidence and autonomy of autistic people. It emphasises the importance of providing people with ASD with opportunities to practice their social abilities in a safe environment. It highlights the necessity of a cross-sectoral collaboration in designing suitable measures to help autistic people prepare to lead independent lives, as outlined in their 'Project of Life'. Results confirm that structured museum visits can effectively provide training in social exchange skills for the future. They foster communication, self-confidence, autonomy and social inclusion. They boost personal development and informally educate to broaden interests. Importantly, the project demonstrates how such museum-based interventions can serve as experiential laboratories for anticipatory citizenship, equipping autistic participants with the skills and capacities needed to navigate complex social contexts and participate meaningfully in social life. Exploratory Pathways in a Supportive Territory stands as an evidence-based model of cultural welfare, demonstrating how partnerships between health services and cultural institutions can enhance both individual and collective well-being.

SELECTED REFERENCES

•Conferenza Stato Regioni (2026), Report della seduta della Conferenza Stato-Regioni del 5 febbraio 2026.
https://www.statoregioni.it/it/conferenza-stato-regioni/sedute-2026/seduta-del-5-febbraio-2026/report-della-seduta-della-conferenza-stato-regioni-del-5-febbraio-2026/

●European Union, Directorate-General for Education, Youth, Sport and Culture (2025). Culture and Health: Time to Act, Publications Office of the European Union.
https://op.europa.eu/en/publication-detail/-/publication/be89805d-9cf8-11f0-97c8-01aa75ed71a1/language-en#

●Fancourt, D. & Finn, S. (2019). What is the evidence on the role of the arts in improving health and well-being? A scoping review. (Health Evidence Network Synthesis Report, No 67). World Health Organization, Regional Office for Europe. https://www.who.int/europe/publications/i/item/9789289054553

●ICOM. (2022). ICOM museum definition. International Council of Museums. Retrieved November 20, 2025, from https://icom.museum/en/resources/standards-guidelines/museum-definition/

●Sandell, R. (1998). Museums as agents of social inclusion. Museum Management and Curatorship, 17(4), 401–418. https://doi.org/10.1080/09647779800201704

DEMOCRAZY BUZZWORDS OR DEMOCRATIC FUTURES? FINNA AND THE EPISTEMOLOGY OF ANTICIPATORY CITIZENSHIP

Maria Fabiani (Independent researcher and evaluator, Italy)

Anticipatory citizenship | Pluriversal democracy | Adult education

In contemporary policy and educational discourse, democracy is increasingly framed using a growing vocabulary of resilience, participation, inclusion, empowerment and engagement. While this expansion of vocabulary is appealing in principle, it often coincides with democratic fatigue, epistemic fragmentation, the algorithmic mediation of public debate and the widening of socio-ecological inequalities. The result is a paradox: as democratic language intensifies, democratic imagination appears to shrink. To capture this phenomenon, the paper introduces the notion of 'democrazy buzzwords':

rhetorically powerful yet conceptually vague expressions that risk replacing democratic practice with symbolic performance. Drawing on critical scholarship concerning policy buzzwords and governance discourse, this concept serves as an analytical tool with which to examine the discrepancy between the normative vocabulary of democracy and the institutional and cognitive infrastructures necessary for its sustenance. Against this backdrop, the paper presents FINNA (Fabiani & Cipriani, 2025) as a theoretical framework for democratic learning. Rather than presenting FINNA as a pedagogical toolkit, the framework is conceptualised as an epistemological architecture for anticipatory citizenship. The central argument is that, in complex societies, democracy depends not only on institutional arrangements, but also on learning environments that enable citizens to engage with uncertainty, negotiate differences, and take responsibility across temporal horizons. The framework was developed through an integrative synthesis of scholarship in democratic theory, adult learning, and futures studies. FINNA articulates five interdependent epistemic dimensions — futures literacy, institutional reflexivity, narrative imagination, neuro-embodied awareness and action orientation — which connect anticipatory reflection with situated democratic practice. Drawing on Deweyan pragmatism (Dewey, 2018), Freirean critical pedagogy (Freire, 1970), pluriversal political theory (Escobar, 2020), and debates on futures literacy and anticipatory governance (Loudoun & Van Ruyskensvelde, 2025; Miller, 2018; Rosa, 2019; Artelaris & Mavrommatis, 2026 among others), this paper conceptualises democracy as an ongoing, anticipatory practice that is sustained through collective enquiry, rather than as a fixed institutional arrangement. By advancing FINNA as a theoretical framework, the paper connects adult learning theory, democratic epistemology and futures studies. It argues that deep democracy in plural and uncertain societies hinges on cognitive and institutional infrastructures that can accommodate complexity without descending into polarisation, symbolic participation, or technocratic reductionism. From this perspective, adult education is not an auxiliary democratic function, but rather one of the conditions that enable democratic life.

Artelaris, P., & Mavrommatis, G. (2026). Territorial Agenda 2030, spatial justice, and the social investment turn: a capabilities approach perspective. European Planning Studies, 1–19. https://doi.org/10.1080/09654313.2026.2626451

Dewey, J. (2018). Democrazia e educazione. Anicia.

Escobar, A. (2020). Pluriversal politics: The real and the possible. Duke University Press.

Fabiani, M., & Cipriani, M. (2025). Change by foresight: AI for the common good. Algophobia, celibate machines, and FINNA as a grammar of possible futures in public administration. Futuri, 24(1), 163–182.

Freire, P. (1970). Pedagogy of the oppressed. Continuum.

Loudoun, A., & Van Ruyskensvelde, S. (2025). A politics of temporality? Anticipatory governance and regimes of historicity in future-oriented education policy. European Educational Research Journal, 25(2), 311-332. https://doi.org/10.1177/14749041251366704

Miller, R. (2018). Transforming the future: Anticipation in the 21st century. Routledge.

Rosa, H. (2019). Resonance: A sociology of our relationship to the world. Polity Press.

THE MUSEUM AS A MEANING-MAKING DEVICE: ADULT LEARNING AND ANTICIPATORY CITIZENSHIP IN COMPLEX AND GLOBAL SOCIETIES

Patrizio Pastore (Sapienza, Italia) · **Ida Cortoni** (Sapienza, Italia)

cittadinanza anticipatoria | tecnologie digitali | museo del futuro

Contemporary societies are marked by systemic complexity, instability, ecological transitions, technological acceleration and intensified globalisation that reshape economic, cultural and symbolic relations. In this interconnected environment, citizenship cannot be reduced to legal status or informed participation; it must be understood as an ongoing practice of interpretation, responsibility and anticipation. Becoming an anticipatory citizen requires developing critical, future-oriented reflexive capacities that enable individuals to recognise global interdependencies, question dominant narratives and contribute to sustainable democratic futures. Within this framework, adult learning represents a cornerstone of deep democracy. It goes beyond transmitting knowledge to foster conscious and transformative action. Adult education creates spaces for developing systemic awareness and interpretive competencies needed to navigate a globalised world characterised by plural memories, identities and symbolic systems. Rather than adapting passively to change, individuals are encouraged to engage critically with complexity and assume responsibility within it. From this perspective, the museum is not neutral but operates as a cultural and political device. It selects, organises and legitimises narratives, establishes hierarchies of value and determines what deserves remembrance and what may be marginalised. The museum does not simply preserve and display heritage; it symbolically produces it, shaping regimes of visibility and shared horizons of

meaning. In doing so, it contributes to the construction of collective imaginaries and public discourse. In a globalised society, this role becomes particularly significant. Museums bring histories, cultures and heritages from diverse contexts into dialogue, revealing connections that might otherwise remain unseen. They may reinforce identity closures or foster mutual understanding, consolidate singular narratives or open spaces for plural interpretations. Every curatorial decision is an act of cultural politics: to include or exclude, contextualise or naturalise, juxtapose or isolate is to construct a specific discursive framework. Within this symbolic power lies the museum's transformative potential. The embodied dimension of museum experience further reinforces this responsibility. Spatial arrangements, objects and exhibition strategies shape interpretive pathways and influence perception. Museum experience engages not only cognition but also the body, emotions and encounters with otherness. Through this interplay of symbolic and experiential dimensions, museums become environments for cultural exchange, adult learning and civic formation. This perspective envisions a future museum aware of its cultural and democratic responsibilities: relational and dialogic, recognising visitors as co-interpreters; communicative and critically conscious of its semiotic strategies; adaptable to spaces, contents and diverse audiences; interconnected, capable of linking different heritages without reducing them to simplified narratives. Museum design therefore relies on an integrated semiotic and pedagogical approach, conceiving narratives as structures of meaning that generate questions and foster transformation. Within this framework, digital technology plays an instrumental role. It functions as a mediating tool that articulates narrative layers, broadens access and encourages interaction without replacing the cultural project. Innovation lies in using digital media to deepen understanding and sustain participation rather than create spectacle. Conceived in this way, the museum becomes a dynamic cultural device that produces meaning, shapes interpretation and supports democratic engagement, contributing to the formation of citizens capable of navigating the complexities of global society.

Giannini, T. and Bowen, J.P. (eds.) (2019) Museums and digital culture: New perspectives and research. Cham: Springer Nature Switzerland AG. Available at: https://doi.org/10.1007/978-3-319-97457-6

Jalla, D. (2025) Il museo accogliente: Manuale di pratica museale. Roma, Fondazione Scuola dei Beni e delle Attività Culturali.

Murawski, M. (2022) Museums as agents of change: Ideas and action for cultural institutions. London, Routledge.

NEMO – Network of European Museum Organisations (2022) Digital learning and education in museums: Innovations and case studies. Berlin: NEMO. Available at: https://www.ne-mo.org

Runnel, P. (ed.) (2021) Democratising the museum: Reflections on participatory practice and digital technologies. Tallinn: OAPEN Foundation. Available at: https://library.oapen.org

LEARNING CITIES, ANTICIPATORY GOVERNANCE AND DEEP DEMOCRACY

Valerio De Nardo (Città metropolitana di Roma Capitale, Italy) · **Elisabetta Venanzi** (Città metropolitana di Roma Capitale, Italy)

Learning cities | anticipatory capacities | metropolitan governance

Exploring the contemporary meaning of a learning city through the case of the metropolitan area of Rome means interpreting it not as a simple metaphor, but as a political-institutional space in which lifelong learning becomes an urban governance factor for societal and territorial transformation. The Metropolitan City of Rome Capital already possesses many of the characteristics identified by UNESCO for learning cities, but the true transformation lies in making learning a guiding principle of public policies and a transversal axis within strategies for innovation, sustainability, and inclusion. From this perspective, lifelong learning is not an additional service but a device capable of generating meaning, direction, and coherence in institutional decision-making. The learning city thus emerges as a democratic knowledge ecosystem, a place where experiences, distributed knowledge, social practices, and civic networks are connected, valued, and brought into dialogue. This network—understood as a "knowledge ecosystem"—integrates schools, universities, libraries, associations, enterprises, and citizens, recognizing the centrality of adults not only as beneficiaries but as protagonists of learning and as holders of educational rights across the life course. The establishment of the "Metropolitan Network of Lifelong Learning" signals a model of cooperative governance that broadens the range of actors and activates stable participatory processes. At the same time, the learning city is a tool for countering inequalities and mending the urban fabric, reducing distances between central and peripheral areas, between generations, and between those who have access to knowledge and those who are excluded from it. Widespread learning acts as a connective tissue that helps individuals and communities to orient themselves within a society perceived as uncertain, providing competencies to face

everyday challenges and to exercise conscious, active citizenship. This approach becomes particularly relevant in the context of digital, ecological, and demographic transitions, which require anticipatory capacities at the territorial level. The learning city operates as a platform for collective preparedness for change: it promotes digital literacy, supports practices of social and environmental resilience, and offers public spaces where new ways of understanding the future can be experimented. The image of young people engaged in civil service, perhaps in a library, supporting disadvantaged individuals in the use of digital services while learning themselves through practice, conveys the tangible nature of the local learning ecosystem as a generative space of reciprocity and shared futures. In this framework, the learning city shows conceptual affinities with deep democracy, understood as the plural and profound involvement of communities in decisions affecting them. The production of distributed knowledge, the centrality of adults as active subjects, and multilayered governance based on networks and participatory processes constitute elements that connect lifelong learning to a form of democracy that is rooted, dialogic, and capable of including the diversity, needs, and visions of citizens.

Azara, L., Leproni, R., & Agrusti, F. (a cura di). (2016). Learning Cities: Sfide e prospettive delle città che apprendono. Roma: Carocci Editore.
Fabiani, M., & De Nardo, V. (2026). Quando una metropoli sceglie l'apprendimento: Roma verso una governance da Learning City. EPALE. https://epale.ec.europa.eu/it/blog/quando-una-metropoli-sceglie-lapprendimento-roma-verso-una-governance-da-learning-city

PARTICIPATORY CONSERVATION AS A DEEP LIVING DEMOCRACY EXPERIENCE: APPLING STRATEGIC FORESIGHT TO THE CONSERVATION OF DISSONANT HERITAGE

Alessia Strozzi (University Politecnica delle Marche, Italy)

DissonantHeritage StrategicForesight Conservation

At a time of democratic erosion and socio-ecological instability, conservation needs to expand beyond formal settings and be reconceptualized as an embodied, relational, and future/anticipatory-oriented democratic practice. This paper proposes cultural heritage conservation as a site of anticipatory citizenship, where conservation expands beyond the preservation of material artefacts, to the negotiation of memory, identity, and collective futures. Drawing on traditions of democratic education inspired by John Dewey and critical pedagogy as articulated by Paulo Freire, and integrating insights from anticipatory systems theory (notably Schwartz, Poli, Inayatullah), the paper argues that participatory conservation processes function as informal and indirect democracy environments. In contexts marked by dissonant heritage, post-disaster reconstruction, and contested narratives, this research aims to show that conservation can become a democratic laboratory where citizens can experience democracy: deliberate across difference, confront power asymmetries, and imagine, together, possible alternative futures. Through a conceptual and practice-based workshop, the study examines how Strategic foresight applied to Conservation processes can cultivate anticipatory competencies: the capacity to navigate uncertainty, integrate risk awareness, assume responsibility toward present and future generations, expand imagination ability and critical thinking: the bases for a strong and multi-support democracy. By framing Conservation as an anticipatory governance interface between communities and public institutions, the paper contributes to debates on how adult can bridge civic participation and democratic decision-making. Rather than treating heritage as a static legacy of the past, this research reimagines conservation as a generative act for the future – an embodied, adult pedagogical process through which plural memories are negotiated and democratic agency is explored. In doing so, it proposes a model of deep democracy grounded in material practice, relational engagement, and shared responsibility in complex and uncertain societies, such as the our own.

Tunbridge, J. E., & Ashworth, G. J. (1996). Dissonant Heritage: The Management of the Past as a Resource in Conflict. Chichester: Wiley.
Battilani, P., Belcastro, M. G., Kowalski, K., & Nicolosi, T. (eds.) (2024). Dissonant Heritage: Concepts, Critiques, Cases. Bologna: Alma Mater Studiorum.
Dewey, J. (1916). Democracy and Education. New York: Macmillan.
Schwartz, P. (1991). The Art of the Long View. New York: Doubleday.
Sohail Inayatullah (2018). What Works: Case Studies in the Practice of Foresight. Tamkang University Press.
Freire, P. (1970). Pedagogy of the Oppressed. New York: Continuum.
Tang, Z., & Wu, E. (2025) Polyphony in action: interdisciplinary approaches and sustainable strategies for musical cultural heritage preservation.

H.06

Continuing Training for Self-Employed Workers: Lifelong Learning and Inclusive Democracy

PANEL CONVENORS: Carmelo Bruni (Sapienza Università di Roma, Italy); Matteo Finco (Sapienza Università di Roma, Italy); Alessandra Pedone (Inapp, Italy); 2) Barricelli Domenico (1

PANEL KEYWORDS: Lifelong learning, Continuing training, self-employed

The transformation of self-employment requires advanced continuing training frameworks that develop civic competencies, adaptability, and democratic engagement throughout the life course. This panel examines lifelong learning as a strategic means for empowering self-employed workers and strengthening social inclusion, individual agency, and democratic cohesion (Barricelli & Carolla). It critically evaluates innovative pedagogical paradigms that connect adult education with active citizenship, critical reflexivity, and social justice, drawing on education studies, labour economics, and democratic theory. Empirical research shows that training pathways designed for self-employed workers, combining managerial skills, mentoring structures, and reflexive learning methodologies, significantly enhance individuals' capacity to initiate and sustain autonomous enterprises while supporting vocational adaptation in increasingly volatile labour markets (Atarodi et al.). Recent studies indicate that technologies which increase work productivity tend to expand opportunities for highly qualified self-employed professionals, whereas technologies that reduce the need for human labour often generate involuntary individual self-employment among workers with fewer qualifications. This trend underscores the need for targeted initiatives for reskilling and professional renewal (Bachmann et al.). The panel welcomes submissions that include empirical analyses of tailored training programmes for self-employed practitioners such as professional upskilling, digital literacies, and transversal competencies. It also invites theoretical examinations of lifelong learning policy frameworks and qualitative studies on learning practices that connect self-employment with democratic participation. Overall, the panel aims to reconceptualise continuing training as a key arena that links self-employment, inclusive citizenship, and democratic vitality, addressing important gaps in current research that explores the relationship between education and democracy.

CONTINUING TRAINING, SELF-EMPLOYMENT, AND INCLUSIVE DEMOCRACY IN ITALY: ECOSYSTEM INTEGRATION AND POLICY INNOVATION

Alessandra Pedone (INAPP, Italy)

Lifelong learning | Self-employment | Inclusive entrepreneurship

This paper addresses the critical intersection of continuing vocational education, self-employment support systems, and inclusive democratic participation within the Italian context. Drawing on empirical research conducted by INAPP (Institute for the Analysis of Public Policy), the study examines how integrated approaches to lifelong learning and skills development can strengthen democratic inclusion through equitable access to economic participation, specifically via self-employment pathways. Background and Challenge Italy presents a paradoxical situation: whilst entrepreneurial propensity declined from 1.1% (2010) to 0.87% (2023), positioning the country 34th of 46 nations in the Global Entrepreneurship Monitor, 2024 witnessed a recovery with 151,910 new business activations (+5.7%). However, this growth masks persistent inequalities and ecosystem fragmentation. Key barriers to self-employment include administrative complexity (reported by 50.2% of entrepreneurs), restricted credit access (23.8%), and acute skills deficits in digital and managerial competencies. Most critically, opportunity-driven and necessity-driven entrepreneurship diverge sharply: the former, predominantly 35–50 year-old, experienced, opportunity-motivated actors, generate sustainable enterprises; whilst the latter, young people, women, migrants, and unemployed individuals pushed towards self-employment by precarity, face elevated failure risk. Educational Dimensions Educational attainment patterns reveal pronounced disparities. Only 22.6% of self-employed workers hold university degrees, with notably lower rates amongst under-35s (20.3%) and migrants (13.8%). University-educated women represent 25.5%, suggesting potential for increased female entrepreneurship through targeted educational and mentoring pathways. These data underscore the necessity of embedding entrepreneurial competencies (autonomy, problem-solving, creativity, transversal skills, lifelong learning orientation) systematically within secondary and vocational education, and throughout university curricula. Ecosystem Fragmentation and Policy Gaps Current support infrastructure suffers from multi-level institutional fragmentation, weak coordination between universities, trade associations, development agencies, and public bodies, episodic evaluation lacking shared metrics, and significant North-South territorial divides. Emerging good practices, including integrated accompaniment (training + mentoring + digital services), combined measures across finance, training and coaching, and university-led

technology transfer, demonstrate the potential for ecosystemic integration. Policy Framework for Inclusive Democracy The paper proposes a strategic reorientation from emergency sectoral interventions toward comprehensive integration around five pillars: (1) widespread continuing entrepreneurial education across school and VET systems; (2) digital service infrastructure enabling simplified access to support; (3) specialised mentoring and accompaniment targeted at underrepresented groups (young people, women, migrants); (4) a national observatory providing transparent data and shared evaluation metrics; and (5) interinstitutional coordination linking national and regional actors. Democratic Inclusion This integrated approach advances inclusive democracy by: ensuring equitable access to self-employment opportunities across social groups; building resilience in local economies; fostering social capital through intergenerational knowledge transmission; and strengthening territorial capacity to respond to digital and ecological transitions. Self-employment, conceived as qualified, sustainable, and supported economic participation, becomes a vehicle for democratic inclusion, enabling citizens to exercise agency, build social networks, and contribute to collective prosperity. Conclusion The evidence suggests that lifelong learning, embedded in coherent, ecosystemically integrated support systems, is essential for transforming self-employment from a precarious necessity into an inclusive opportunity. This requires sustained institutional coordination, evidence-based policy evaluation, and recognition of continuing training as foundational to both economic resilience and democratic participation.

Pedone A., Barricelli D. (2025). Politiche di sostegno alla creazione di nuova impresa: analisi, valutazione e proposte, Roma, Inapp, WP, n.146
Eurofound (2024), Self-employment in the EU: Job quality and developments in social protection, Publications Office of the European Union, Luxembourg.
INAPP (2025). XXIV Rapporto sulla formazione continua: annualità 2023-2024, Roma, Inapp
Micozzi A. (a cura di) (2025). L'attivazione imprenditoriale in Italia. Rapporto GEM 2024-2025, Milano, Franco Angeli
OECD, European Commission (2023). The Missing Entrepreneurs 2023: Policies for Inclusive Entrepreneurship and Self-Employment, Paris, OECD Publishing
Unioncamere (2024), Nuove imprese. Caratteristiche e fabbisogni professionali delle nuove imprese. Indagine 2024
Valenti, C. (2021). "The individual right to continuous training of workers: an analysis of best practices in the international framework". Labour Law Issues - Online First, 7(1), 56-72. ISSN 2421-2695. DOI: 10.6092/issn.2421-2695/12922

BRIDGING SKILLS AND JOBS: HOW ITS ACADEMIES ALIGN TERTIARY EDUCATION WITH LOCAL LABOUR DEMAND

Silvia Duranti (IRPET, Italy) · **Natalia Faraoni** (IRPET, Italy)

ITS Academy | dual training | territorial networks

Higher Technological Institutes (ITS Academy) represent the Italian pathway of non-university vocational tertiary education, introducing a dual training model within a traditionally academic-centred system. ITS programmes combine classroom teaching, laboratory-based learning and mandatory work-based training, with a strong involvement of firms in governance, curriculum design and teaching activities. Despite their growing relevance in public debate and policy agendas, the Italian ITS system remains largely underexplored in the sociological and educational literature, particularly with regard to the role played by firms and territorial networks in shaping its functioning. This paper contributes to the literature on vocational tertiary education and dual training systems by analysing the organisational and relational dynamics underpinning ITS Foundations, focusing on the Tuscan ITS network as a case study. Tuscany represents a particularly suitable context for analysis, as its ITS system has expanded significantly over time and currently covers all national technological areas, operating across heterogeneous productive sectors ranging from manufacturing and advanced technologies to services and tourism. The study adopts a qualitative research design based on ten focus groups conducted between May and October 2025, involving all ITS Foundations operating in the region. Participants included Foundation directors, scientific and teaching coordinators, teachers, company tutors, representatives of business associations and other stakeholders. This methodological approach allows the analysis to capture relational processes, informal practices and organisational tensions that are not easily observable through quantitative indicators alone. The findings highlight that the effectiveness of the ITS model largely derives from the dense territorial networks in which Foundations are embedded. Firms play a central role not only as providers of internships and employment opportunities, but also as co-designers of curricula, sources of vocational teaching and partners in continuous curricular updating. Territorial networks act as the core infrastructure of the system, enabling ITS to translate heterogeneous productive needs into coherent training pathways and to support incremental innovation, particularly within small and medium-sized enter-

prises. At the same time, the analysis reveals a set of structural weaknesses that constrain the consolidation and scaling-up of the model. These include the hybrid institutional positioning of ITS within the education system, discontinuous and project-based funding arrangements, high organisational intensity and uneven integration with schools and universities. The paper concludes by discussing the implications of these findings for policy, arguing that strengthening ITS as a stable pillar of vocational tertiary education requires coordinated interventions at both regional and national levels.

Balsamo, A. (2023), «La responsabilità educativa nella vision e progettualità delle imprese: focus su orientamento e ITS», Rivista di Politica Economica, (1), pp. 115-144.

Becattini, G. (1987), Mercato e forze locali: il distretto industriale, Bologna, Il Mulino.

Brusco, S. (1992), «Small Firms and the Provision of Real Services», in F. Pyke e W. Sengenberger (a cura di), Industrial Districts and Local Economic Regeneration, Geneva, International Institute for Labour Studies, pp. 177-196.

Faraoni, N. (2019), Il sistema degli Istituti Tecnici Superiori in Toscana, Firenze, IRPET.

Gavosto, A., Ghizzoni, M., Mele, A., Modica, L. e Pastore, F. (2020), L'assenza di un canale di formazione terziaria professionalizzante in Italia: come porvi rimedio?, Unimi Discussion Paper, n. 3/2020.

Ghio, R., Ghizzoni, M., Nobili, C. e Turri, M. (2024), «L'evoluzione del sistema italiano di istruzione terziaria professionalizzante e gli ITS Academy», Scuola democratica, 16, (2), pp. 257-278.

Grieco, C. e Zuccaro, A. (2023), «ITS Academy: uno strumento per costruire il futuro», Rivista di Politica Economica, (1), pp. 145-165.

INDIRE (2025a), Sistema terziario di Istruzione Tecnologica Superiore. Istituti Tecnologici Superiori – Monitoraggio nazionale 2025, Firenze.

INDIRE (2025a), Sistema terziario di Istruzione Tecnologica Superiore. Istituti Tecnologici Superiori – Monitoraggio nazionale 2025. Toscana, Firenze.

La Rosa, O., Servidio, G. e Vecchione, G. (2024), «Politica industriale e formazione tecnica: il caso degli ITS Academy», Rivista Economica del Mezzogiorno, 38, (4), pp. 653-687.

Ballarino, G. e Di Santo, V. (a cura di) (2025), IV Rapporto. Istruzione terziaria e sistema economico: AFAM, ITS Academy e Università, Milano, Milano University Press.

Trigilia, C. (2005), Sviluppo locale. Un progetto per l'Italia, Roma-Bari, Laterza.

Turri, M. (a cura di) (2023), ITS Academy: una scommessa vincente? L'istruzione terziaria professionalizzante in Italia e in Europa, Milano, Milano University Press.

Zuccaro, A., Taddeo, G., Buffardi, A. e Aiello, L. (2022), Gli Istituti Tecnici Superiori. Una sfida culturale per l'istruzione terziaria professionalizzante, Roma, Carocci.

LIFELONG LEARNING AND SELF-EMPLOYMENT FOR THE TWIN AND JUST TRANSITION

Massimiliano Mazzanti (University of Ferrara, Italy) · **Laura Evangelista** (Istituto Nazionale per l'Analisi delle Politiche Pubbliche (INAPP), Italy) · **Concetta Fonzo** (Istituto Nazionale per l'Analisi delle Politiche Pubbliche (INAPP), Italy) · **Emy Zecca** (University of Ferrara, Italy) · **Nicolo Barbieri** (University of Ferrara, Italy)

Self Employment | Twin Transition | Just Transition

The aim is to develop a political economy framework to analyze how self-employment interacts with lifelong learning under the twin digital and green transition. In human capital theory, education and training are forward-looking investments undertaken when expected returns exceed costs (Becker, 1964). For self-employed workers, this logic is particularly strong since they directly internalize productivity gains and bear the full consequences of skill obsolescence, while also facing higher economic risk. As documented by OECD (2021), self-employed individuals typically experience weaker access to social protection, higher income volatility and greater exposure to economic shocks compared to standard employees. In principle, such exposure should reinforce incentives for continuous training, as skill upgrading can increase income and provide insurance against market uncertainty. Lifelong learning becomes essential to preserve employability and reduce vulnerability to technological and regulatory change. The acceleration of digitalization and the expansion of green regulatory frameworks increase technological complexity and compliance requirements (European Commission, 2022). Digital transformation intensifies demand for advanced skills while accelerating their obsolescence, in line with skill-biased technological change (Acemoglu and Autor, 2011). Simultaneously, the green transition introduces new environmental standards and reporting obligations that reshape market participation. For self-employed workers, who lack internal organizational buffers, these shifts amplify technological and regulatory risks, making continuous skill updating essential for compliance and access to sustainability-oriented value chains. Yet evidence shows that the self-employed engage less in formal training than employees (Eurofound, 2024). Under these conditions, lifelong learning shifts from a discretionary productivity-enhancing investment to a structural condition. By strengthening cognitive, informational and relational competences, lifelong learning enhances what the capability approach defines as effective opportunities for participation, that is, the conversion of formal rights into real capacities to engage in collective and democratic processes

(Bonvin, Laruffa & Rosenstein, 2018). Since economic independence underpins civic participation (Bonvin and Laruffa, 2022), these dynamics extend beyond the labour market, making lifelong learning a condition for both economic resilience and democratic agency. The framework developed in this paper highlights that while highly skilled and well-positioned autonomous professionals may leverage digital and green transformations to reposition themselves in higher value-added segments, more vulnerable self-employed workers may struggle to meet escalating competence and compliance thresholds. Rather than uniformly increasing training participation, the twin transition may induce selective skill upgrading among advantaged groups and market exit among others, contributing to growing segmentation. A life-course perspective suggests that the returns and risks of lifelong learning and self-employment vary across career stages, producing age-specific patterns in training and entrepreneurship (Kautonen, Down & Minniti, 2014; OECD, 2019). As the twin transition raises required competence thresholds, training becomes less a purely private investment and more a form of public infrastructure; without adequate support and quality assurance, unequal access may deepen segmentation and inequality among the self-employed. By combining human capital theory with institutional perspectives and recent comparative evidence, this survey study contributes to the debate on labour market transformation and provides a framework for designing survey research on barriers and drivers of training investment among self-employed workers.

Acemoglu, D., & Autor, D. (2011). Skills, tasks and technologies: Implications for employment and earnings. In O. Ashenfelter & D. Card (Eds.), Handbook of Labor Economics (Vol. 4B, pp. 1043–1171). Amsterdam: Elsevier.

Becker, G. S. (1964). Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education. New York: Columbia University Press.

Bonvin, J. M., Laruffa, F., & Rosenstein, E. (2018). Towards a critical sociology of democracy: The potential of the capability approach. Critical Sociology, 44(6), 953-968.

Bonvin, J. M., & Laruffa, F. (2022). Towards a capability-oriented eco-social policy: Elements of a normative framework. Social Policy and Society, 21(3), 484-495.

European Commission (2022). The Twin Transition: Digital and Green Transformation of the European Economy. Brussels: European Commission.

Eurofound (2024). Self-employment in the EU: Job quality and developments in social protection. Luxembourg: Publications Office of the European Union.

Kautonen, T., Down, S. and Minniti, M. (2014). Ageing and entrepreneurial preferences. Small Business Economics, 42(3), 579-594.

OECD (2019), Getting Skills Right: Future-Ready Adult Learning Systems, Getting Skills Right, OECD Publishing, Paris, https://doi.org/10.1787/9789264311756-en.

OECD (2021). The Missing Entrepreneurs 2021: Policies for Inclusive Entrepreneurship and Self-Employment. Paris: OECD Publishing.

PROMOTING SOCIAL INCLUSION OF MIGRANTS AND REFUGEES AND HIGH-QUALITY CARE OF OLDER ADULTS THROUGH AN ORIGINAL ELDERCARE TRAINING IMPLEMENTED IN FOUR EUROPEAN COUNTRIES

Sara Santini (IRCSS-INRCA, Italy) · **Matteo Finco** (IRCSS-INRCA, Italy; Sapienza, Italy)

Eldercare | Training | Migrants

The unprecedented population ageing and socio-economic inequalities between developed and developing countries create a strong nexus between the high demand for H24 and personalised long-term care and the offer of low-paid and under-skilled healthcare migrant workforce. On the one hand, the lack of knowledge and competences exposes migrant care workers (MCWs) to a high risk of work discrimination and social exclusion and older people to a higher risk to receive low quality care. On the other side, there is a scarce offer of health and eldercare education tailored for migrants. This study presents the results of the HERO project (Erasmus+ Program, ID: KA204-0C583C5), which co-designed and implemented an original eldercare training curriculum for migrants and refugees in four countries (Cyprus, Greece, Italy and Portugal). The training consisted in 100 hours of lesson (78 face-to-face lessons and 22 of internship). It was implemented in 2022 and reached 83 migrants and refugees (58 women and 24 men) in the four study countries. The impact of the training on the 83 trainees' quality of life and social inclusion was assessed through a mixed-method approach including the WHOQoL-BREF questionnaire, semi-structured interviews and participant observation. A SWOT analysis highlighted strengths and weaknesses of the training, while four ideal-types of migrant learners were drawn, in order to optimise the learning process by designing tailored educational pathways. Some tips for future research and policy are given to improve education and social inclusion as well as to promote social rights of migrants and refugees even in a gender perspective.

Artero, M., Hajer, M., and Ambrosini, M. (2021). Working with a Family. How a Family-Oriented Welfare System Opens the Border for Migrant Care Workers. Revue européenne des migrations internationales, 37, 117-138. https://doi.org/10.4000/remi.18282.

Baraldi, C. (2017). Language Mediation as Communication System. Communication Theory, 27(4), 367-387.

Casanova, G., Di Rosa, M., Fisher, O., and Lamura, G. (2020). Between Migrant Care Work and New Occupational Welfare Tools: Changing Home Care Arrangements in Italy. International Journal of Environmental Research and Public Health, 17(15), 5511. https://doi.org/10.3390/ijerph17155511.

De Vita, L., Corasaniti, A., 2022. Regulating domestic and care work in Italy: Assessing the relative influence of the familistic model today. Critical Social Policy [online], 42(3), 531–549. Available at: https://doi.org/10.1177/02610183211064597.

Fisher, O., Fabbietti, P., and Lamura, G. (2021). Socio-Economic Predictors of Hiring Live-In Migrant Care Workers to Support Community Dwelling Older Adults with Long-Term Care Needs: Recent Evidence from a Central Italian Region. Sustainability, 13(10), 5349.

Hemerijck, A., Ronchi, S., and Plavgo, I. (2023). Social investment as a conceptual framework for analysing well-being returns and reforms in 21st century welfare states. Socio-Economic Review, 21, 479–500. https://doi.org/10.1093/ser/mwac035.

Hussein., S. (2022). The Global Demand for Migrant CareWorkers: Drivers and Implications on Migrants' Wellbeing. Sustainability, 14, 10612. https://doi.org/10.3390/su141710612.

Lamura G., Rosina, A. (2023. January 12). The Not-So-Sweet Life of Italy's Elders. In Demographics Matter: The Global Challenge of an Ageing Population. ISPI. https://www.ispionline.it/it/pubblicazione/not-so-sweet-life-italys-elders-37231.

Zeidman, B., Alaniz, C. (2020, August 28). Workforce Training of Immigrants and Refugees: What Works? Beeck Center for Social Impact & Innovation. https://beeckcenter.georgetown.edu/workforce-training-of-immigrants-and-refugees-what-works.

RECONCILING INCLUSION AND REGENERATION OF INLAND AREAS. THE CASE OF THE SEPROTER PROJECT

Carmelo Bruni (Sapienza Università di Roma, Italy) · **Matteo Finco** (Sapienza Università di Roma, Italy)

Migration | Education | Inclusion

The lack of an effective reception system not only hinders the integration of migrants, but also increases the risk of social exclusion and exploitation. Without adequate access to education, work and health services, people housed in temporary centres and CASs remain trapped in a limbo of precariousness. The absence of structured programmes for integration into the labour market prevents migrants from achieving economic autonomy, forcing them to depend on informal networks often linked to undeclared work or exploitation. Furthermore, the lack of adequate language support limits their ability to communicate and build ties with the host society, reinforcing dynamics of isolation and marginalisation. From a human rights perspective, the reduction of services in the centres has led to a deterioration in the living conditions of asylum seekers. In many facilities, sanitary conditions are inadequate, spaces are overcrowded and the quality of food is poor. In some cases, there have been incidents of violence and ill-treatment, without the institutions ensuring adequate monitoring of the situation. Southern Italy is also subject to demographic dynamics marked by ageing and depopulation, especially in inland areas. This marks a double abandonment: not only are existing residents leaving, but also immigrants who arrive with the desire to realise their migration project. Reception centres could instead be a lifeline for the rebirth of these territories, especially inland areas. However, for this to happen, functional and indispensable projects are needed to activate the precursors of development consistent with the characteristics of the territories and their economic history, which over time has been undermined by processes of abandonment and emigration. These projects must also be geared towards the recovery of specific knowledge and skills capable of activating new production and employment processes, with a long-term vision. This contribution analyses and presents the initial results of a monitoring activity of a service aimed precisely at enhancing the Lucanian territory, involving migrants hosted in reception centres managed by the Filef Cooperativa Sociale, young unemployed Italians and agritourism facilities. The activity under investigation consists of the creation of guidance courses on business activities in the sectors of tourism and social agriculture in particular, but also in the sectors of the environment, culture and intangible assets. Specifically, four thematic itineraries are being organised to visit specific communities and learn about their cultural, environmental and gastronomic characteristics. The initiative consists of training on existing regulatory opportunities for businesses and support activities for business creation. The research involves users of the initiative, operators and privileged witnesses from the local area.

Accorinti M. (2021), L'immigrazione e la necessità di trasformare il welfare state, «Autonomie locali e servizi sociali», 1, pp. 87-93.

Allievi S., Dalla Zuanna G., (2016), Tutto quello che non vi hanno mai detto sull'Immigrazione, Roma, Laterza.

Ambrosini m. (2020a), Sociologia delle Migrazioni, Bologna, il Mulino.

Ambrosini m. (2020b), L'invasione Immaginaria. L'immigrazione oltre i luoghi comuni, Roma-Bari, Laterza.

Baldini M., Campomori F., Pavolini E. (2022), Il contributo economico dell'immigrazione, in Idos, Dossier Statistico Immigrazione 2022, Idos, Roma.

Barbiellini Amidei F., Gomellini M., Piselli P. (2018), Il contributo della demografia alla crescita economica: duecento anni di «storia» italiana, Occasional Papers, Banca d'Italia, n. 431.

Bini Smaghi L. (2013), Immigrati ed economia: una prospettiva a lungo termine, in Impagliazzo M. (a cura di), Integrazione. Il modello Italia, Milano, Guerini e associati.

Bonifazi C., (2007), L'Immigrazione Straniera in Italia, Bologna, il Mulino.

Cagiano De Azevedo R. (2007), Le Migrazioni Internazionali, Torino, Giappichelli Editore.

Campomori f., Caponio T. (2015), Immigration and Social Inequalities: Italian Integration Policies Revisited, in «Politiche Sociali», 1, 43-58.

Cantalini S., Guetto R., Panichella N. (2022), Ethnic Wage Penalty and Human Capital Transferability: A Comparative Study of Recent Migrants in 11 European Countries, in «International Migration Review», 57(1), https://doi.org/10.1177/019791832210994.

Chiswick B. R., Miller P. W. (2009), The International Transferability of Immigrants' Human Capital, in «Economics of Education Review», n. 28, pp. 162-169.

Chiswick B. R., Miller P. W. (2008), Why is the Pay-off to Schooling Smaller for Immigrants?, in «Labour Economics», n. 15, pp. 1317-1340.

Colombo A., Sciortino G., (2004), Gli Immigrati in Italia, Bologna, Il Mulino.

Currarini S., Jackson M. O., Pin P. (2009), An Economic Model of Friendship: Homophily, Minorities and Segregation, in «Econometrica», vol. 77(4), pp.1003-1045.

Cvajner M., Sciortino G., (2010), A Tale of Networks and Policies: Prolegomena to an Analysis of Irregular Migration Careers and their Development paths, in «Population, Space and Place», 1(3) pp. 213–225.

Dandolo F. (2018), Una rassegna sui temi dell'immigrazione in Italia, in «Rivista economica del Mezzogiorno», XXXII, n. 1-2, pp. 167-186.

Di Pasquale E. (2015), L'imprenditoria straniera in Italia: L'impatto economico dell'immigrazione, in Neodemos, L'integrazione delle comunità immigrate e l'imprenditoria straniera, Firenze, Istituto Stensen.

European Union (2015), Discrimination in the EU in 2015, Bruxelles, European Union.

Fellini I., Guetto R., Reyneri E. (2018), Poor returns to origin-country education for non-Western immigrants in Italy. An analysis of occupational status on arrival and mobility, in «Social Inclusion», 6(2) pp. 34-47.

Fondazione Leone Moressa (2022), Rapporto annuale sull'economia dell'immigrazione. L'Italia della resilienza e i nuovi italiani, Bologna, il Mulino.

Fullin G., Reyneri E. (2011), Low unemployment and bad jobs for new immigrants in Italy, in «International Migration», vol. 49, pp. 118-147.

Giancola O., Salmieri L. (2018), Education and the Inclusion of Immigrants. A Cross-National Analysis among Five European Countries, in «Scuola Democratica», 2, 311-334.

Il Sole 24 Ore (2017), Inps, Boeri: con la chiusura delle frontiere agli immigrati buco da 38 miliardi, «Il Sole 24 Ore», 4 luglio.

Impagliazzo M. (2015), L'invasione che non c'è, in «Limes. Chi bussa alla nostra porta», n. 6, pp. 137-148.

Iom (2019), World Migration Report 2020, Ginevra, International Organization for Migration (IOM).

Kossinets G., Watts D. J. (2009), Origins of Homophily in an Evolving Social Network, in «American Journal of Sociology», vol. 115(2), pp. 405-450.

Marini R., Gerli M. (2017), Le forme di un tema. L'immigrazione nell'arena dei quality papers italiani, in «Comunicazione Politica», 3, pp. 481-506.

Mcauliffe M., Khadria B. (2019), World Migration Report 2020, IOM, Geneva.

Mcpherson M., Smith-Lovin L., Cook J. (2001), Birds of a Feather: Homophily in Social Networks, in «Annual Review of Sociology», n. 27, pp. 415-444.

Mutti A. (2019), «L'integrazione degli immigrati», Il Mulino, 2, pp. 312-318.

Paletti F. (2022), Immigrati e povertà, un connubio sempre più stretto in un Paese dalle disuguaglianze crescenti, in Idos, Dossier Statistico Immigrazione 2022, Roma, pp. 186-190.

Panichella N., Avola M., Piccitto G. (2021), Migration, class attainment and social mobility: An analysis of migrants'socio-economic integration in Italy, in «European Sociological Review», 37(6), 2021, pp. 883-898.

Panichella N. (2022), Il modello di inserimento degli immigrati nel mercato del lavoro italiano, in Idos, Dossier Statistico Immigrazione 2022, Roma, pp. 267-272.

Pettigrew T.f. (1998), Reactions toward the New Minorities of Western Europe, in «Annual Review of Sociology», 24, pp. 77–103.

Pew Research Center (2016), Europeans Fear Wave of Refugees Will Mean More Terrorism, Fewer Jobs, Washington DC, Pew Research Center Jobs. Washington, DC: Pew Research Center.

Rossi E. (2020), Le dichiarazioni dei redditi degli immigrati e il gettito Irpef versato in Italia, in «Dossier Statistico Imigrazione 2020», Idos, Roma.

Sciortino G. (2012), Ethnicity, Race, Nationhood, Foreigness and Many Other Things: Prolegomena to a Cultural Sociology of Difference-Based Interactions, in Alexander J. C., Jacobs R., Smith P., Oxford Handbook of Cultural Sociology, Oxford, Oxford University Press, pp. 365-389.

Stark O. (1991), The Migration of Labor, Cambridge, Blackwell.

Vitiello M. (2020), Le politiche di integrazione e i servizi sociali per gli immigrati, in «Parole chiave», 4, 213-225.

THE FUTURE OF SELF-EMPLOYMENT: A MIDDLE-TERM ANALYSIS (2021–2025). CONTINUING TRAINING, HYBRIDISATION AND SOCIAL PROTECTION BETWEEN QUALIFIED AUTONOMY AND STRUCTURAL VULNERABILITY

Domenico Barricelli (Inapp, Italy)

Self-employment | Continuing training | Hybrid work

This paper presents a middle-term assessment (2021–2025) of the Delphi survey The Future of Self-Employment: Professional Development, Representation and Support Policies, originally designed with a ten-year forecasting horizon. The interim analysis is based on a new consultation involving a panel of experts in labour markets, continuing training and support policies for the self-employed drawn from academia, professional associations and trade unions. The aim is to evaluate the consistency between the trajectories anticipated in 2021 and the dynamics observed in the first half of the decade, with particular attention to the role of continuing training in fostering sustainable autonomy and inclusive

democracy. The 2021 Delphi survey identified three structural trends shaping the evolution of self-employment: first, the growing polarisation between highly qualified forms of professional autonomy and structurally vulnerable self-employment; second, the expansion of hybrid work arrangements situated in a "grey area" between autonomy and subordination; and third, the increasing relevance of continuing training and welfare reform in supporting sustainable professional trajectories. Recent empirical evidence confirms the relevance of these dynamics. Studies on the European labour market highlight the persistent heterogeneity of self-employment and the coexistence of highly skilled professionals capable of investing in innovation and lifelong learning alongside a wider segment exposed to income instability, weak bargaining power and limited access to social protection (Eurofound, 2024; OECD, 2025). At the same time, the diffusion of hybrid configurations has become increasingly visible. The adoption of the ICSE-18 international classification provides a useful framework for identifying formally self-employed workers who experience economic dependence and reduced organisational autonomy, enabling better analytical clarity and international comparability (ILO, 2023). Within this context, continuing training emerges as a crucial dividing line between qualified autonomy and structural vulnerability. Access to lifelong learning opportunities remains unevenly distributed among the self-employed and strongly influenced by sectoral and income inequalities (Barricelli & Carolla, 2023). Consequently, continuing training represents a key lever not only for supporting professional resilience in the context of digital and ecological transitions but also for strengthening equal opportunities for economic participation and social citizenship. Finally, the paper reflects on the implications of these developments for welfare and labour policies. Despite recent European initiatives aimed at extending social protection to non-standard workers, significant gaps persist in the coverage of self-employed workers. The middle-term consultation therefore provides an opportunity to reassess future trajectories of self-employment and to explore policy directions capable of integrating continuing training, adaptive welfare systems and new forms of representation. Self-employment thus emerges as a strategic arena in which lifelong learning, job quality and social citizenship increasingly intersect.

Barricelli, D., & Carolla, P. (2023). Formazione continua e lavoro autonomo: accesso, disuguaglianze e politiche di supporto. Economia & Lavoro, 57(3), 87–104.

Eurofound. (2024). Self-employment in the European Union: Job quality, working conditions and social protection. Luxembourg: Publications Office of the European Union.

ILO – International Labour Organization. (2023). International Classification of Status in Employment (ICSE-18): Guidelines concerning statistics of work relationships. Geneva: ILO.

OECD. (2025). OECD Employment Outlook 2025: Job quality and labour market resilience. Paris: OECD Publishing.

Zucaro, R. (2021). Il lavoro autonomo tra autonomia e dipendenza economica: tutele e politiche del lavoro. Roma: INAPP.

SELF-EMPLOYMENT, LEARNING ECOSYSTEMS, AND EDUCATIONAL INEQUALITIES: ANALYSIS AND EVIDENCE FROM THE 2025 INDACO-ADULTS SURVEY

Roberto Angotti (INAPP, Italy) · **Domenico Barricelli** (INAPP, Italy) · **Simona Carolla** (INAPP, Italy)

Adult Learning | Self-Employment | Educational Inequalities

The transformations within contemporary labour markets are profoundly redefining the relationship between employment, learning, and professional development. The increasing prevalence and diversification of self-employment across European economic systems highlight lifelong learning as a pivotal dimension in sustaining an individual's ability to navigate productive contexts characterized by technological innovation, volatile career trajectories, and the growing individualization of skills management. From a sociological perspective, self-employment serves as a prime vantage point for analyzing the processes of individualization inherent in contemporary labour markets, where individuals are increasingly required to autonomously design and sustain their own professional paths (Beck, 2000). Simultaneously, the proliferation of independent and discontinuous forms of work can engender new vulnerabilities, resulting in greater barriers to accessing educational opportunities (Standing, 2011). This contribution offers a theoretical reflection on the nexus between self-employment and adult learning, specifically examining how working conditions influence access to education and the feasibility of constructing lifelong professional development pathways. The capabilities approach allows for an interpretation of lifelong learning not merely as participation in training programs, but as the genuine potential to expand professional opportunities and career choices (Nussbaum, 2011). In this light, access to educational opportunities represents a decisive factor in bolstering professional autonomy and countering the reproduction of inequalities within career trajectories. Parallelly, research on workplace learning emphasizes that development occurs largely through

informal and social processes embedded in daily professional practices. Communities of practice and professional networks constitute fundamental environments for the production and circulation of knowledge (Wenger, 1998), while the workplace learning framework interprets learning as a progressive participation in meaningful work activities (Billett, 2011). In self-employment, these processes take on specific characteristics. The absence of consolidated organizational structures and a weaker integration into institutional systems make learning more dependent on individual resources, self-organization, and activated social and professional networks. Empirical evidence from major national and international surveys corroborates this configuration. Data from the INDACO Adults survey (by Inapp) reveal in Italy a sharp polarization in training participation among self-employed workers, contrasting highly qualified profiles with more traditional segments of independent work characterized by fewer resources and more restricted access (Barricelli & Carolla 2023). Such elements demonstrate how working conditions profoundly shape learning opportunities and, more broadly, the capacity of individuals to maintain and develop their professional capital (Angotti & Di Castro 2024). In light of these theoretical and empirical perspectives, self-employment can be interpreted as a critical space for analyzing the redefined relationship between education, labour, and economic citizenship in contemporary societies. Finally, this paper discusses the implications of these dynamics for lifelong learning policies, highlighting the need to strengthen territorial and professional learning ecosystems capable of supporting access to training opportunities outside of traditional organizational contexts, thereby contributing to the reduction of educational inequalities across the various segments of independent labour.

Angotti R., Di Castro G. (2024), Educational and digital poverty: barriers to adult education, Sinappsi, XIV, n.3, pp.99-114 <https://oa.inapp.gov.it/handle/20.500.12916/4591>

Barricelli, D., & Carolla, S. (2023). Gli investimenti formativi dei lavoratori autonomi alla luce della crisi pandemica e dei cambiamenti indotti dalla trasformazione digitale. Economia & Lavoro.

Beck, U. (2000). The Brave New World of Work. Cambridge: Polity Press.

Nussbaum, M. (2011). Creating Capabilities. The Human Development Approach. Cambridge, MA: Harvard University Press.

Wenger, E. (1998). Communities of Practice: Learning, Meaning and Identity. Cambridge: Cambridge University Press.

DEMOCRATIC GOVERNANCE AND WORKFORCE LEARNING IN THE TWIN TRANSITION: A CONFIGURATIONAL ANALYSIS OF ITALIAN MANUFACTURING COOPERATIVES

Massimiliano Mazzanti (University of Ferrara, Italy) · **Concetta Fonzo** (Istituto Nazionale per l'Analisi delle Politiche Pubbliche (INAPP), Italy) · **Evangelista Laura** (Istituto Nazionale per l'Analisi delle Politiche Pubbliche (INAPP), Italy) · **Asia Guerreschi** (University of Ferrara, Italy) · **Ginevra Coletti** (University of Ferrara, Italy)

twin transition · democratic learning · manufacturing cooperatives

The twin transition, integrating digital transformation and environmental sustainability, requires not only technological innovation but also profound processes of organizational learning and democratic capacity-building. While policy debates often focus on firms' technological upgrading, far less attention has been devoted to the democratic infrastructures that enable collective learning and inclusive adaptation. Cooperatives, as democratically governed enterprises, represent a privileged setting to explore the reciprocal relationship between learning and democracy: whether democratic governance fosters learning for sustainability, and whether learning processes, in turn, reinforce democratic participation. This study investigates how Italian manufacturing cooperatives combine digitalization and circular economy strategies with internal investments in workforce reskilling and environmental education. Building on a dataset of 212 cooperatives (2021–2023) developed within the Climate Circular Coop project, we examine not only training intensity and thematic breadth, but also training quality—capturing the degree to which learning is structured, assessed, practice-oriented, and inclusive across occupational groups. We analyse whether cooperatives characterised by higher-quality transition-related training are more likely to implement circular economy strategies (CES) and digital innovation. Methodologically, we adopt fuzzy-set Qualitative Comparative Analysis (fsQCA), a configurational approach that captures causal complexity and multiple pathways to innovation. Rather than assuming linear effects of training on innovation outcomes, fsQCA allows us to identify combinations of conditions, such as high-quality and inclusive training, regular training participation, hours devoted to transition-specific learning, export orientation, and traditional innovation, that jointly enable or constrain the twin transition. This approach is particularly suitable for analysing democratic organizations, where outcomes emerge

from interdependent structural and cultural factors rather than isolated variables. The paper addresses two core questions aligned with the session theme: (1) Do cooperatives that invest in digital and environmental training more effectively implement digital and circular innovations? (2) Does the democratic character of cooperatives amplify the transformative impact of learning processes on sustainability transitions? The contribution of the paper is twofold. Empirically, it aims to provide systematic evidence on how democratic enterprises operationalize sustainability transitions through workforce development. Theoretically, it reframes the twin transition as a democratic learning process: democracy for learning, insofar as participatory governance creates conditions for inclusive reskilling; and learning for democracy, insofar as environmental and digital education strengthen collective agency and long-term institutional resilience. By linking cooperative governance, sustainability innovation, and organizational learning, the paper contributes to debates on how democratic economic forms could foster socially embedded transitions in contexts of ecological and technological change.

Krogslund, C., Choi, D. D., & Poertner, M. (2015). Fuzzy sets on shaky ground: Parameter sensitivity and confirmation bias in FSQCA. Political Analysis, 23(1), 21–41. https://doi.org/10.1093/pan/mpu016

Lacey, R., & Fiss, P. C. (2009). Comparative organizational analysis across multiple levels: A set-theoretic approach. In Research in the sociology of organizations (pp. 91–116). https://doi.org/10.1108/s0733-558x(2009)0000026006

Muchiri, D. G. (2022). Skilling, reskilling, and upskilling a workforce: a perspective from kenyan enterprises. Strategic Journal of Business & Change Management, 9(4). https://doi.org/10.61426/sjbcm.v9i4.2368

Pappas, I. O., & Woodside, A. G. (2021). Fuzzy-set Qualitative Comparative Analysis (fsQCA): Guidelines for research practice in Information Systems and marketing. International Journal of Information Management, 58, 102310. https://doi.org/10.1016/j.ijinfomgt.2021.102310

Ragin, C. C. (1989). The comparative method: moving beyond qualitative and quantitative strategies. http://fia.ub.ac.id/katalog/index.php?p=show_detail&id=1965

Tabares, S., Parida, V., & Chirumalla, K. (2025). Twin transition in industrial organizations: Conceptualization, implementation framework, and research agenda. Technological Forecasting and Social Change, 213, 123995. https://doi.org/10.1016/j.techfore.2025.123995

Ziegler, R., Rey-Sierro, J., Novkovic, S., Buendía-Martínez, I., Ballon, J., Teasdale, S., & Roy, M. J. (2025). How cooperatives embed circularity in their business models and Governance—Results from an international survey. Business Strategy and the Environment. https://doi.org/10.1002/bse.70045

H.07

Creative and Emancipatory Research with Migrants and Refugees: Rethinking Methods, Education, and Democratic Participation

PANEL CONVENORS: Daniel Buraschi (Universidad de La Laguna, Tenerife, Spain); Alessandra Barzaghi (Università Cattolica del Sacro Cuore, Milano, Italy)

PANEL KEYWORDS: Participatory and Creative Methodologies, Epistemic Justice, Migrants and Refugee Agency

Research and educational practices involving migrants and refugees raise methodological, ethical, and epistemological questions that intersect with debates on the democratic quality of socio-educational environments. Although principles of inclusion are formally acknowledged, both research and educational systems often continue to rely on adult-centred, Eurocentric, and colonial logics that portray migrant and refugee populations as passive or lacking competence. In contrast, recognising these individuals—across different ages and backgrounds—as active and competent social actors is essential for transforming research perspectives and for designing more adequate and context-responsive educational interventions. This panel welcomes contributions from academic researchers as well as professionals working in extra-academic settings, and from actors involved in social movements. We are particularly interested in how creative practices (art-based methods, narrative approaches, multimodal workshops) and participatory methodologies can open up new meanings, expand expressive possibilities, and support a real redistribution of epistemic power. Special attention is given to the experiences and trajectories of migrants and refugees in relation to learning, agency, and processes of debordering. The panel aims to foster interdisciplinary dialogue on crucial issues for education in multicultural and transnational contexts: the management of linguistic and cultural barriers, the creation of accessible educational and research environments, and the role of intercultural and emancipatory competences in promoting educational and social justice. By bringing together different actors, the panel seeks to advance methodological, pedagogical, and ethical innovations that make research and educational contexts more participatory and democratic, valuing the contributions of migrants and refugees as central to rethinking democratic education.

FEMINIST PHOTOVOICE AS AN EPISTEMIC DEVICE OF CARE AND REDISTRIBUTION OF INTERPRETIVE POWER

Annachiara Del Prete (Universidad de La Laguna, Spain)

Feminist Methodology | Photovoice | Migration

This panel contribution offers a feminist epistemological reading of photovoice, understood not as a participatory visual technique but as an epistemic and ethical device that reshapes the conditions under which knowledge is produced in contexts marked by inequality, vulnerability, and structural violence. Situated at the intersection of feminist research, visual methodologies, and critical migration studies, the contribution focuses on how interpretive authority is distributed—or contested—when working with images, narratives, and embodied experiences in research with migrants and refugees. Drawing on a critical reconstruction of the genealogy of photovoice and on recent feminist scholarship, the contribution shows how the institutional expansion of the method has often been accompanied by processes of depoliticisation and visual extractivism. In many applications, participation is reduced to the act of taking photographs, while interpretation, theorisation, and public circulation remain under academic control. From this perspective, the central issue is not methodological in a technical sense but epistemological: who interprets images, who decides what becomes visible, and who controls the meanings and effects of visual knowledge. Against these tendencies, the contribution proposes a feminist re-anchoring of photovoice structured around three key dimensions. First, it argues for the centrality of care as epistemic infrastructure rather than as a moral or emotional supplement. Working with images in migration contexts entails negotiating pain, fear, memory, and exposure; without sustained relational care, the risk of reproducing epistemic and affective harm remains high. Second, photovoice is conceptualised as a space for negotiating pain, where images do not represent traumatic experiences but enable them to be activated, named, and politicised without resorting to spectacle or re-victimisation. Within this framework, emotions are recognised as epistemic dimensions rather than as subjective residues external to knowledge production. Third, the contribution examines photovoice as a practice of epistemic justice, insofar as interpretive power is effectively redistributed. Drawing on recent studies involving migrants and refugees, the analysis shows how co-interpretation of images, co-authorship, and collective control over visual circulation can displace entrenched cognitive hierarchies and generate situated knowledge that cannot emerge through representational methodologies alone. Finally, the contribution addresses the challenges introduced by the digital

circulation of images—expanded visibility, risks of re-identification, and enduring digital traces—and argues for understanding ethics not as a preliminary protocol but as shared, processual responsibility. From this perspective, photovoice emerges not as an abstractly inclusive method, but as a demanding feminist practice that requires rethinking rigor, care, and responsibility in contemporary social research.

-Catalani, C., & Minkler, M. (2010). Photovoice: A review of the literature in health and public health. Health Education & Behavior, 37(3), 424–451. https://doi.org/10.1177/1090198109342084
-Council, T., Luney, L. T., Snow, A., Brents, H., & Clark, T. (2024). A research project, not a program: Culture of care in Photovoice research with Black girls. Journal of Ethnic and Cultural Studies, 11(5), 117-139.
-Fricker, M. (2007). Epistemic injustice: Power and the ethics of knowing. Oxford University Press.
-Gilchrist, L. (2025). Framing the unseen: Feminist photovoice, affect, and urban racialised vulnerability. Qualitative Research Journal. Advance online publication.
-Haraway, D. (1988). Situated knowledges: The science question in feminism and the privilege of partial perspective. Feminist Studies, 14(3), 575–599. https://doi.org/10.2307/3178066
-Harding, S. (1991). Whose science? Whose knowledge? Thinking from women's lives. Cornell University Press.
-Sitter, K. C. (2017). Taking a closer look at photovoice as a participatory action research method. Journal of Progressive Human Services, 28(1), 36-48.
-Wang, C. C., & Burris, M. A. (1997). Photovoice: Concept, methodology, and use for participatory needs assessment. Health Education & Behavior, 24(3), 369–387. https://doi.org/10.1177/109019819702400309

'WE ARE HERE': HOW MIGRANTS DEFY THE LOGIC OF INVISIBILITY AND BECOME AGENTS OF CHANGE

Barbara Samaluk (University of Ljubljana, Faculty of Arts, Slovenia)

radical adult education | migration | migrants' agency

'We are here': how migrants defy the logic of invisibility and become agents of change Contemporary societies are characterised by growing and more diverse migrant populations that open challenges regarding migrants' integration and education, in which migrants are often portrayed as passive or lacking in competence. In order to defy this logic, this paper recognises migrants as important actors in shaping the perspective on migrants' integration and related education. While much adult education scholarship is sensitive to diverse migrants' needs and critical towards generic migrants (re)settlement and integration programs, it still focuses mostly on the learning needs of migrants, rather than also on the learning needs of the receiving society to adopt to growing migration within a two-way integration process (Samaluk, 2020; Shan & Guo, 2023). This paper addresses this gap by exploring how migrants publicly voice their concerns, enter in dialogue with local community, raise public consciousness about their conditions and strive towards changing oppressive social structures. It departs from wider understanding of migrant integration and radical adult education theory grounded within Gramscian counter-hegemony struggles and Freirean critical pedagogy (Elias & Merriam, 2005; Freire, 2005; Samaluk & Kunz, 2022) to examine a case study of a migrant-led communal space and an advocacy organisation Ambasada ROG, which emerged in Slovenia as a response to the 2015 crisis of the European refugee policy. The analysis is based upon participant observation at public events organised by Ambasada ROG and secondary sources of data featuring over 190 migrants' written stories in the newsletter Tukaj smo [We are here] published on Ambasada ROG's social media and web sites and in six printed issues. By utilising secondary data sources produced by migrants and by participating at events organised by migrants, researcher takes the role of participant, who does not intervene, but reads/listens to migrants' stories, in order to uncover their own understanding and experience of integration and related education and their active engagement in society. Findings show that migrants utilise public engagement in order to defy the logic of invisibility, dehumanised media portrayals and fight for recognition and mutual understanding. By sharing their stories and actively engaging within wider community they also act as organic educators, who focus on both learning needs of migrants and the receiving society that is still ill adapted to growing and more diverse migration. They thus raise other migrants' political consciousness, public awareness about complex migrant conditions and put pressure on the government to change its migration policies. By doing that they also establish bridges and solidarity with local community and thus became agents of change, who demonstrate that integration is ultimately about economic and social security and mutual solidarity that can also bring some positive changes to oppressive laws and policies.

Elias, J. L., & Merriam, S. B. (2005). Philosophical foundations of adult education. Malabar, FL.

Freire, P. (2005). Pedagogy of the Oppressed (30th anniversary ed.). London: Continuum.

Samaluk, B. (2020). Integration as a Multi-way Process: A Case Study of Innovative Migrant Integration Projects in Slovenia. Andragoška spoznanja, 26(3), 103-120.

Samaluk, B., & Kunz, S. (2022). Unequal Mobility Regimes and Radical Adult Education in Neoliberal Times. Andragoška spoznanja, 28(2), 17-36.

Shan, H., & Guo, S. (2023). Migration and migrant education. In The handbook of adult and continuing education (pp. 436-444): Routledge.

THE EVOLUTION OF SCHOOL JUSTICE ANALYSES OF PUPILS FROM THE FIRST GENERATION OF IMMIGRATION IN MARSEILLE

Céline Persini (University of Geneva, Switzerland)

migration pupils justice

Our dissertation in educational sciences focuses on the evolution of school justice analyses of pupils from the first generation of immigration in Marseille (France). This work is partly based on data collected as part of the ANR-funded project entitled Orientation des jeunes primo migrants (OJEMIGR). The project is based on a three-years follow-up of some fifteen migrant pupils, starting with their educational orientation. They were around 15 years old when we started our study five years ago. We interviewed them as well as their family, social workers and teachers. One of the first results of our survey shows an experience of injustice and facts of injustice that are sometimes disarticulated. The facts of injustice are not necessarily expressed by the pupils, the neoliberal narrative (Lamont et al. 2016) is often used by these students, which undoubtedly allows them to maintain a certain dignity. Pupils generally declare little injustice, crushed as they are by other inequalities (Lamont, 2002 and 2016, Dubet et al. 2013; Talpin et al. 2021), but some express themselves, and increasingly as the survey progresses. School guidance does not always seem to be a major concern. Even if we note the development of a form of disenchantment as time goes by, these students remain for the most part optimistic despite their troubled social and educational paths. We highlight instability in their analysis of justice, depending on the situation in which the young people find themselves at the time of the interviews, regardless of how long they have been in France. According to the pragmatic framework, in a situation of indeterminacy, individuals refer to what their knowledge in order to analyze a situation (Boltanski & Thevenot, 1991 and 2015). In this case, we're talking about school and social standards from countries of the Global South, which sometimes seem to get students out of the classic school justice conflicts in France (Schiff, 2000 ; Armagnague, 2019). Even so, some students denounce injustices at school. As the investigation progressed, we have adapted our methodology by interview trying to empower the young pupils we have worked with. We have tried to help them with our study in their daily problem as well as in their analysis of their situation. We would to discuss our methodological choices and their ethical impacts.

Armagnague, M. (2019). La «boîte noire» de l'allophonie: la construction d'une segmentation scolaire ethnico-raciale des migrants. Migrations société, (2), 33-47.

Boltanski, L., & Thévenot, L. (1991). De la justification: les économies de la grandeur.

Dubet, F., Macé, É., Cousin, O., & Rui, S. (2013). Pourquoi moi?. L'expérience des discriminations: L'expérience des discriminations. Média Diffusion.

Lamont, M., Moraes Silva, G., Mizrachi, N., Guetzkow, J., & Welburn, J. (2016). Getting respect: Responding to stigma and discrimination in the United States, Brazil, and Israel.

Lamont, M. (2002). La dignité des travailleurs. Paris: Presses de Sciences Po.

Primon, J. L., Moguérou, L., & Brinbaum, Y. (2018). Les enfants migrants à l'école française. Accueil, parcours, relégation et expériences scolaires d'après l'enquête Trajectoires et Origines. Revue européenne des migrations internationales, 34(4), 13-43.

Schiff, C., (2000). Situation migratoire et condition minoritaire : une comparaison entre les adolescents primo-arrivants et les jeunes de la deuxième génération vivant en milieu défavorisé. Thèse soutenue à Paris, EHESS.

Talpin, J., Balazard, H., Carrel, M., Belgacem, S. H., Kaya, S., Purenne, A., & Roux, G. (2021). L'épreuve de la discrimination. Presses universitaires de France.

Vacchiano, F. (2014). À la recherche d'une citoyenneté globale. L'expérience des adolescents migrants en Europe. Revue européenne des migrations

DUAL VOICES ON SKILLS AND MIGRATION: STAKEHOLDERS AND MIGRANTS IN CONVERSATION

Francesco Vittori (University of Verona, Italy) · **Hande Eslen-Ziya** (University of Stavanger, Norway)

Migration Studies | Dialogical and Polyphonic Ethnographic Approach | Labour Market Integration

Migration has become a central topic of academic research and public discussion. However, the knowledge production surrounding migration is still largely influenced by Eurocentric perspectives and institutional research agendas (Santos, 2014). In response to this challenge, this paper reflects on the creation of a collective edited volume titled 'Skills, Mobility and Justice in Contemporary Europe: Institutional Narratives and Lived Realities in Conversation' (submitted to: Routledge) that seeks to explore alternative forms of knowledge production, emphasizing the voices and experiences of migrants. Instead of presenting the book as a finished scholarly product, this paper treats the editorial process as a space for epistemic negotiation and political positioning, where issues of authorship, representation, and responsibility are central. The edited volume brings together two rarely combined perspectives: institutional actors influencing labor market policies and migrants navigating skill recognition and integration. It draws on empirical research from various European contexts within Horizon Europe projects, featuring contributions from employers, unions, municipalities, and policy-makers, as well as migrant workers. The chapters foster a dialogue between institutional narratives and migrants' experiences, highlighting tensions around skills, integration, and justice. Inspired by Haraway's concept of situated knowledges (1988) and Spivak's views on representation (2023), the volume emphasizes collective writing to explore positionality and the risks of reinforcing existing power dynamics. By examining the editorial journey of the volume as an empirical case, we contend that collective writing can serve as a critical practice for producing 'situated knowledge.' This approach has the potential to challenge dominant perspectives and experiment with more dialogical and politically accountable forms of migration research. Methodologically, the volume adopts a dialogical and polyphonic ethnographic approach (Clifford & Marcus, 2023; Marcus & Clifford, 1985; Ghorashi, 2014), encouraging participants to co-author and co-create relational narratives that disrupt institutional discourses on migration, skills formation, and recognition. Instead of viewing stakeholders and migrant workers as separate analytical categories, the book pairs their accounts within each chapter, fostering deliberate conversations that illuminate intersections, tensions, and silences. The collective volume features a dialogic and polyphonic structure, emphasizing that knowledge production is situated and co-constructed through various voices and power dynamics. It serves as an interactive space linking policy frameworks with lived experiences and macro governance structures with micro realities of recognition, exclusion, and belonging. The text presents both an empirical contribution and a methodological innovation, highlighting how migration and labor market governance are shaped through dialogue, power, and negotiation. The entire book is grounded in extensive qualitative interviews and focus groups conducted across various EU destination countries. At a time when European labor markets are grappling with skill shortages and growing political debates around migration, public discussions often separate institutional perspectives from migrants' lived experiences. This work challenges that separation. While much of the existing literature addresses skills, migration, and integration either through policy analysis or migrant narratives, this volume systematically stages their interaction, demonstrating a more integrated understanding of these issues.

Clifford, J., & Marcus, G. E. (Eds.). (2023). Writing culture: The poetics and politics of ethnography. Berkeley: University of California Press. (Original work published 1986)

Ghorashi, H. (2014, March). Bringing polyphony one step further: Relational narratives of women from the position of difference. In Women's Studies International Forum, 43, 59-66. https://doi.org/10.1016/j.wsif.2013.07.019

Haraway, Donna. 1988. "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective." Feminist Studies 14, no. 3 (Autumn 1988): 575–99. DOI: https://doi.org/10.2307/3178066

Marcus, G. E., & Clifford, J. (1985). The making of ethnographic texts: A preliminary report. Current Anthropology, 26(2), 267-271. https://doi.org/10.1086/203255

Santos, B. de Sousa (2014). Epistemologies of the South: Justice Against Epistemicide. New York: Routledge.

Spivak, G. C. (2023). Can the subaltern speak?. In P. H. Cain & M. Harrison (Eds), Imperialism (pp. 171-219). London: Routledge. (Original work published 2004)

PARTICIPATORY ACTION RESEARCH IN A MULTICULTURAL AFTER-SCHOOL CENTRE: THE CASE OF THE DREAM PROJECT

Erica Colussi (Fondazione ISMU ETS, Italy) · **Mariagrazia Santagati** (Università Cattolica del Sacro Cuore, Italia) · **Alessandra Barzaghi** (Università Cattolica del Sacro Cuore, Italia) · **Chiara Ferrari** (Università Cattolica del Sacro Cuore, Italia) · **Francesca Sommaruga** (Fondazione ISMU ETS, Italy)

Participatory Action Research | Creative Methodologies | Migrant Children

In recent years, the growing diversification of European educational contexts has raised new challenges for socio-educational services working with children and families with migrant backgrounds. In such contexts, building inclusive educational environments requires approaches capable of recognising different actors - children, parents, and educators - as subjects who possess knowledge, experiences, and resources, overcoming adult-centred and deficit-based perspectives still present in educational systems. In this perspective, participatory and creative methodologies represent valuable tools for fostering shared knowledge production and processes of educational co-design (Reason and Bradbury 2008; Kemmis, McTaggart, and Nixon 2014). This contribution presents the preliminary results of a participatory action research study carried out within the DREAM project (promoted by Fondazione Cometa and ISMU) at the after-school educational centre “Il Manto” in the city of Como, a territory characterised by a significant presence of families with migrant backgrounds. The centre hosts children attending primary and lower secondary school, many of whom are children of immigrants or belong to so-called second-generation migrant families. The research developed in two phases. The first aimed to produce a shared understanding of the educational needs emerging within the centre’s context. Qualitative and participatory tools were employed, including focus groups with educators and parents, expressive workshops with children, and semi-structured interviews with key territorial stakeholders. The use of expressive and multimodal activities with children draws on research perspectives recognising children as competent social actors and active participants in knowledge production processes (Clark and Moss 2011; Christensen and James 2017). In parallel, a socio-demographic analysis of the children attending the centre was conducted, highlighting a highly multicultural group characterised by different forms of social and educational vulnerability. The results revealed several cross-cutting themes, including the importance of safe and structured educational spaces, the role of extracurricular experiences in children’s development, the difficulties faced by families with migrant backgrounds in supporting children’s schoolwork, and the need to strengthen relationships among educators, families, schools, and local actors. In this sense, the after-school centre emerges as an intermediate educational space supporting children’s learning pathways and social integration in migration contexts, contributing to more inclusive and intercultural educational environments. The second phase initiated a participatory action process aimed at transforming the needs identified in the first phase into shared educational intervention pathways. Through participatory meetings involving educators, parents, and other local actors, three thematic working groups were established: support for learning and homework, promotion of intercultural practices, and strengthening educational alliances between families, schools, and local services. Activities based on dialogical methodologies and creative tools (role-playing, collage, guided discussions) fostered the sharing of experiences and perspectives, opening spaces for collective reflection and co-design. The paper discusses the value of participatory and creative methodologies in promoting participants’ empowerment and supporting the development of more democratic educational environments. Involving children, parents, and educators in knowledge production and in defining educational actions allows recognition of the competences present within educational communities and contributes to practices more responsive to the cultural diversity of contemporary societies.

Christensen, Pia, and Allison James, eds. 2017. Research with Children: Perspectives and Practices. 3rd ed. London: Routledge.
Clark, Alison, and Peter Moss. 2011. Listening to Young Children: The Mosaic Approach. 2nd ed. London: National Children’s Bureau.
Kemmis, Stephen, Robin McTaggart, and Rhonda Nixon. 2014. The Action Research Planner: Doing Critical Participatory Action Research. Singapore: Springer.
Reason, Peter, and Hilary Bradbury, eds. 2008. The SAGE Handbook of Action Research: Participative Inquiry and Practice. 2nd ed. London: Sage

THE CITY OF DIASPORIC MEMORIES: FROM PARTICIPATORY RESEARCH TO EDUCATIONAL PRACTICES WITH BIOGRAPHICAL CREATIVE METHODS

Gianluca Gatta (University of Milan, Italy) · **Monica Massari** (University of Milan, Italy)

memory migration participatory research

This paper contributes to current debates on creative and emancipatory research with migrants and refugees by consolidating an approach we term biographical creative methods (Massari et al. 2026; Gatta et al. 2026): a methodological framework that brings life-history inquiry into dialogue with creative coproduction across visual, performative and multimodal practices. Developed across several interrelated projects, this approach foregrounds reflexivity, co-agency and the collective re-elaboration of experience, challenging extractivist logics often embedded in research in this field. Within this broader programme, the paper discusses MEMODIAS – Memory Practices of the Afghan and Somali Diasporas in the USA and Italy (2022–2025), a HorizonMSCA project which convened participatory workshops with members of Afghan and Somali diasporas to work with biographical trajectories and with individual and collective memories related to conflict, exile, settlement in the receiving countries, and return. Designed explicitly as alternatives to data-extraction settings, these encounters opened up spaces to record present conditions and experiences, surface diverse perspectives and articulate future-oriented aspirations. The workshops enabled the coproduction of situated knowledge that could sustain incremental shifts in understanding relational dynamics and possibilities for both participants and researchers, while enhancing reflexivity for everyone involved. Through practices of spatialisation, materialisation and multimodal composition, participants co-assembled a provisional "city of diasporic memories": a shared environment of objects, narratives and soundscapes that externalises memories and aspirations, lowers linguistic barriers, and fosters inter-diasporic recognition and solidarity (Creet & Kitzmann 2010; Lacroix & Fiddian-Qasmiyeh 2013; Lim & Rosenhaft 2021) without reducing experiences into single stories. Building on these insights, we present an evolving, codesigned guide that translates the workshop architecture and facilitation strategies into adaptable modules for educational settings and diaspora-led initiatives. Presenting the guide at this developmental stage is an invitation to gather feedback and practitioner insights to refine its scope, ethics-of-care safeguards, language mediation and accessibility strategies, and reflexive prompts for both facilitators and participants. Conceptually, the contribution clarifies how biographical creative methods recast the researcher-participant relation as a shared inquiry oriented to meaningful forms of change. Practically, it outlines how research routines can be translated into educational pathways that broaden expressive repertoires, redistribute authorship in the framing of questions and relevance, sustain inter-diasporic educational work, and strengthen reflexive practice in contexts marked by mobility, displacement and inequality.

Creet, J. and Kitzmann, A. (2010). Memory and Migration. Toronto: Toronto University Press.

Gatta, G., Massari, M. and Miceli S. (2026). Affectivity, Embodied Knowledge and Reflexivity in Creative Biographical Research on Migration in the Mediterranean Context, in «Ethnic and Racial Studies», 49(3), pp. 524–544.

Lacroix, T. and Fiddian-Quasmiyeh, E. (2013). Refugee and Diaspora Memories: The Politics of Remembering and Forgetting, in «Journal of Intercultural Studies», 34(6): 684-696.

Lim, J.-H. and Rosenhaft, E. (eds.) (2021). Mnemonic Solidarity: Global Interventions. Cham: Palgrave Macmillan.

Massari, M., Gatta, G., Miceli, S. (2026). Methodological Implications of Creative Activities in Biographical Research with Migrants and Refugees in the Mediterranean Region. In: Rosenthal, G., Becker, J., Pohn-Lauggas, M. and Worm, A. (eds.), Handbook of Biographical Research in the Social Sciences. Cheltenham: Elgar (in print).

H.09

Evaluating The Quality Of Vocational Training Between Equity and Participation

PANEL CONVENORS: Concetta Fonzo (Istituto Nazionale per l'Analisi delle Politiche Pubbliche (Inapp), Italy); Laura Evangelista (Istituto Nazionale per l'Analisi delle Politiche Pubbliche (Inapp), Italy); Michela Freddano (Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione (Invalsi), Italy)

PANEL KEYWORDS: VET, school evaluation, quality

The quality of Vocational Education and Training (VET) represents a strategic factor for the professional development of citizens, facilitating the match between labor demand and supply in an ever-evolving context. Today, professions require increasingly higher qualifications and the ability to adapt to change. Following recent regulatory changes, regional Vocational Education and Training Paths (IeFP) are becoming increasingly significant in the national education and training system. They are strategic, aiming, on one hand, to ensure the achievement of learning objectives set at the end of compulsory education and, on the other hand, to promote the development of specific professional skills. In this context, evaluation plays a crucial role in ensuring the quality of vocational training paths, acting as a bridge between different governance levels. Building on these considerations, the panel intends to explore the theme of evaluating the quality of vocational training, particularly but not exclusively, focusing on: formative design and evaluation, the evaluation of skills, including non-cognitive and transversal skills, certification models for competencies, self-assessment, peer assessment, and the role of feedback in the learning-training processes and lifelong learning. The aim is to provide an interdisciplinary discussion based on scientific and empirical research, capable of identifying drivers and challenges that affect the quality of training offerings and the school-to-work transitions of young people, in order to outline strategic scenarios for the future of Vocational Education and Training.

THE TERRITORIAL DIMENSION OF VET: MULTILEVEL GOVERNANCE AND SPATIAL DISPARITIES IN FOUR EUROPEAN COUNTRIES

Ruggero Cefalo (University of Firenze, Italy) · **Yuri Kazepov** (University of Vienna, Austria) · **Eduardo Barberis** (University of Urbino, Italy) · **Tero Jarvinen** (University of Turku) · **Siyka Kovacheva** (University of Plovdiv) · **Plamen Nanov** (University of Plovdiv)

Vocational training | multilevel governance | spatial disparities

Most comparative studies on public policies, political science and political economy still focus exclusively on the national level and cross-country differences and neglect the territorial articulation of policies within countries. However, Cross-country comparisons often overlook the complexity of multilevel governance settings and subnational variation underlying SWT systems or regimes. Policy implementation involves multiple jurisdictional scales (for instance, countries, regions, provinces and municipalities) and multiple actors. Further, countries present internal spatial divides in contextual socio-economic conditions that affect implementation and outcomes. Methodological nationalism ignores the consequences of long-term process of rescaling of policy responsibilities above and below the country level; as well as of persisting spatial disparities resulting from the post-industrial shift of capitalist economies. Nevertheless, national governments remain highly relevant in most policy domains even in decentralized settings. Accordingly, to avoid replacing methodological nationalism with methodological subnationalism or falling into the local trap, comparative research should address the complex territorial articulation of policy provisions in multilevel governance settings. Our argument is that as policies unfold within multilevel settings they contribute to territorially differentiated outcomes that affect the distribution of resources and opportunity within a certain country. This brings to the expectation of significant within-country variation in policy outputs and outcomes and to existence institutional mechanisms that contribute to control or amplify differences among territories. Considering subnational variations can lead to two distinct interpretations. On one hand, it may challenge the validity of classifying national systems or regimes, raising questions about their heuristic utility. On the other hand, it could offer a way to enhance these classifications by incorporating spatial differentiation as a key variable of SWT systems We put forward an analytical framework to grasp the territorial articulation of multilevel policy provision combining studies on multilevel governance and spatial disparities. We consider four main elements: jurisdictions, politics, policies and contexts. We expect their interaction to play out through mechanisms of coordination (or lack thereof) and to be significantly connected to spatial disparities in policy outputs and outcomes. Empirically, we apply this frame to the analysis of vocational education and training (VET) provision. VET is of utmost importance for the provision of

skills, labour market opportunities, social cohesion and economic growth. VET policy lies at the intersection of education and the labour market: this implies that local socio-economic conditions strongly affect policy needs and outputs; moreover, decision-making and implementation competences on VET policy are often assigned to subnational governments. To what extent VET provision differs between and within the case studies? How is VET articulated within multilevel governance settings and how do spatial divides affect the provision and outcomes of vocational training? Our argument is explored through a comparison of multilevel VET provision in four EU countries characterised by different transitions and welfare regimes (Walther, 2017), namely Italy, Austria, Bulgaria, Finland. The country selection responds to the exploratory logic of a diverse case study design, coherent with our goal of conceptual and empirical clarification of the territorial articulation of policies within complex multilevel settings.

Walther A. (2017). Support across life course regimes. A comparative model of social work as construction of social problems, needs, and rights. Journal of Social Work, 17(3), 277-301.

BETWEEN EQUITY AND PARTICIPATION: A RESEARCH ON INTERNATIONAL VOCATIONAL TRAINING CONTEXTS FOR YOUNG PEOPLE WITH FRAGILE X SYNDROME

Alessia Tomei (Università Roma Tre, Italy) · **Ines Guerini** (Università Roma Tre, Italy) · **Fabio Bocci** (Università Roma Tre, Italy) · **Amalia Rizzo** (Università Roma Tre, Italy)

Fragile X Syndrome | Work | Inclusion

This paper presents the findings of an exploratory study conducted within an international mobility project for young adults with Fragile X Syndrome, aimed at analysing the quality of vocational training contexts from an equity and participation perspective. The research is situated within the broader European debate on the labour inclusion of people with disabilities, with specific reference to the right to accessible, personalized, and self-determination-oriented pathways (UN, 2006). FXS, as the primary hereditary cause of intellectual disability, involves specific cognitive and behavioural characteristics that significantly impact labour inclusion processes (Bottà, 2024; Corona & De Giuseppe, 2018; Falsetto & Anselmi, 1990; Lanfranchi & Vianello, 2004). Within this framework, access to high-quality vocational training contexts requires reasonable accommodations, educational supports, and inclusive environments. The project examines several international internship experiences proposed by the Italian Fragile X Association as part of an Erasmus+ program. The aim of the research is to improve inclusive experiences for young adults with FXS, promoting social inclusion and participation. To achieve this, the research pursues several objectives, including: analysing current methods for organizing extracurricular traineeships, identifying strengths and potential areas for improvement; investigating the training needs, skills and useful tools for chaperones; designing a specific training course for chaperones based on real operational conditions and trainee characteristics; developing observation and evaluation tools sensitive to changes generated by the traineeship experience in people with FXS, in terms of life skills (WHO, 1993). The research adopts a qualitative design based on action-research methodology, characterized by a recursiveness that allows rethinking practices in favour of more effective and targeted actions (Trinchero, 2002). Tools used include: questionnaires for families of the Italian FXS Association to investigate knowledge and willingness to participate in the Erasmus+ project; self-observation grids completed by chaperones to reflect on their performance during the traineeship; rating scales based on the ICF (WHO, 2001) for observing trainees, completed by chaperones to obtain a comprehensive assessment of acquired or enhanced skills; and semi-structured interviews to gain a complete picture from both direct (trainees and chaperones) and indirect (parents) participants. Data collected so far highlight that the quality of the training experience is strictly connected to specific conditions, such as chaperone training on FXS characteristics and the upcoming experience, and a context capable of valuing practical and relational skills. Simultaneously, the study highlighted critical issues related to practical implementation and prior organization. Finally, this contribution proposes an evaluation model for international traineeships and work placements for young people with FXS, based on the interaction between pedagogical, organizational, and relational dimensions. This model, built on an ICF basis, intends to offer useful indications for both research and the design of inclusive practices, strengthening the link between training quality, educational justice, and full citizenship.

Bottà, M. L'inclusione lavorativa delle persone con disabilità: Metodi e strumenti per l'accompagnamento, l'inserimento, la valutazione. Trento: Erickson.

Corona, F., & De Giuseppe, T. (2018). L'identikit dell'X fragile tra comprensione genetica, potenzialità fenotipiche, bisogni potenziali ed emergenze educative inclusivo-socio-emotive. Italian Journal of Special Education for Inclusion, 6(1), 51-62.

Falsetto, D. L., Anselmi, D. A., & El Fakhri, D. F. (1990). Sindrome di Martin-Bell o Sindrome del cromosoma X fragile (FRAX). Centro di riabilitazione 31.

Lanfranchi, S., & Vianello, R. (2004). La sindrome di X fragile: Caratteristiche cognitive. Psicologia clinica dello sviluppo, 8(3), 437-458.

Trinchero, R. (2002). Manuale di ricerca educativa. Milano: FrancoAngeli.

United Nations General Assembly [UN]. (2006). Convention on the Rights of Persons with Disabilities. UNGA.

World Health Organization [WHO]. (1993). Life skills education for children and adolescents in schools (Document No. WHO/MNH/PSF/93.7A.Rev.2). Geneva, Switzerland.

World Health Organization [WHO]. (2001). International Classification of Functioning, Disability and Health. World Health Organization.

INTEGRATING THE CAPABILITY APPROACH INTO QUALITY EVALUATION PARADIGMS: FROM SELF AND TEACHER EVALUATION TO QUALITY SIGNALS IN THE ITALIAN IEFP

Astrid Favella (Sapienza University of Rome, Italy) · **Laura Evangelista** (INAPP) · **Concetta Fonzo** (INAPP) · **Emiliane Rubat du Mérac** (Sapienza University of Rome, Italy)

basic skills | initial VET | inclusion strategies

Basic skill provision within VET is at the core of the Union of Skills strategy launched in 2025 by the European Commission: for VET students to experience high quality learning, VET teachers are expected to be equipped with high-end inclusion strategies and adaptive capacities, especially in the context of the knowledge economy. The VET population is characterized by high percentages of students finding themselves at a disadvantage, either for their socio-economic, migrant background, or different types of disabilities, constituting fragile sections of the student population. Furthermore, the complex multi-level governance of the secondary Italian VET systems, with regional prerogative over the IeFP channel – "istruzione e formazione professionale" creates a situation of non-homogeneity as far as teacher training is concerned. In this context, system evaluation practices often remain centered on output indicators, with limited attention to how assessment routines can generate meaningful quality evidence: starting from a capabilities' approach (CA) perspective (Sen, 1993) this paper then aims at informing paradigms of quality evaluation in the VET realm, by taking the demand side perspective, which is a seminal, yet under-researched, evaluation lens. It does so by investigating both VET students' perception of VET teachers' inclusion strategies, and their own soft skills, both in didactic and evaluation moments: a seminal evaluation lens for analyzing the quality of VET pathways. Two research questions are posed: How do IeFP students experience teachers' inclusion strategies (e.g. migrant background, presence of disabilities)? Specifically, how do they perceive feedback in the learning-training process? The present research question is answered via interviews with third year students in IeFP courses who attended courses to obtain a level 3 EQF qualification and hence are experiencing a school to work transition, selected from training centres in the Lazio territory, to further inform the construction of a questionnaire on perceptions of inclusiveness (Venetz et al., 2015). How are IeFP students self-evaluating their transversal skills, in the context of the school to work transition they are experiencing? The 3SQ self-evaluation questionnaire is administered to a reference sample of first year students in IeFP courses in the Lazio Region (Lucisano & du Mérac, 2019). The questionnaire can indeed be specifically useful, in this context, to understand whether soft skills can to a certain extent compensate for initial disadvantages. Ultimately, as the EQAVET framework is constituted of ten indicators to evaluate the quality of education and training, this study would particularly inform a discussion around indicator n.10, which refers to "Schemes used to promote better access to VET and provide guidance to potential VET learners" (European Commission, 2026). Indeed, from a CA perspective applied to students' life courses (Wylson-Strydom, 2016) not only "access", but "success" in the study pathway is considered, stemming from what students give value to along their life courses. Indeed, a reinforcement of inclusion strategies would enable the students to successfully face school to work transitions.

European Commission (2026). EQAVET Framework. Available at: https://employment-social-affairs.ec.europa.eu/policies-and-activities/skills-and-qualifications/working-together/eqavet-european-quality-assurance-vocational-education-and-training/about-eqavet/eqavet-framework_en

Lucisano, P. & Rubat du Mérac, E. (2019). Soft Skills self-evaluation questionnaire 3SQ. Caratteristiche e proprietà psicometriche. In Training actions and evaluation processes. Atti del Convegno Internazionale SIRD. pp: 609-622.

Sen, A. (1993). Capability and Well-Being. In M. Nussbaum and A. Sen (Eds.), The

Quality of Life (pp. 30–53). New Delhi: Oxford University Press, India.

Wilson-Strydom, M. (2016). Widening access with success: Using the capabilities approach to confront injustices. In A. Mountford-Zimdars & N. E. Harrison (A c. Di), Access to higher education: Theoretical perspectives and contemporary challenges (pp. 113–127). Routledge. https://doi.org/10.4324/9781315684574

Venetz, M., Zurbriggen, C. L. A., Eckhart, M., Schwab, S., & Hessels, M. G. P. (2015). The Perceptions of Inclusion Questionnaire (PIQ). English Version. www.piqinfo.ch

QUALITY, EQUITY, AND PARTICIPATION IN ADULT EDUCATION AND TRAINING

Sandra D'Agostino (Inapp, Italy) · **Silvia Vaccaro** (Inapp, Italy)

quality in VET | inequalities | adult learning

Contemporary European societies are undergoing profound transformations that mutually influence one another, generating challenging scenarios and new forms of vulnerability. In this “age of disorder,” adult education and training are frequently invoked as suitable instruments for equipping individuals to cope with ongoing changes. A recent study conducted by Inapp examined adult VET policies implemented in France, Germany, England, and Spain in recent years, with particular attention to measures aimed at promoting access to learning opportunities for most disadvantaged groups and, particularly, for low-skilled people. The research—still underway and conducted through desk analysis enriched by interviews with experts and stakeholders—includes a final comparative phase of findings from EU countries with Italy. The study highlighted how adult education is gradually gaining prominence in the dialogue among institutional and social actors, stimulating the development of projects and initiatives. Across the various countries examined, several initiatives stood out due to their financial and institutional commitment, the breadth of the tools deployed, the diversity of stakeholders involved, and the attention devoted to the design of support measures. The most significant projects are grounded in a cooperative and multidimensional approach, based on networks of public and private actors responsible for addressing individuals’ needs in a holistic manner. Vulnerable groups are engaged through innovative outreach interventions and involved in integrated services - combining education and training, job guidance, and socio-health measures – helping turn individual difficulties into opportunities for reintegration into the labour market. The implementation of territorial networks becomes the cornerstone of these interventions, with the objective of generating added value through the sharing of services, infrastructures, personnel, and financial resources. Within this framework, innovative training practices find fertile ground, supporting both the development of basic knowledge and skills and the acquisition of professional micro-competences. In some cases, the shift towards more flexible forms of training provision becomes a key priority, paving the way for the introduction of modular learning pathways and micro-qualifications. Despite the proliferation of initiatives, the experts interviewed point to the absence of a long-term strategic vision supported by coherent policies and sustained financial investment. They also highlight the lack of a shared understanding regarding the purposes of adult learning—whether it should be regarded solely as a tool for employability and economic growth, or also as a means of fostering social cohesion and democratic development. Evaluation practices likewise appear fragmented and inconsistent, rarely becoming a foundational component of cooperation among stakeholders. Moreover, extending standardised evaluation frameworks to projects targeting vulnerable individuals often leads to misinterpretations of the benefits achieved. The study thus presents a landscape marked by significant fragmentation of human and financial resources, which fails to generate critical mass and reduce persistent inequalities in adult participation in education and training. In sum, the development of measures capable of supporting adults’ personal and professional growth — including that of the most vulnerable —s till appears to be an aspirational objective rather than a concrete, systemically implemented strategy aimed at building comprehensive lifelong learning systems.

Cedefop (2019), The changing nature and role of vocational education and training in Europe: volume 7: VET from a lifelong learning perspective: continuing VET concepts, providers and participants in Europe 1995-2015, Cedefop research paper, n.74, Luxembourg, Publications Office, <https://data.europa.eu/doi/10.2801/357>

Desjardins R. (2017), Political economy of adult learning systems. Comparative study of strategies, policies and constraints, London, Bloomsbury

Desjardins R., Kalenda J. (eds.) (2025), A Modern Guide to Adult Learning Systems, Elgar Modern Guides, Edward Elgar Publishing Ltd. ISBN: 978 1 03535 951 6

Eurydice (2021), Adult education and training in Europe: Building inclusive pathways to skills and qualifications, European Commission, Eurydice Comparative Report.

INAPP, D'Agostino S., Vaccaro S. (2023), Sistemi europei di apprendimento permanente fra innovazione ed equità: uno studio su Inghilterra, Germania, Francia, Inapp Report n. 40, Roma Inapp <https://oa.inapp.org/xmlui/handle/20.500.12916/4007>

Milana M., Holford J. (eds.) (2014), Adult Education Policy and the European Union: Theoretical and Methodological Perspectives, Sense Publishers, Rotterdam

Verdier É. (2008), "L'éducation et la formation tout au long de la vie: une orientation européenne, des régimes d'action publique et des modèles nationaux en évolution", Sociologie et sociétés, 40(1), 195–225

FROM QUALITATIVE EVIDENCE TO DIGITAL NARRATIVE TOOLS FOR EQUITABLE YOUTH TRANSITIONS ACROSS EDUCATION, VET, AND WORK

Francesco Pisanu (Provincia Autonoma di Trento, Italy) · **Franco Fraccaroli** (Università di Trento, Italy) · **Giuseppe Rizza** (Provincia Autonoma di Trento, Italy)

youth transitions | guidance and training | digital storytelling

Evaluating the quality of educational and training systems increasingly requires approaches that go beyond completion and placement rates, capturing how young people participate in pathways, access support, and navigate non-linear transitions across school, vocational education and training (VET), higher education, and work. This contribution presents a research-to-intervention pipeline developed within the cross-border Euregio Transizioni project (Tyrol–South Tyrol–Trentino), which translates qualitative evidence on youth transitions into actionable guidance and training tools. While the project addresses multiple pathways, we discuss implications particularly relevant for VET and apprenticeship-related contexts, where equity and participation depend strongly on institutional practices and access to guidance. The qualitative strand comprised 32 semi-structured, in-depth interviews conducted in Trentino and South Tyrol with young people aged 13–29, designed to represent diverse transition patterns (e.g., school-to-VET/work, school-to-university, re-orientation, interruptions and returns). Interviews were inspired by a narrative approach grounded in Career Construction Theory and the construct of career adaptability (Concern, Control, Curiosity, Confidence) (Savickas, 2013; Savickas & Porfeli, 2012), and by life design principles focused on meaning-making and agency (Nota & Rossier, 2015). A thematic analysis combined theory-informed coding with inductive themes emerging from participants' narratives, consistent with perspectives on adaptive career behavior and career self-management (Lent & Brown, 2013) and with a sustainability-oriented view of careers (De Vos et al., 2020; Van der Heijden et al., 2020). Findings highlight that "transition resources" are not only individual attributes but are produced through interactions with institutional practices: accessible guidance channels, opportunities for safe experimentation (e.g., internships, work-based learning, apprenticeship-like experiences), and recognition/feedback from significant adults. These mechanisms shape participation and equity by either widening or narrowing young people's perceived options, particularly in critical moments (misfit, uncertainty, re-orientation). Such dynamics are especially salient in VET trajectories, where timely support and work-based learning opportunities can prevent disengagement and support re-entry, aligning with broader notions of sustainable careers across the lifespan (De Vos et al., 2020; Van der Heijden et al., 2020). Building on these narratives, the project prototyped 15 interactive digital storytelling exercises on the Elevate platform, integrated into the Adagio digital environment. The exercises are structured as branching transition stories with reflective prompts and feedback designed to support meaning-making, agency, and informed decision-making (Nota & Rossier, 2015; Savickas, 2013). They were embedded in two professional development cycles for teachers and guidance practitioners following an Input–Practice–Reflection model (Lipowsky, Rzejak, 2015), enabling field testing and refinement. We conclude by proposing design principles and evaluation implications for "quality-oriented" guidance and training across systems, with direct applicability to VET: low-threshold participation, non-stigmatising narrative formats, structured debriefing as a core pedagogical component, and governance conditions for scaling tools and practices across institutions and territories.

De Vos, A., Van der Heijden, B. I., & Akkermans, J. (2020). Sustainable careers: Towards a conceptual model. Journal of Vocational Behavior, 117, 103196.

Lent, R. W., & Brown, S. D. (2013). Social cognitive model of career self-management: Toward a unifying view of adaptive career behavior across the life span. Journal of Counseling Psychology, 60(4), 557–568.

F. Lipowsky e D. Rzejak, Key Features of Effective Professional Development Programmes for Teachers, in «RicercAzione», 7, 2, 2015, pp. 27-51.

Nota, L., & Rossier, J. (Eds.). (2015). Handbook of life design: From practice to theory and from theory to practice. Hogrefe.

Savickas, M. L. (2013). Career construction theory and practice. In R. W. Lent & S. D. Brown (Eds.), Career development and counseling: Putting theory and research to work (2nd ed., pp. 147–183). Wiley.

Savickas, M. L., & Porfeli, E. J. (2012). Career Adapt-Abilities Scale: Construction, reliability, and measurement equivalence across 13 countries. Journal of Vocational Behavior, 80(3), 661–673.

Van der Heijden, B., De Vos, A., Akkermans, J., Spurk, D., Semeijn, J., Van der Velde, M., & Fugate, M. (2020). Sustainable careers across the lifespan: Moving the field forward. Journal of Vocational Behavior, 117, 103344.

FACTORS OF ACCESS TO VOCATIONAL EDUCATION AND TRAINING TO VULNERABLE AND INVOLUNTARY MIGRANTS: MIGRANTS' PERSPECTIVE

Vidmantas Tūtlys (Vytautas Magnus University, Lithuania) · **Sigitas Daukilas** (Vytautas Magnus University, Lithuania) · **Francesco Vittori** (University of Verona, Italy) · **Angelica Projetti** (CNOS-FAP, Italy) · **Sergii Melnyk** (State Scientific Institution "Institute of Educational Analytics", Kyiv, Ukraine)

Vulnerable migrants | involuntary migrants | access to vocational education and training

Vocational education and training (VET) is traditionally considered as the educational pathway which empowers socially vulnerable people, especially youth by equipping them with skills, competences and qualifications, which open them access to employment, economic and social participation (Tūtlys et al, 2025). This is also valid for the integration of the involuntary migrants. The empowering effects of VET for the involuntary migrants include development of employability, fostering self-sufficiency, provision of the human and social capital needed for the sustainable employment in the destination countries (Cedefop, 2017). VET often serves as a gateway helping the involuntary migrants, refugees and asylum seekers to integrate in the labour market as skilled workers, self-employed persons, and other contributors to the economy and public welfare (Betts, 2021; Agier&Le Courant, 2022; Héran, 2023). The empowering impact of the VET for the involuntary migrants depends on the access to VET defined by the migration and asylum policy and legal regulation, as well as on the institutional models of VET provision in the destination countries (Bell Sebastián et al., 2025). For example, the collective skill formation systems of the German speaking countries with their highly-esteemed dual VET pathways face tensions and controversies between the political strategies and intentions to open access to the high-quality VET for involuntary migrants to foster their employment and integration, from the one side, and the resistance of the VET providers and stakeholders to the acceptance of migrants, because of their fear about the implications for public image and esteem of this educational pathway (Aerne & Bonoli, 2023a; 2023b). Accessibility of the VET to the involuntary migrants in the Southern European countries (Italy, Spain) is strongly enhanced by the rich ecosystems of VET provision, with a very important role played by the non-governmental VET providers working with socially vulnerable groups of learners. The political-institutional factors of accessibility are supplemented with the factors of the VET processes directly experienced by the learners: VET curriculum design, articulating of school-based and work-based learning opportunities, as well as assessment and recognition of the learning outcomes. This paper seeks to explore these factors by referring to the voices of vulnerable and involuntary migrants in Italy, Lithuania, Poland and Germany. Research targets the following questions: 1) What features of the VET curriculum design (competence-based design, modularity, propaedeutic approach to curriculum design, integration /separation of vocational and transversal skills in the VET curricula) foster accessibility of the VET for vulnerable and involuntary migrants? 2) What kind of organisational arrangements of school-based and work-based learning make the VET accessible for these migrants? 3) What defines accessibility of assessment of learning outcomes and competences for vulnerable and involuntary migrants? The paper provides the findings of the quantitative and qualitative surveys of the vulnerable and involuntary migrants in Italy and Lithuania, as well as the survey of the war refugees from Ukraine conducted in Italy, Lithuania, Poland and Germany conducted in 2025 in the framework of the Horizon Europe research project Skill Partnerships For Sustainable And Just Migration Patterns (Skills4Justice, https://www.skills4justice.eu).

Aerne, A., & Bonoli, G. (2023a). Integration through vocational training. Promoting refugees' access to apprenticeships in a collective skill formation system. Journal of Vocational Education & Training, 75(3), 419–438. https://doi.org/10.1080/13636820.2021.1894219

Aerne, A., Bonoli, G. (2023b). Normative, rational, and relational motives in crosscoalition coordination for a VET refugee programme. Journal of Public Policy, 43(2), 215-239. https://doi:10.1017/S0143814X22000290

Agier, M. & Le Courant, S. (2022). Babels. Enquêtes sur la condition migrante. Éditions du Seuil

Bell Sebastián, J., Marhuenda Fluixá, F., & Carmona Rodríguez, C. (2025). Vocational education and training pathways of students with a migrant background in Europe: a systematic review. Educational Review, 1–23. https://doi-org.ezproxy.vdu.lt:2443/10.1080/00131911.2025.2514038

Betts, A. (2021). The Wealth of Refugees. How Displaced People Can Build Economies. Oxford University Press.

Cedefop. (2017). Vocational education and training for refugees – a means of bridging refugees' and employers' needs. https://www.cedefop.europa.eu/files/2017-06_press_release_refugees_and_employers_en.pdf

Héran, F. (2023). Immigration: le grand déni. Éditions du Seuil

Tūtlys, V., Tikkanen, T.I., Ümarik, M., Sloka, B. (eds) (2025). Empowering At-Risk Youth in and Through Vocational Education. A Comparative View of the Baltic Countries and Norway. Springer Singapore. https://doi.org/10.1007/978-981-96-0613-9

OPERATIONALISING QUALITY AREAS: A COMPETENCE MAPPING MODEL FOR PEERS IN VET

Concetta Fonzo (Istituto Nazionale per l'Analisi delle Politiche Pubbliche (INAPP), Italy) · **Laura Evangelista** (Istituto Nazionale per l'Analisi delle Politiche Pubbliche (INAPP), Italy) · **Eloisa Cianci** (Università Cattolica del Sacro Cuore, Italy)

peer review | competences | professionalisation

The institutionalisation of Peer Review within European Vocational Education and Training (VET) systems calls for a clearer definition of the competences required for Peer Reviewers (the so-called Peers) to perform their evaluation role responsibly and effectively. Within the EQAVET-inspired framework, Quality Areas do not merely represent technical domains of assessment; rather, they embody normative and value-based dimensions that incorporate principles of transparency, participation, inclusion, accountability and continuous improvement (Evangelista & Carlini, 2020). However, these ethical and organisational principles risk remaining abstract unless they are translated into concrete professional competences. This paper addresses this gap by proposing a competence mapping model aimed at operationalising Quality Areas within Peer Review processes in VET. The study develops a structured association between the normative and value-based architecture embedded in sixteen Quality Areas – including those dedicated to Digital Transition and Environmental Sustainability – and the multidimensional competence profile required for Peers. The analysis unfolds in two main stages. First, it reconstructs the competence framework emerging from international and Italian literature on educational evaluation, quality assurance and Peer Review (Stake, 2003; Gutknecht-Gmeiner, 2013). This framework is organised into four macro-categories: (1) contextual knowledge related to VET systems; (2) methodological and evaluative competences; (3) transversal competences (soft skills); and (4) method-specific competences related to Peer Review procedures (Gutknecht-Gmeiner, 2007; Tramontano & Allulli, 2012). Second, the study conducts a systematic matching between these competence categories and each Quality Area. This process does not merely identify overlaps; rather, it seeks to "fill" the Quality Areas with the competences necessary for Peers to perform their evaluation function in a manner consistent with the ethical and institutional principles they embody (Allulli, 2012). The findings reveal a heterogeneous distribution of competences across the different Quality Areas. While method-specific competences related to Peer Review appear relatively consolidated, significant gaps emerge in contextual knowledge, transversal competences and methodological and evaluative competences, particularly in relation to organisational complexity, digital transformation and sustainability transitions. Similar challenges have been observed in recent Italian and European experimentation of the Peer Review methodology within VET systems (Fonzo & Evangelista, 2023). The results suggest that operationalising Quality Areas requires conceiving Peer Review as a professional practice grounded in ethical awareness, systemic understanding and advanced evaluative competences. Peers must not merely apply tools and procedures; they must also possess specific competences while embodying the values underpinning quality assurance frameworks (Gutknecht-Gmeiner, 2013). By articulating a structured association between Quality Areas and competences, the proposed model contributes to strengthening the professionalisation of Peers and enhancing coherence between normative principles and evaluative practices within VET systems. The study provides both a conceptual clarification of the competence architecture underlying Peer Review and an operational reference framework to support training pathways, selection criteria and institutional development processes.

Allulli, G. (2012). Modello teorico integrato di valutazione delle strutture scolastiche e formative. Isfol.

Evangelista, L., & Carlini, D. (2020). EQAVET e la qualità della IeFP in Italia. INAPP Report.

Fonzo, L., & Evangelista, C. (2023). La metodologia europea della Peer Review: prima sperimentazione tra istituti scolastici e centri di formazione professionale. Rassegna CNOS. Problemi, esperienze, prospettive per l'istruzione e la formazione Professionale, 1, 117–127.

Gutknecht-Gmeiner, M. (2007). European Peer Review manual for Initial VET. Leonardo da Vinci Project.

Gutknecht-Gmeiner, M. (2013). Experts, reviewers or amateurs: what kind of competence and training in evaluation do Peers need? Zeitschrift für Evaluation, 12(2), 235–256.

Stake, R. E. (2003). Standards-based and responsive evaluation. Sage Publications.

Tramontano, I., & Allulli, G. (2012). Manuale di peer review per l'istruzione e la formazione professionale iniziale. Isfol.

H.11

Indicators of Youth Condition Within and Beyond Education: Integrating Quantitative and Qualitative Evidence

PANEL CONVENORS: Rita Fornari (Istat, Italy); Luisa De Vita (Sapienza University of Rome, Italy); Marialuisa Villani (University of Bologna, Italy)

PANEL KEYWORDS: Youth Condition, Indicators, Multimethod

The contemporary world is undergoing profound social, economic and digital transformations that are shaping youth cultures, education and democratic participation ever more. Research conducted within the Italian context, alongside international comparisons, has demonstrated the comprehensive nature of these dynamics, which encompass the structural and subjective dimensions of the youth experience. These include educational pathways, labour market participation, socio-economic inequalities, and transitions towards adulthood. It also includes aspirations, cultural practices, social participation, participation in digital environments, engagement in sports and cultural activities, well-being and identity formation. In accordance with contemporary discourse surrounding education and democracies in the era of data governance, this panel invites contributions that facilitate the identification of indicators for the comprehension and comparison of youth phenomena over time and geographical locations. Particular attention is encouraged on issues of intersectional inequalities (e.g., gender, disability, ethnicity, migration) and on the agency of young people in shaping their educational and life trajectories. It is recommended that reflections be given on integrated evidence from surveys, administrative sources, ethnographies, interviews, and participatory qualitative research. The utilization of both survey and administrative data is encouraged to facilitate comprehension of structural conditions. Furthermore, emphasis is placed on the necessity for approaches that capture experiences and perspectives which may elude large-scale quantitative measures. The panel's objective is to facilitate interdisciplinary and inter-methodological dialogue, with a view to enhancing the analytical tools available for understanding young people's experiences within and beyond educational institutions. This contributes to the development of innovative and multidimensional indicators.

GENDERED STRATIFICATION OF RISK: LONG-TERM NEET TRAJECTORIES IN CONTEMPORARY ITALY

Marialuisa Villani (University of Bologna, Italy) · **Luisa De Vita** (Sapienza University of Rome)

NEET | Gender | Transition to Adulthood

In recent years, the NEET (Not in Education, Employment or Training) rate in Italy has declined significantly. Yet this aggregate improvement conceals the persistence of structural inequalities that continue to shape young people's transitions to adulthood. Previous research has consistently identified age and gender as key determinants of NEET risk (Odoardi et al. 2022, 2023; Zanfrini & Giuliani 2023, Van Vugt et al. 2020, 2025). Framing NEET status within a transition to adulthood perspective, this study focuses on gender differences in long-term NEET experiences in Italy (Villani, 2026). The analysis adopts a two-step strategy. First, BES ISTAT indicators are used descriptively to outline regional socio-economic inequalities and to identify structural territorial patterns, particularly in relation to labour market fragility, childcare provision and female employment rates. Second, PIAAC 2023 microdata are employed to estimate the probability of being long-term NEET at the individual level, with separate models for men and women. The relationship between territorial conditions and individual outcomes is therefore interpretative rather than based on a multilevel statistical design. The gendered dimension of NEET status has been widely documented in both Italian and international literature. Our findings confirm that long-term NEET status assumes markedly different configurations for men and women, reflecting asymmetric mechanisms that operate throughout the transition to adulthood. For men, long-term NEET status is primarily associated with the intersection of low parental education, early school dropout and territorial disadvantage (Giancola & Salmieri 2021). Family formation appears, on average, to reduce the probability of remaining long-term NEET, suggesting that fatherhood may function as a factor reinforcing labour market attachment. For women, the configuration differs substantially. Living in the Islands and having children are strongly associated with a higher probability of remaining long-term NEET, even when skills, educational background and social origin are comparable. Education, however, emerges as a significant protective factor. Higher levels of educational attainment reduce the likelihood of prolonged NEET status, consistent with recent OECD evidence showing that young women in Italy tend to experience longer educational trajectories than their male counterparts. Yet this protective effect must be interpreted within a broader framework of gendered structural constraints. Although not directly modelled here, extensive evidence shows that women in the Italian labour

market are disproportionately exposed to temporary, part-time and discontinuous contracts. Persistent labour market asymmetries and unequal returns to education may therefore limit the extent to which educational capital translates into stable employment, especially during family transitions(Rossier & Potarca 2025). The presence of a child significantly increases the probability of long-term NEET status for women, highlighting the asymmetric distribution of care responsibilities (Lantano et al. 2025, Ripamonti, 2025). Overall, these findings point to a gendered stratification of risk in the transition to adulthood. Long-term NEET status does not reflect individual deficits but rather the cumulative interaction between family background, territorial inequalities, gender norms and labour market structures. The decline in aggregate NEET rates thus coexists with the persistence of deeply embedded mechanisms that systematically differentiate male and female trajectories (Villani, 2026).

Giancola, O., & Salmieri, L. (2021). Dropping out, getting poor? Early-school leavers and economical entrapments. In T. O. C. of the 2nd I. C. of the J. S. Democratica (A c. Di), Proceedings of the 2nd International Conference of the Journal Scuola Democratica "Reinventing Education", Vol. 2: Learning with new technologies, equality and inclusion (pp. 797–809). Associazione "Per Scuola Democratica". https://iris.uniroma1.it/handle/11573/1589397

Lantano, I., Dell'Aversana, G., Bacher, G., & Miglioretti, M. (2025). The Caregiving Penalty: Gender and Caregiving Effects on Career Opportunities Perceived by Italian Employees. Social Sciences, 14(9), 547. https://doi.org/10.3390/socsci14090547

Odoardi, I., D'Ingiullo, D., & Quaglione, D. (2023). Gender disparities between young and adult NEETs: Do we need a more refined policy approach? Applied Economics, 55(56), 6685–6699. https://doi.org/10.1080/00036846.2022.2161991

Odoardi, I., Quaglione, D., D'Ingiullo, D., Furia, D., & Cascioli, P. (2022). The increase in the gender gap with age: an analysis on italian neets. Global & Local Economic Review, 26(2), 99-124. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.gler.it/archivio/ISSUE/gler_%2026_2.pdf

Ripamonti, E. (2025). The Nexus of Gender Equality and Children's Participation in Early Childhood Education: A Longitudinal Study in the Italian Provinces. Social Indicators Research, 177(2), 557–579. https://doi.org/10.1007/s11205-024-03508-3

Rossier, C., & Potarca, G. (2025). Any Hope outside of the Dual Earner Model? Health in Male and Female Breadwinner Families across Institutional Contexts in Europe. Social Indicators Research, 177(3), 1347–1365. https://doi.org/10.1007/s11205-025-03539-4

Van Vugt, L. L. J., Golsteyn, B. H. H., Levels, M., & Nieuwenhuis, R. (2025). The effect of public childcare on the risk that mothers become NEET. Community, Work & Family, 1–20. https://doi.org/10.1080/13668803.2025.2486123

Van Vugt, L., Nieuwenhuis, R., & Levels, M. (2020). Escaping the motherhood trap: Parental leave and childcare help young mothers to avoid NEET risks (GSBE Research Memoranda No. 033). Maastricht University, Graduate School of Business and Economics. https://doi.org/10.26481/umagsb.2020033

Villani, M. (2026). La condizione NEET tra Esclusione e Disuguaglianze in Italia: Analisi critica del concetto e delle evidenze empiriche. Bologna University Press, Bologna.

Zanfrini, L., & Giuliani, C. (2023). "Look at Me, but Better": The Experience of Young NEET Migrant Women between Vulnerability and Stifled Ambitions. Social Sciences, 12(2), 110. https://doi.org/10.3390/socsci12020110

THE KNOWLEDGE OF EXPERIENCE, THE EXPERIENCE OF KNOWLEDGE: TIME, SPACE AND SUBJECTIVATION IN THE CONTEMPORARY UNIVERSITY

Lorenzo Alvisi (Sapienza Università di Roma, Italy) · **Letteria G. Fassari** (Sapienza Università di Roma, Italy)

Contemporary University | Students | Experience

The sociology of education today tends to offer a fragmented representation of the university experience, fragmented between performance indicators, services, careers and student living conditions. Even institutional surveys, although useful on a quantitative level, return a multidimensional but disjointed image of experience, helping to proceduralize it and reduce it to the sum of measurable variables. This contribution starts from a critique of this fragmentation and proposes to return an integrated vision of the university experience, assuming the concept of experience as a central theoretical category. The objective is twofold. Firstly, the work establishes a theoretical dialogue between Paolo Jedlowski and François Dubet, taking experience as an analytical key to understanding the transformations of contemporaneity. In Jedlowski, experience is embodied and socially situated knowledge, inscribed in a "world taken for granted", but exposed to fractures, crises and historical transformations. The experience changes with the processes of advanced modernity – functional differentiation, acceleration, mediatization – until it is configured as fragmented and devoid of narrative continuity. In Dubet, the sociology of experience focuses instead on the work of the actor who composes different logics of action – integration, strategy, subjectivation – in the absence of a unitary principle.Experience thus becomes the place where the subject produces coherence in the plurality of social rationalities. The comparison between the two authors allows us to articulate two complementary levels: on the one hand, the historical transformation of the conditions of possibility of experience; on the other, the reflective work through which individuals build meaning in fragmentation. Experience is neither an immediate given nor pure interiority, but a relational and historically situated process. The second objective consists in applying this theoretical framework to the specificity of the university institution, proposing an

integration between the temporal and spatial dimensions of experience. If Jedlowski's reflection highlights the centrality of temporality – sedimentation, duration, fracture, discontinuity – our contribution introduces an explicit thematization of spatiality, conceived not as a simple container but as a relational configuration produced by the interweaving of practices, material devices and attributions of meaning. The university experience thus emerges as an interweaving of rhythms and thresholds, accumulations and ruptures, but also as a concrete configuration made up of classrooms, corridors, campuses, digital platforms and hybrid environments. Time and space co-produce each other in a specific ecology of learning and subjectivity. The university is assumed as a place to "experience" in a double sense: a space for the transmission of formalized knowledge and a context for the elaboration of a situated knowledge that goes beyond the official curricula. In this perspective, the university experience appears as a combination of institutional socialization, individual strategies and processes of subjectivation. Methodologically, this implies reconstructing it through biographical accounts, daily practices and analysis of organizational devices, taking the university as a privileged laboratory to observe the contemporary transformation of the relationship between institutional knowledge and knowledge of experience.

Dubet, F. Sociologie de l'expérience. Seuil, Paris, 1994; tr. it. Sociologia dell'esperienza, Mimesis, Milano, 2016.
Dubet, F. Dimensions et figures de l'expérience étudiante dans l'université de masse. In «Revue française de sociologie», 35(4), 1994, pp. 511-532.
Jedlowski, P. Il sapere dell'esperienza. Fra l'abitudine e il dubbio. Carocci, Roma, 2008.

BUILDING INDICATORS OF YOUTH POLITICAL ACTIVATION: DESIGN AND INITIAL VALIDATION OF THE RIZOMI QUESTIONNAIRE

Leonardo Parodi (RIZOMI, Italy) · **Francesco Pellettieri** (RIZOMI, Italy)

Youth Conditions | Indicators | Democratic Agency

Situated within the Italian context and aligned with the panel's call for multimethod, indicator-oriented research, this paper presents the design and initial psychometric validation plan of Questionario sull'Attivazione Politica di Rizomi — a youth-focused instrument that operationalizes the construct of Political Activation beyond formal schooling and conventional civic metrics. Building on Rizomi's ongoing mixed-methods action-research (2023–2025) in Genova and La Spezia, the instrument translates a Theory of Change that reframes youth participation as the evolving capacity to: imagine oneself in institutional roles, recognize and prioritize lived urgencies, approach decision-making spaces, and deliberate the consequences of candidacy, including the right to elettorato passivo [1]. Conceptually, the work dialogues with comparative scholarship on youth engagement and competence frameworks, keeping agency, situated opportunities, and the deliberation-to-action passage at center stage [2–5]. Methodologically, the article reports the initial phase of scale development, focused on content and face validity and targeted item revision. First, a Content and Face Validity Analysis ensures coverage of the theoretical domain—six attitudinal dimensions identified in the pilot (political imagination; awareness of urgencies; perceived distance from institutions; perceived knowledge of institutional functioning; resources/knowledge to run; perceived consequences of running)—and prioritizes respondent acceptability and linguistic clarity for 25–35 year-olds in urban Italy. Expert appraisal and cognitive review are used to test definitional breadth and interpretability in relation to established models of democratic competences and youth engagement [2–5,6]. This approach follows classical recommendations in measurement design, using content representativeness and clarity as prerequisites for valid score interpretation [7,8]. Second, Item Revision is guided by pilot evidence: items with low variability (ceiling/floor effects) and weak internal structure in specific factors—especially "Urgency" and "Institutions"—are reformulated or pruned to increase discriminative power and reduce semantic overlap [1]. Proxy analyses conducted on the pilot (73 Likert items) indicate mixed reliability across blocks, with stronger internal coherence for "distance/discomfort" and "how to run" modules, and weaker coherence for "urgency" and parts of "institutions," justifying focused rewriting and consolidation (e.g., merging candidacy intentions by probability/timing rather than by institutional level) [1]. This iterative refinement is consistent with best practice in construct specification and item reduction before confirmatory testing [7]. The contribution advances the indicator agenda in three ways: (a) it specifies a psychometric roadmap for a youth political-activation scale that complements survey and administrative sources; (b) it theorizes activation as a situated progression detectable via hybrid indicators (self-representation in public roles, situated institutional knowledge,

threshold-to-action intentions), capturing experiences that often elude large-scale measures [3–5]; and (c) it reports early quantitative associations — e.g., competence perceptions predicting local candidacy intentions — supporting the instrument's predictive promise and policy relevance for non-sectorial, integrated youth policies for democratic agency [1].

1. Parodi, L. (in press). L'attivazione è politica. Valutazione e risultati del Questionario sull'Attivazione Politica di Rizomi (Report). Rizomi APS.
2. Council of Europe. (2016). Competences for democratic culture: Living together as equals in culturally diverse democratic societies. Council of Europe.
3. Barrett, M., & Pachi, D. (2019). Youth civic and political engagement. Routledge.
4. Quintelier, E., & Van Deth, J. W. (2014). Supporting democracy: Political participation and political attitudes. Political Studies, 62(S1), 153–171.
5. Van Deth, J. W. (2014). A conceptual map of political participation. Acta Politica, 49, 349–367.
6. Pickering, D. (2023). Political activation and social movements: Addressing non-participation in Aotearoa New Zealand. Sociology Compass, 17(1), e13022.
7. Nunnally, J. C., & Bernstein, I. H. (1994). Psychometric theory (3rd ed.). McGraw-Hill.
8. Zammuner, V. (2000). Tecniche dell'intervista e del questionario. Il Mulino.

TO BE NEET OR NOT TO BE NEET ... LITTLE WOMEN LIVING IN DISADVANTAGED METROPOLITAN CONTEXTS TELL US ANOTHER STORY

Gabriella Natoli (INAPP, Italy) · **Sandra Burchi** (Independent Researcher, Consultant for Save the Children Italy) · **Silvia Taviani** (Save the Children)

Young Women | Educational Poverty | Gender Stereotypes

The contribution draws inspiration from the results of qualitative research conducted by INAPP, in collaboration with Save the Children Italy, as part of the Nationale Programme "Young Women and Work" co-financed by the European Social Fund Plus (ESF+) 2021-2027. The survey focusing on the condition of young women living in disadvantaged socio-economic conditions and facing educational poverty, covered four Italian metropolitan cities - Naples, Rome, Palermo, and Turin. Based on a number of in-depth interviews and focus groups with experts, the INAPP study analyses the educational paths of girls and young women, paying particular attention to early school leaving and dropout, and to labour and social inclusion processes, viewed through an intersectional perspective of gender (especially), age, class, and territory. Among the many elements collected, several are in line with the key themes of the 4th SD Conference. Here, we want to highlight how the short stories told by the girls reveal a very different reality from the narrative contained in the NEET category, a sort of implicit critical review of the category's representative capacity, inadequate to grasp and make visible the complexity of the lack of participation of young women in education, training, and employment. Moreover, interviews reveal young women who are anything but inactive, providing further evidence of the weakness of the NEET lens. In addition to being "normally" engaged in family care work, as usual marginalized by analysis and policies, these young women are often employed, or rather underemployed, in out-of-home activities, usually poorly (very poorly) paid, in jobs that, presented in all their murky shades of grey, bear the hallmarks of poor quality work. From this perspective, girls' early entry into the labour market, unless accompanied and indeed preceded by appropriate policy interventions, is likely to backfire rather than being a valuable resource for future success and autonomy, on-the-job training in poor work is training to become poor, marginalised, invisible workers. In short, the stories of these girls shift the focus to the shortcomings of the education and vocational training system. Although schools claim to be inclusive, they generate mechanisms of silent exclusion such as the critical transitions between school levels, the cumulative effects of previous gaps, and the difficulty of embracing cultural and linguistic diversity without turning it into stigmatized deficits. For girls, this process of exclusion is intertwined with specific gender barriers - low self-esteem, family expectations, relational control dynamics - that weaken their relationship with the educational institution even before it becomes so fragile with the labour market. The NEET status, as mentioned, is not particularly relevant to the girls interviewed. Far from being the result of an individual choice or failure, it appears to be the outcome of cumulative processes that become entrenched throughout their lives: from early school leavings in primary school to critical transitions between school levels, to the intertwining of girls' expectations, gender stereotypes, family dynamics, and relational control that distances girls from education even before they start seeking for a job.

Inapp (2026), Increase female education and employability in order to overcome gender asymmetries trough the creation of networks of key actors in the education, social services and employment system, as part Nationale Programme "Young Women and Work" co-financed by the European Social Fund Plus (ESF+) 2021-2027

ACTIVE CITIZENSHIP AND EMPLOYABILITY: DEVELOPING COMPOSITE INDICATORS FROM THE ITALIAN UNIVERSAL CIVIC SERVICE

Federica De Luca (INAPP, Italy)

employability | active citizenship | policy evaluation

This paper presents two composite indicators developed within the monitoring and evaluation INAPP programme on the Universal Civic Service (SCU): OKI-INAPP (Individual Employability Index) and ACCI-INAPP (Individual Active Citizenship Composite Indicator). SCU is framed as a policy promoting youth civic engagement and represents, in the Italian context, the first institutional setting to invest explicitly in informal learning outside traditional educational pathways, where young people develop civic, relational and organisational competences through community engagement. The research programme originates from a question that challenges the dominant paradigm of active labour market policies, which has largely identified training as the main driver of employability while overemphasizing the individual dimension and underestimating contextual factors (Yorke, 2006). Is it plausible that higher employability may also be the product of a more conscious and enacted form of citizenship? Can the competences developed through civic engagement function as autonomous drivers of employability? The study hypothesises that the dominant paradigm should be enriched by a dimension that has so far remained largely neglected: active citizenship. This dimension cannot be reduced either to technical competences or to traditionally measured soft skills and should not be considered simply additive to employability. Rather, active citizenship is understood as a constitutive component of employability (De Luca et al., 2019, 2021, 2022, 2024, 2026). OKI-INAPP is a composite index that isolates the individual component of employability across four sub-indexes — education and training, work experience, labour market activation and mobility. This design reflects a precise epistemological choice: separating the individual dimension to make the autonomous weight of contextual conditions. ACCI-INAPP is the individual-level adaptation of the Active Citizenship Composite Indicator developed by CRELL (Hoskins & Mascherini, 2009), reformulated to capture active citizenship as an individual profile across three domains: democratic values, political participation and community life. The research design adopts a mixed-method approach. A qualitative exploratory phase guided the construction of the indicators, while three CATI sample surveys (approximately 3,500 interviews representative of over 45,000 young people, within a longitudinal design) measured the outcomes of the experience across multiple dimensions — employability, active citizenship, employment status and professional reorientation. The OKI index was validated through statistical matching with administrative data from the Ministry of Labour's Mandatory Communications database. The results document democratic effect of SCU participation: employability increases on average by 12% following the experience, across gender, educational level, geographical area and family background. The disappearance of inactive young people and the professional reorientation of almost 20% of volunteers signal activated agency. Controlling for OKI, a young person living in a low-unemployment region has an almost fourfold probability of finding employment compared with a peer in Southern Italy. The most original finding is that active citizenship exerts an autonomous effect on the probability of labour market entry even when controlling for individual employability (+16% employed among young people with high ACCI). From a capability approach perspective (Sen, 1999; Nussbaum, 2011), substantive freedoms should not be considered peripheral variables in the evaluation of youth policies, but rather constitutive dimensions of employability itself.

De Luca, F., Ferri, S., di Padova, P. (2019). Cittadinanza attiva e occupabilità: una sperimentazione di due indici di misurazione. In A. Caputo, G. Punziano, B. Saracino (a cura di), Prospettive di metodo per le politiche educative. PM Edizioni, pp. 119–149.

De Luca, F., Ferri, S. (2021). Gli effetti del Servizio civile sull'occupabilità dei giovani. Una stima tramite Statistical Matching. INAPP Working Paper, n. 66. https://doi.org/10.48291/INAPP.27848701

De Luca, F. (2022). Il Servizio Civile come politica efficace per i giovani nel quadro del Next Generation EU. Politiche Sociali / Social Policies, 1, pp. 31–54. https://doi.org/10.7389/104072

De Luca, F. (2024). Cittadinanza attiva. In P.G. Bresciani (a cura di), Giovani, competenze trasversali, occupabilità. Costruire esperienze, tirocini e transizioni di qualità. FrancoAngeli.

De Luca, F. (2026). Riconoscere la cittadinanza attiva. Il Servizio Civile Universale come laboratorio di valorizzazione delle Competenze Chiave. INAPP Report WP3.

Ferri, S., De Luca, F., Filippi, M. (2019). An Employability Index tested by a national dynamic administrative database. In Proceedings of the 1st International Conference of the Journal Scuola Democratica. Education and Post-Democracy, Volume III, Governance, Values, Work and Future, Cagliari, 6–8 June 2019. Associazione "Per Scuola Democratica", pp. 102–109. https://bit.ly/3GyXICu

Hoskins, B., Mascherini, M. (2009). Measuring active citizenship through the development of a composite indicator. Social Indicators Research, 90(3), pp. 459–488. https://doi.org/10.1007/s11205-008-9271-2

Nussbaum, M. (2011). Creating Capabilities: The Human Development Approach. Harvard University Press.

Sen, A. (1999). Development as Freedom. Oxford University Press.
Yorke, M. (2006). Employability in Higher Education: What It Is – What It Is Not. Higher Education Academy/ESECT

H.12

Intercultural Knowledges and Practices for Democratic Education

PANEL CONVENORS: Massimiliano Fiorucci (Roma Tre University, Italy); Veronica Riccardi (Roma Tre University, Italy); Lisa Stillo (Roma Tre University, Italy)

PANEL KEYWORDS: Intercultural education, Social and epistemic justice, Citizenship

In today's global context—marked by intensified migration flows, rising identity-based closures, and an increasingly polarized public discourse—discussing democratic education without engaging critically with interculturality risks remaining a purely disembodied exercise. Existing inequalities, along with processes of racialization and the progressive hardening of borders, compel us to rethink access to rights, practices of citizenship, and the recognition of plurality— dimensions that have always shaped human histories and the places in which they unfold (Catarci, Fiorucci, 2015; Tarozzi, Torres, 2016). If intercultural education is conceived not as a specific topic but as a constitutive fabric of a democratic perspective, we are called to adopt a critical stance capable of moving beyond a generic rhetoric of "diversity" and situating social and epistemic justice as the overarching framework for meaning and action, starting from the spaces in which learning and training take place (Aman, 2017). This panel therefore aims to explore the intersections between interculturality, migration processes, global citizenship, knowledge reconstruction, and democratic education, viewing educational and social contexts as potentially transformative and critical spaces. Building on these premises, the panel welcomes theoretical and empirical contributions on: Migration and intercultural coexistence Intercultural mediation Narratives and representations of diversity Critical and decolonial approaches to knowledge reconstruction Intercultural competences in educational services Global citizenship education and social justice Intercultural and interreligious dialogue Human rights education Identities and emerging forms of racism Heterogeneity of contexts and intersectionality; Peace education and conflicts management;

INTERCULTURAL URBAN WELFARE AND ACTIVE CITIZENSHIP IN A GRASSROOTS ITALIAN LANGUAGE SCHOOL

Francesca Audino (Università degli Studi di Roma "Sapienza", Italy)

Intercultural education | Democratic education | Community-based learning

In a global scenario characterized by intensified migration flows, racialized public narratives, and growing social polarization, democratic education cannot be conceived separately from intercultural justice. This contribution presents the experience of "Casetta Rossa", a self-managed community space located in Rome and rooted in its local urban context, where an Italian language school for migrants functions as a space for the co-construction of intercultural knowledge and democratic education practices. The contribution is based on a qualitative case study founded on narrative and participatory approaches. Rather than analyzing the language school as a functional integration service, the study interprets it as a critical pedagogical space in which migration, citizenship, and knowledge are continuously renegotiated. Through dialogic practices and collaborative learning, the experiences of the participants, multilingual repertoires, and situated narratives are recognized as epistemic resources (Lave & Wenger, 1991). In this sense, the school challenges assimilationist models and deficit-based representations, contributing to forms of social and epistemic justice consistent with a democratic and intercultural perspective. The experience also highlights a second complementary dimension: the implementation of active citizenship by volunteers—former teachers, retired professionals, and neighborhood residents—who serve as language facilitators. Their involvement does not simply respond to a gap in services, but constitutes a civic practice through which individuals reposition themselves in the public sphere. Teaching Italian becomes a relational and political act, fostering intergenerational dialogue, mutual recognition, and shared responsibility. Both migrants and local residents thus participate in democratic learning processes that reshape their understanding of belonging and collective life. Building on Appadurai's (1996) notion of locality as socially produced and dynamically negotiated, the paper argues that such grassroots educational practices generate emerging public spaces where alternative modes of urban citizenship can take shape. These spaces function as everyday infrastructures of democracy, where intercultural dialogue is not reduced to rhetoric but is realized through embodied encounters, negotiation of differences, and shared problem solving (Biesta, 2011; Amin, 2002). By placing intercultural education within lived urban practices, the contribution proposes a

model of democratic education that goes beyond abstract references to diversity. The case of "Casetta Rossa" suggests that democratic and intercultural education takes shape in situated, relational, and conflict-aware contexts, where knowledge is co-constructed and citizenship is exercised collectively. Community-led language schools can therefore be understood as transformative spaces that connect migration, social justice, and democratic participation in concrete and meaningful ways.

Amin, A. (2002). Ethnicity and the multicultural city: Living with diversity. Environment and Planning A, 34(6), 959–980.
Appadurai, A. (1996). Modernity at Large: Cultural Dimensions of Globalization. Minneapolis: University of Minnesota Press.
Biesta, G. (2011). Learning democracy in school and society: Education, lifelong learning, and the politics of citizenship. Rotterdam: Sense Publishers.
Lave, J., & Wenger, E. (1991). Situated learning: Legitimate peripheral participation. Cambridge: Cambridge University Press.

NON-FORMAL EDUCATION AND PARTICIPATORY PRACTICES: INCLUSIVE SPACES FOR INTERCULTURAL AND DEMOCRATIC CO-CONSTRUCTION.

Gaetana Tiziana Iannone (Università degli Studi di Roma Tre, Italy)

non-formal education | interculturality | social justice

In a context marked by intensified migratory flows, processes of racialization, and the polarization of public discourse, interculturality is assumed as a constitutive dimension of a substantive and situated democracy. This contribution adopts a critical stance that goes beyond the rhetoric of “diversity” and situates social and intercultural justice as a framework for meaning and action, illuminating the power asymmetries that cross bodies, borders, and forms of knowledge (Catarci & Fiorucci, 2015; Tarozzi & Torres, 2016; Aman, 2017). From this perspective, non-formal education (NFE) is understood as an intentional, flexible, and contextual pedagogical-political space capable of generating transformative learning through dialogic and participatory practices (Schugurensky, 2020; Romi & Schmida, 2019). It is rooted in Dewey’s idea of experience as the matrix of knowledge and democracy as a form of associated living (Dewey, 1916/1938), in Kolb’s experiential learning cycle (1984), and in Freire’s emancipatory pedagogy founded on dialogue, conscientization, and praxis (Freire, 1970/2018). These frameworks interweave with key contributions from the Italian tradition of popular education. Dolci’s reciprocal maieutics (1988; 1996) highlights dialogue as a tool for shared planning and nonviolent social transformation. Lorenzetto (1963; 1994) situates adult literacy within the context of lifelong education and active citizenship, while the experiences of don Milani and don Sardelli show how the spoken word and educational relationships can become devices of dignity and empowerment within marginalised contexts. In the European landscape, instruments for recognizing non-formal and informal learning (EQF; Cedefop 2009–2016; Eurydice, 2024) offer opportunities to valorize intercultural, relational, and civic competences developed in real-life contexts. However, challenges persist due to territorial heterogeneity, fragmented regulations, and barriers to access, particularly for vulnerable groups. Hence, integrative strategies are proposed, such as co-designing intercultural skills with communities and services, creating forms of mediation rooted in local proximity networks, and developing community-based micro-credential systems. Three case studies highlight the operational nature of NFE as a situated practice of social justice. At the Valdocco Oratory, within the Universal Civil Service, cooperative workshops involve young people with diverse backgrounds, fostering responsibility, nonviolent conflict management, and interreligious participation. At the Matera Penitentiary Institute, artistic workshops and the production of the magazine S-catenati support identity reconnection processes for incarcerated people and migrants. Within the Reception and Integration System of the Municipality of Latina, the Theatre of the Oppressed and the workshop “Mothers Without Borders” enable migrant women and victims of trafficking to engage with performative devices of speech, self-narration, and mutual support, revealing through an intersectional lens the entanglement of gender, migrant status, and socio-economic vulnerabilities. Building on these experiences, non-formal education emerges as a pedagogical and political space capable of generating situated learning and expanding opportunities for democratic participation, fostering the creation of intercultural and democratic environments. The educational and humanizing process that sustains it challenges traditional rigidities and hierarchies, promoting models rooted in participatory democracy, social cohesion, and attention to context.

Aman, R. (2017). Decolonising intercultural education: Colonial differences, the geopolitics of knowledge, and inter-epistemic dialogue. Routledge.

Catarci, M., & Fiorucci, M. (2015). Intercultural education in the European context: Theories, experiences, challenges. Ashgate. Farnham, UK – Burlington, VT, USA.

Cedefop. (2009–2016). European guidelines for validating non-formal and informal learning (Series of reports 2009–2016). Publications Office of the European Union.

Dewey, J. (1916/1938). Democracy and education: An introduction to the philosophy of education. Macmillan.

Dolci, D. (1988). La struttura maieutica e l'evolverci. Sonda. Milano.

Dolci, D. (1996). Educare con il metodo maieutico. La Meridiana. Molfetta (BA).

Eurydice. (2024). Validation of non-formal and informal learning in Europe: Comparative overview. European Commission.

Freire, P. (2018). Pedagogia degli oppressi (Ed. originale 1970). Gruppo Abele. Torino.

Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development. Prentice-Hall. Saddle River / Englewood Cliffs, NJ.

Lorenzetto, A. (1963). L'educazione degli adulti in Italia. Le Monnier. Firenze.

Lorenzetto, A. (1994). Educazione permanente e sviluppo della comunità. La Scuola. Brescia.

Romi, S., & Schmida, M. (2019). Non-formal education: A major educational force in the postmodern era. Springer.

Schugurensky, D. (2020). Non-formal education and lifelong learning. Cambridge University Press.

Tarozzi, M., & Torres, C. A. (2016). Global citizenship education and the crises of multiculturalism: Critical perspectives. Bloomsbury

PUBLIC UNIVERSITIES AS SPACES OF RESISTANCE: A STUDY OF AN INTERCULTURAL INITIAL INDIGENOUS TEACHER EDUCATION PROGRAM IN NORTHEASTERN BRAZIL

Jessica Aguiar (Università Degli Studi di Roma Tre, Italy)

Intercultural Education | Indigenous Teacher Education | Decolonial Curriculum

Across Latin America, educational debates have been deeply shaped by struggles over land, language, recognition, and the democratization of knowledge (Diaz R, et al., 2009). In this context, intercultural education has developed as a political and pedagogical project connected to Indigenous movements and broader claims for social justice. In Brazil, where colonial and racial hierarchies continue to structure access to rights and educational opportunities, intercultural education is closely linked to emancipatory pedagogies and justice-oriented frameworks (Freire, 1987; Tarozzi, 2015). It represents not merely a curricular adaptation, but a transformative horizon aimed at confronting structural inequalities and epistemic subordination (Candau & Russo, 2010; Furtado et al., 2024). This paper presents a case study of the Programa de Formação de Professores para a Diversidade Étnica (PROETNOS), developed at the State University of Maranhão (UEMA), a public university located in Northeastern Brazil. The program is dedicated to the initial education of Indigenous teachers who will work in their own community schools. It emerged in response to Indigenous political demands for differentiated schooling grounded in interculturality, bilingualism, and the right to cultural self-determination (Guerrero, 2007). The research is situated within the interpretative qualitative paradigm (Geertz, 1973), assuming intercultural citizenship as a system of meanings constructed within educational contexts. This perspective is articulated with a Freirean critical-emancipatory framework (Freire, 1987), oriented toward examining power relations, recognition processes, and the dynamics of marginalization embedded in teacher education. Methodologically, the study is based on documentary research analyzing institutional regulations and Pedagogical Course Projects (PPC) of the intercultural undergraduate degrees offered within PROETNOS. The analysis was conducted through Content Analysis and Thematic Analysis, supported by Atlas.ti software to structure categories and identify semantic interrelations across documents. The theoretical framework draws on critical interculturality (Walsh, 2009), distinguishing it from functional approaches that acknowledge diversity without transforming hierarchical structures (Corbetta, 2020). It also engages with reflections on curriculum transformation and pedagogical mediation (Fleuri, 2001; Fiorucci, 2020), as well as with decolonial perspectives that challenge eurocentric epistemologies and the coloniality of power within education (Tavares, 2014; Matos, 2024). Findings reveal that PROETNOS operates within tensions between national educational regulations and Indigenous community projects. Nevertheless, it illustrates how a public university can act as a space of resistance when it reconfigures its curricular structures to incorporate Indigenous languages, epistemologies, and community participation. Rather than limiting itself to inclusion within an existing monocultural framework, the program seeks to restructure initial teacher education through a decolonial and intercultural lens (Walsh, 2009). In doing so, it contributes to a broader project of social justice that connects access, recognition, and epistemic redistribution (Tarozzi, 2015). The case demonstrates that, in the Brazilian and Latin American context, public universities can become institutional arenas where democratic renewal, Indigenous protagonism, and curricular transformation intersect (Aguiar, 2025).

Aguiar Ribeiro, J. C. (2025). A formação inicial de professores em uma perspectiva intercultural a partir de uma pesquisa comparada entre o Brasil e a Itália. In V. N. Santos Silva (Ed.), Gênero, relações étnico-raciais e interculturalidade: Práticas, desafios e reflexões contemporâneas (pp. 8–25). Arco Editores. https://doi.org/10.48209/978-65-5417-452-0

Candau, V. M., & Russo, K. (2010). Interculturalidade e educação na América Latina: Uma construção plural, original e complexa. Revista Diálogo Educacional, 10(29), 151–169.

Díaz, R., Diez, L. M., & Thisted, S. (2009). Educación e igualdad: La cuestión de la educación intercultural y los pueblos indígenas en Latinoamérica. Una contribución para el proceso de revisión de Durban. São Paulo.

Freire, P. (1987). Pedagogia do oprimido (23ª ed.). Paz e Terra.

Furtado, M. L. S., Cardoso, J. de J., & Ferreira, D. F. (2024). Política de educação escolar indígena: Uma etnografia nos interstícios sobre a experiência no Maranhão. PRACS: Revista Eletrônica de Humanidades do Curso de Ciências Sociais da UNIFAP, 17(1), 1–26. https://periodicos.unifap.br/index.php/pracs

Geertz, C. (1973). The interpretation of cultures. Basic Books.

Guerrero, D. A. I. (2007). Direitos culturais indígenas e educação intercultural bilíngüe: A situação legal na América Central. In I. Hernaiz (Org.), Educação na diversidade: Experiências e desafios na educação intercultural bilíngüe (2ª ed., pp. 91–100). Ministério da Educação/SECAD & UNESCO.

Matos, W. S. de. (2024). Pesquisa-ação, formação docente e construção de práticas decoloniais: Um estudo em uma escola quilombola do interior da Bahia [Tese de doutorado, Universidade Federal de Ouro Preto].

Tarozzi, M. (2015). Dall'intercultura alla giustizia sociale: Per un progetto pedagogico e politico di cittadinanza globale. FrancoAngeli.

Tavares, M. (2014). Culturas e educação: A retórica do multiculturalismo e a ilusão do interculturalismo. Revista Educação e Cultura Contemporânea, 11(25).

Walsh, C. (2009). Interculturalidad crítica y educación intercultural. Ponencia ampliada presentada en el Seminario "Interculturalidad y Educación Intercultural", Instituto Internacional de Integración del Convenio Andrés Bello, La Paz, Bolivia, 9–11 de marzo de 2009.

MEDIATIONS AND EPISTEMIC AGENCY IN HIGHER EDUCATION AT THE AMAZONIAN TRIPLE BORDER

Gabriela Bravo Vargas (Università degli Studi di Padova, Italy) · **Alessio Surian** (Università degli Studi di Padova, Italy)

decolonial pedagogy | epistemic agency | Amazonian triple border

This research proposes a situated case study (Yin, 2018) at the Colombian Amazonian triple border in Leticia - next to Brazil and Peru - aiming at understanding how forms of epistemic, pedagogical, and political agency are produced among historically excluded subjects. The study analyzes the pedagogical, cultural, and institutional mediations involved in the production, circulation, and legitimation of knowledge, particularly within territorially oriented higher education programmes (Mato, 2012). The category of "mediation" is understood as the set of mechanisms, instruments, relationships, and practices operating between subjects, knowledges, institutions, and territories, enabling or constraining knowledge (co)production and circulation. From this perspective, mediation is not conceived as a neutral process of translation, but rather as a space of epistemological dispute shaped by power relations, coloniality, and disobedience (Mignolo, 2000). Rather than approaching the territory as exceptional or "exotic," this research treats it as a significant case capable of illuminating principles that are transferable to other border and migration contexts. In particular, it seeks to rethink pedagogy beyond restricted notions of "interculturality," often reduced to multicultural or inclusion-based frameworks. Instead, pedagogy is conceptualized as a formative process oriented toward knowledge coproduction, autonomy, emancipation, and social transformation, especially for subjects experiencing systemic oppression (Escobar, 2020; Walsh, 2009; hooks, 2021). The study is situated within the fields of critical pedagogy, critical interculturality, and decolonial pedagogy. It engages with the tradition of engaged sociology and Latin American emancipatory education, particularly the contributions by Orlando Fals Borda (2015), Paulo Freire (2008), Carlos António Brandão (2003). It also draws on scholarship on sociocultural mediations and decolonial epistemologies to examine how institutional and political conditions structure access to and recognition of knowledge in higher education (Mato, 2012). Methodologically, the research adopts a qualitative approach based on case study and Participatory Action Research (PAR) (Yin, 2018; Fals Borda & Rahman, 1991). Data collection combines in-depth semi-structured interviews, focus groups, participant observation, and document analysis. Fieldwork is organized in three phases: an initial exploratory stage; a more extended and in-depth phase; and a final stage focusing on restitution of findings and community dialogue, oriented toward collective projection and action. The case presented is linked to the Universidad Nacional de Colombia' Special Admissions Programme with a Territorial Approach aimed at young people, including members of Indigenous communities. This allows for examining how generational, pedagogical, and institutional mediations operate within a transborder Amazonian context. The project seeks to contribute to rethinking pedagogy in crossborder settings (Anzaldúa, 2016) beyond frame-

works of inclusion or hospitality, recognizing historically oppressed subjects as epistemic and political actors and proposing transferable principles for higher education and social transformation in other crossborder and migratory contexts.

-Anzaldúa, G. (2016). La frontera: La nueva mestiza [Borderlands/La Frontera: The New Mestiza] (C. Valle, Trans.). Capitán Swing Libros. (Original work published 1987)
-Brandão, C.A. (2003) A Pergunta a Várias Mãos. A Experiência da Pesquisa no Trabalho do Educador. Cortez Editora.
-Escobar, A. (2020). Política pluriversal: Lo real y lo posible en el pensamiento crítico y las luchas latinoamericanas contemporáneas [Pluriversal politics: The real and the possible in critical thought and contemporary Latin American struggles]. Tabula Rasa, 36, 323–354. https://doi.org/10.25058/20112742.n36.13
-Fals Borda, O. (2015). Una sociología sentipensante para América Latina [Sentipensante sociology for Latin America] (V. M. Moncayo, Ed.). Siglo XXI Editores; CLACSO.
-Fals Borda, O., & Rahman, M. A. (1991). Acción y conocimiento: Cómo romper el monopolio con investigación-acción participativa [Action and knowledge: How to break the monopoly with participatory action research]. CINEP.
-Freire, P. (2008). Pedagogy of autonomy: Knowledge necessary for educational practice [Pedagogía de la autonomía: Saberes necesarios para la práctica educativa] (2nd ed.). Siglo XXI Editores Argentina.
-hooks, b. (2021). Teaching to transgress: Education as the practice of freedom [Enseñar a transgredir: La educación como práctica de la libertad] (M. Malo, Trans.). Capitán Swing Libros. (Original work published 1994)
-Mato, D. (2012). Educación superior y pueblos indígenas y afrodescendientes en América Latina: Normas, políticas y prácticas [Higher education and Indigenous and Afro-descendant peoples in Latin America: Norms, policies, and practices]. UNESCO-IESALC.
-Mignolo, W. D. (2000). Historias locales/diseños globales: Colonialidad, conocimientos subalternos y pensamiento fronterizo [Local histories/global designs: Coloniality, subaltern knowledges, and border thinking]. Akal.
-Walsh, C. (2009). Interculturalidad crítica y pedagogía de-colonial: Apuestas (des)de el in-surgir, re-existir y re-vivir [Critical interculturality and decolonial pedagogy: Stakes in (re)emerging, (re)existing, and (re)living]. In C. Walsh (Ed.), Interculturalidad, Estado, sociedad: Luchas (de)coloniales de nuestra época [Interculturality, state, society: (De)colonial struggles of our time] (pp. xx–xx). Universidad Andina Simón Bolívar; Abya-Yala.
-Yin, R. K. (2018). Case study research and applications: Design and methods (6th ed.). SAGE Publications.

PERFORMING IDENTITY AND AGENCY THROUGH PARTICIPATORY THEATRE: THE RAMPA PRENESTINA EXPERIENCE WITH ROMA YOUTH

Aurora Bulgarelli (Link Campus University, Italy)

Roma Youth | Non-formal Education | Partecipatory Theatre

In the EU Roma Strategic Framework for Equality, Inclusion and Participation 2020–2030, the European Union has identified several strategic areas within which Member States are called upon to act in order to improve the living conditions of Roma and Sinti populations and promote their effective social inclusion. The three fundamental pillars of the framework concern equality, inclusion, and participation of Roma communities. However, the historical relationship between majority societies and Romani populations has long been marked by deeply rooted prejudices that have contributed to constructing a cultural opposition between “us” and “them” (Bravi, 2009; Burgio, 2015). This relationship has largely been monological. Drawing on the distinction between the I–Thou and I–It relations elaborated by Martin Buber, Roma and Sinti communities have often been reduced to objects of social representation rather than recognized as fully legitimate interlocutors within the public sphere. The outcomes of this marginalizing relationship are documented in numerous reports. European data present a critical picture: although Roma and Sinti communities constitute the largest ethnic minority in Europe—estimated at between 10 and 12 million people (European Commission, 2020)—they continue to experience significant forms of marginalization. In the city of Rome, such marginalization is spatially configured through the presence of Roma camps and peripheral urban areas and is also reflected in processes of identity representation, both subjective and collective. The Romani populations remains exposed to multiple and intersecting forms of exclusion and discrimination operating across different domains: educational (early school leaving and limited educational opportunities), social (employment, housing, and economic conditions), and political (citizenship and social recognition). These dynamics contribute to a condition of multidimensional marginality. Within this context, the role played by organizations and association operating at the local level becomes particularly significant, as they perform several functions, including an educational one. The aim of this contribution is to present the experience developed by Rampa Prenestina, a cultural and social promotion association that, since 2013, has been active in the eastern area of the city of Rome, promoting non-formal educational activities connected to the social, political, and identity-related issues affecting the Roma community. More specifically, through identity workshops and participatory theatre—conceived as a pedagogical device of subjectiva-

tion—processes of self-representation, critical re-elaboration of lived experience, and identity redefinition are fostered at both individual and collective levels, grounded in the analysis of participants' social and identity-related needs. In this way, young participants become active subjects in a process of conscientization (Freire, 1968/2018) generated through the theatrical experience, enabling them to articulate the meaning of their identities within the societies in which they live while promoting processes of social transformation. Through semi-structured interviews conducted with educators from the association—of both Roma and Italian backgrounds—the study examines the approach adopted in working with young people from Roma camps. In this context, theatre and identity workshops emerge as alternative dialogical spaces within which to reflect on the politics of identity, typically articulated by subaltern and marginalized groups (hooks, 1994).

Bravi, L. (2009). Tra inclusione ed esclusione. Una storia sociale dell'educazione dei rom e dei sinti in Italia [Between inclusion and exclusion: A social history of the education of Roma and Sinti in Italy]. Trezzano sul Naviglio: Unicopli.

Burgio, G. (2015). Tra noi e i rom. Identità, conflitti, intercultura [Between "us" and the Roma: Identity, conflicts and interculture]. Milan: FrancoAngeli.

Dipartimento per le Pari Opportunità, UNAR, & European Commission. (2021). Strategia nazionale di uguaglianza, inclusione e partecipazione di Rom e Sinti 2021–2030. Attuazione della Raccomandazione del Consiglio dell'Unione Europea del 12 marzo 2021 (2021/C 93/01) [National strategy for equality, inclusion and participation of Roma and Sinti 2021–2030].

European Commission. (2020). Proposal for a Council Recommendation on Roma equality, inclusion and participation (COM(2020) 621 final). Brussels: European Commission.

Freire, P. (1968/2018). Pedagogia degli oppressi [Pedagogy of the oppressed]. Turin: Edizioni Gruppo Abele.

hooks, b. (1994). Teaching to transgress: Education as the practice of freedom. New York: Routledge.

URBAN AESTHETICS AND INTERCULTURALISM: BANKSY'S CONTRIBUTION TO CONTEMPORARY DEBATE

Alessandra Casalbore (Università Roma3, Italy)

Art | Interculturalism | Banksy

Art, in its many forms of expression, is a privileged educational tool for promoting training courses from an intercultural perspective. Its nature as a universal language allows it to transcend the cultural boundaries within which it is produced, opening up spaces for encounter and dialogue between individuals with different experiences, identities and affiliations. Like a game of mirrors, a work of art is born from the mind of the artist but, once created, it becomes an autonomous entity that lends itself to multiple interpretations, conditioned not only by the originally intended message, but also by the experience, emotional state and cultural background of the viewer. Within this system of references, artistic products take on the characteristics of universal assets, part of humanity's heritage to be protected and passed on. Art thus becomes a space for mediation, a privileged place for encounter—and sometimes confrontation—between different cultures, religions, historical periods and social positions. Over the centuries, these encounters have generated continuous cross-fertilisation, constituting the lifeblood of artistic evolution. As Favaro and Luatti point out, "in visual art, cross-fertilisation is the encounter of elements that were originally unrelated, which coexist to give rise to new horizons of meaning" (Favaro & Luatti, 2004, p. 321). From this perspective, cross-fertilisation becomes an educational resource: "the proximity of the other, if we allow ourselves to be cross-fertilised, becomes a stimulus for the growth of each individual and for the enrichment of their identity" (Pastò, 2005, p. 131). The experiential dimension of art, emphasised by Dewey, makes it a powerful tool for knowledge: it is inseparable from everyday life, which "intensifies the sense of immediate living" (Dewey, 1995, p. 9). Hernández also reiterates that knowledge can derive from artistic experience, understood as a genuine form of learning (Hernández, 2008, p. 90). In education, this link makes art a privileged context for developing observation, imagination, critical thinking and creative skills. This is the backdrop against which street art has emerged, transforming itself from a marginal and often illegal practice into one of the most incisive artistic languages of our time. Unlike museum works, urban art is created in public spaces, interacts with the city and reaches a diverse and unselected audience, becoming an immediate, accessible and democratic means of communication. Banksy, in particular, emblematically represents this process: through the use of iconic, easily recognisable images charged with political and social tension, the artist has transformed local walls into global symbols. The online dissemination of his works amplifies the intercultural potential of street art, making visible issues that are shared on a global level—from inequality to migration, from armed conflict to environmental protection—and promoting the construction of a transnational collective imagination. Street art,

therefore, is not only an aesthetic expression, but a universal language capable of stimulating critical awareness, connecting different communities and confirming the role of art as a bridge between cultures, generations and experiences.

Dewey, J. (ed.). (1934). Art as experience, 1934, trad. it. Matteucci, G. (a cura di) (2020). Arte come esperienza. Aesthetica edizioni: Sesto San Giovanni (Mi).

Favaro, G., Luatti L. (a cura di) (ed.). (2004). L'intercultura dalla A alla Z. Franco Angeli: Milano.

Hernández Hernández, F. (2008). La investigación basada en las artes. Pro- puestas para repensar la investigación en educación. «Siglo XX», vol. 26, pp. 85-118.

Pastò, B. (2005), Laboratorio di didattica dell'arte e dell'immagine interculturale, In Comin, A. (a cura di), Per una didattica interculturale (pp. 56-68). Imprimitur: Padova.

THE DECOLONIZATION OF KNOWLEDGE IN EDUCATION: A CORNERSTONE FOR A PLURICULTURAL AND DEMOCRATIC SOCIETY

César Carrillo-Trueba (Facultad de Ciencias, Universidad Nacional Autónoma de México, Mexico)

intercultural education | pluriverse in classroom | pluriculturalism and democracy

We live in a pluricultural world, composed of a mosaic of societies that possess their own ways of life, languages, arts, histories, and knowledge—ways of being in the world rooted in territories with which they have maintained a long-standing relationship, such that they are inextricably intertwined in what Bruno Latour terms "nature-culture." Many of these peoples, after years of struggle against colonialism and the oppression of nation-states, have achieved conditions that allow them to preserve their way of life and have gained recognition for their cultural expressions, language, and traditions. However, in such recognitions there is often a component that is absent or mentioned only superficially: their mode of knowing—that is, the way in which knowledge is generated, transmitted, and applied within their communities—and its validity in the so-called contemporary world. Why is this the case? The hypothesis presented here is that this phenomenon stems from the enormous prominence that science has achieved and maintained to this day through its complete integration into social life and culture. Born in the midst of the Renaissance in the burgeoning cities of Europe, science and technology soon became a central element in the domination of the rural world by the then-emerging bourgeoisie—peasants were considered "ignorant and illiterate (rustici)," as they were later in the European empires' colonization of the world, and faithfully accompanied, in the second half of the 20th century, the developmentalist theory that facilitated the persistence of these (now neocolonial) relations of domination to the present day. Its growth is due to this close relationship between science and power. In this evolution, the attributes that characterize it have been shaped by an expansionist narrative; it is therefore, intrinsically and structurally, an institution with a marked colonial bias and neocolonial overtones. It is underpinned by robust narratives, including those used to silence dissent, as is currently the case in universities across the United States. However, as a social construct, science is not monolithic; it bears the imprint of other perspectives—from scientists who sought to combat such bias, and from others who believed in its promises to improve the world. In short, it also reflects certain traits that have been established and maintained in the society in which we live: pluralistic, heterogeneous, with humanistic undertones, complex, and inclined to be oriented in opposition to power. It is this latter aspect that forms the basis for an intercultural dialogue of knowledge. Even so, given its claim to truth, its scope, and its power (rooted in ubiquitous technology), it has overwhelmingly dominated all other forms of knowledge (from the humanities and the arts to the knowledge possessed by so-called non-Western peoples, including that of European peasants). To such an extent that, in most intercultural education projects, the dilemmas of how to approach science are often a stumbling block that cannot be avoided. Hence the need to decolonize science in order to decolonize knowledge in the broadest sense. This presentation offers a proposal for reflection and discussion in this regard.

Bonneuil, Ch. (1996). Crafting and disciplining the tropics: Plant science in the french colonies. Dans J. Krige et D. Pestre (dir.), Science in the twentieth century. Harwood.

Carrillo-Trueba, C. (2013). Plurivers. Essai sur le statut des savoirs indigènes contemporains (traduit de l'espagnol par P. Cheron). L'Harmattan. (Ouvrage original publié en 2006).

Latour, Bruno. (1991). Nous n'avons jamais été modernes. Essai d'anthropologie symétrique. La Découverte.

Le Goff, J. (1977). Pour un autre Moyen Age. Gallimard.

Pestre, D. (2003). Science, argent et politique. Un essai d'interprétation. Éditions Institut National de la Recherche Agronomique (INRA).
Said, E. (1978). Orientalism. Pantheon Books.
Shapin, S. (1996). The Scientific Revolution. University of Chicago Press.
Thuillier, P. (1980) Le petit savant illustré. Seuil.

THE EDUCATIONAL PATHWAYS OF YOUTH WITH A MIGRANT BACKGROUND IN ITALY: A SCOPING REVIEW

Charaf El Bouhali (Università degli Studi di Padova, Italy)

Social Justice Education | Critical Pedagogy | Educational Trajectories

This contribution concerns a scoping review as an integral part of an extensive doctoral research, which focuses on the educational experiences of people with a migrant background in Italy. The phenomenon of interest being explored is related to the meanings and interpretations that the latter attribute to their educational path, with a focus on the integration process and the key turning points. The research involves people with a migrant background who have already completed their schooling. The research questions are therefore as follows: R1: How do young adults with a migrant background interpret their schooling experience in Italy ex post? R2: What meanings do young adults with a migrant background who were educated in Italy attribute to the role of school in their integration process? R3: What events or conditions had a decisive impact (turning points, if any) on the integration trajectories of young people with a migrant background? The theoretical framework is provided by Social Justice Education (SJE), which promotes a critical approach through an interdisciplinary, intercultural and intersectional perspective. To identify the cross-cutting and recurring elements found in the literature and to identify gaps in academic research, a scoping review was conducted through the EBSCO, Scopus, and Web of Science databases employing the PRISMA method. Inclusion and exclusion criteria were based on full-text accessibility, abstract in English and sources relevant and consistent with the research. It is also worth highlighting some limitations of this systematic review, linked to language and selection biases. The two search strings investigated are as follows: 1st: migrants AND integration AND school experiences 2nd: TI (school experiences) AND migrants AND integration The two search strings yielded 339 results from the three platforms, reduced to 269 after removing duplicates (n=70). After reviewing the abstracts and removing articles that are not fully accessible (n=245), 24 articles were identified for full analysis. The articles resulting from the search were sorted through the Software Zotero. The analysis of the articles is still ongoing. So far, at least four recurring and cross-cutting themes can be identified in the selected contributions: In the process of constructing otherness, school norms and customs tend to reproduce implicit models of ethnic belonging that favor the majority population. Some studies highlight how students with a migrant background develop hybrid identities; Language and daily interactions in schools can become vehicles for stereotypes and processes of symbolic exclusion of students with a migrant background, particularly toward so-called “racialized” individuals; Several studies highlight how teachers’ expectations can be influenced by stereotypes linked to students’ migrant origins. It should be noted, however, that some teachers have also played a positive, supportive role in students’ educational journey; Students with a migrant background experience both explicit and implicit forms of discrimination. Nevertheless, they also develop coping strategies and forms of resilience, thanks in part to family support. To sum up, achievement or failure at school for people with migrant background is the result of multiple interconnected levels bearing in mind the intersection of ethnicity, social class, gender and migrant status.

Agostinetto L. (2022). L'intercultura in testa. Sguardo e rigore per l'agire educativo quotidiano. Milano: Franco Angeli.
Akkari A., Radhouane M. (2022). Intercultural Approaches to Education. From Theory to Practice. Berlin: Springer.
bell hooks (2009). Teaching Critical Thinking: Practical Wisdom. New York: Routledge.
Bugno L. (2022). Per una scuola più interculturale. Indagine sulle concezioni degli insegnanti tra teoria e pratica. Lecce: Pensa Multimedia.
Burgio G. (2022). Pedagogia postcoloniale. Prospettive radicali per l’intercultura. Milano: Franco Angeli.
Corbetta P. (1999). Metodologia e tecniche della ricerca sociale. Bologna: Il Mulino.
Denzin, N. K., & Lincoln, Y. S. (Eds.). (2018). The SAGE Handbook of Qualitative Research (5th ed.). SAGE Publications.
Fiorucci F. (2020). Educazione, formazione e pedagogia in prospettiva interculturale. Milano: Franco Angeli.
Freire P. (2014). Pedagogia degli oppressi. Torino: Edizioni Gruppo Abele.
Freire P. (1996). Pedagogia dell’autonomia. Torino: Edizioni Gruppo Abele.
Giroux, H. A. (2020). On Critical Pedagogy. Bloomsbury Publishing.
Kvale, S., & Brinkmann, S. (2009). InterViews: Learning the craft of qualitative research interviewing (2nd ed.). Sage Publications, Inc.

McLaren P. (2015). Life in schools: An introduction to critical pedagogy in the foundations of education (6th ed.). New York: Routledge.
Moher, Liberati, Tetzlaff, Alman e The PRISMA Group 2015. Linee guida per il reporting di revisioni sistematiche e meta-analisi: Il PRISMA Statement. Evidence 2015;7(6): e1000114.
Nanni A., Fucecchi A. (2024). Postcolonialismo e intersezionalità: nuovi percorsi per l'intercultura. Milano: Franco Angeli.
Yousfi L. (2022). Restare Barbari. I selvaggi all'assalto dell'Impero. Roma: Deriveapprodi.

INTERCULTURAL EDUCATION AND ADOPTIVE FAMILIES. NAVIGATING BETWEEN ORIGINS AND NEW IDENTITIES

Stefania Lorenzini (Università di Bologna, Italy)

adoption | intercultural education | dialogue

Criteria and competences important for the intercultural pedagogical-educational perspective are fundamental in the way of conceiving and experiencing both national and international adoption within the family and beyond. Decentralisation, observation, listening, dialogue and gradualness can be applied to the specificities of the adoption experience, calling on affectively and educationally significant adults to welcome the peculiarities of the children. Transitioning from the initial mutual estrangement to relationships characterised by intimacy, familiarity, feelings of mutual belonging, without concealing the origins in different human and cultural contexts. This contribution focuses on aspects of this important field by means of a theoretical reflection that has been developed thanks to a prolonged research experience that made it possible to collect through semi-structured and in-depth interviews testimonies of parents and especially of young people of different origins adopted in Italy.

Baraldi C. (2003): Comunicazione interculturale e diversità. Roma: Carocci.
Bolognesi I., Lorenzini S. (2017): Pedagogia interculturale. Pregiudizi, razzismi, impegno educativo. Bologna: Bononia University Press.
Bramanti D., Rosnati R. (2001): Il patto adottivo. L'adozione internazionale di fronte alla sfida dell'adolescenza. Milano: FrancoAngeli.
Brodzinsky D. M. (2011): Ripensando il concetto di apertura nell'adozione: implicazioni nella teoria, nella ricerca e nella pratica. In M. Chistolini (a cura di): Lavorare nell'adozione. Dalle ricerche alla prassi operativa. Milano: FrancoAngeli, pp. 125-148.
Commissione per le Adozioni Internazionali (2022): Rapporto sui fascicoli dal 1° gennaio al 31 dicembre 2022 (https://www.commissioneadozioni.it/per-una-famiglia-adottiva/dati-e-statistiche/, data di ultima consultazione: 15.11.2024).
Commissione per le Adozioni Internazionali (2025): Formazione CAI – IDI (Formazione CAI – IDI – Commissione per le Adozioni Internazionali, data di ultima consultazione: 15.02.2025).
Commissione per le Adozioni Internazionali, Istituto degli Innocenti (2022): Le crisi nei percorsi adottivi in Italia. indagine conoscitiva nei tribunali per i minorenni. Firenze: Istituto degli Innocenti.
De Carli S. (2023): Che cos'è l'adozione aperta e come gestirla. Vita (Vita.it, data di ultima consultazione: 15.03.2024).
174 Rivista Italiana di Educazione Familiare, n. 1 - 2025
Favaro G. (2010): Adozione e intercultura. Uguali e diversi insieme. In G. Macario (a cura di): I percorsi formativi del 2010 nelle adozioni internazionali. Il consolidamento del modello. Firenze: Istituto degli Innocenti e Commissione per le Adozioni Internazionali, pp. 95-110.
Ferritti M. (2019): Il corpo estraneo. Dentro le ideologie e i pregiudizi sull'adozione. Pisa: ETS.
Ferritti M. (2023): Sangue del mio sangue. L'adozione come corpo estraneo nella società. Pisa: ETS.
Ferritti M., Guerrieri A. (2020): Adopted students and intersectionality, starting points for a first analysis. Educazione Interculturale. Teorie, Ricerche, Pratiche, n. 18(2), pp. 59-69 (https://educazione-interculturale.unibo.it/, data di ultima consultazione: 20.04.2024).
Franzini M. (2012): Formazione alle competenze interculturali nell'adozione internazionale. Milano: FrancoAngeli.
Genovese A. (2003): Per una Pedagogia Interculturale. Dalla stereotipia dei pregiudizi

all'impegno dell'incontro. Bologna: Bononia University Press.
Heilegger H. B. (2023): Adozione mite: cosa dice la Cassazione (https://www.genitorisidiventa.org/notiziario/adozione-mite-cosa-dice-la-cassazione, data di ultima consultazione: 20.04.2024).
Lorenzini S. (2001): C'è ancora chi pensa che essere "generato da... corrisponda a essere figlio di..."? Infanzia, 9 e 10, pp. 8-13.
Lorenzini S. (2004): Adozione internazionale: genitori e figli tra estraneità e familiarità. Ozzano dell'Emilia (Bo): Alberto Perdisa.
Lorenzini S. (2012): Famiglie per adozione. Le voci dei figli. Pisa: ETS.
Lorenzini S. (2013): Adozione e origine straniera. Problemi e punti di forza nelle riflessioni dei figli. Pisa: ETS.
Lorenzini S. (2018): Adozione internazionale: multiculturalità nell'identità? Una lettura educativa e interculturale. In M. Di Mauro, B. Gehrke (a cura di): Multicultural identities. Challenging the Sense of belongings. Colle Val d'Elsa (SI): Fondazione Intercultura, pp. 163-184.
Lorenzini S. (2019): Dark-skinned foreign origin young people, adopted by Italian parents. Stereotypes, prejudices and problems in identity construction. Civitas Educationis. Education, Politics and culture, n. 8(1), pp. 115-129.
Lorenzini S. (2023): Dal bisogno al desiderio del figlio/a. Per la dimensione educativa nella genitorialità adottiva. Attualità Pedagogiche, n. V(1), pp. 131-142. (http://www.attualitapedagogiche.it/ojs/index.php/AP/issue/view/5, data di ultima consultazione: 13.04.2023).
Lorenzini S., Mancini M. T. (2007): Adozioni internazionali: un nucleo interculturale di affetti, ma non sempre. Storie di adozioni impossibili o fortemente problematiche, Quaderno n. 14. Bologna: Regione Emilia Romagna.
Lugli L., Mizzau M. (a cura di) (2010): L'ascolto. Bologna: il Mulino.
Morin E., Kern A. B. (1994): Terra Patria. Milano: Raffaello Cortina.
Nadal K. L. (2008): Preventing racial, ethnic, gender, sexual minority, disability, and religious microaggressions: Recommendations for promoting positive
S. Lorenzini/Educazione interculturale nella famiglia adottiva 175
mental health. Prevention in Counseling Psychology: Theory, Research, Practice and Training, n. 2(1), pp. 22-27.
Paradiso L. (2017): Memorie familiari e narrazioni nella genitorialità e filialità adottiva. Rivista Italiana di Educazione Familiare, n. 1, pp. 77-95 (http://www.fupress.net/index.php/rief/article/view/20974/19293, data di ultima consultazione: 28.04.2024).
Pinto Minerva F. (2002): L'intercultura. Roma-Bari: Laterza.
Santerini M. (2003): La formazione interculturale dei genitori adottivi. La famiglia. Bimestrale di problemi familiari, n. 218(XXXVII), pp. 5-14.
Santerini M. (2009): Quali competenze interculturali per i minori adottivi. Minori giustizia, n. 1, pp. 123-129.
Sellenet C. (2009): Soffrances dans l'adoption. Pistes pour accompagner les addoptés et les adoptants. Bruxelles: de boeck.
Sirna Terranova C. (1997): Pedagogia interculturale. Concetti, problemi, proposte. Milano: Guerini Studio.
Tabacchi A. (2021): Accompagnare l'adozione. Percorsi formativi per la genitorialità adottiva. Milano: Unicopli.
Vettori D. (2023): Origini e persone adottate: riflessioni sul percorso di consapevolezza e pensieri sulla loro genitorialità. Minori giustizia, n. 3, pp. 172-178.

INTERCULTURAL EDUCATION: COHEN-EMERIQUE'S CULTURAL SHOCK METHOD FOR TEACHER TRAINING

Chiara Cocchi (Università degli Studi di Genova, Italy) · **Francesca Lagomarsino** (Università degli Studi di Genova, Italy) · **Nadia Rania** (Università degli Studi di Genova, Italy)

Intercultural competence | Teacher training | Cultural shock method

In recent years, the need to respond to the growing cultural complexity of schools has led to the explicit formulation of the concept of intercultural competence, replacing a more generic reflection on interculturality and its related practices. Intercultural competence is conceived both as an educational objective addressed to students, as future citizens, and—prior to that—as a set of professional skills required of teachers, who are called upon to operate in contexts characterized by a plurality of forms of belonging that go far beyond geographical origin or migratory experience (Contini, 2023). Over time, this need has led to the development of various training tools within the social sciences. The contribution presented here is situated within this perspective and introduces the cultural shock method developed by social psychologist Margalit Cohen-Emerique in the field of social work, drawing on the critical incident technique (Flanagan, 1954). Observing the difficulties faced by practitioners in integrating anthropological knowledge transmitted by experts into their everyday professional practice, the scholar emphasized the need to conceive alternative training approaches based on non-hierarchical learning processes and rooted in participants' lived experiences, enabling them to develop greater sensitivity in perceiving and recognizing differences. The method invites practitioners to conceptualize the analysis of experiences of emotional and/or cognitive disorientation occurring in helping relationships as an opportunity for decentering with respect to their implicit representations. Only after this initial stage of awareness of the relativity of one's own point of view is it possible to move on to questioning the interlocutor's frame of reference, understood as that of a concrete individual rather than the expression of an ethnic or national culture, and finally to negotiation. This phase focuses on the search for concrete solutions aimed at addressing specific problems, rather than remaining at a value-based or ideological level. Although the Italian translation of Cohen-Emerique's works (2016, 2017) has contributed to the dissemination of the cultural shock method within social work, its application remains limited, and its potential does not appear to have been fully explored in related fields such as education, where a lack of systematicity in intercultural approaches persists despite the proliferation of institutional documents at multiple levels (Tarozzi, 2015; Stillo, 2020; Contini, 2023). Drawing on research–training pathways (Asquini, 2018) carried out over the past two years with social workers, healthcare professionals, and university students at the University of Genoa, this contribution presents some results from the application of the cultural shock method and discusses its transferability to teacher training. The proposed approach aligns with empirical literature highlighting the strong demand among teachers for support in the development of reflexivity, enabling them to find—individually and together with others—their own pathways within relational contexts that are unique and situated.

Cabiati, E. (2018). Intercultura e social work: Teoria e metodo per gli interventi di aiuto con persone di minoranza etnica. Trento, Italia: Erickson.

Cohen Emerique, M. (2017). Per un approccio interculturale nelle professioni sociali e educative: Dagli inquadramenti teorici alle modalità operative (E. Cabiati & Z. Amiconi, Eds.). Trento, Italia: Erickson.

Cohen Emerique, M., & Rothberg, A. (2016). Il metodo degli shock culturali: Manuale di formazione per il lavoro sociale e umanitario (Fondazione Intercammini, Trans.). Milano, Italia: FrancoAngeli.

Contini, M. (2023). Il paradigma interculturale: Questioni teoriche e declinazioni educative. Milano, Italia: FrancoAngeli.

Flanagan, J. C. (1954). The critical incident technique. Psychological Bulletin, 51(4), 327–358. https://doi.org/10.1037/h0061470

Stillo, L. (2020). Per un'idea di intercultura: Il modello asistematico della scuola italiana. Roma, Italia: RomaTre Press.

Tarozzi, M. (Ed.). (2015). Dall'intercultura alla giustizia sociale: Per un progetto pedagogico e politico di cittadinanza globale. Milano, Italia: FrancoAngeli.

H.13

Is There a Role for Arts-based Education in Tackling Educational Poverty and Social Exclusion?

PANEL CONVENORS: Ienya Camozzi (University of Milano-Bicocca, Italy); Ahson Kemal (University of Helsinki); Zenia Simonella (University of Milano-Bicocca, Italy)

PANEL KEYWORDS: Arts based education, social inclusion, multicultural societies

Serious forms of social injustice and educational poverty are becoming increasingly prevalent in Western democracies partly due to the progressive weakening of political and cultural institutions. To combat these forms of exclusion and to strengthen the relationship between democracy and citizenship, which is slowly eroded by the neo-liberal capitalist exploitation, arts-based education has been promoted by UNESCO and the European Union suggesting the introduction of new forms of open and horizontal learning especially in educational contexts. The aim is to promote cultural literacy and the development of cultural awareness to foster dialogue and inclusion of young people, especially those in multicultural contexts. However, these policy recommendations – which can appear ambiguous or functional to the neoliberal education – have been locally reinterpreted to combat social exclusion. Infact, engaging subaltern subjectivities, especially young people with a migrant background, is one of the key aims of this participatory form of education adopted by formal and informal educational institutions. Arts are indeed viewed as a means of creating open, horizontal learning environments in which young people can explore their subjectivity, share values, emotions and representations, strength cultural differences awareness and acquire suitable knowledge and competencies to effectively exercise citizenship. The purpose of this panel is to welcome scholars working in arts-based education who have developed works with children and young people, particularly those with a migrant background. Contributions on national-level policies and practices, case studies on formal and non-formal educational contexts, as well as on arts-based education and decolonization learning processes are welcomed.

ART THERAPY FOR SUPPORTING ETHNIC IDENTITY WITH ROMA MINORS. DISCUSSION OF A CASE IN THE CITY OF MILAN, ITALY

Ida Castiglioni (University of Milano Bicocca, Italy) · **Silvia Mornati** (Brera Academy of Fine Arts, Milano, Italy)

Cultural recognition | Roma education | Art Therapy

This paper presents an art-based educational and therapeutic project developed primarily by Roma activists, reflecting broader forms of Roma civil rights mobilization and community self-advocacy documented across Europe (Kóczé & Ryder, 2019), aimed at fostering children's awareness of their ethnic and cultural identity. While the long-term goal is the preservation and intergenerational transmission of Roma cultural heritage, the project also promotes the development of a bicultural identity (Roma and Italian), although most families already hold Italian citizenship. The issue at stake is therefore not formal citizenship but symbolic recognition and the possibility of negotiating multiple belongings within a context of structural marginalization. The project was carried out during the 2023/2024 academic year at the COT (Center for Temporary Hospitality) on Via Novara in Milan and involved approximately fifteen Roma children of different ages. The families experienced severe disruption following the dismantling of long-established camps where extended family networks had lived together. Over the past four decades, Italian municipalities have concentrated Roma populations—often citizens not formally recognized as a minority—into peripheral "camps." These environments are associated with systemic marginalization, informal economies, precarious housing conditions, and high levels of school dropout, as highlighted in socio-institutional analyses of educational inequality (Besozzi, 2017). Within this context, school attendance is often intermittent due to material constraints and mobility patterns. The current EU Framework for National Roma Integration Strategies (NRIS) (European Commission, 2020) promotes the dismantling of camps in favor of individual housing solutions; however, many Italian Roma families resist such arrangements, expressing a preference for communal living. This tension reveals a crucial point: educational inclusion cannot be addressed solely at the level of the individual child or family but must engage broader community structures and forms of social organization. In response to these challenges, the Brera Academy of Fine Arts, through its Artistic Therapeutics course and in collaboration with the association Upre Roma, designed an art workshop centered on Romani fairy tales. The project was conceived as a symbolic act of cultural recognition. Stories were read collectively and illustrated by the children with the support of trainee students and educators. The drawings were later transformed into sculptural and installation works, translating graphic

gestures into three-dimensional forms and enabling collective reinterpretation of narrative imagery. The methodological approach prioritized process over technical skill, emphasizing experiential engagement with materials, relational quality, and the expressive capacities of each participant (Leavy, 2018). The workshop fostered empowerment during a period of transition and instability, increasing agency within structurally unequal contexts (Thompson, 2015). The resulting artworks were exhibited at the Del Sarenge Festival—the first Roma festival, held in Milan—offering public visibility to narratives that often remain marginalized. Drawing on interviews with participants and organizers, the paper discusses outcomes and challenges, highlighting the potential of arts-based educational practices to address educational poverty and social exclusion through identity support, community engagement, and the creation of inclusive public spaces.

Besozzi, E. (2017). Società, cultura, educazione: Teorie, contesti e processi. Carocci.

European Commission. (2020). A union of equality: EU Roma strategic framework for equality, inclusion and participation 2020–2030. Publications Office of the European Union.

Kóczé, A., & Ryder, A. (Eds.). (2019). Roma rights and civil rights: A transnational perspective on Roma activism in Europe. Routledge.

Leavy, P. (2018). Handbook of arts-based research. Guilford Press.

Thompson, N. (2015). Social justice and empowerment (2nd ed.). Palgrave Macmillan.

THE PŘEDLICE SUBURB THROUGH THE EYES OF CHILDREN. THE ROLE OF ART EDUCATION IN A LOW-THRESHOLD CLUB IN THE SOCIALLY EXCLUDED LOCALITY IN THE CZECH REPUBLIC

Vendula Fremlová (Charles University Prague, Czech Republic (Czechia))

Art education | Low-treshold club | Public space

This paper presents the findings of a sub-case study from the international research project CliViE (Cultural Literacies' Value in Europe) Horizont Europe. The case study took place in the first half of 2025 at the low-threshold club Mixér run by People in Need in Předlice, the suburb of Ústí nad Labem (Northern Bohemia), known as one of the largest social ghettos in the Czech Republic. As part of the study, we sought to give a voice to children from this marginalized community (primarily Roma children) and, through a series of creative workshops, explore their views on life in the city. Together with them, we sought to find answers to the following questions: How do children perceive the phenomenon of the city and public space? What are their experiences of life in this particular neighborhood? Are they interested in public space? The contribution will focus on the visual analysis of the resulting artifacts (drawings, Polaroid photographs) together with an analysis of interviews conducted with clients of the low-threshold center. It will also focus on the analysis of professional discourse in this area. Research of professional materials shows that activities supporting the development of artistic and creative sensitivity, i.e., the general development of cultural competencies in socially excluded localities, are framed therapeutically. This is demonstrated by theses written at the faculties of education of various Czech universities and specialist books on art therapy (Blabolová, 2011; Hroudová, 2022; Kenardžievová & Havránková, 1996), in which art is not primarily perceived as a form of education and personal development with significant positive consequences for the community and social environment, but as a form of therapy. The results of creative workshops focused on reflecting on the city (the excluded locality of Předlice, Ústí nad Labem) together with subsequent unstructured interviews showed that children, clients of low-threshold facilities, may have different starting positions and socioeconomic situations than children from the majority society, but they are able to define the positive and negative aspects of the place where they live. They are able to think about its past and present and further process these topics using artistic means according to their own abilities and skills. Their life situation does not automatically predetermine them for therapeutic or diagnostic procedures within the framework of artistic or general cultural activities and workshops, within the framework of art education. The workshops and their outputs also show that art education activities can be an important tool for building a relationship with public space and developing cultural literacy.

BLABOLOVÁ, Marie. Využití muzikoterapeutických a arteterapeutických prvků při práci sdětmi vnízkoprahovém zařízení pro děti a mládež. Bakalářská práce, vedoucí Hubertová, Lucie. Univerzita Karlova, Evangelická teologická fakulta, Jabok, 2011

HROUDOVÁ, Marie. Možnosti uměleckých terapií v NZDM pro děti z romských rodin. Online. Bakalářská práce. Olomouc: Univerzita Palackého v Olomouci, Pedagogická fakulta. 2022

KENARDŽIEVOVÁ, Carmen a HAVRÁNKOVÁ, Olga. Umění jako forma terapie pro skupiny s narušenou sociální vazbou. Praha, 1996

IMAGINING POSSIBLE FUTURES AFTER THE FLOOD: PARTICIPATORY ARTISTIC PRACTICES FOR CLIMATE JUSTICE AND SOCIAL INCLUSION

Valentina Cappi (University of Bologna, Italy) · **Lorenza Villani** (University of Bologna, Italy) · **Melissa Moralli** (University of Bologna, Italy) · **Pierluigi Musarò** (University of Bologna, Italy)

art-based education | flood | climate justice

This paper originates within the Horizon project “Alphabetica - Activating learning paths: holistic arts-based education and training for inclusion and cultural awareness” and presents the results of a study aimed at exploring the role of participatory artistic practices in fostering processes of social inclusion, critical awareness, and climate justice among adolescents (aged 11–14) in three lower secondary schools in Emilia-Romagna affected by the May 2023 flood events. The floods are framed not as isolated disasters but as symptoms of wider systemic crises requiring a rethinking of educational and cultural paradigms. Within this context, young people are understood as intersectionally vulnerable: disproportionately exposed to climate risks across class, gender, and geography (Cripps, 2022; Sultana, 2022), and simultaneously marginalized through epistemic and intergenerational injustices that infantilize them and exclude them from decision-making arenas (Thew et al., 2020; Singh et al., 2025). The pilot action involved 80 students across three distinct territorial contexts: an urban neighborhood in Bologna affected by river overflow, a mountainous Apennine area marked by landslides and infrastructural isolation, and the Emilia-Romagna lowlands characterized by widespread flooding. Through an open call, three artistic projects were selected to operate in these contexts: a performative workshop which, through body listening, visual collage, and creative writing, culminated in a public march as a form of symbolic reappropriation of the territory; a photography-based project centered on the manipulation of flood images through tearing and recomposition in order to build a layered collective visual memory; and a collective comics workshop that produced an anthology conveying the complexity of the flood experience through adolescent perspectives. Through questionnaires, participant observation, focus groups with students, and the co-production of artistic materials (Leavy, 2015), the research explored the capacity of artistic practices to translate traumatic experiences and to give voice to embodied, extra-academic forms of knowledge (de Sousa Santos, 2016). Preliminary findings highlight three relevant dimensions: (1) the development of critical and relational skills through collective creative processes in which students experienced horizontal forms of collaboration that challenge dominant adult-centric logics; (2) the ability of the arts to connect personal memory and systemic reflection, transforming trauma into a lever for deeper awareness of socio-environmental inequalities; and (3) the construction of new alliances among schools, artists, and local communities as sites of care and cultural transformation (Singh et al., 2025).

Cripps, E. (2022). Climate change and justice. Cambridge University Press.

de Sousa Santos, B. (2015). Epistemologies of the South: Justice against epistemicide. Routledge.

Leavy, P. (2015). Method meets art: Arts-based research practice (2nd ed.). Guilford Press.

Singh, P., Hope, K., Bhatt, D., Jamarkatel, J., Ferdous, S., Raiyan, S., ... & Agarwal, P. (2025). An Intergenerational Exploration of Participation, Power and Praxis in Re-Imaging Children's Right to a Clean, Healthy and Sustainable Environment. The International Journal of Children's Rights, 33(3), 525-561.

Thew, H., Middlemiss, L., & Paavola, J. (2020). “Youth is not a political position”: Exploring justice claims-making in the UN Climate Change Negotiations. Global Environmental Change, 61, 102036.

Sultana, F. (2022). Critical climate justice. The Geographical Journal, 188(1), 118-125.

ART-BASED EDUCATION AS A MODEL OF SOCIAL INCLUSION IN LATVIA

Anita Stasulane (Daugavpils University, Latvia) · **Alina Romanovska** (Daugavpils University, Latvia)

theory of change | social inclusion | art-based education

This presentation examines the findings of field research conducted within the framework of the Horizon Europe programme research project “Cultural Literacies’ Value in Europe” (CLiViE) (No.101132285). Currently, social inclusion and tolerance face major and growing challenges across Europe. In Latvia, the tensions between ethnic and linguistic communities have intensified, partly exacerbated by the geopolitical pressures generated by Russia’s war on Ukraine (Budrytė 2023). The research project CLiViE responds directly to these challenges by applying a theory of change methodology (Connell and Kubisch 1998; Harris 2005) to support meaningful social transformation towards social inclusion. While it is

possible to apply a theory of change from different perspectives and in different ways, this study focuses on sector or target group theory of change, i.e., the research is focused on how change happens when activities are implemented within a target group (Reeler 2007). This presentation analyses activity “The Other in Art and Life” addressed to young people, implemented in collaboration with non-academic organisation, namely, Marko Rothko Museum in Daugavpils (Latvia). The activity engaged youth aged 16-18 (n=30) recruited from diverse cultural and linguistic backgrounds, including Latvian, Russian, and Belarusian-speaking families. Based on a theory of change, the researchers locate this activity within a wider analysis of how change comes about, draw on external learning about development and how change happens at different levels, and articulate their understanding of change. The theory of change as an approach demonstrates the importance of understanding both what changes it is helping to bring about and also how those changes happen. The study conducted in Latvia shows how non-formal art-based education can function as a platform for social inclusion. Through creative practices young people encounter multiple perspectives on ways of living in the world. These encounters can challenge dominant narratives, stimulate critical reflection and deepen empathy by allowing learners to inhabit experiences different from their own. Arts-based pedagogies also encourage co-learning, collaboration and learner agency, providing spaces where young people can explore cultural diversity in dialogic and transformative ways. The research conducted in Latvia shows that cultural literacy fosters critical awareness, empathy and the ability to navigate diverse social environments, all of which are essential for constructive intercultural dialogue, and social inclusion. Cultural literacy enables learners to interpret cultural meanings, question assumptions and understand how identities are shaped within social, historical and political contexts. These abilities are essential for fostering productive intercultural dialogue and for cultivating the attitudes of openness, curiosity and respect that underpin mutual understanding. In diverse societies, such competencies can help counter polarisation, reduce prejudice and support the broader goals of social cohesion and tolerance. By equipping young learners with the tools to interpret cultural differences thoughtfully and respectfully, art-based educative initiatives contribute to mutual understanding and help counteract stereotypes, prejudice and exclusion.

Budrytė, Dovilė. (2023). ‘A Decolonising Moment of Sorts’: The Baltic States’ Vicarious Identification with Ukraine and Related Domestic and Foreign Policy Developments. Central European Journal of International and Security Studies. 17 (4): 82-105.

Harris, E. (2005). An Introduction to Theory of Change: Ask the Expert. Evaluation Exchange, Vol. XI, No. 2. Harvard: Harvard Education Graduation School.

Connell, J. P., and Kubisch, A. C. (1998). Applying a Theory of Change Approach to the Evaluation of Comprehensive Community Initiatives: Progress, Prospects, and Problems. Aspen Institute.

Reeler, D. (2007). A Three-fold Theory of Social Change and Implications for Practice, Planning, Monitoring and Evaluation. Community Development Resource Association.

"LO SPETTACOLO SIAMO NOI": EVALUATING THE EFFECTS OF A PHILOSOPHY AND THEATRE PROGRAM IN MIDDLE SCHOOLS

Lisa Zaquini (ASVAPP, Italy) · **Francesca Anglois** (ASVAPP, Italy) · **Giacomo Ferrato** (ASVAPP, Italy) · **Jessica Balbo** (ASVAPP, Italy)

impact evaluation | civic education | philosophy and theatre

Civic education has recently been reintroduced into the school curricula of all levels. Ministerial guidelines (MIM, 2024) outline a very broad framework covering various themes, leaving class councils the task of developing a specific curriculum for each class, involving students in 33 annual hours. Some middle schools in Genoa and the surrounding areas have taken the opportunity provided by the project "Lo Spettacolo Siamo Noi" (LSSN, in English “We are the show”), supported by the Edoardo Garrone Foundation, to engage their students in a program that combines the production of a theatrical performance with philosophical reflections, according to the practice of Philosophy for Children (PFC; Bevilacqua e Casarini, 2021). The objective is to involve students in a journey of youth leadership that develops both critical and creative thinking while simultaneously strengthening teamwork skills. The idea of involving students in an intensive artistic program stems from an increasingly substantial body of literature highlighting the multiple benefits of various art forms in terms of health, support for social cohesion, and well-being (Fancourt D, Finn S., 2019). The program consists of 15 sessions (11 theatre and 4 PFC) and is led by experts in PFC methodology alongside actors and directors from Teatro del Piccione. Since the 2024/25 school year, the project has involved 24 classes across 15 schools – most of which located in disadvantaged contexts – and is accompanied by an analysis aimed at estimating—using a counterfactual

approach (Martini e Sisti, 2009)—the program's impact on ten dimensions of interest. These are measured through a questionnaire administered to students, covering: interpersonal behaviour, listening skills, the ability to ask questions, argumentation skills, emotional intelligence, self-determination, school well-being, creativity and curiosity, artistic aptitudes, and cultural engagement. During the first year, research activities were dedicated to identifying outcome variables, developing the questionnaire, and testing the organizational framework. The 2025/26 school year is instead dedicated to the counterfactual analysis involving 24 "treatment" classes and 27 "control" classes using a difference-in-difference design; the questionnaire is administered to all students both before the start of activities and upon completion. The research design is completed by a questionnaire administered to teachers of the treatment classes—aimed at identifying satisfaction and critical issues of the proposed intervention—and a questionnaire for teachers of the control classes, designed to record the civic education program implemented in classes not involved in the intervention. This contribution intends to describe the proposed program, the research design, and the preliminary results of the analysis.

Bevilacqua S., Casarin P. (2021), Propositi di filosofia 1 - Philosophy for Children/Community e pratiche di filosofia, Mimesi Ed.

Fancourt D, Finn S. (2019), What is the evidence on the role of the arts in improving health and well-being? A scoping review. Copenhagen: WHO Regional Office for Europe; (Health Evidence Network (HEN) synthesis report 67).

Martini A., Sisti M. (2009), Valutare il successo delle politiche pubbliche, Il Mulino

Ministero dell'Istruzione e del Merito (2024), Linee Guida per l'insegnamento dell'educazione civica

PARTICIPATORY ART AS AN EDUCATIONAL TOOL FOR CO-CONSTRUCTING KNOWLEDGE WITH ADOLESCENTS: THE EXPERIENCE OF THE SOTTOBANCO PROJECT

Sara Luraschi (Università degli studi Milano Bicocca, Italy)

arts-based education | gender and sexuality education | social justice

This is an ongoing research project that presents a case study, the participatory art project Sottobanco, in which art-based methodologies are used to promote sexual and emotional education among adolescents. The main aim of the research is to explore the link between the artistic and educational processes, and their ability to enhance the quality of the experience and transform social conditions. This research also aims to highlight the importance of creating educational spaces based on consent and mutual care, in order to encourage the participation of individuals who struggle to find a space for expression and action within the school system. From a methodological point of view, the ongoing research is conceived as a case study that uses as tools an auto-ethnographic diary, interviews, collages and photographic documents of the process. Sottobanco is conceived by artist Tea Andreoletti and produced by the Orlando Festival of Visual and Performing Arts in Bergamo, and involves the creation of a performative installation that imagines a self-managed sex and emotional education class set up in the public space of Piazza della Libertà in Bergamo during the Orlando Festival that will be held in May 2026. Sottobanco is co-created with two groups of students aged between 16 and 18 who come from areas that are usually marginalized in terms of cultural activities, namely the upper Seriana Valley and in the eastern plain of the province of Bergamo. It arose from the need to find creative and collective responses to the growing restrictions imposed on sex and emotional education in schools and to bring the knowledge of adolescents into the public arena, opening up the walls of the classroom. Sottobanco involves the creation of a temporary community based on consent and collective responsibility, made up of adolescents and the adults involved (the artist herself, an intern from the Academy of Fine Arts, an educator and a researcher), who share rules, urgent issues on sexuality and practices to navigate the world of affections. The project embraces a broad vision of sexuality (cognitive, emotional, physical and social) and an intersectional view of gender and aims to promote the self-determination of each person in pursuing their own sexual well-being. Gender and sexual orientation can become factors in social exclusion due to systematic discrimination, stereotypes and cultural norms that limit opportunities for women and members of the LGBTQIA+ community, especially for young people. The use of participatory art has both ethical and aesthetic aims and seeks to create a collectively negotiated space of social engagement that can reduce discrimination and epistemic injustice.

J. Dewey, Arte come esperienza, Aesthetica, 2020

C. Bishop, Inferni Artificiali. La politica della spettatorialità nell'arte partecipativa, Luca Sossella Editore, 2015

M. Cahnmann, R. Siegesmund, Arts-Based Research in Education. Foundations for Practice, Routledge, 2008
b. hooks, Insegnare comunità. Una pedagogia della speranza, Meltemi, 2022
UNESCO (Sexual and Reproductive Health and Research), International technical guidance on sexuality education. An evidence-informed approach, Parigi, 2018

NEW WAYS OF LEARNING INCLUSION: DANCE-BASED METHODOLOGIES TO FOSTER REFLECTIVE WAYS TO THINK ABOUT DIVERSITY

Chiara Paolino (Università Cattolica del Sacro Cuore, Italy) · **Daniela Aliberti** (Università Cattolica del Sacro Cuore, Italy) · **Greta Brizio** (Università Cattolica del Sacro Cuore, Italy)

dance-based learning | inclusion | affect

Mainstream approaches to diversity, equity, and inclusion (DEI) in organizations often rely on formal training and cognitive learning models that struggle to address the complexity of marginalization and inequality. Recent scholarship highlights the limitations of traditional diversity management programs, which tend to produce limited behavioral change and may even generate resistance (Dobbin & Kalev, 2022). In response, researchers have increasingly explored experiential and arts-based pedagogies as alternative ways to foster reflexive learning about diversity and inclusion (Springborg & Ladkin, 2018; Meltzer, 2022). Building on this perspective, this paper investigates how dance-based learning methodologies can enable participants to reflect critically on inclusion, marginalization, and diversity. The study examines nine workshops organized across three editions of an Italian dance festival dedicated to artistic experimentation and education between 2023 and 2025. Workshops were led by professional choreographers and combined movement-based inquiry, embodied reflection, and dialogical exchange. The research adopts an affective ethnographic methodology (Gherardi, 2017; Holck & Villeseche, 2023), allowing the researchers to capture the socio-material and emotional dynamics emerging during the workshops. Data collection included participant observation, audiovisual field notes from recordings of workshops and informal interactions, and semi-structured interviews with participants and choreographers. This approach enables the study to explore how embodied practices, emotions, and relational encounters shape learning processes related to inclusion. The findings identify a three-stage process through which dance-based methodologies foster reflective learning about diversity. First, workshops create what we conceptualize as authenticity grounding, a mode of interaction that prioritizes direct human engagement, simplicity of communication, and shared vulnerability. Choreographers organize learning prompts through embodied metaphors, inclusive imagery, and the deliberate staging of tensions or contradictions within artistic practices. These socio-material cues activate a second layer of mechanisms based on affective responses. Participants report experiences of alertness, empathy, and attunement, which together foster emotional engagement and relational awareness. Affective responses enable learners to access personal memories, confront discomfort, and develop new sensibilities toward difference. These affective dynamics subsequently trigger generative connections, cognitive processes that allow participants to reinterpret social categories, question normative assumptions, and read relational dynamics within collective settings. Through contrasts, embodied observation, and shared reflection, participants engage with themes such as gender, race, power relations, and exclusion in ways that differ from conventional diversity training. Ultimately, these mechanisms produce a reconceptualization of inclusion as a continuous learning process, rather than a static competence or organizational policy. Participants learn to recognize power relations embedded in everyday interactions and to legitimize individual biographies as sources of knowledge about marginalization and belonging. By unpacking the mechanisms through which dance-based pedagogies activate reflective learning about diversity, this research contributes to debates on arts-based education and inclusive learning. It demonstrates how embodied practices can challenge the limitations of traditional DEI training by creating spaces where emotional, relational, and cognitive dimensions of learning intersect. In doing so, the study advances our understanding of how arts-based methods can support more critical, participatory, and socially responsive forms of education aimed at addressing inequality and fostering democratic learning environments.

Coghlan, D., & Nzembayie, K. F. (2025). Putting the scholar back into scholarship, the researcher into research, the knower into knowing…: A call to interiority. Management Learning.
Dobbin, F., & Kalev, A. (2022). Getting to diversity: What works and what doesn't. Harvard University Press.
Finn, P., & Cutcher, L. (2025). Amplifying the uncomfortable: Learning through embodied experience and reflexive conversation. Management Learning.

Gherardi, S. (2017). One turn... and now another one: Do the turn to practice and the turn to affect have something in common? Management Learning, 48(3), 345–358.

Meltzer, R. (2022). Arts-based pedagogies and social justice learning.

Springborg, C., & Ladkin, D. (2018). Realising the potential of art-based interventions in managerial learning: Embodied cognition as an explanatory theory. Journal of Business Research, 85, 532–539.

H.14

Lifelong Guidance Against Social Inequalities: Toward Integrated Policies

PANEL CONVENORS: Eleonora Scrivo (ActionAid International Italia Ets, Italy); Annalisa Buffardi (Indire- Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa)

PANEL KEYWORDS: lifelong guidance, social inequalities, policy integration

Career guidance plays a crucial role in shaping social inequalities. It significantly impacts educational paths, the school-to-work transition, and an individual's entire working life. Proper guidance can prevent students from dropping out, help young people find jobs that match their potential, and support workers through career changes and adult education. Despite its importance, we are far from having integrated policies that enable lifelong guidance. This includes the continuous acquisition of career management skills and access to decoded information on training and the labour market. This lack of integration is largely due to fragmented guidance services and poor coordination between the institutional systems responsible for it. For example, in Italy, there is not coordination effort between the ministries overseeing education and universities, and the ministry in charge of active labour market policies and the regions. This panel seeks contributions exploring the following dimensions, from a sociological, pedagogical, psychological, philosophical, political science perspective. Scientific contributions, both in theory and empirical research, related to the following issues will be considered: Studies and research on the role of guidance in creating or preventing lifelong inequalities. How the three guidance areas (school, school-to-work transition, employment) interact. What their common grounds and specificities are. What the current state and evolution of the relationship between the different institutional systems at European, Italian, and local levels is. The relevant European best practices that can be mentioned. The approaches (e.g., capability, human rights-based, etc.) that can best frame the concept of lifelong guidance.

NARRATING LIFE PATHS FOR SOCIAL INCLUSION: THE DIMMI PROJECT AS A GUIDANCE STRATEGY IN ADULT EDUCATION CENTRES

Marianna Capo (Università degli Studi Mediterranea di Reggio Calabria, Italy)

lifelong guidance | capability approach | narrative pedagogy

Abstract Within the contemporary landscape of lifelong guidance policies, countering social inequalities requires approaches that go beyond mere information delivery, focusing instead on promoting individuals' substantive freedoms. From this perspective, this contribution is situated within the framework of the Capability Approach (Sen, 1999; Nussbaum, 2011) and interprets guidance as a tool for social justice (Cedefop, 2025). The aim is to enable the 'capacity to aspire' (Appadurai, 2013) in individuals affected by biographical discontinuity. In Italy, Provincial Centres for Adult Education (CPIA) are currently configured as laboratories for educational innovation and hubs for active citizenship (Indire, 2025). These centres represent diverse contexts where managing educational asymmetries requires pedagogy that is sensitive to the complexities of migrants' lived experiences (Zoletto, 2024). However, guidance for these adults often suffers from institutional fragmentation, which risks leading to deskilling pathways. This paper analyses the 'DiMMi – Diari Multimediali Migranti' (Migrant Multimedia Diaries) project as a narrative guidance model aimed at countering these marginalising pressures by enhancing the student's 'narrative capital'. In line with the current trends in Italian intercultural pedagogy (Fiorucci, 2024; Silva, 2025), self-narration is regarded as a vital career management skill. Practising multimedia autobiography using the autobiographical method (Demetrio, 1996) enables individuals to reconstruct the fragmented elements of their educational history and transform them into valuable resources for future planning and development. This study explores a training workshop designed for CPIA teachers, structured around three key dimensions of the call. Prevention of marginalisation: storytelling counters social invisibility and fosters recognition of prior skills which are often misinterpreted by the labour market. Integration between systems: the DiMMi model promotes territorial networks between schools, libraries and the third sector, anticipating the coordination between institutional systems recommended by integrated European policies. Development of reflective skills: transitioning from memory to multimedia narration enhances reflexivity and digital skills, both of which are essential for autonomy throughout life. Particular

attention will be paid to describing the 'territorial reading committees' model, in which learners are directly involved to foster civic agency. In conclusion, this study demonstrates how the DiMMi method provides a pedagogical approach to empowering migrants (Fiorucci, 2024). Proposing narration as a lifelong guidance tool promotes a democratic school that places the right to storytelling at its centre, which is a prerequisite for overcoming asymmetries and social inequalities.

Appadurai, A. (2013). The future as cultural fact: Essays on the global condition. Verso Books. (In particolare il saggio: The Capacity to Aspire: Culture and the Terms of Recognition).

Cedefop. (2025). Career guidance for social justice: New strategies for migrant inclusion in fragmented labour markets. Publications Office of the European Union.

Demetrio, D. (1996). Raccontarsi: L'autobiografia come cura di sé. Raffaello Cortina Editore.

Fiorucci, M. (2024). L'educazione degli adulti tra emancipazione e nuove cittadinanze: Prospettive interculturali. FrancoAngeli.

Fiorucci, M. (2020). Educazione interculturale. In M. Fiorucci, F. Pinto Minerva, & A. Portera (A cura di), Gli alfabeti dell'intercultura (pp. 211-224). ETS.

Indire. (2025). L'innovazione didattica nei CPIA: Monitoraggio dei percorsi di alfabetizzazione e orientamento. Quaderni della Ricerca Indire.

Nussbaum, M. C. (2011). Creating capabilities: The human development approach. Belknap Press of Harvard University Press. (Ed. it.: Creare capacità: I fondamentali dello sviluppo umano. Il Mulino, 2012).

Sen, A. (1999). Development as freedom. Oxford University Press. (Ed. it.: Lo sviluppo è libertà: Perché non c'è crescita senza democrazia. Mondadori, 2000).

Silva, M. C. (2025). Narrazione e biografia nei contesti di istruzione degli adulti: Pratiche riflessive per l'inclusione. Anicia.

Silva, M. C. (2015). L'intercultura in classe: Sguardi, relazioni, esperienze. FrancoAngeli.

Zoletto, D. (2024). Pedagogia dei contesti eterogenei: Gestire le asimmetrie educative nelle scuole per adulti. Carocci.

Zoletto, D. (2012). Dall'intercultura ai contesti eterogenei: Presupposti teorici e ambiti operativi. FrancoAngeli.

LIFELONG GUIDANCE AGAINST INEQUALITIES: WHY ITALY'S NON-SYSTEM FAILS AND WHAT REFUGEE PATHWAYS REVEAL

Diego Boerchi (Università Cattolica del Sacro Cuore, Italy)

Careers guidance system | Career guidance counsellors | Refugees

Lifelong guidance is often presented as a key tool to reduce social inequalities, but in Italy it still operates within a fragmented "non-system" rather than within integrated policies. In schools, guidance is frequently occasional and deadline-driven, linked to administrative requirements more than to structured career management skills' education. Moreover, the absence of dedicated experts and shared standards is compounded by highly inadequate indicators of effectiveness. The situation does not improve in the context of labor market policies, where guidance is commonly reduced to mere job placement. Organizational incentives and performance indicators favor quick and measurable outputs instead of quality and sustainable career outcomes. As a result, coordination between education, training, employment services, and third sector organizations remains weak. Information on training options and labor market rules is often not sufficiently "decoded" for users, and responsibility for guidance is widespread but not clearly owned: guidance tasks are delegated to staff who cover them because of role proximity, without solid methods, common tools, or specific accountability. In this context, a frequent "solution" is improvisation: prescriptive interventions focused on immediate choices and short-term jobs, where practitioners decide for the person instead of strengthening agency, self-efficacy, exploration, and responsible decision-making. The situation of refugees makes these structural problems visible in an amplified way. Refugees face multiple and overlapping transitions (legal status, language, recognition of qualifications, social networks, and implicit workplace norms) that require continuous, integrated guidance. Available evidence suggests that structured career counselling can enhance transferable resources such as career adaptability and both work self-efficacy and job search self-efficacy. However, when guidance is mainly delivered by reception staff or active labor market policy operators without specific training in career guidance, practice tends to follow the immediate demand for employment. In these cases, many potentially formative experiences in the host country are not transformed into career capital: skills remain unrecognized, vocational interests stay weak or poorly differentiated, outcome expectations are unstable, and choices are made with limited information. This increases the risk of deskilling and of being trapped in marginal labor market segments, producing quick but fragile integration. Refugee pathways, therefore, should not be treated as a niche topic. They work as an indicator of the overall robustness of a lifelong guidance system. The core implication is a shift from fragmented services to integrated lifelong guidance policies: clear professional profiles, shared standards across school and employment sectors, evidence-based training, multi-professional teams, and evaluation metrics that include quality, coherence, and sustainability of outcomes, not only contrast to early school leaving placement.

Boerchi, D. (Ed.). (2024). Orientamento e consulenza di carriera per la soddisfazione lavorativa. Edizioni Studium.

Boerchi, D. (2023). Reception operators' perception of the labor market integration of refugees in light of the social cognitive career theory. Social Sciences, 12(1), 19. https://doi.org/10.3390/socsci12010019

Boerchi, D., Frigerio, L., & Aresi, G. U. (2024). The challenge of accompanying refugees in career development. Rivista Internazionale di Scienze Sociali, 132(2), 151–167. https://doi.org/10.26350/000518_000132

Lent, R. W., Brown, S. D., & Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. Journal of Vocational Behavior, 45(1), 79–122. https://doi.org/10.1006/jvbe.1994.1027

Morici, R., Massaro, D., Brajda Bruno, F., & Boerchi, D. (2022). Increasing refugees' work and job search self-efficacy perceptions by developing career adaptability. Social Sciences, 11(5), 197. https://doi.org/10.3390/socsci11050197

Savickas, M. L. (2005). The theory and practice of career construction. In S. D. Brown & R. W. Lent (Eds.), Career development and counseling: Putting theory and research to work (pp. 42–70). Wiley.

Savickas, M. L., & Porfeli, E. J. (2012). Career Adapt-Abilities Scale: Construction, reliability, and measurement equivalence across 13 countries. Journal of Vocational Behavior, 80(3), 661–673. https://doi.org/10.1016/j.jvb.2012.01.011

GUIDANCE AS A RELATIONAL AND TRANSFORMATIVE PRACTICE: THE EXPERIENCE OF CHOICE GUIDANCE DESKS

Nicolò Bongiorno (Send ETS, Italy) · **Loriana Cavaleri** (Send ETS, Italy)

lifelong guidance | social inequalities | transitions

Guidance in educational and career choices plays a key role in tackling social inequalities, as it shapes educational and professional trajectories, decision-making capacity, and access to opportunities. In socio-economically vulnerable contexts, the lack of guidance often reinforces existing inequalities, limits the range of perceived options, and pushes individuals toward "probable" paths rather than those aligned with their interests and potential. By contrast, an accessible and integrated lifelong guidance system helps widen horizons and supports the development of agency across the life course. This contribution presents two complementary experiences: the "Sportello Orientamento di Quartiere - SPOQ" (Neighborhood guidance desk), designed as local hubs for young people and adults in vulnerable situations, and the Choice Funnel Desks, implemented in more than ten upper secondary schools across Sicily. In both settings, our guidance approach combines three key dimensions: self-exploration (interests, desires, values), contextual understanding (education and training pathways, labour market dynamics, rights and services), and the development of realistic yet flexible action plans. Our experience shows that requests for guidance go well beyond school choice: they often involve economic pressures, access to employment, interrupted transitions, returns to education, and the redefinition of life plans. In this sense, guidance helps prevent long-term inequalities by reducing information gaps, strengthening confidence and agency, and framing disorientation as a meaningful step in rethinking one's future. Rather than pushing students toward early or predefined decisions, we support a progressive clarification of options, allowing uncertainty, anxiety and exploration to become part of the learning process through a gradual focusing that remains open-ended and reversible, while maintaining a strong relational dimension to accompany individuals in exploring possible futures and identifying those they find truly desirable. Hence, the guidance practitioner emerges as a "reflective guide" and "bridging figure" with psycho-pedagogical competencies, networking skills, and updated knowledge of education, training, and the labour market. A further issue addressed is the fragmentation of guidance services. Positioned at the crossroads of schools, training systems, social services, the third sector, and active labour market policies, guidance often suffers from a lack of coordination, leading to overlaps or gaps in support—especially for those in disadvantaged conditions. Send ETS desks act as bottom-up integration points, identifying needs, translating information, and activating well-grounded referrals to local services and opportunities, thus contributing to the creation of local support networks within an educating community framework. The paper concludes by reflecting on the implications for integrated lifelong guidance policies, arguing that effectiveness depends not only on the quality of relational practices, but also on the ability to ensure continuity and coordination across institutions, within a rights-based and/or capability-oriented perspective.

Coltart, N. (2022). Come sopravvivere da psicoterapeuta. Milano, Italia: Mimesis/ Frontiere della Psiche.

Rodríguez Martínez, A., Sierra Sánchez, V., Falcón Linares, C., & Latorre Cosculluela, C. (2021). Key Soft Skills in the Orientation Process and Level of Employability. Sustainability, 13(6), 3554. https://doi.org/10.3390/su13063554.

Soresi, S. (2021) L'orientamento non è più quello di una volta: Riflessioni e strumenti per prendersi Cura del Futuro. Roma, Italia: Studium.

LIFELONG GUIDANCE AS TERRITORIAL GOVERNANCE: THE COMMUNITY EDUCATIONAL PACT OF TRAPANI AS INFRASTRUCTURE FOR REDUCING EDUCATIONAL AND SOCIAL INEQUALITIES

Aurelia Bonura (Università degli studi di Palermo, Italy)

Community educational pact | educational guidance services | educational policies

This paper offers a theoretically grounded and critically informed socio-pedagogical analysis of the Community Educational Pact "School, University, Territory: for Quality Guidance", promoted at the University of Trapani within a broader research programme on territorial governance and integrated educational policies. The study is framed within the paradigm of lifelong guidance understood both as a social right and as a strategic educational infrastructure aimed at mitigating structural inequalities. It rests on the assumption that guidance is not an ancillary service but a constitutive mechanism shaping educational trajectories, mediating school-to-work transitions, and influencing access to social participation and life chances. In response to the institutional fragmentation that characterizes the Italian educational and welfare system—where schools, universities, active labour market policies, and local authorities often operate through parallel and weakly coordinated governance logics—the Trapani Pact is conceptualized as a multi-level integrative dispositif. It formalizes a structured network connecting schools, higher education institutions, territorial authorities, and socio-economic actors, with the objective of constructing a territorially embedded guidance ecosystem capable of supporting students and young adults throughout the educational lifecycle and across key transitional phases. The Pact involves all 23 upper secondary schools in the area and 26 territorial institutions, including the Prefecture, municipalities, the Diocese, the Provincial Health Authority, the Regional School Office, the Department of Education and Vocational Training of the Sicilian Region, law enforcement agencies, judicial bodies, and Sicindustria. Given the breadth of its inter-institutional network and the systemic ambition of its objectives, the initiative represents a distinctive case within the national context. It functions as an integrated educational governance arrangement oriented toward the coordinated and co-designed provision of services, resources, and opportunities for students. Findings emerging from the case indicate that, when embedded in a collaborative and territorially anchored framework, guidance can evolve from an episodic and primarily informational activity into a continuous process of empowerment. This transformation is grounded in the development of career management competences, the critical interpretation of educational and occupational opportunity structures, and the strengthening of territorially situated social capital. Within this framework, the Pact operates as a collaborative governance instrument integrating school-based, transitional, and employment-oriented guidance, thereby overcoming sectoral fragmentation and fostering institutional co-responsibility. Based on a qualitative analysis of foundational documents, implemented actions, and preliminary empirical evidence from the ongoing research, the paper identifies both enabling factors and structural constraints of the model. It also reflects on its transferability and its capacity to address educational and occupational inequalities in a socio-economically fragile territorial context. The contribution concludes by advancing a theoretical reflection on lifelong guidance as an integrated public policy domain, engaging capability- and rights-based approaches, and proposing the Community Educational Pact as a laboratory of institutional innovation oriented toward social justice and the democratization of educational and professional opportunities.

ActionAid International Italia E.T.S. (2024). Patti educativi di comunità: vademecum metodologico. Milano.https://s3.eu-central-1.amazonaws.com/actionaid.it/uploads/2024/05/Patti-educativi-di-comunita%CC%80_vademecum-metodologico.pdf. (ultima consultazione 22/09/2025).

Bartolini, L., Benvenuto, G., & Persico, M. (2023). I Patti educativi di comunità: Analisi e prospettive. Firenze: INDIRE.

Bertolini, P. (2018). Orientamento e inclusione. Politiche, pratiche e prospettive. Bologna: Il Mulino.

Bonura,A. (2025). Università e territorio: il Patto educativo di comunità come risposta sistemica alla crisi educativa. Studium Educationis XXVI - 2 - Dicembre 2025,89-97 https://ojs.pensamultimedia.it/index.php/studium/article/view/8339/7355

Cau, N., & Maino, F. (2023). Co-programmazione e co-progettazione: modelli collaborativi per il welfare territoriale. In F. Maino (a cura di), Innovazione sociale e governance collaborativa (pp. 101–130). Bologna: Il Mulino.

Eurydice. (2024). Key Data on Education in Europe 2024. Luxembourg: Publications Office of the European Union.

Federighi, P. (2018). Educazione e formazione in età adulta. Dalla compensazione alla capacitazione. Roma: Carocci.

Fielding, M., & Moss, P. (2011). Educazione radicale e scuola comune: un'alternativa democratica. London: Routledge.

Forum Disuguaglianze e Diversità. (2021). Patti Educativi Territoriali e percorsi abilitanti. Un'indagine esplorativa. Roma. In https://www.forumdisuguaglianzediversita.org/download-rapporto-patti-educativi-terriroriali/(ultima consultazione 22/09/2025).

Locatelli, R. (2024). Community educational pacts in Italy: an interpretation of UNESCO's new social contract for education? Journal of Education Policy

Luongo, G., Mazzoli Smith, L., & Zannini, L. (2023). Patti educativi e sussidiarietà orizzontale: un nuovo paradigma per le politiche educative. In Educazione e società complessa (pp. 195–210). Milano: FrancoAngeli.

Miato, L. (2024). Per una nuova scuola di comunità locale. Come promuovere l'inclusione, i patti educativi e la partecipazione attiva. Trento: Erickson.

MI. (2022). Decreto del Ministro dell'istruzione e del merito 22 dicembre 2022, n. 328, concernente l'adozione delle Linee guida per l'orientamento, relative alla riforma 1.4 "Riforma del sistema di orientamento", nell'ambito della Missione 4 - Componente 1- del Piano nazionale di ripresa e resilienza. Roma

Mortari, L. (2007). Apprendere dall'esperienza. Il pensare riflessivo nella formazione. Roma: Carocci.

Nota, L., & Soresi, S. (2007). Il futuro è oggi. Psicologia dell'orientamento e della progettualità. Firenze: Giunti.

Nussbaum, M. (2012). Creating Capabilities: The Human Development Approach. Cambridge, MA: Harvard University Press.

REGIONAL POLICY STYLE IN CAREER GUIDANCE: BACH VERSUS COLTRANE (OR VENETIAN STRUCTURE VERSUS LOMBARD EXPERIMENTATION)

Ester Bonomi (Università degli Studi di Milano La Statale, Italy)

careerguidance multilevelgovernance policystyle

Note: This proposal aims to present the results of my PhD research project. Lifelong guidance has gained renewed relevance in Europe as education systems, labour markets, and welfare institutions are asked to support increasingly complex educational and occupational transitions. Yet, as a policy domain located at the boundary between education/training and active labour market policies, career guidance remains comparatively under-explored through the lenses of mainstream public policy analysis. The research try to address this gap by analysing regional career guidance policy instrument mixes in Italy and explaining their variation. This level of governance is strategic as the "middle tier" (Hooley & Godden, 2022), where the abstract objectives of the EU and the national level are translated into concrete actions through territorial planning and coordination with local public and private entities, which are essentially the "street-level" implementers (Lipsky, 1980). The study asks: (RQ1) which policy instruments constitute the regional career guidance instrument mix, and (RQ2) what explains the variation in these mixes. It adopts a most similar systems design by selecting two comparable regions - Veneto and Lombardy - which share high levels of socio-economic development, similar labour market and education-training structures, social stratification, political alignment, and exposure to European influence, yet display markedly different approaches to career guidance policy design. Methodologically, the research combines content analysis of policy documents with 43 semi-structured interviews with key stakeholders involved in career guidance governance and delivery (regional officials, accredited providers, social partners, and institutional actors). The theoretical framework builds on the classic concept of policy style (Richardson, 1982; Howlett & Tosun, 2021) and reworks it at the subnational level as regional policy style (Knodt, 1997), drawing on a multidimensional model that links: (i) ideological subculture as a foundational driver; (ii) policy paradigms (how the problem is conceptualised); (iii) governance (patterns of actors' relationships and coordination); and (iv) administrative style (standard operating procedures and the day-to-day translation of political priorities into action). The central hypothesis is that collaborative, programmatic, and politically stable regional settings tend to produce more coherent mixes, whereas weaker problem definition, fragmented governance, and less participatory administrative styles tend to generate fragmented mixes. Findings show a clear divergence: Veneto exhibits a comparatively coherent and integrated instrument mix, anchored in a small number of key regional laws, clear organisational structures, and the strategic funding of territorial networks and dedicated guidance measures—supporting regional steering and system-wide integration. Lombardy, by contrast, displays a more complex and fragmented mix, characterised by a larger number of instruments, multiple coordination venues, and a strong emphasis on individual choice and public–private competition consistent with a regulated quasi-market paradigm; this creates weaker integration across measures, while also leaving room for experimentation and innovation in specific policy windows. Overall, the analysis confirms that distinct regional "institutional personalities" - evoked metaphorically as Veneto's "Bach-like" orchestration versus Lombardy's "Coltrane-like" improvisation - help explain why similar contexts yield different instrumental configurations, highlighting the often-underestimated role of governance and political continuity in shaping coherent policy mixes.

Hooley, T., & Godden, L. (2022). Theorising career guidance policymaking: Watching the sausage get made. British Journal of Guidance and Counselling, 50(1), 141–156. https://doi.org/10.1080/03069885.2021.1948503

Howlett, M., & Tosun, J. (Eds.). (2021). The Routledge handbook of policy styles. Routledge.

Knodt, M. (1997). Regional policy styles and regional propensity to go European [Conference paper]. European Community Studies Association Biennial Conference, Seattle, WA. https://aei.pitt.edu/2649/1/002792_1.PDF

Lipsky, M. (1980). Street-level bureaucracy: Dilemmas of the individual in public services. Russell Sage Foundation.

Richardson, J. (1982). Policy Styles in Western Europe (Routledge Revivals) (1st ed.). Routledge. https://doi.org/10.4324/9780203082010

SEMANTIC INEQUALITY IN LIFELONG GUIDANCE: TOWARD A FOURTH POLICY LEVEL

Annunziata Di Lecce (ASNOR Associazione Nazionale Orientatori, Italy) · **Annie Pontrandolfo** (ASNOR Associazione Nazionale Orientatori, Italy)

semantic inequality | lifelong guidance | structural conditions

Guidance systems across Europe address inequality through service access and information provision, assuming the main obstacle is informational. Both research and practice challenge this premise. Within the life design paradigm (Savickas et al., 2009; Savickas, 2019), career guidance supports people in constructing biographical narratives across transitions. Yet a critical question remains underexplored: what makes such construction possible, or impossible, for those whose resources have been eroded by structural disadvantage? This contribution, grounded in systematic reflective practice (Schön, 1983) within ASNOR's national network across school, school-to-work transition, and employment services, identifies a form of inequality that existing frameworks do not name. Practitioners consistently observe a recurring pattern: people arrive at guidance encounters with adequate information but without conditions to integrate it biographically, disorientation rather than orientation. The adverse conditions are not informational but biographical: material deprivation, relational abandonment, social marginalisation, cultural isolation. Drawing on Bourdieu's (1986) analysis of how structural disadvantage becomes embodied in dispositions, and Floridi's (2014) account of how information saturation erodes the capacity for meaning, we propose semantic inequality: the unequal distribution of conditions under which people can access, process, and regenerate meaning at life transitions. Within Nussbaum's (2011) capability framework, this constitutes a capability failure: the deprivation of conditions for practical reasoning and autonomous life planning. Sultana (2014) locates the problem in the rationalities determining who guidance systems serve. Semantic inequality makes this concrete: when guidance requires interpretive resources that people lack as a precondition, it reproduces the injustice it claims to address. Neurocognitive evidence democratises this argument. Merleau-Ponty's (1945) phenomenology establishes that meaning arises through the lived body, not a disembodied mind. We draw a democratic claim: if meaning-making is bodily, its foundation is universally shared; what is unequally distributed are the conditions for its exercise. Panksepp and Biven's (2012) research on the SEEKING system shows that when conditions are adverse, people lose the motivational drive to engage with biographical possibilities. Memory reconsolidation research (Lane et al., 2015) shows that biographical narratives can be reorganised, but only under relational safety that environments must provide. These findings ground the policy argument: if meaning-making requires specific conditions, designing them is not an optional service but a structural obligation. EU lifelong guidance guidelines (ELGPN, 2015) address service access, information quality, and institutional coordination. We propose a fourth level: the structural design of conditions under which universal meaning-making capacity is activated across the guidance system. This requires a prior act: policy must first recognise what erodes that capacity, poverty, isolation, absence of recognition, before designing conditions to restore it. This directly addresses the individual responsibility gap CEDEFOP (2025) identifies as unresolved. The framework generates four outcomes: a sensitizing concept (Blumer, 1954) for research, a diagnostic question for every service node - do the conditions for meaning-making exist here? - reframing quality from information delivered to conditions created, a fourth policy level, and a systemic design principle. This paper advances the design of guidance systems where every person is seen before being served.

Blumer, H. (1954). What is wrong with social theory? American Sociological Review, 19(1), 3–10. https://doi.org/10.2307/2088165

Bourdieu, P. (1986). The forms of capital. In J. Richardson (Ed.), Handbook of theory and research for the sociology of education (pp. 241–258). Greenwood.

CEDEFOP. (2025). Preparing for 2040: Four AI-powered scenarios for the future of continuing skills development. Publications Office of the European Union. https://doi.org/10.2801/2114554

ELGPN. (2015). Guidelines for policies and systems development for lifelong guidance: A reference framework for the EU and for the Commission (ELGPN Tools No. 6). University of Jyväskylä. http://www.elgpn.eu/publications/elgpn-tools-no-6-guidelines-for-policies-and-systems-development-for-lifelong-guidance

Floridi, L. (2014). The fourth revolution: How the infosphere is reshaping human reality. Oxford University Press.

Lane, R. D., Ryan, L., Nadel, L., & Greenberg, L. (2015). Memory reconsolidation, emotional arousal, and the process of change in psychotherapy: New insights from brain science. Behavioral and Brain Sciences, 38, e1. https://doi.org/10.1017/S0140525X14000041

Merleau-Ponty, M. (1945). Phénoménologie de la perception. Gallimard.

Nussbaum, M. C. (2011). Creating capabilities: The human development approach. Harvard University Press.

Panksepp, J., & Biven, L. (2012). The archaeology of mind: Neuroevolutionary origins of human emotions. W. W. Norton.

Savickas, M. L. (2019). Career construction theory: Life portraits of attachment. Mark L. Savickas.

Savickas, M. L., Nota, L., Rossier, J., Dauwalder, J.-P., Duarte, M. E., Guichard, J., Soresi, S., Van Esbroeck, R., & Van Vianen, A. E. M. (2009). Life designing: A paradigm for career construction in the 21st century. Journal of Vocational Behavior, 75(3), 239–250. https://doi.org/10.1016/j.jvb.2009.04.004

Schön, D. A. (1983). The reflective practitioner: How professionals think in action. Basic Books.

Sultana, R. G. (2014). Pessimism of the intellect, optimism of the will? Troubling the relationship between career guidance and social justice. International Journal for Educational and Vocational Guidance, 14(1), 5–19. https://doi.org/10.1007/s10775-013-9262-y

H.15

Migrant-background Youth in Education: the Role of Policy and Practice in (Re)producing and Challenging Inequalities

PANEL CONVENORS: Berenice Scandone (Polytechnic University of Milan, Italy); Giulia Marroccoli (Polytechnic University of Milan, Italy)

PANEL KEYWORDS: migration, inequalities, policy and practice

As societies become increasingly multiethnic, education systems are confronted with the democratic responsibility of ensuring equal access to meaningful learning for migrant-background youth. While educational rights are formally guaranteed, these young people often experience less favourable outcomes than their native peers, including lower grades and attainment, and overrepresentation in less prestigious educational and vocational tracks. Although important variation exists across countries and among migrant groups, these disparities contribute to the intergenerational reproduction of educational and socioeconomic inequalities along ethnic lines. Research highlights significant barriers for immigrant-origin youth, most prominently socioeconomic disadvantage and limited familiarity with the country's language and education system. Yet, studies focusing on the school context and practices also evidence how Eurocentric curricula, uneven capacities among educators to work with linguistic and cultural diversity, discrimination in grading and educational advice, and the concentration of migrant-background students in certain schools can exacerbate educational inequalities. Against this backdrop, this panel seeks to examine the role of educational policies and everyday practices in either (re)producing or challenging inequalities linked to migration background. We invite contributions from a range of disciplinary and methodological perspectives, with a particular interest in empirically grounded research. Proposals may address how national and local policies, teaching and learning practices, guidance and support, and institutional norms, as well as the interplay among them, shape learning opportunities, educational stratification, and progression at different levels. We also welcome analyses of inclusive or innovative programmes or practices that support migrant-background youth and promote more equitable educational pathways.

MIGRANT-BACKGROUND GAPS IN MATHEMATICS BEFORE UPPER SECONDARY TRACKING: EVIDENCE FROM TIMSS 2023

Giada Viotti (Roma Tre University, Italy; INVALSI) · **Giulio Lucentini** (Università degli studi di Macerata; Sapienza Università di Roma)

Migrant background | TIMSS 2023 | mathematics education

Democratic education is grounded in the idea that initial differences can be transformed into genuine learning opportunities (Dewey, 1916; Sen, 1999). Yet, school contexts may nonetheless function as sites where inequalities become entrenched (Freire, 1970), particularly when educational pathways formally diverge, as in the transition to upper secondary education, when students are channelled into distinct tracks (Boudon, 1974). As the limits of a purely formal "giving everyone the same" notion of equality have become evident over time (Sen, 1999; Nussbaum, 2011), SDG 4 of the United Nations' 2030 Agenda (United Nations, 2015) promotes a shift towards equity as the education system's capacity to transform uneven/different starting points into effective learning opportunities by adapting time, tools, and forms of linguistic, instructional, and relational support. Among the differences shaping today's classrooms, students' migrant background makes particularly visible the risk that diversity is interpreted as a limitation rather than a resource (Lüdemann & Schwerdt, 2012; Sprong & Skopek, 2023). In Italy, in the 2024/2025 school year, students without Italian citizenship accounted for 12.2% of the school population (864,425 students), almost four times higher than in 2002/2003 (2.7%) (Save the Children, 2025). These numbers reflect different biographies, ranging from migration trajectories to language transitions, and they may face inclusion conditions that are not always equivalent (Dronkers & de Heus, 2012). Moreover, these dynamics often intersect with students' socio-economic and cultural background (ESCS), a key driver of inequality that does not simply overlap with migrant background but interacts with it (Dronkers et al., 2012). When initial differences risk turning into inequalities, mathematics often brings competence gaps into sharper relief, because it builds cumulatively and relies on language as well as the formalisation and interpretation of symbolic notation (National Research Council, 2001). To map the size and the direction of these gaps in Italy, this work draws on IEA TIMSS 2023 mathematics data. TIMSS assesses mathematics achievement in three cognitive domains – knowing, applying, and reasoning (Philpot et al., 2021) – and enables achievement to be linked to student background characteristics collected

through the Student Questionnaire, including socio-economic and cultural status (ESCS) and migrant status. Focusing on Italian Grade 8 to capture the migrant gap immediately before students enter different upper secondary tracks, the study aims to (i) estimate the migrant-background gap across the three mathematics cognitive domains, (ii) assess whether it persists after controlling for ESCS, and (iii) test an ESCS-by-migrant-status interaction within each domain. Confirming the positive association between ESCS and achievement, our preliminary findings shows that the migrant-background gap persists across all domains even after controlling for ESCS, and that it is more pronounced in reasoning than in knowing. Interaction models further suggest heterogeneity in the strength of the association across migrant groups, with a wider gap observed in reasoning. Although these findings require replication and further analysis, they offer a strating point for identifying areas of greater vulnerability and for informing reflections on the instructional and organisational conditions needed to make mathematics learning more accessible and equitable.

Dewey, J. (1916). Democracy and education: An introduction to the philosophy of education. Macmillan.

Dronkers, J., van der Velden, R., & Dunne, A. (2012). Why are migrant students better off in certain types of educational systems or schools than in others? European Educational Research Journal, 11(2), 163–188.

Dronkers, J., van der Velden, R., & Dunne, A. (2012). Why are migrant students better off in certain types of educational systems or schools than in others? European Educational Research Journal, 11(2), 163–188.

Lüdemann, E. & Schwerdt, G. (2012). Migration Background and Educational Tracking. Journal of Population Economics. 26. 455-481.

National Research Council. (2001). Adding it up: Helping children learn mathematics. J. Kilpatrick, J. Swafford, and B. Findell (Eds.). Mathematics Learning Study Committee, Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

Nussbaum, M. C. (2011). Creating Capabilities: The Human Development Approach. Harvard University Press. https://doi.org/10.2307/j.ctt2jbt31

Philpot, R., Lindquist, M., Mullis, I. V. S., & Aldrich, C. E. A. (2021). TIMSS 2023 mathematics framework. In I. V. S. Mullis, M. O. Martin, & M. von Davier (Eds.), TIMSS 2023 assessment frameworks (pp. xx–xx). TIMSS & PIRLS International Study Center, Boston College; International Association for the Evaluation of Educational Achievement (IEA).

Save the Children Italia. (2025). Chiamami col mio nome: Un'indagine quali-quantitativa sugli alunni con background migratorio. Save the Children Italia.

Sen, A. (1999). Development as freedom. Alfred A. Knopf.

Sprong, S. & Skopek, J. (2023). The development of host language achievement gaps by migration background during primary school: A path model of educational inequalities. British Educational Research Journal, 49, 1273–1290. https://doi.org/10.1002/berj.3897

United Nations. (2015). Transforming our world: The 2030 Agenda for Sustainable Development (A/RES/70/1).

THE SEGREGATION OF MULTILINGUAL CLASSROOM ASSISTANCE IN SPECIAL EDUCATION

Denis Tajic (Stockholm university, Sweden) · **Carlos Rojas** (Stockholm university, Sweden)

Multilingual Classroom Assistance | Special Education | Segregating Deflection

General description on research questions Special educational support and special needs educators are commonly separated from work with students in the intersection of migration and special educational needs. While the Salamanca Statement on Special Needs Education of 1994 introduced the imperative of accommodating all children regardless of conditions, including those related to language and related marginalized positions, as part of an updated approach to special education, this has not been the case. In Sweden, where this study is situated, staff supporting newly arrived students, such as multilingual classroom assistants (MCAs), are organized separately from the team supporting students with special educational needs (Tajic & Bunar 2023; Tajic, 2024). Previous research, moreover, show how half of the special needs educators do not get involved with newly arrived students in Sweden, while many would like to (Johansson et al. 2021). The aim of this study is to explore how responsibilities for students situated at the intersection of migration, multilingualism and special educational needs are organised and negotiated across multilingual and special educational support practices in Swedish schools. The study builds on interviews with school staff across four municipalities in Sweden. Results make visible how responsibilities are displaced between multilingual support and special educational support, resulting in students' needs at their intersection remaining insufficiently addressed. Findings are analysed through Nancy Fraser's tripartite critical social justice theory (Fraser, 1995, 1998; Fraser et al., 2004; Fraser & Honneth, 2003), interpreting segregating deflection as a manifestation of structural inequalities related to recognition, redistribution and representation within broader societal stratification and discrimination, highlighting how such dynamics may contribute to uneven conditions of support for students with migration backgrounds. Methodology The study draws on semi-structured interviews with 18 special needs educators, principals, and multilingual classroom assistants across four Swedish municipalities with comparable demographic profiles. The empirical material is examined through reflexive

thematic analysis (Braun & Clarke, 2022), enabling attention to patterns of meaning across participants' accounts concerning how responsibilities for students situated at the intersection of migration and special educational needs are articulated, negotiated and organised. The analysis is theoretically informed by Nancy Fraser's tripartite critical social justice theory, which conceptualises justice as parity of participation across cultural, economic and political domains. Fraser's framework directs attention to processes of misrecognition, whereby certain groups are positioned as culturally devalued; maldistribution, referring to unequal access to resources and professional support; and misrepresentation, concerning limited participation in decision-making and institutional voice. Attention to these interconnected dimensions supports an understanding of segregating deflection as a multidimensional institutional phenomenon situated within structural conditions shaping practice. Fraser's framework thus provides a lens for examining how organisational arrangements within Swedish special education may reproduce differential conditions for participation, shaping the provision of support for students with migration backgrounds. From this perspective, problematisations of migration evident in school practice can be understood as conditioning micro-level decisions on educational support, contributing to limited assessment and provision for students from migrated families despite articulated needs (Rojas, 2026).

Braun, V., & Clarke, V. (2022). Thematic Analysis: A Practical Guide. Sage.

Fraser, N. (1995). From redistribution to recognition? Dilemmas of justice in a "post-socialist" age. New Left Review, I/212, 68–93.

Fraser, N. (1998). Social justice in the age of identity politics: Redistribution, recognition, participation. WZB Discussion Paper, No. FS I 98-108, Wissenschaftszentrum Berlin für Sozialforschung (WZB), Berlin. https://www.econstor.eu/bitstream/10419/44061/1/269802959.pdf

Fraser, N., Dahl, H. M., Stoltz, P., & Willig, R. (2004). Recognition, redistribution and representation in capitalist global society: An interview with Nancy Fraser. Acta Sociologica, 47(4), 374-382. http://doi.org/10.1177/0001699304048671

Fraser, N., & Honneth, A. (2003). Redistribution or recognition? A political–philosophical exchange. Verso.

Johansson, A., Klang, N., & Lindqvist, G. (2021). Special needs educators' roles and work in relation to recently arrived immigrant pupils in need of special educational support. Journal of Research in Special Educational Needs, 21(4), 355–367. https://doi.org/10.1111/1471-3802.12535

Rojas, C. (2026). How problematisations of school failure condition provision of educational support and make schools default on the Education Act. Pedagogy, Culture & Society. https://doi.org/10.1080/14681366.2026.2634352

Tajic, D. (2024). Multilingual Classroom Assistants as Nonauthorized Policy Actors: Understanding and Enacting a Swedish School Policy. Journal of Language, Identity & Education. https://doi.org/10.1080/15348458.2024.2371136

Tajic, D., & Bunar, N. (2023). Do both 'get it right'? Inclusion of newly arrived migrant students in Swedish primary schools. International Journal of Inclusive Education, 27(3), 288–302. https://doi.org/10.1080/13603116.2020.1841838

GLOBAL PARENTS REARING GLOBAL CHILDREN. THE ROLE OF CHILDREN'S EDUCATION IN FAMILY MIGRATION DECISION-MAKING.

Marta Cristina Azaola (University of Southampton, United Kingdom) · **Jay de los Reyes** (University of Southampton, United Kingdom) · **Chun Hong Yan** (University of Southampton, United Kingdom)

Family migration | children's education | migration network

This paper examines the role of children's education in the lives of migrant families. The study includes both low- and high-skilled migrants who moved either to secure better futures or to improve their career prospects abroad. Ten parents from four Asian countries, all living in the UK, participated in in-depth interviews. Guided by migration network theory and concepts of social and ethnic capital, the study is framed around four UN Sustainable Development Goals: living conditions in the host country (Goal 1), quality of education (Goal 4), girls' education and opportunities (Goal 5), and expectations for children's future employability (Goal 8). Findings show that parents value the UK's student-centred, inclusive approach, which they see as superior to the exam-driven systems in their home countries. Families benefit from free, high-quality public education, which would often require costly private schooling back home. Children's schooling also strengthens parent-child relationships and expands families' social networks through school engagement, enhancing their family and community belonging. Overall, regardless of socioeconomic background, children in migrant families become globally oriented learners equipped to compete in the global economy.

https://sdgs.un.org/goals

FROM THE "SEGREGATED SCHOOL" TO THE "INTERNATIONAL SCHOOL": COUNTER-NARRATIVES TO CHALLENGE STIGMA AND INFORM POLICIES

Sara Giannoni (Università di Torino, Italy) · **Valentina Moiso** (Università di Torino, Italy)

School segregation | Counter-narratives | Community-based participatory research

In Italy, school population is increasingly reflecting and amplifying the unequal distribution of population across urban areas, particularly with regard to ethnic composition. School segregation has therefore emerged as an issue of scientific and political debate, guiding local policies, interventions and innovative educational programs focused on combating educational disadvantages or attracting white, middle-class families. Rarely has the very definition of the problem been questioned, nor how it may contribute to reinforcing a negative representation of schools considered to be segregated. The present study is part of an ongoing action research aimed at addressing the so-defined condition of segregation in five comprehensive school institutes located in the Turin northern area. This district has the highest share of non-Italian residents in the city and it's linked in public discourse to images of urban decay and insecurity. Schools located here suffer from the territorial stigma associated with the neighbourhood, compounded by the specific stigma of being schools mainly attended by pupils with a migrant background, "frontier schools", considered to be of lesser quality and unsuitable for native Italian students. Drawing on an emancipatory social science perspective, the action research employed a community-based approach that integrated participatory methodologies; the voices of those living these school contexts were foregrounded, with the aim of eliciting their definitions of the situation and supporting a process of collaborative knowledge production. The research combined in-depth interviews and focus groups with principals and teachers, participant observation, and participatory workshops conducted within Communities of Practice to investigate their representations of the marginalised position they occupy within the Turin school system and the symbolic resources through which this position is negotiated and contested. The label and framing of segregated schools as a problem is rejected by school actors, along with the countermeasures that typically follow from it. From schooling daily practice, a self-representation emerges that conflicts with the external narrative: moving from a deficit-based to a strength-based view, multilingualism, intercultural communication and life skills become resources to be enhanced both in school practice and narrative, asserting their social relevance. These counter-narratives were articulated in the "Manifesto for an Intercultural and International School", the result of collective reflection carried out in the Communities of Practice. Here, alternative values and principles are translated into actions aimed at supporting intercultural teaching, fostering global citizenship competences, strengthening pupils' voice and agency and promoting the certification of non-EU languages. By mobilising the framework of internationality, schools' practical and symbolic resources seek to gain legitimacy in the public discourse, overturning the hierarchy to which they are currently confined. In this process of recognition, however, students in intercultural and international schools keep clashing with a standardised system of knowledge and skills assessment, which continues to disadvantage their life paths.

Bernelius, V., Huilla, H., & Lobato, I. R. (2021). Notorious schools in notorious places? Exploring the connectedness of urban and educational segregation. Social Inclusion, 9(2), 154–165.

Boltanski, L. (2009). De la critique: Précis de sociologie de l'émancipation. Gallimard.

Boterman, W., Musterd, S., Pacchi, C., & Ranci, C. (2019). School segregation in contemporary cities: Socio-spatial dynamics, institutional context and urban outcomes. Urban Studies, 56(15), 3055–3073.

Bourdieu, P., & Passeron, J.-C. (1970). La reproduction: Éléments pour une théorie du système d'enseignement. Presses Universitaires de France.

Kearns, A., Kearns, O., & Lawson, L. (2013). Notorious places: Image, reputation, stigma. The role of newspapers in area reputations for social housing estates. Housing Studies, 28(4), 579–598.

Massari, M., & Pellegrino, V. (2020). Emancipatory social science: Le questioni, il dibattito, le pratiche. Orthotes Editrice.

Moini, G. (2013). Interpretare l'azione pubblica: Teoria, metodi e strumenti. Carocci.

Spanò, E. (2022). Topografie scolastiche. Riflessioni su una scuola di periferia. Scuola Democratica, 13(1), 131–150.

SYSTEMATIC BARRIERS TO UNACCOMPANIED MINORS' EDUCATIONAL RIGHTS: A BOTTOM-UP CASE STUDY FROM FRIULI VENEZIA GIULIA (ITALY)

Andrea Mattia Marcelli (Department of Human and Social Sciences, Universitas Mercatorum (Italy); Borderland Education Network, Gorizia (Italy)) · **Vincenzo Salerno** (Department of Education, IUSVE - Istituto Universitario Salesiano Venezia (Holy See); Borderland Education Network, Gorizia (Italy)) · **Giosuè Casasola** (Borderland Education Network, Gorizia (Italy)) · **Marco Culot** (Borderland Education Network, Gorizia (Italy)) · **Irene de Savorgnani** (Borderland Education Network, Gorizia (Italy)) · **Fabio Milocco** (Borderland Education Network, Gorizia (Italy)) · **Gabriele Poz** (Borderland Education Network, Gorizia (Italy)) · **Ornella Vidoni** (Borderland Education Network, Gorizia (Italy)) · **Irene Dal Ben** (Borderland Education Network, Gorizia (Italy); PhD Programme in Social Work and Personal Social Services, Università Cattolica del Sacro Cuore (Italy))

Unaccompanied minors | Educational inequality | School enrolment policy

Although the right to education is formally guaranteed for unaccompanied minors (UAMs) (Thiene, 2018), access to age-appropriate schooling can be undermined by recurrent administrative and school-level practices (Augelli et al., 2018; Ferrari et al., 2025). This contribution reports findings from a bottom-up inquiry initiated by six social workers employed in an ordinary reception facility for UAMs in Friuli Venezia Giulia (Italy), under joint academic coordination. The study asked whether repeated failures to secure educational pathways reflected isolated contingencies or systemic mechanisms linked to the implementation of existing policy frameworks—particularly salient given that compulsory schooling applies up to age 16, while educational continuation between 16 and 18 often depends on guardianship decisions and institutional capacity. We first constructed an "ideal pathway" for enrolment and educational placement through a step-by-step process map derived from national and regional policy documents and benchmarked against a Ministerial vademecum. We then compared this pathway with the documented educational trajectories of 152 UAMs hosted between 2022 and 2025, triangulating case files (including enrolment documentation, individual plans, and correspondence with schools) with structured reflective journals. The usage of such documentation draws on recommendations by Terzera and Bonomi (2024; Evans et al., 2018). The analysis produced a typology of exclusionary mechanisms recurrent across cases, which is discussed vis-à-vis extant literature on the subject matter: delays in the appointment or effective activation of legal guardianship (Peres Cancio, 2025); technical and administrative barriers in digital enrolment platforms when personal identifiers do not match standard formats (Ferrari et al., 2025); pre-enrolment requirements around Italian language certification despite the absence of a clear mandate and proportional capacity (Santagati, 2016); and bottlenecks in the fragmented and regionalized VET provision (Ince-Beqo & Barberis, 2025). While the dataset is drawn from a single facility, the recurrence and policy-proximate nature of these mechanisms suggests transferability of risk beyond the case. Consistently with previous studies (Lombi et al., 2018), we conclude by outlining a practicable enrolment workaround protocol (theory of change-styled) for reception facilities and a complementary advocacy strategy targeting implementable points of policy and practice to reduce inequality in educational opportunities for migrant-background youth.

Evans, K., Diebold, K., & Calvo, R. (2018). A Call to Action: Re-imagining Social Work Practice With Unaccompanied Minors. Advances in Social Work, 18(3), 788–807. https://doi.org/10.18060/21643

Ferrari, C., Santagati, M., & Barzaghi, A. (n.d.). Tackling Extreme Inequalities in Education. Italian Teachers, Reception Workers and the Inclusion of Unaccompanied Foreign Minors. https://doi.org/10.25430/pupj-IJSE-2025-1-3

Ince-Beqo, G., & Barberis, E. (2025). Entering the School as a Refugee Minor: A Comparative Analysis of School Admission in Italy and Sweden. In K. H. Arar, E. R. Crawford, D. Örücü, & I. Bogotch (Eds), Education, Immigration and Migration: Revisiting and Re-Imagining Policy, Leadership and Praxis for a Changing World, 2nd Edition (pp. 107–126). Emerald Publishing Limited. https://doi.org/10.1108/978-1-83608-230-920252007

Lombi, L., Triani, P., & Augelli, A. (2018). Unaccompanied Minors: Exploring Needs and Resources to Plan Socio-educational Programs into School Settings. Italian Journal of Sociology of Education, 10(02/2018), 43–61. https://doi.org/10.14658/pupj-ijse-2018-1-3

Peris Cancio, L. F. (2025). The role of volunteer guardians as a key actor in providing social protection for unaccompanied minors in Italy. International Journal of Social Welfare, 34(1), e12712. https://doi.org/10.1111/ijsw.12712

Santagati, M. (2021). Interculturalism, education and society: Education policies for immigrant students in Italy. Australian and New Zealand Journal of European Studies, 8(2), 6–20. https://doi.org/10.30722/anzjes.vol8.iss2.15162

Tassinari, F. (2019). La identificación de los MENAs y el tutor voluntario en Italia: ¿un modelo a asumir por la UE? Cuadernos de Derecho Transnacional, 11(1), 545. https://doi.org/10.20318/cdt.2019.4632

Terzera, L., & Bonomi, P. (2024). The pathways of unaccompanied foreign minors evaluated by the social workers: A case study in Italy. Genus, 80(1), 18. https://doi.org/10.1186/s41118-024-00228-x

Thiene, A. (2018). Minori stranieri non accompagnati. Compiti e responsabilità del tutore volontario entro e oltre la scuola. Annali online della Didattica e della Formazione Docente, 10(15–16), 111–126. https://doi.org/10.15160/2038-1034/1949

THE DEVELOPMENT OF COMPUTER ADAPTIVE LEARNING AND ASSESSMENT: TOWARD INCREASING STUDENT SUCCESS AND INTERCULTURAL AND SOCIAL TOLERANCE

Rina Manuela Contini (University eCampus, Italy) · **Michael Nettles** (Morgan State University, MD, U.S.A.) · **Marianna Boero** (University of Teramo, Italy)

Learning · Assessment · Social Simbiotic

The emergent development of Adaptive STEM Learning and Assessment Research focuses on advancing our knowledge and understanding of learning and assessment in science, technology, engineering, and mathematics (STEM) through computer-adaptive systems. While the primary aim is improving learning, retention, and degree completion opportunities among students, it also aims to enhance intercultural collaboration and dialogue (Cantle, 2012), and social equality and justice (Pica-Smith, Contini, Veloria, 2019). Integrating research on computer-adaptive learning (CAL), computer-adaptive assessment (CAA), psychometrics, and socio-semiotic should permit a better understanding of how real-time, data-driven feedback supports both student learning and faculty instructional design and delivery across socially diverse populations via technology. Computer adaptive learning (CAL) and computer adaptive assessment (CAA) systems offer the opportunity to expand the scientific understanding of how students develop conceptual, procedural, and metacognitive competencies and tolerance. The work contributes to evidence-centered design (ECD), multidimensional psychometric modeling, socio-cognitive learning theory, and student success. The proposed research will be guided by learning theory (Bandura, 1986), and the socio-cultural experiences of students (Aronson et al., 2002; Steele, 2010).

Aronson, J., Fried, C. B., & Good, C. (2002). Reducing the effects of stereotype threat on African American college students by shaping theories of intelligence. Journal of Experimental Social Psychology, 38(2), 113–125.

Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. Prentice Hall.

Cantle, T. (2012). Interculturalism. The New Era of Cohesion and Diversity. Palgrave: Basingstoke.

Pica-Smith, C., Contini, R.M., & N. Veloria, C. (2019). Social Justice Education in European Multi-ethnic Schools. Addressing the Goals of Intercultural Education, Routledge Taylor & Francis.

Steele, C. M. (2010). Whistling Vivaldi: How stereotypes affect us and what we can do. W. W. Norton.

CONSTRUCTING HERITAGE LANGUAGE EDUCATION THROUGH POLICY: A COMPARATIVE MACRO-LEVEL ANALYSIS ACROSS SOUTH TYROL AND THE CANTONS OF BERN AND LUCERNE

Johanna Mitterhofer (Eurac Research, Italy) · **Marta Guarda** (Eurac Research, Italy) · **Irène Zingg** (PH Bern) · **Edina Krompak** (PH Luzern) · **Camilla Cristofoletti** (Eurac Research, Italy) · **Sara Pernthaler** (Eurac Research, Italy) · **Patricia Schubiger** (PH Luzern) · **Jésabel Robin** (PH Bern) · **Anna Ida Fierz** (PH Bern)

heritage languages · education · social cohesion

This contribution examines how educational policies and guidelines shape the conditions under which Heritage Language Education (HLE) can either challenge or reproduce inequalities affecting students with family trajectories of migration. Drawing on preliminary findings from the international project "VOICES of Heritage Languages – Researching the Interplay of Heritage Language Education and Social Cohesion", this talk focuses on how HLE is framed within national and sub-national policy discourses in three post-migrant (Foroutan 2019) and post-multilingual (Li 2018) contexts: South Tyrol (Italy) and the Swiss cantons of Bern and Lucerne. The overarching aim is to assess how far current policy frameworks enable - or limit - the development of more equitable and inclusive educational environments where all linguistic resources are actively sustained to support learning and positive identity development. Responding to recent calls for more comparative analyses of HLE policy (Wang & Hatoss 2024; Messina-Dahlberg & Gross 2024), the study employs a qualitative thematic analysis of approx. 50 national and sub-national policy documents, guidelines and educational frameworks. Through this methodological approach, the research team sought to identify how institutional discourses across the two states and the three regions construct the role, purpose and legitimacy of HLE, and whether and how these constructions interact with broader goals of social cohesion and educational equity. Preliminary findings reveal marked cross-contextual differences and common patterns in the institutionalisation and legitimisation of HLE. In the Italian context, and particularly in South

Tyrol, policy discourses emphasize the valorisation of linguistic diversity, yet such recognition remains largely symbolic, with no clear operational guidelines as to how to support HL teaching and learning in the mainstream educational system. Similar tensions, though manifested differently, also emerge in the Swiss contexts. Such ambivalent position towards HLE has the effect of further prioritising the learning of the institutionalised language(s) of schooling, thus reinforcing existing hierarchies between dominant and non-dominant languages and failing to offer concrete institutional measures capable of reducing inequalities. By comparing three regions with distinct governance traditions, this talk contributes to critically reflect how macro-level policy discourses may or may not shape the possibilities for HLE to function as a tool for social cohesion, with real-life implications for students' access to equitable educational opportunities.

Foroutan, N. (2019). Die postmigrantische Gesellschaft. Ein Versprechen der pluralen Demokratie. Bielefeld: transcript.

Li, W. (2018). Translanguaging as a practical theory of language. Applied Linguistics, 39(1), 9–30.

Messina-Dahlberg, G. & Gross, B. (2024). Cultural-linguistic diversity in Italy and Sweden? A sociomaterial analysis of policies for heritage language education. Intercultural Education, 35(2), 117–138.

Wang, H. & Hatoss, A. (2024). Language policy and planning for heritage language maintenance: A scoping review. Current Issues in Language Planning, 25(5), 612–632.

THE TENSION BETWEEN INTEGRATION AND EVERYDAY SCHOOL PRACTICES: THE (RE)PRODUCTION OF INEQUALITY IN ITALIAN LOWER SECONDARY EDUCATION

Jelena Stefanovic (University of Milan, Italy)

Immigrant-origin Students | Educational Inequalities | Integration Practices

Despite Italy's long-standing commitment to intercultural education, disparities between native and immigrant-background students persist across academic achievement, tracking, and school continuity (Aktaş et al. 2022; Ferri et al. 2023). Scholarship has also emphasized the fragmented and normatively ambiguous character of the intercultural policy framework (Santagati & Bertozzi 2023; Landini 2025). Rather than focusing on policy design, this paper turns to the level of practice, examining how integration is interpreted and operationalized within schools. The analysis draws on qualitative research conducted in four lower secondary schools on the periphery of Milan and is based on 71 in-depth interviews with administrative and teaching staff, students of diverse backgrounds (including immigrant origin), and their parents. Across the schools, a recurring repertoire of measures emerges: Italian L2 courses, cultural mediation, collaboration with external actors, pedagogical adaptation, and initiatives aimed at fostering parental involvement. These interventions signal institutional recognition of linguistic and cultural diversity and constitute a meaningful baseline of commitment. However, their configuration, intensity, and integration into ordinary pedagogical routines vary significantly. The paper argues that integration frequently remains confined to formally established measures and to a general institutional openness to provide support upon request. Rather than reshaping the underlying logics of schooling, the research findings suggest that support often operates as an additive layer alongside mainstream pedagogical routines. Yet these routines are not neutral: they are structured in ways that implicitly privilege students whose linguistic and cultural dispositions align with dominant expectations. Drawing on Bourdieu's concept of symbolic violence, the empirical analysis shows how taken-for-granted institutional norms may reproduce inequality without explicit discriminatory intent (Bourdieu & Passeron 1990). Within this configuration, integration emerges as heavily dependent on individual teachers' reflexivity and relational commitment. However, these dimensions remain unevenly institutionalized and weakly supported organizationally. Limited reflexivity can reframe structural disadvantages as individual shortcomings, subtly shifting responsibility onto students and families for limited academic performance or participation. The paper does not dismiss the mitigating role of existing support measures; instead, it highlights a persistent tension between formal institutional commitment to integration and organizational routines that continue to structure unequal educational trajectories. Promoting integration of immigrant origin students therefore requires not only expanding support measures, but also rethinking the underlying logics that shape everyday school practices.

•Aktaş, K., Argentin, G., Barbetta, G., Colombo, L. & Barbieri, G. (2022). High School Choices by Immigrant Students in Italy: Evidence from Administrative Data. The B.E. Journal of Economic Analysis & Policy, 22(3), 527-572. https://doi.org/10.1515/bejeap-2021-0339

•Bourdieu, P. & Passeron, J.C. (1990). Reproduction in Education, Society, and Culture. Sage.

•Ferri, V., Di Castro, G., & Marsiglia, S. (2023). Exploring immigrant gaps in education: empirical evidence. J-READING Journal of Reasearch and Didatics in Geography, 1, 11-23. DOI: 10.4458/5970-02

•Landini, I. (2025). Intercultural education and linguistic and cultural diversity: navigating the tension between policy and grassroots implementation in schools. Journal of International and Comparative Social Policy, 1–19. doi:10.1017/ics.2025.10055

•Santagati, M., & Bertozzi, R. (2023). Rethinking interculturalism, deconstructing discrimination in Italian schools. International Migration, 2023(00), 1-24. https://doi.org/10.1111/imig.13175

ACTORS, FACTORS, AND SPACES SHAPING EDUCATIONAL TRAJECTORIES OF YOUNG PEOPLE – CONTRASTING THE EXPERIENCES OF MIGRANT-BACKGROUND YOUTH IN HAMBURG-MITTE AND HALLE(SAALE), GERMANY

Jozef Zelinka (University of Münster, Germany) · **Johannes Ludwig Löffler** (University of Münster, Germany)

Educational Trajectory | Learning Outcomes | Migrant-Background Youth

The paper departs from the observation that the dominant policy discourse frames education according to its quantifiable and measurable outcomes (Harris & Clayton, 2019; Ure, 2019). For learners, educational achievements have increasingly been recognised and valued based on their practical application on the labour market, which complicates the educational trajectories of migrant-background youth. Young people from migrant background often come from regions which are considered as “underdeveloped” or regressive, meaning that the recognition of their educational achievements has to be re-adjusted to the norms and expectations in the destination countries (Sandermann et al., 2017; Husen & Sandermann, 2021). In addition, through various regulatory mechanisms, migrant youth face enormous difficulties in developing a standardized and/or linear educational trajectory (Griffiths, 2014; Leutloff-Grandits, 2021) and a clear vision of their future (Pine, 2014). We argue that educational trajectories of migrant-background youth must be contextualized within a wider framework and interplay of actors, factors, and spaces. In the local/regional settings, the role of policymakers and practitioners is as indispensable as the impact of structural and institutional factors and the effect that spaces have on educational quality. Against this background, the paper's main research question is: What is the role of local actors, factors, and spaces in affecting educational trajectories of youth from migrant background and how does their various combination intertwine with diverse educational trajectories of young migrants? The paper is based on research findings of the EU-funded research project Constructing Learning Outcomes in Europe: A multi-level analysis of (under)achievement in the life course (CLEAR) (Agreement No. 101061155) and unfolds in three steps: first, we provide an overview of the conceptual underpinnings and scholarly debates on educational trajectories of young people from migrant background; second, we analyse the role of local actors, factors, and spaces in shaping educational trajectories by contrasting the experiences of young people from migrant background in one declining and one thriving German region; third, we juxtapose and contrast the findings to elaborate on the various combination of actors, factors, and spaces and their interplay with diverse experiences of learners from migrant-background. Our methodological design is informed by a mixed-method design that includes narrative biographical interviews with young people (18–29 years) from vulnerable positions (N=21), semi-structured interviews with local policy actors in education and labour market (N=13), as well as by a quantitative analysis of educational, socio-economic, and employment indicators (N=51) of the regions studied that provide a comprehensive account of the current developments, patterns, and sub-national trajectories. The qualitative data have been collected in the regions of Hamburg-Mitte and Halle(Saale) in Germany. Our findings evidence that young people from migrant background reflect on their relation to learning outcomes and educational performances through the lenses of their fragmented educational pathways. Furthermore, fragmented life courses make it much harder to imagine and pursue future plans. While wealthier regions succeed in dynamizing young people to plan their life courses more actively, possibly due to the more structured labour market and more precisely elaborated working trajectories, the more peripheral regions offer limited job opportunities.

Griffiths, M. (2014). Out of Time: The Temporal Uncertainties of Refused Asylum Seekers and Immigration Detainees. Journal of Ethnic and Migration Studies, 40(12), 1991–2009. https://doi.org/10.1080/1369183X.2014.907737

Harris, R., & Clayton, B. (2019). The current emphasis on learning outcomes. International Journal of Training Research, 17(2), 93–97, https://doi.org/10.1080/14480220.2019.1644777

Husen, O., & Sandermann, P. (2021). ›Unbegleitete Minderjährige Flüchtlinge‹ in Europa. Wohlfahrtsstaatliche Hervorbringungsformen im internationalen Vergleich. Z ´Flucht Zeitschrift für Flucht- und Flüchtlingsforschung, 5(2), 210–237. https://doi.org/10.5771/2509-9485-2021-2-210

Leutloff-Grandits, C. (2021). Die zeitlichen Dimensionen von Grenzen und Grenzüberquerungen. In D. Gerst, M. Klessmann & H. Krämer (Eds.), Grenzforschung. Handbuch für Wissenschaft und Studium (pp. 419–435). Nomos.

Pine, F. (2014). Migration as Hope: Space, Time and Imagining the Future. Current Anthropology, 55(S9), 95–104. https://doi.org/10.1086/676526

Sandermann, P., Husen, O., & Zeller, M. (2017). European Welfare States Constructing "Unaccompanied Minors" – A comparative analysis of existing research on 13 European countries. Social Work and Society, 15(2), 1–18. http://nbn-resolving.de/urn:nbn:de:hbz:464-sws-1303

Ure, O. B. (2019). Learning outcomes between learner centredness and institutionalisation of qualification frameworks. Policy Futures in Education, 17(2), 172–188 https://doi.org/10.1177/1478210318774689

BETWEEN AMBITION AND ALIGNMENT, TRANSITIONS TO POST-COMPULSORY EDUCATION OF CHILDREN OF MIGRANTS IN BARCELONA

Martí Manzano Moliner (Universitat de Barcelona, Spain)

Transitions to post-compulsory education | Children of migrants | Aspirations and identities

Educational transitions represent a crucial moment in the reproduction of social inequalities (Tarabini, 2018), particularly for young people with a migrant background. Across contexts, research (Stevens & Dworkin, 2019) consistently shows that students of migrant origin are disproportionately channelled into less prestigious educational pathways, even when they hold high educational aspirations. While quantitative studies (Contini & Azzolini, 2016; Kilpi-Jakonen, 2011) have documented these structural patterns, they often provide limited insight into how young people themselves interpret, negotiate and experience these transitions. This paper addresses this gap by examining how children of migrants navigate the transition to post-compulsory education within a context marked by school and urban segregation. The paper draws on qualitative longitudinal research conducted with seventeen students of Moroccan and Pakistani origin in Barcelona. Over the course of one year, participants were followed during their transition from compulsory secondary education to post-compulsory pathways through a combination of semi-structured interviews and visual methods. This approach enables an in-depth exploration of how students articulate their educational choices through their identities and aspirations, and how these evolve throughout the transition process. The study situates these subjective processes within broader structural and institutional contexts, including school composition, teacher expectations, educational guidance and the spatial distribution of educational opportunities. The analysis identifies two distinct patterns of transition. The first, described as transitions by ambition, occurs when students select demanding academic pathways oriented towards prestigious long-term professional goals, such as medicine or engineering. These trajectories are often shaped by what the literature describes as migrant optimism, whereby educational success becomes part of a broader family project of social mobility. However, these ambitious transitions are frequently destabilised during the first months of post-compulsory education through academic difficulties, shifting school identities and processes of "cooling out" mediated by peer networks and local opportunity structures. The second pattern, referred to as transitions by alignment, is characterised by choices based on perceived alignment between students' abilities, interests and available educational pathways. In these cases, decisions are strongly influenced by naturalised understandings of ability and by institutional classifications of knowledge that differentiate between academic and vocational pathways. These transitions are typically accompanied by more limited or vague aspirations and are shaped by the constraints of class position and segregated educational environments. By focusing on the subjective dimensions of transitions, this paper highlights the heterogeneity of experiences among children of migrants and challenges essentialist explanations that attribute educational outcomes primarily to cultural background. Instead, the findings demonstrate how educational inequalities emerge from the interaction between structural conditions, institutional practices and young people's own processes of identity and aspirational negotiation. In doing so, the paper contributes to ongoing debates on the role of educational systems in either reproducing or challenging inequalities affecting migrant-background youth.

Contini, D., & Azzolini, D. (2016). Performance and decisions: immigrant–native gaps in educational transitions in Italy. Journal of Applied Statistics, 43(1), 98–114. https://doi.org/10.1080/02664763.2015.1036845

Kilpi-Jakonen, E. (2011). Continuation to upper secondary education in Finland: Children of immigrants and the majority compared. Acta Sociologica, 54(1), 77–106. https://doi.org/10.1177/0001699310392604

Manzano, M. (2026). Between ambition and alignment: transitions to post-compulsory education of children of migrants in Barcelona. Critical Studies in Education, 1–20. https://doi.org/10.1080/17508487.2026.2618244

Stevens, P., & Dworkin, A. G. (2019). The Palgrave handbook of race and ethnic inequalities in education. Palgrave Macmillan. https://doi.org/https://doi.org/10.1007/978-3-319-94724-2

Tarabini, A., & Ingram, N. (Eds.). (2018). Educational Choices, Transitions and Aspirations in Europe. Routledge. https://doi.org/10.4324/9781315102368

REPRODUCING OR CHALLENGING INEQUALITY? MIGRANT-BACKGROUND STUDENTS NAVIGATING ACCESS TO HIGHER EDUCATION IN ITALY

Valentina Pagani (University of Milano-Bicocca, Italy) · **Federica Ines Palladini** (University of Milano-Bicocca, Italy) · **Giulia Pastori** (University of Milano-Bicocca, Italy)

Migrant-Background Student | Student Voice | Educational Inequalities

In increasingly diverse societies, ensuring equitable access to higher education has become a key democratic responsibility of education systems (UNESCO, 2018). Despite the formal recognition of educational rights, students with a migratory background continue to experience significant inequalities in educational trajectories. In Italy, these students are disproportionately enrolled in vocational and technical tracks and are less likely to transition to university compared to their native peers (Bertozzi, 2018; Carlana et al., 2022; Mantovani et al., 2018; Volante et al., 2019). While existing research has extensively documented structural barriers, comparatively fewer studies have explored how students with a migratory background themselves interpret educational opportunities and constraints, particularly in relation to school guidance processes and the transition to higher education. Understanding how young people perceive and navigate these institutional contexts is crucial for examining how everyday school practices may contribute to either reproducing or challenging educational inequalities. This paper presents preliminary findings from a qualitative study conducted within the broader research project FINE – Fighting INequalities in Education. Promoting Access to Universities for Students with Migratory Backgrounds (https://fineproject.it/), funded by Fondazione Cariplo. The project investigates the cultural, socio-economic, and institutional factors shaping educational aspirations and decision-making processes among students with a migratory background, with particular attention to how school practices and guidance processes influence access to higher education. The study adopts a participatory qualitative research design grounded in a Student Voice approach (Cook-Sather, 2020; Welty & Lundy, 2013), which positions students as key informants in understanding educational pathways and decision-making processes. The research, currently ongoing, is being conducted in six upper secondary schools in the Lombardy region, purposefully selected for their significant presence of students with a migratory background and to represent the main educational tracks of the Italian system (academic, technical, and vocational). Data collection combines initial focus groups with teachers responsible for career guidance and 29 focus groups with 278 fourth-year students—both with and without a migratory background—aimed at exploring their perceptions of post-secondary opportunities, educational aspirations, and perceived barriers to university access. In addition, a selected group of students with a migratory background (N = 30) document their reflections and evolving expectations through a four-month digital diary, providing a longitudinal perspective on how aspirations and decision-making processes develop over time. By foregrounding the experiences and perspectives of students themselves, this research sheds light on how school practices, cultural norms, and socio-economic conditions interact in shaping educational choices among migrant-background youth. Preliminary insights highlight the complexity of students' aspirations and the multiple factors that influence their perceived access to higher education. The findings also point to the ambivalent role of school guidance and institutional practices, which can simultaneously reproduce existing inequalities or open spaces for more equitable educational pathways. By contributing empirical evidence grounded in students' lived experiences, this paper aims to inform ongoing debates on educational stratification and access to higher education. It also reflects on the potential of Student Voice methodologies to challenge deficit-oriented perspectives and to support more inclusive and equitable educational practices.

Bertozzi, R. (2018). University students with migrant background in Italy. Which factors affect opportunities?. Italian Journal of Sociology of Education, 10(1), 23-42.

Carlana, M., La Ferrara, E., & Pinotti, P. (2022). Goals and gaps: Educational careers of immigrant children. Econometrica, 90(1), 1-29.

Cook-Sather A. (2020). Student voice across contexts: Fostering student agency in today's schools. Theory into practice, 59(2): 182-191.

Mantovani, D., Gasperoni, G., & Albertini, M. (2018). Higher education beliefs and intentions among immigrant-origin students in Italy. Ethnicities, 18(4), 603-626.

UNESCO (2018). Ensuring the right to equitable and inclusive quality education: results of the ninth consultation of Member States on the implementation of the UNESCO Convention and Recommendation against Discrimination in Education. UNESCO: Paris.

Volante, L., Klinger, D. A., Siegel, M., & Yahia, L. (2019). Raising the achievement of immigrant students: Towards a multi-layered framework for enhanced student outcomes. Policy Futures in Education, 17(8), 1037-1056.

Welty, E., & Lundy, L. (2013). A children's rights-based approach to involving children in decision making. Journal of science communication, 12(3): 1-5.

H.17

Prison Education for Democracy. Tensions and Contradictions of a Transformative Space

PANEL CONVENORS: Sandra Vatrella (University of Naples Federico Ii, Italy); Andrea Borghini (University of Pisa, Italy); Maria Chiara Calò (University of Naples Federico Ii, Italy)

PANEL KEYWORDS: penal populism, critical education, hybrid subjectivities

Prison education (PE) is a broad and complex field where Adult Education and Justice intersect within Institutional configurations that vary depending on the meanings and roles they play within the national context of reference. Despite the differences, the international landscape is crossed by common trends and tensions. In many national contexts, penal populism (Pratt 2007) and punitive common sense reinforce carceral expansion and the marginalisation of PE, legitimising overcrowding, security-driven priorities and the systematic sacrifice of educational opportunities and transformative practices, as highlighted by recent research on prison universities and cultural programmes behind bars (Borghini & Pastore 2021; 2024). Yet, in this cultural and political climate, interesting examples emerge depicting PE as a (seemingly) contradictory space of multiple and overlapping tensions, i.e. where disciplinary power and counter-hegemonic practices coexist. Building on critical and transformative pedagogies, prison education can nurture forms of critical consciousness, autobiographical reflexivity and collective learning that re-politicise everyday life and open up spaces for hybrid forms of subjectivities that neither fully conform to nor fully resist the carceral order. Briefly, where prisonised subjectivities coexist with alternative/resilient/resistant identities and ways of being. We particularly welcome contributions that: (a) theorise the tensions between disciplinary power, democratic education and social justice; (b) empirically explore prison education practices (including higher education, artistic and cultural projects, peer-education and convict-led initiatives); (c) investigate how PE reconfigures institutional arrangements, professional roles and public engagement between prison, university and civil society; (d) reflect on methodological and ethical challenges of researching PE as a transformative democratic space.

BECOMING STUDENTS TOGETHER: AN ETHNOGRAPHIC STUDY OF SUMMER UNIVERSITY COURSES IN SPANISH PRISONS

Renata Leardi (University of Pisa, Italy)

Prison Education | Transformative Learning | Spanish Penitentiary Education

Many penal systems formally present imprisonment as a transitional phase intended to support social inclusion. Yet this narrative often gives rise to re-education discourses that become ends in themselves, reinforcing processes of disculturation, control logics and further imprisonment (Clemmer, 1940; Goffman, 1961; Vianello, 2019). This generates a paradox in which the total institution assumes responsibility for resocialisation through mechanisms of exclusion(Sbraccia, 2021). At the same time, disciplinary measures and systems of rewards and punishments cultivate dynamics of dependency and behavioural governance that limit autonomy and agency among incarcerated people(Foucault, 1975; Gallo & Ruggiero, 1989; Melossi & Pavarini, 1977; Rostaing, 2014). This paradox unfolds within a broader European climate shaped by penal populism (Pratt, 2007), characterised by the politicisation of crime, the appeal to public insecurity and the consolidation of punitive common sense. In such a context, carceral expansion and security-driven priorities tend to marginalise educational initiatives or frame them instrumentally within risk-management logics. Prison education thus appears as a fragile and contested practice, negotiated within institutional arrangements that privilege discipline over emancipation. Against this backdrop, academic institutions operating in prisons can open alternative spaces for learning, participation and identity construction, challenging—albeit partially—the isolating and control-oriented nature of the carceral environment (Borghini & Pastore, 2020; Pastore, 2018). In Italy, the consolidated experience of the Prison University Campus supports continuity in university studies, whereas in Spain the UNED provides distance tutoring and academic support through the Programa de Estudios Universitarios en Centros Penitenciarios (PEUCP)(Viedma Rojas, 2019, p. 201) (Viedma Rojas 2017). This paper focuses specifically on the cursos de verano en centros penitenciarios promoted within the Spanish prison system. Unlike standard distance-learning provision, these summer courses create temporary face-to-face academic encounters inside prison walls, bringing incarcerated and external students together in

shared educational practices. In doing so, they make visible—and partially unsettle—the symbolic boundary between "inside" and "outside," offering a concrete setting in which to observe relational dynamics and processes of social inclusion (Borghini, 2020). At the same time, these encounters remain embedded within institutional temporalities and security constraints that shape participation and interaction. The cursos de verano thus exemplify prison education as a transformative yet contradictory arena, where dialogical pedagogies unfold within the structural limits of confinement. The analysis draws on a ten-month qualitative study conducted between 2024 and 2025, adopting an ethnographic orientation. Fieldwork included participant observation during two summer courses held in Spanish penitentiaries, complemented by informal interviews with educational staff and with both incarcerated and external students. Attention was paid to classroom interactions, narrative self-representations and institutional framing, in order to explore how educational encounters are negotiated in practice. Viewed through this lens, the cursos de verano offer insight into the emergence of hybrid subjectivities: incarcerated participants may temporarily inhabit academic roles that exceed prisonised identities, while external students confront and rework their assumptions about imprisonment. Rather than dissolving asymmetries, these encounters reveal the ambivalent and relational character of prison education within contemporary punitive contexts.

Borghini, A. (2020), "Carcere e sociologia (pubblica): ragioni di un incontro, esperienze storiche, prospettive di sviluppo", in Borghini, A., & Pastore, G. (A c. Di). (2020). Carcere e scienze sociali: Percorsi per una nuova cultura della pena. Maggioli editore.

Borghini, A., & Pastore, G. (A c. Di). (2020). Carcere e scienze sociali: Percorsi per una nuova cultura della pena. Maggioli editore.

Clemmer, D. (1940). The prison community. Rinehart.

Foucault, M. (1975). Sorvegliare e punire: Nascita della prigione (26. ed). Einaudi.

Gallo, E., & Ruggiero, V. (1989). Il carcere immateriale: La detenzione come fabbrica di handicap (1. ed). Sonda.

Goffman, E. (1961). Asylums: Le istituzioni totali : i meccanismi dell'esclusione e della violenza. Einaudi.

Melossi, D., & Pavarini, M. (1977). Carcere e fabbrica: Alle origini del sistema penitenziario (Quarta edizione). Società editrice Il mulino.

Pastore, G. (2018). Inclusion and social exclusion issues in university education in prison: Considerations based on the Italian and Spanish experiences. International Journal of Inclusive Education, 22(12), 1272–1287. https://doi.org/10.1080/13603116.2018.1426050

Pratt, J. (2007). Penal Populism (0 ed.). Routledge. https://doi.org/10.4324/9780203963678

Rostaing, C. (2014). L'ordre négocié en prison: Ouvrir la boîte noire du processus disciplinaire. Droit et société, 87(2), 303–328. https://doi.org/10.3917/drs.087.0303

Sbraccia, A. (2021). Carcere e socialità. Parolechiave, (1), 77–88. https://doi.org/10.7377/103042

Vianello, F. (2019). Sociologia del carcere: Un'introduzione (Nuova ed). Carocci.

Viedma Rojas, A. (2019). Resistir frente al castigo. Temporalidades que construyen el encarcelamiento. THE LAB'S QUARTERLY, XXI(4), 69–88. https://doi.org/10.13131/1724-451X.LABSQUARTERLY.AXXI.N4.69

«I STUDY TO BE A GOOD FATHER»: THE ROLE OF HIGHER EDUCATION IN SHAPING RELATIONSHIPS BETWEEN CHILDREN AND INCARCERATED FATHERS

Matilde Zambon (University of Pisa, Italy)

prison education | incarcerated fatherhood | identity

In recent years, several national contexts have witnessed a weakening of the rehabilitative function of prison and a rise in penal populism, which has gradually led to the marginalisation of prison education. Carceral spaces are commonly understood as disciplinary spaces (Foucault, 1975), where incarcerated individuals are subjected to processes of identity degradation (Goffman, 1961) and prisonization (Clemmer, 1940), through which they may gradually lose their previous defining traits and internalise the identity of "the prisoner". However, prison education can transform carceral settings into "porous institutions" (Ellis, 2021), allowing alternative perspectives to contaminate prison culture and enabling incarcerated individuals to reconstruct their sense of self and reinterpret their detention experiences. In this sense, prison education sits at the intersection of disciplinary control and democratic aspirations, operating within carceral logics while partially interrupting their totalising effects. Prison education creates counter-hegemonic spaces, enabling incarcerated individuals to expand their horizons and cultivate alternative identities and critical self-perceptions (Acocella & Pastore, 2020; Borghini & Pastore, 2024). Drawing on ethnographic research conducted in a high-security prison in Tuscany between 2023 and 2024, this paper examines the impact of participating in higher education programs on family bonds, particularly those of children of school age. Data collected through 10 in-depth interviews with detainees and ethnographic field observation show that attending university enables incarcerated persons to reflect on their lives and acquire a

deeper understanding of themselves, rediscovering the importance of education for themselves and their children. University spaces within the prison appear to function as sites of re-subjectification, generating hybrid forms of identities that intersect the roles of inmate, student, father and educator. Prison education can therefore restore symbolic legitimacy to incarcerated fathers, whose roles as educators and parents gain renewed strength through pursuing a university degree. Incarcerated individuals can see themselves as competent figures, capable of guiding and supporting their children throughout their educational paths and offering advice when needed. Prison education, therefore, can help to bridge the gap between fathers and children and reconceptualise the connections between the prison system, the education system, and the families involved (Cataldi & Cataldi, 2024). From this perspective, prison education can be seen as a key element in challenging the logics of penitentiary spaces and opening micro-spaces of democracy within them, where not only the right to study is upheld, but also the right to develop fully as human beings. At the same time, prison education is often shaped by rehabilitative and managerial rhetorics, where university participation is often framed as a marker of compliance or risk management. This ambivalence reveals the contradictory context in which education operates within prisons, positioned between governance and democratic aspiration. Within this negotiated space, adopting the role of student and engaging in knowledge production can facilitate significant processes of change, enabling incarcerated fathers to envision identities beyond those defined by incarceration.

Acocella, I., & Pastore, G. (2020). La cura della relazione in carcere e nonostante il carcere: Significati e pratiche nel contesto penitenziario toscano. Autonomie locali e servizi sociali, 3, 539–554.

Arditti, J. A., Smock, S. A., & Parkman, T. S. (2005). "It's been hard to be a father": A qualitative exploration of incarcerated fatherhood. Fathering, 3(3), 267–288.

Berglund, J., Bjursell, C., & Hugo, M. (2025). Research on education in prisons: A scoping review. International Journal of Lifelong Education, 44(4), 436–449. https://doi.org/10.1080/02601370.2025.2465740

Borghini, A., & Pastore, G. (2024). Resistere alla retorica rieducativa nello spazio della pena: Una introduzione. Sicurezza e Scienze Sociali, 1, 11–17. https://doi.org/10.3280/SISS2024-001002

Cataldi, L., & Cataldi, S. (2024). Prison and love: The role of affection and rehabilitative actions in reducing recidivism and beyond. Social Sciences, 13(6), 323. https://doi.org/10.3390/socsci13060323

Clemmer, D. (1940). The prison community. Christopher Publishing House.

Comfort, M. (2008). Doing time together: Love and family in the shadow of the prison. University of Chicago Press.

De Vitis, F. (2025). Rethinking prison re-education through transformative pedagogy: Social intelligence and sustainable justice for an integrated re-educational model. Giornale Italiano di Educazione alla Salute, Sport e Didattica Inclusiva, 9(Suppl. 1).

Dyer, W. J. (2005). Prison, fathers, and identity: A theory of how incarceration affects men's paternal identity. Fathering, 3(3), 201–219.

Ellis, R. (2021). Prisons as porous institutions. Theory and Society, 50, 175–199.

Foucault, M. (1975). Surveiller et punir: Naissance de la prison. Gallimard.

Goffman, E. (1961). Asylums: Essays on the social situation of mental patients and other inmates. Anchor Books.

McKay, T., Comfort, M., Lindquist, C., & Bir, A. (2019). Holding on: Family and fatherhood during incarceration and reentry. University of California Press.

Schultz, W., Bucerius, S. M., & Haggerty, K. D. (2023). "I have to be a man for my son": The narrative uses of fatherhood in prison. Punishment & Society, 25(1), 162–180.

Turner, E. (2017). "I want to be a dad to him, I don't just want to be someone he comes and sees in prison": Fatherhood's potential for desistance. In E. Hart & E. van Ginneken (Eds.), New perspectives on desistance (pp. 37–59). Palgrave Macmillan.

MEANING AND SPECIFICITY OF CRIMINOLOGY TEACHING IN PENITENTIARY SETTINGS

Michelangelo Pascali (Università Federico II di Napoli, Italy)

Teaching | Prison | Criminology

This contribution draws on the specific experience of teaching the subject Sociology of Law and Deviance within the Sociology degree programme at the University of Federico II in Naples, Department of Social Sciences, in the high-security wing of the Secondigliano penitentiary in Naples. The course, by its very nature and purpose, aims to examine, illustrate, and reflect on the relationship between law and society, focusing on the interplay between norms and violations, with particular attention to criminal transgressions and all that this entails, within the theoretical framework of the socio-legal definition of criminality itself. Similarly, the course focuses on the analysis and implications of the broad concept of deviance, understood as the opposition to social prescriptions, and on the related issues of recognition and the formation of subjectivities. Introducing these issues in a penitentiary context, addressing students typically sentenced to long terms of imprisonment for serious crimes, brings about certain specificities. In a way, criminal phenomena, alongside elements of legality, emerge both as the subject and as the context of the teaching. Furthermore, when engaging with individuals

who are experientially distinct, certain social dynamics, such as those related to judicial assessment and penal execution, emerge in the dialectic between normative principles and practice, where the law as outlined in theory and on paper meets the law as experienced in reality. Here, the tension may appear precisely between the experiential aspect and the specialist knowledge (with potential comparisons, whether implicit or explicit, sometimes even contentious). An additional point of interest is how those being addressed perceive the subject (and, in some ways, themselves as student-prisoners) and how they expect and wish it to be approached (as well as how they themselves express their views on the matter). In this regard, the way in which the subject is discussed "openly" in relation to phenomena that inherently tend to be concealed or disguised, on the one hand, and how it is addressed "theoretically", or even somewhat "abstractly", on the other hand, seems significant, given that within the broader context of the educational relationship, these phenomena manifest as "materiality" (even to the extent that, underlying it and in its subsequent consequences, they may form the very basis for the choice of the educational path offered). Finally, the involvement of such students in specific projects (e.g., in the field of restorative justice) offers, in a certain sense, perspectives framed in terms of "research".

Borghini, A. (2018). Il progetto dei Poli Universitari Penitenziari tra filantropia e istituzionalizzazione. Alcune riflessioni sociologiche. The Lab's Quarterly, (3), 37–52

Pastore, G. (2017). Pratiche di conoscenza in carcere. Uno studio sui Poli Universitari Penitenziari. The Lab's Quarterly, (3), 88–102.

Prina, F. (2018). I Poli Universitari Penitenziari in Italia. L'impegno delle università per il diritto allo studio dei detenuti. In V. Friso & L. Decembrotto (Eds.), Università e carcere. Il diritto allo studio tra vincoli e progettualità (pp. 87–113). Milano: Guerini.

THE PRISON CLASSROOM AS CONTESTED SPACE: NEGOTIATING INSTITUTION, EDUCATION AND IDENTITY IN HIGHER EDUCATION IN PRISON

Lucrezia Sperolini (University of Westminster, United Kingdom)

Prison Higher Education | Liminal Space | Identity Negotiation

Higher Education in Prison (HEP) represents a complex and contested terrain within the broader field of prison education. Located at the intersection of carceral logics, academic cultures and transformative pedagogies, it operates as a site where competing institutional rationalities, educational purposes and subjectivities are continuously negotiated (Key&May, 2019; Sperolini, 2023). This presentation argues that the prison classroom – as both a physical and symbolic space – offers a particularly productive lens through which to examine these tensions and the possibilities they open up. This paper presents preliminary findings from a qualitative case study of a Higher Education programme at HMP Pentonville, in London, in which twelve incarcerated students study criminology alongside prison officers over a twelve-week course (Darke&Aresti, 2016). This pedagogical arrangement – where the power relations structuring carceral life are brought directly into the educational space – makes Pentonville a particularly generative site for exploring how institution, education and identity are negotiated in practice. The data was generated through focus groups, semi-structured interviews and ethnographic observation with prisoner-students, participating officers, prison educators and academic teaching staff. The prison classroom at HMP Pentonville emerges from the data not as a neutral container for learning, but as a deeply contested space where carceral hierarchies, pedagogical intentions and learner subjectivities collide and are actively reworked. The physical and relational dimensions of the classroom – its layout, its boundaries, the choreography of bodies and roles within it – are shown to be far from incidental or insignificant. They reflect and reproduce broader institutional rationalities whilst simultaneously being appropriated, suspended and reimagined by those who inhabit them. Preliminary findings point to three interrelated dynamics. First, the co-presence of prisoner-students and prison-officer-students generates a productive yet uncomfortable disruption of institutional roles, creating moments in which the usual script of carceral life is suspended, however partially and temporarily. Second, prisoner-students articulate nuanced processes of identity negotiation, drawing on their positioning as learners and critical thinkers to rehearse forms of subjectivity that exceed the prisonised categories usually available to them. Third, the study of (critical) criminology – as a discipline concerned with power, punishment and social justice – introduces an additional layer of reflexivity, inviting all participants to examine the very institutional arrangements within which they are embedded. Together, these dynamics illuminate the classroom as a liminal space: one in which the boundaries between institutional subjects are made tempor-

arily permeable. Yet the paper is equally attentive to the structural limits of this liminality: the ways in which carceral logics continuously hover over and infiltrate the educational space, constraining the transformative possibilities of critical pedagogy through the perpetual negotiation of institutional control, access and permission.

Darke, S. & Aresti, A. (2016) 'Connecting prisons and universities through higher education', Prison Service Journal, 266: 26-32.
Key, A., & May, M. S. (2019). When prisoners dare to become scholars: prison education as resistance. Review of Communication, 19(1), 1–18.
Sperolini, Lucrezia (2023). La formazione filosofica come pratica di soggettivazione nel contesto penitenziario. Nóema 1 (14):70-82.

RESISTING THROUGH STUDYING: NEGOTIATIONS AND TRANSFORMATIONS IN UNIVERSITY PROGRAMS IN PRISON

Arianna Zottarel (Università degli Studi di Milano, Italy) · **Chiara Dell'Oca** (Università degli Studi di Milano, Italy) · **Luca Decembrotto** (Università di Bologna, Italy)

University Programs in Prisons | Prison Tutoring | Education in Prisons

Over the past twenty-five years, access to university education in prisons has played an increasingly significant role in the Italian educational landscape, with 43 universities having established Prison University Centers (PUP). These spaces function as frontier zones, suspended between "inside" and "outside," where disciplinary logics, security requirements, and educational practices oriented toward democratic participation, critical consciousness, and social justice meet—and often clash. This coexistence is marked by structural tensions: on the one hand, the tendency of the prison institution to frame education within categories such as treatment, re-education, or rewards; on the other, the potential to generate transformative processes that transcend the security-disciplinary paradigm, opening up spaces for agency and resistance. This paper presents the results of a qualitative study conducted as part of the "Prison Project" at the University of Milan, one of the largest university-prison partnership programs in Italy, involving approximately 140 incarcerated students and 150 tutors. Through a questionnaire and two focus groups, the study explores the motivations, challenges, practices, and perspectives of the tutors, highlighting how initial curiosity about the prison context often evolves into a more conscious civic and political commitment. The tutoring experience thus appears as a process of co-evolution: not merely educational support, but a space for the construction of shared knowledge, critical reflection, and mutual transformation between students at liberty and those in confinement. In light of the theoretical frameworks of Freire (2011) and hooks (1998), tutoring emerges as an educational practice capable of generating hybrid subjectivities through imagination and the implementation of alternative logics to those of the security state, which, inevitably, continue to exert pressure, imposing forms of negotiation. The research also shows how the university, through the active involvement of student tutors, can redefine its public role, opening channels of participation and social responsibility that transcend traditional institutional boundaries. The university in prison thus emerges as a dynamic and far-from-neutral space, marked by contradictions and tensions yet capable of fostering democratic processes, critical learning, and mutual transformation. It serves as a social laboratory where new forms of democratic citizenship, social relations, and knowledge production are explored, helping to rethink the public role of the university and its responsibilities toward socially marginalized groups.

Aresti, A., Darke, S. (2016), Practicing Convict Criminology: Lessons Learned from British Academic Activism. Critical Criminology, 24, 533-547.
Borghini A. (2018). Il progetto dei Poli Universitari Penitenziari tra filantropia e istituzionalizzazione. Alcune riflessioni sociologiche. The Lab's Quarterly, 20(3), 39-54.
Borghini, A., Pastore, G. (2020). University education in prison and Convict Criminology: Reflections from a field research study. In Convict Criminology for the future (pp. 127-141). Routledge.
Bustelo, C., Decembrotto, L. (2020), La universidad y la comunidad en diálogo: la experiencia de una acción transformadora en una cárcel de Argentina, EDUCAZIONE APERTA, 7, 86-103.
De Rocco G., Decembrotto L. (2024). University in prison: a systematic literature review on students' tutor. Studium Educationis, 25(2), 22-31.
Di Donato G., Dell'Oca C. (2024). Malgrado l'ordine e la disciplina: esperienze di studio universitario in carcere di fronte alle ragioni di sicurezza. Sicurezza e scienze sociali, XII (1), 82-98.
Freire P. (2011). La pedagogia degli oppressi. Gruppo Abele.
Friso, V., Decembrotto, L. (2018), Università e carcere. Il diritto allo studio tra vincoli e progettualità. Guerini e Associati.
hooks, b. (1998), Elogio del margine. Feltrinelli Editore.
Migliori S. (2024). Certezza educativa e carcere: oltre la retorica rieducativa: le esperienze scolastiche, universitarie e culturali in un nuovo orizzonte formativo. Sicurezza e scienze sociali, XII (1), 19-33.
Pastore G. (2017). Pratiche di conoscenza in carcere. Uno studio sui Poli Universitari Penitenziari. The Lab's Quarterly, (3), 88–102.

Pellegrino, V. (2020), L'università situata. Un nuovo modello di insegnamento è possibile. Ricerca Psicoanalitica, 31(2), 385-391.
Zottarel A., Dell'Oca C. (2024). Free the imprisoned knowledge! Inclusive educational paths in prisons. Museumedu, 8, 133-144.

H.18

The Enhancement of the Intellectual Capital of Young Migrants as an Inclusion Strategy

PANEL CONVENORS: Giovanna Filosa (Inapp, Italy); Patrizia Rinaldi (Institute For Migration Research, Universidad De Granada)

PANEL KEYWORDS: Young migrants, inclusion, integration

The demographic transition calls for a broad rethinking of Italian migration policies. The devaluation and marginalization of the capital of migrant origin accentuate the mismatch between demand and supply of skills and the lack of attractiveness of Italy for young people of foreign origin, as well as for natives (Cnel 2025). The experience with Ukrainian students has been an interesting laboratory for educational inclusion, which can be extended to other ethnic groups of non-European origin who have also been affected by humanitarian tragedies. How can the EU, and Italy in particular, become more inclusive for young migrants without depleting the intellectual capital of the countries of origin? What are the bureaucratic, linguistic, and cultural obstacles that prevent the full inclusion of young migrants in education and training systems, and how can they be removed? What public and/or third sector initiatives (Filosa, Gamberoni 2023) can help overcome them? This panel aims to answer these questions within a complex, intersectional, and multidisciplinary framework. In particular, the contributions aimed at deepening the following aspects will be privileged: Theories and practices of intercultural education. Education, training, and guidance policies for young people with a migrant background. The creation of hotspots for the training of foreign minors both in the host countries and in the countries of origin. Apprenticeships and training internships for the inclusion of the workforce with a migrant background, with particular attention to unaccompanied foreign minors (Rinaldi 2023); International cooperation for the student mobility of young migrants, refugees, and asylum seekers.

SAFEGUARDING AS A RESPONSE TO DISTORTED PUBLIC NARRATIVES ON UMMS AND A FOUNDATION FOR SAFE INTEGRATION PATHWAYS

Angela Rinaldi (Pontifical Gregorian University, Italy)

public opinion | person-centered accompaniment | safeguarding

In Italy, the presence of Unaccompanied Migrant Minors (UMMs) represents a central issue in contemporary migration debates and in the development of public policies aimed at supporting their integration. Beyond the broader social and political implications of migration, this contribution focuses on the creation of safe environments for UMMs throughout the legally mandated integration process (Law 47/2017). While it is widely acknowledged that migrants—particularly minors in conditions of heightened vulnerability—require significant economic and human resources from host countries, it is equally important to recognize the substantial economic, human, and social capital they can contribute to enhance when effectively integrated. Italian public opinion, however, rarely prioritizes this perspective. Migrants are frequently targeted by stigmatizing media and political narratives that reinforce stereotypes, which are detached from reality and increasingly normalized; they become a sort of "culture" in a society (Lippmann, 1963, pp. 30-31). Such narratives often associate migration with criminality, social decay, and insecurity, shaping a public discourse whose repercussions extend to minors, including UMMs. One of the most critical consequences of this distorted public perception is the persistent lack of person-centered integration pathways for minors that communities and institutions should be responsible for implementing. This climate prevents community members from recognizing their shared responsibility in supporting UMMs' integration, delegating this task to a limited number of actors who are not always adequately trained for some particular tasks, even though they are for others. Our study suggests that effective integration can only emerge from measures grounded in ethical frameworks capable of offering context-sensitive guidelines. Assuming that identical reception and integration strategies can be uniformly applied across diverse settings would be reductive and counterproductive. In this regard, the concept of safeguarding—understood as the collective and individual contribution to the creation of "safe relationships, safe spaces, and safe processes" (Zollner & Beer, 2024, p. 475)—provides a promising framework. Safeguarding can contribute on two interconnected levels. First, it supports the development of personalized pathways that foster minors' capabilities (Cfr. Nussbaum, 2011), agency (Cfr. Bandura, 2006, p. 169), sense of safety, and capacity to build human and social capital to be reinvested either in the host society or, should they choose to return as adults, in their countries of

origin. Second, it fosters the emergence of a renewed public consciousness, more closely aligned with empirical realities and more aware of shared responsibilities. Such a shift can facilitate more effective integration processes by reducing linguistic, bureaucratic, and cultural barriers, ultimately contributing both to the integral development of UMMs and to the broader flourishing of society (Rinaldi, 2020).

Ambrosini M., Sociologia delle migrazioni, Bologna, Il Mulino, 2005.
Bandura A., Toward a psychology of human agency, in Perspect Psychol Science, 1(2), 2006.
Benevene P., and Scardigno, A. F. (ed.) L'apprendimento permanente per l'inclusione
e l'integrazione culturale delle persone rifugiate, 2024.
Colombo M., and Scarding, A. F. (ed.), La formazione dei rifugiati e dei minori stranieri non accompagnati. Una realtà necessaria, Quaderni CIRMiB 2/2019.
Grossi G., L'opinione pubblica, Lecce, Laterza, 2011.
Lippmann W., L'opinione pubblica, Milano, Edizioni di Comunità, 1963.
Nussbaum, M. C., Creating capabilities: The human development approach, Harvard University Press, Cambridge 2011.
O'Neill G. and McMahon T., Student-centred learning: What does it mean for students and lecturers?, in "Emerging Issues in the Practice of University Learning and Teaching", 2005.
Pacelli D., C. Rumi, and F. Ieracitano, La rappresentazione dei minori stranieri sulla stampa italiana, in "Libertà civili", (settembre-ottobre), 2014.
Polignano A., Media, migration and sociology. A critical review, in "Sociologica", (1), 2017.
Presidente della Repubblica Italiana, Legge n. 47. Disposizioni in materia di misure di protezione dei minori stranieri non accompagnati, Roma, 7 aprile 2017.
Rinaldi A., Una migrazione che dà speranza. I minori non accompagnati in Italia, Milano, Mimesis, 2020.
Sen A., Development as freedom, Knopf, New York 1999
Suárez Navaz L., Un nuevo actor migratorio: Jóvenes, rutas y ritos juveniles transnacionales, in F. Checa y Olmos, A. Anjeles, e C. Checa Olmos (a cura di), Menores tras las fronteras. Otra inmigración que aguarda, Icaria, Barcelona, 2008, pp. 17-50.
UNHCR e OIM, A un bivio. La transizione all'età adulta dei minori stranieri non accompagnati in Italia, Report integrale, 2019.
Zollner H., and Beer P., «Safeguarding». A proposito della complessa relazione tra profezia e Chiesa, in La Civiltà Cattolica 175 (2024), II, Quaderno 4175, 470-482.

THE COMPLEXITY OF THE SCHOLASTIC INCLUSION OF STUDENTS WITH A MIGRANT BACKGROUND: A COMPARISON BETWEEN ITALY AND SPAIN

Patrizia Rinaldi (INSTITUTE FOR MIGRATION RESEARCH, UNIVERSIDAD DE GRANADA, SpainThe Complexity of the Scholastic Inclusion of Students with a Migrant Background: a Comparison between Italy and Spain) · **Giovanna Filosa** (Inapp, Italy)

Young migrants | inclusion | integration

The paper offers a comparative and critical reflection on the educational inclusion of students with a migrant background in Italy and Spain, focusing on the role of standardized assessments in capturing the complexities of integration processes within school systems. Drawing on both quantitative and qualitative methodologies, we examine how national evaluation tools—INVALSI in Italy and INEE in Spain—reflect or obscure the educational trajectories of first- and second-generation migrant students. The analysis spans a decade of data (2016–2025), enriched by legislative reviews, to explore the intersection of migration, educational policy, and social equity. In both countries, the presence of students with non-native backgrounds has grown steadily, becoming a structural component of the school population. However, this demographic shift has not been matched by an equally robust transformation in educational practices or assessment frameworks. In Italy, INVALSI test results reveal persistent performance gaps between native students and those of migrant origin, particularly in Italian language and mathematics. These disparities are most pronounced among first-generation students and are only partially mitigated in second-generation cohorts. Interestingly, in English listening tests, second-generation students often outperform their native peers, suggesting that linguistic integration is not unidirectional and may vary across domains. Spain presents a similar yet distinct scenario. The decentralization of its education system has led to heterogeneous regional policies, with varying degrees of support for migrant students. While the right to education is formally guaranteed regardless of legal status, the reality is marked by high repetition rates, especially among first-generation students, and significant delays in core competencies such as mathematics and Spanish language. The concentration of migrant students in public schools—often in socioeconomically disadvantaged areas—further exacerbates educational segregation and limits opportunities for intercultural exchange. Standardized assessments, while useful for system-level diagnostics, are insufficient to capture the full spectrum of educational inclusion. These tools often fail to account for contextual variables such as socioeconomic status, linguistic diversity, and the psychosocial dimensions of migration. Moreover, the reliance on test scores as proxies for merit risks reinforces structural inequalities, particularly

when used in isolation from qualitative indicators. We investigate the “Matthew effect” in education, whereby students who start with disadvantages—linguistic, cultural, or economic—are further marginalized by assessment systems that do not accommodate their specific needs. To address these challenges, it is necessary to adopt a more holistic evaluation approach—one that integrates standardized testing with qualitative tools such as school self-evaluation reports, ethnographic observations, and participatory assessments. We emphasize the importance of teacher training, intercultural pedagogy, and the active involvement of families and local communities in fostering inclusive learning environments. In both Italy and Spain, successful examples of inclusive schools often emerge not from top-down mandates but from grassroots initiatives supported by civil society and the third sector.

Barone C., Serpieri R. (a cura di) (2016), “Special Issue. Valutazione e miglioramen-to nei processi educativi”, Scuola democratica. Learning for democracy, 7 (2), pp. 291-578.Battilocchi G.L. (2020), “Educational poverty in Italy: concepts, measures and poli-cies”, Central European Journal of Educational Research, 2 (1), pp. 1-10.Bonifazi C. (a cura di) (2017), Migrazioni e integrazioni nell’Italia di oggi, CNR-IRPPS e-Publishing, Roma.Buraschi D., Aguilar Idáñez M.J. (2023), Competenze interculturali emancipatrici: una proposta d’intervento socioeducativo, Fondazione ISMU ETS, Milano, retrieved on January 7, 2025, from https://www.ismu.org/wp-content/uploads/2023/09/Competenze-interculturali-emancipatrici_Guida-ISMU-2023-1.pdf. Butera F. (2006), “La meritocrazia a scuola, un serio ostacolo all’apprendimento”, Psicologia sociale, Social Psychology Theory & Research, 1 (3), pp. 431-448.Castaño G., Rubio Gomez, Fernandez Echeverria F.J., José M. (2018), “Las trampas de la diversidad. Sobre la producción de diferencias en la escuela”, Gazeta de antropología, 34 (1), pp. 3-17. Corsini C. (2022), “La colpa è sempre e solo della scuola? Il merito come teodicea sociale”, Articolo33, 4, pp. 7-10.Corsini C. (2023), La valutazione che educa. Liberare insegnamento e apprendimento dalla tirannia del voto, FrancoAngeli, Milano.Dal Zovo S., Demo H. (a cura di) (2022), Fare didattica inclusiva nel contrasto alla dispersione scolastica e alla povertà educativa. Linee guida, Save the Children, retrieved on January 7, 2025, from https://s3.savethechildren.it/public/files/up-loads/pubblicazioni/fare-didattica-inclusiva-nel-contrasto-alla-dispersione-sco-lastica-e-alla-poverta-educativa.pdf. De Miguel-Luken V., Solana-Solana M. (2016), “Immigrants in the Educational System in Spain: Who Persists?”, Social Indicators Research, 132, pp. 733-755.Deplano V. (2020), “Chiamatela Technology Enhanced Learning non didattica a dis-tanza”, AI4Business.it, retrieved on January 7, 2025, from https://www.ai4business.it/ricerca/chiamatela-technology-enhanced-learning-non-didattica-a-distanza.Di Castro G., Ferri V., Filosa G. (2023), “Studenti con background migratorio e mer-ito: una sfida per una scuola inclusiva”, Pampaedia Bollettino As. Pe., 1 (195), pp. 120-36.Demaio G., Di Lecce F. (2023), “Gli studenti stranieri e di origine immigrata nelle scuole italiane”, in IDOS Centro Studi, Dossier Statistico Immigrazione 2023, Roma, pp. 233-238.Di Padova P., Chiurco L., Rosano A. (2024), “Le competenze in italiano delle nuove generazioni di origine straniera fra segregazione scolastica ed estrazione so-ciale”, in A. Scialdone, S. Aru (a cura di), Educare alla cittadinanza nei contesti interculturali. Territori e prospettive di integrazione di studenti con background migratorio, Carocci, Roma, pp. 17-36.Copyright © 2026 by FrancoAngeli s.r.l., Milan, Italy. ISBN 9788835184676

59European Education and Culture Executive Agency: Eurydice (2023), Promoting diversity and inclusion in schools in Europe, Publications Office of the Europe-an Union, Bruxelles, retrieved on January 7, 2025, from https://data.europa.eu/doi/10.2797/443509. European Education and Culture Executive Agency – Eurydice, Noorani S., Baïdak N., Krémó A., Riiheläinen J. (2019), Integrating students from migrant backgrounds into schools in Europe – National policies and measures, Publications Office of the European Union, Bruxelles, retrieved on January 7, 2025, from https://data.europa.eu/doi/10.2797/9799.Faggioli M. (a cura di) (2014), Migliorare la scuola. Autovalutazione, valutazione e miglioramento per lo sviluppo della qualità, Spaggiari, Parma.Fenix Humanitarian Legal Aid (2022), A Child’s Best Interests? Rights Violations in the Absence of Presumption of Minority, Fenix, Lesvos.Fernández P., García Castaño F.J., Rubio M. (2018), “Las trampas de la diversidad. So-bre la producción de diferencias en la escuela”, Gazeta de Antropologia, 34, pp. 1-17. Ferri V., Di Castro G., Marsiglia S. (2023), “Exploring immigrant gaps in education: empirical evidence”, JReading Journal of Research and Didatics in Geography, 12 (1), pp. 11-23.Ferri V., Di Castro G., Marsiglia S. (2024), “Does the immigrant background affect student achievement? Cross-country comparisons of PISA scores”, Rivista Italiana di Economia, Demografia e Statistica, 77 (3), pp. 91-102.Filosa G., Gamberoni E. (a cura di) (2023), Una scuola inclusiva, Azioni per contrastare i rischi di dispersione di alunne e alunni di origine straniera, Fran-coAngeli, Milano.Filosa G. (2022), Gli alunni con cittadinanza non italiana e le verifiche sugli appren-dimenti, AST – Ambiente, Società e Territorio, 3, pp. 11-15.Fondazione Giovanni Agnelli (2014), La valutazione della scuola. A che cosa serve e perché è necessaria all’Italia, Laterza, Roma-Bari.Franzé Mudanó A. (2003), “Imágenes y prácticas de los usos de la interculturalidad en el campo educativo”, in A. Barañano, J.L. García (coords.), Culturas en contacto: encuentros y desencuentros, Ministerio de Educación, Cultura y Deporte, Madrid. Freddano M., Pastore S. (a cura di) (2018), Per una valutazione delle scuole oltre l’adempimento. Riflessioni e pratiche sui processi valutativi, FrancoAngeli, Milano.García Castaño F., Javier y Pulido Moyano R. (2008), “El desarrollo de la antro-pología de la educación en España: razones que explican la casi monográfica mirada a las llamadas minorías étnicas”, in M.I. Jociles Rubio, A. Franzé Mu-danó (coords.), ¿Es la escuela el problema?: perspectivas socioantropológicas de etnografía y educación, Trotta, Madrid.García Castaño F., Echeverría F., Rubio Gómez J., María y Soto Páez L. (2011), “Inmigración extranjera y educación en España: algunas reflexiones sobre el ‘alumnado de nueva incorporación’”, in F.J. García Castaño, S. Carrasco Pons (coords.), Población inmigrante y escuela: conocimientos y saberes de investigación, Ministerio de Educación, Madrid.Copyright © 2026 by FrancoAngeli s.r.l., Milan, Italy. ISBN 9788835184676

60Giancola O., Salmieri L. (2023), La povertà educativa in Italia. Dati, analisi, politiche, Carocci, Roma.Giudici C., Trappolini E., Priulla A. (2023), “La transizione degli alunni stranieri dalla scuola secondaria all’università”, in IDOS Centro Studi, Dossier Statistico Immigrazione 2023, Roma, pp. 239-242.IDOS Centro Studi (2023), Dossier Statistico Immigrazione 2023, Roma. INAPP (2023), Indicatori di integrazione dei cittadini con background migratorio residenti in Italia, INAPP Report, retrieved on January 7, 2025, from https://oa.inapp.org/xmlui/bitstream/handle/20.500.12916/3951/INAPP_Chiurco-di-Padova-Pomponi-Rosano-Scialdone_Indicatori-integrazione-cittadini-back-ground-migratorio_IR_36_2023.pdf.Instituto Nacional de Evaluación Educativa (2022), ICCS 2022. Marco de evaluación, Springer, Madrid.Instituto Nacional de Evaluación Educativa (2023), Estudio Internacional sobre Educación Cívica y Ciudadana, Informe español, Ministerio de Educación, For-mación Profesional y Deportes, Madrid.INVALSI (2023), Rapporto INVALSI 2023, retrieved on January 7, 2025, from https:// invalsiareaprove.cineca.it/docs/2023/Rilevazioni_Nazionali/Rapporto/Rappor-to%20Prove%20INVALSI%202023.pdf. Labussière M. (2023), “Timing of citizenship acquisition and immigrants’ children educational outcomes: a family fixed-effects approach”, European Sociological Review, 20 (20), pp. 1-15. Landri P., Maccarini A.M. (a cura di) (2016), Uno specchio per la valutazione della scuola. Paradossi, controversie, vie d’uscita, FrancoAngeli, Milano.Levy P., Scholten N. (2020), “Between fragmentation and institutionalisation: the rise of migration studies as a research field”, Comparative Migration Studies, 8 (24), pp. 1-24.Martini A., Sisti M. (2012), Valutare il successo delle politiche pubbliche, il Mulino, Bologna.Ministerio de Inclusión, Seguridad Social y Migraciones (2022), Informe sobre la Integración de los Estudiantes Extranjeros en el Sistema Educativo Español, Observatorio Español del Racismo y la Xenofobia – OBERAXE, retrieved on January 7, 2025, from https://www.inclusion.gob.es/web/oberaxe/w/informe-sobre-la-inte-gracion-de-los-estudiantes-extranjeros-en-el-sistema-educativo-espanol. Ministerio de Inclusión, Seguridad Social y Migraciones (2023), Informe sobre la Integración de los Estudiantes Extranjeros en el Sistema Educativo Español, Ob-servatorio Español del Racismo y la Xenofobia – OBERAXE, retrieved on Janu-ary 7, 2025, from https://www.inclusion.gob.es/web/oberaxe/w/migrated-catalo-go-de-publicaciones-del-observatorio-espanol-del-racismo-y-la-xenofobia-ober-axe-2023-2024. Nanni W., Pellegrino V. (2018), “La povertà educativa e culturale: un fenomeno a più di-mensioni”, in Caritas italiana, Povertà in attesa. Rapporto 2018, Roma, pp. 91-184

Ongini V. (2019), Grammatica dell'integrazione. Italiani e stranieri a scuola insieme, Laterza, Roma-Bari.Osservatorio nazionale per l'integrazione degli alunni stranieri e l'educazione in-terculturale (a cura di) (2022), Orientamenti interculturali. Idee e proposte per l'integrazione di alunni e alunne provenienti da contesti migratori, Ministero dell'Istruzione, retrieved on January 7, 2025, from https://www.miur.gov.it/doc-uments/20182/0/Orientamenti+Interculturali.pdf/.Rubio Gómez M., Martínez Chicón R., Olmos Alcarez A. (2019), "Formación uni-versitaria, migraciones e interculturalidad en España: una revisión de la oferta educativa de los estudios de Grado de Educación Infantil, Educación Primaria, Pedagogía y Educación Social", Revista de Sociología de la EducaciónRASE, 12 (2), pp. 337-350.Santagati M. (2024), "La scuola", in Fondazione ISMU ETS, Ventinovesimo Rapporto sulle migrazioni 2023, FrancoAngeli, Milano, pp. 85-102.Save the Children (2014), La lampada di Aladino. L'indice di Save the Children per misurare le povertà educative e illuminare il futuro dei bambini in Italia, re-trieved on January 7, 2025, from https://www.savethechildren.it/cosa-facciamo/pubblicazioni/la-lampada-di-aladino.Scialdone A. (2021), Imparare dagli insuccessi. Pratiche di policy transfer ed apprendimenti negativi, paper presented at XXXIII Congresso Geografico Ital-iano – Session: "La mobilità delle politiche", retrieved on January 7, 2025, from https://www.ageiweb.it/wp-content/uploads/2022/06/BookOfAbstracts_e_Pro-gramma_XXXIII-Congresso-geografico_Italiano.pdf, p. 269.Scialdone A., Aru S. (a cura di) (2024), Educare alla cittadinanza nei contesti interculturali. Territori e prospettive di integrazione di studenti con background migratorio, Carocci, Roma.Scialdone A., Morri R. (eds.) (2023), "Young people of foreign origin and educa-tional failures: promoting inclusion through a territorial comparative approach", Journal of Research and Didactics in Geography – JReading, 1 (12), retrieved on January 7, 2025, from http://www.j-reading.org/index.php/geography/issue/view/26.Stanovich K. (2000), Progress in Understanding Reading. Scientific Foundations and New Frontiers, Guilford Press, New York.Talib I. (2002), The Language of Postcolonial Literatures: An Introduction, Rout-ledge, London.Copyright © 2026 by FrancoAngeli s.r.l., Milan, Italy. ISBN 9788835184676

RECONSTRUCTING FACE TO ENHANCE INTELLECTUAL CAPITAL IN VOCATIONAL TRAINING FOR ASYLUM SEEKERS

Massimo Piovano (Istituto Avventista di Cultura Biblica – Villa Aurora, Florence, Italy, Italy)

Intellectual Capital | Vocational Education and Training (VET) | Asylum Seekers

Across Europe, migration policies increasingly emphasize the need to enhance the intellectual capital of young migrants in order to reduce skills mismatch and foster social and labour market inclusion. Yet, education and training systems often reproduce processes of devaluation: bureaucratic uncertainty, linguistic barriers, and forms of stigmatization hinder the recognition of prior competences, rendering intellectual capital socially invisible or institutionally illegible. This paper argues that the enhancement of intellectual capital among asylum seekers cannot be understood solely as technical skill acquisition. Drawing on Erving Goffman's concepts of face-work and stigma, together with Pierre Bourdieu's theory of capital, intellectual capital is conceptualized here as competence that becomes effective only when it is socially recognized within interaction. In contexts shaped by precarious legal status and processes of stigmatization, the fragility of face concerns not only personal identity but the very possibility of presenting one's competences as legitimate. This interactional vulnerability can inhibit participation, reduce engagement, and weaken learning trajectories. Reconstructing face thus emerges as a relational precondition for activating capital. The analysis is based on a qualitative case study of a 500-hour Vocational Education and Training (VET) programme ("Warehouse and Logistics Operator") implemented in Italy in 2025 within the national GOL employment policy framework. The programme involved 11 asylum seekers and resulted in a 100% success rate in both theoretical and practical qualification exams. Through sustained classroom observation, the study examines how relational practices aimed at reducing face-threat, managing linguistic exposure, and fostering mutual recognition supported participation and successful completion. The analysis is informed by FACET®, an interactional analytical framework identifying five interdependent relational dimensions—trust, authenticity, control, exposure, and tolerance—that shape the stability of face in interaction. FACET operationalizes face-work through observable micro-interactional indicators, making analytically visible the relational conditions that enable or inhibit the activation of capital. The findings suggest that enhancing intellectual capital among structurally vulnerable young migrants requires not only access to training opportunities, but attention to the interactional processes through which competences become socially validated and institutionally legible. The paper proposes a micro-sociological reframing of inclusion strategies in VET policies, highlighting relational recognition as a necessary condition for transforming marginalized skills into recognized intellectual capital.

Bourdieu, P. (1986). The Forms of Capital. In J. Richardson (Ed.), Handbook of Theory and Research for the Sociology of Education. New York: Greenwood.
Goffman, E. (1963). Stigma: Notes on the Management of Spoiled Identity. Englewood Cliffs: Prentice-Hall.
Goffman, E. (1967). Interaction Ritual: Essays on Face-to-Face Behavior. Garden City, NY: Anchor Books.

UKRAINIAN MIGRANT AND REFUGEE MINORS - RESILIENCE, CREATIVITY, INTEGRATION

Annalisa Di Nuzzo (Università Suor Orsola Benincasa, napoli ITALIA, Italy)

Inclusivity resilience integration

The Russian invasion of Ukraine has led to one of the largest migration crises in Europe, with thousands of minors forced to leave their country seeking safety. This study explores the resilience and creativity of Ukrainian migrant and refugee minors, analyzing their adaptation and integration strategies in host countries. Context: The war in Ukraine has generated a mass exodus, with over 4 million people forced to flee. Minors represent a significant portion of this migration flow, facing unique challenges in their migration experience. Objectives: - Analyze the resilience and creativity strategies adopted by Ukrainian migrant minors. - Examine the role of host communities in integrating these minors. - Identify best practices to support the integration and well-being of migrant minors. Methodology: The study is based on a review of existing literature and qualitative interviews with migrant minors, host families, and social workers. Expected Results: The study will highlight the importance of creativity and resilience as tools for adaptation and integration for migrant minors. Effective strategies will be identified to support these processes, contributing to improved reception policies.

BOOKS

- La morte, la cura, l'amore - Donne ucraine e rumene in Campania, Roma,CISU, 2009.
- Fuori da casa . Migrazioni di minori non accompagnati , Roma, Carocci ,2013 p.126

CHAPTERS

- Donne migranti in Campania: lavoro di cura , sistemi familiari, in Quaderni del dipartimento di Scienze dell'Educazione, Università di Salerno, Lecce, Pensa 2009.
- Al di là del mare: l'immaginario del bel paese nella nuova letteratura italiana della migrazione, in Quaderni del dipartimento di scienze dell'Educazione, 2009/2010-I semestre, Università di Salerno, Lecce, Pensa, 2010.
- L'Italia di Mustafà, in Quaderni del dipartimento di scienze dell'Educazione, 2010, II semestre, Lecce, Pensa, 2010.
- Donne migranti in Campana: crudeltà quotidiane, sistemi familiari, matricentrismo trasmigrante) Atti del Convegno nazionale delle storiche, Vol.IV,2 Il genere della violenza. Linguaggi e rappresentazioni in Nuove frontiere per la storia d genere.(a cura di Laura Guidi e Maria Rosaria Pelizzari.
- Etnografie di donne migranti. Badanti e non solo. Riflessioni a margine di una ricerca. In In(-) certi luoghi (a cura di Maria Gioia Longo), Aracne ed. Roma, 2011.
- Rivoluzioni silenziose. Nuovi sistemi familiari, genitori e figli nel meridione italiano multietnico. In Seconda e terza generazione Integrazione e identità nei figli di immigrati e coppie miste (a cura di Simona Marchesini,Nicoletta Martinelli, Anna Paini, Mariaclara Rossi), Stamperie Comune di Verona, Verona , giugno 2014

32) Napoli allo specchio, Napoli che si rispecchia. In Napoli allo specchio, Di Dato Giorgio, Alfa Grafica-Casa del Popolo Ponticelli 2014.

- Napoli e l'Islam: le conversioni in Campania dalla moschea di Piazza Mercato alla ridefinizione dell'identità partenopea in termini di creolizzazioni europee. (superato vaglio dei revisori in via di pubblicazione) in Cambiare culto, cambiare fede: persone e luoghi (a cura di Simona Marchesini) Alteritas Verona

PAPERS

- I paradossi della migrazione:tra antichi percorsi e nuove modalità, in "Quelli dell'équipe", www.oltresalerno.it numero320 luglio 2007. (Reg. Tribunale Salerno, n.1083 del 16.3.2001)
- Religione ed Etnicismi nell'Italia dell'immigrazione (in collaborazione con A. Musilli) modulo didattico on line per ICON, (Prot.765-10-9-2007-00400)

ENHANCING INTELLECTUAL CAPITAL THROUGH INTERCULTURAL URBAN EDUCATION: A MIGRATION STUDY IN VERONA, ITALY

Sepideh Nikounejad (University of Verona, Italy) · **Emanuela Gamberoni** (University of Verona, Italy)

Cultural integration Migration inclusion

Migration involves the movement of people from one geographic location to another and can create both opportunities and challenges (Rinaldi, 2023). While this movement can provide better opportunities for migrants, it also brings challenges such as language barriers, educational difficulties, social isolation, and perceived discrimination (Ķešāne, 2019; Pan et al., 2019). On the other hand, migration has a great impact on intellectual capital in both origin and host countries. Intellectual capital is recognized as the intangible resources of an organization or society, including knowledge, skills, experience, and capabilities, which play a significant role in innovation, economic development, and competitiveness (Gariba et al., 2025). The results of some researches show that highly educated and skilled migrants have a positive influence on innovation in host countries, created through intellectual capital (Hunt & Gauthier-Loiselle, 2010; Kerr & Lincoln, 2010; Capoani, Chabert, & Izzo, 2024; Gariba et al., 2025; Pan et al., 2025). Due to this reason, different countries should take these aspects into account and promote specific projects and actions, particularly for the younger

generations, to develop their skills and knowledge and to provide suitable infrastructure for migrants. In this context, the Migrantour program, co-funded by the European Union, has been launched with the aim of enhancing cultural integration as well as economic and social sustainability. The program offers opportunities for learning and cultural interaction through city walks and listening to stories and knowledge shared by migrants. This proposal adopts Human Capital Theory as its theoretical framework to examine how migration influences intellectual capital through Intercultural Urban Education, specifically via guided city walks and storytelling by migrants. Human Capital Theory emphasizes that investments in education, skills, and training enhance productivity and economic value (Gariba et al., 2025). Migrantour can be considered a practical case of Intercultural Urban Education in order to enhance intellectual capital. This project is running in Italy and some other European countries such as Denmark, Spain, France, and the Netherlands. This proposal is concentrated on Migrantour in Verona, Italy. Its aim is to understand how the Migrantour project enhances intellectual capital and cultural integration by fostering new knowledge, skills, and shared cultural experiences. Regarding the methodology, a qualitative approach through a case study has been chosen. Participatory observation using an ethnographic strategy will be applied during the walk. In addition, semi-structured interviews with organizers and walk guides, including 10 interviews, will be conducted. Qualitative data will be analyzed through thematic coding and categorization. It is expected that the implementation of the Migrantour project in Verona will contribute to strengthening intercultural dialogue, reducing social distance between migrants and local citizens, promoting social inclusion, and enhancing the city's intellectual and cultural capital.

Capoani, P., Chabert, T., & Izzo, M. F. (2024). Understanding the relationship between immigration and innovation: A systematic review and meta-analysis. Journal of Economics, Race, and Policy, 7(2), 122–136. https://doi.org/10.1007/s41996-023-00135-x

Gariba, M. I., Addo-Donkoh, G., Mohammed, S. G., & Gariba, L. M. (2025). The impact of migration on intellectual capital: Exploring the mediating role of digitalization, and institutional quality. Cogent Social Sciences, 11(1), 2490674. https://doi.org/10.1080/23311886.2025.2490674

Hunt, J., & Gauthier-Loiselle, M. (2010). How much does immigration boost innovation? American Economic Journal: Macroeconomics, 2(2), 31–56. https://doi.org/10.1257/mac.2.2.31

Julia, K., Ricaud, C., Anastasia, K., & Zhao, Y. (2014). Current trends of realization of the intellectual capital and problems of intellectual migration. Procedia Economics and Finance, 14, 326–332. https://doi.org/10.1016/S2212-5671(14)00720-5

Kerr, W. R., & Lincoln, W. F. (2010). The supply side of innovation: H-1b visa reforms and u. S. Ethnic invention. Journal of Labor Economics, 28(3), 473–508. https://doi.org/10.1086/651934

Ķešāne, I. (2019). The lived experience of inequality and migration: Emotions and meaning making among Latvian emigrants. Emotion, Space and Society, 33, 100597. https://doi.org/10.1016/j.emospa.2019.100597

Pan, J., Chen, B., Zhu, H., & Fan, C. (2025). Migration, innovation and social welfare evidence from OECD countries. International Journal of Innovation Studies, 9(4), 343–353. https://doi.org/10.1016/j.ijis.2025.07.006

Pan, J.-Y., Ye, S., Chen, C., & Park, C. (2019). A meaning-making model of post-migration growth for mainland Chinese university students in Hong Kong. International Journal of Intercultural Relations, 69, 1–10. https://doi.org/10.1016/j.ijintrel.2018.12.002

Rinaldi, P., (2023). Variable impact on young migrants and related measures in Spain and Italy, Andalusia and Sicily: a comparative analyses. Gournal of research and didactive in giography, 1, 12, 57-72. https://doi.org/10.4458/5970-05

FROM PROTECTION TO AGENCY: THE UNICORE PROJECT – UNIVERSITY CORRIDORS FOR REFUGEES AS A STRATEGY OF MULTILEVEL GOVERNANCE AND INTERNATIONAL COOPERATION

Francesca Colella (University of L'Aquila, Italy)

Refugees | Social inclusion | International cooperation

In the context of demographic transition and the challenges posed by the inclusion of young people with a migrant background in European education systems, university pathways are emerging as key instruments for combining mobility, protection, and the enhancement of human capital. From this perspective, access to higher education can represent not only a channel for social inclusion but also an innovative mechanism of international cooperation. The proposed contribution focuses on the UNICORE project – University Corridors for Refugees, promoted by a broad network of Italian universities coordinated by UNHCR, in collaboration with the Italian Ministry of Foreign Affairs and International Cooperation and civil society actors such as Caritas Italiana, Diaconia Valdese, and Centro Astalli. The initiative aims to expand access to higher education in Italy for refugees residing in several countries in Africa and Asia, through safe and regular educational mobility pathways. The analysis of data collected across the programme's editions, active since 2019, highlights the defining features of an innovative model of multilevel governance integrating universities, public institutions, civil society, and the private sector. This configuration facilitates access for young refugees to master's degree

programmes and supports them along integrated trajectories of educational mobility, social inclusion, and progressive transition into the labour market. Enhancing the intellectual capital of young refugees represents a strategic lever for promoting inclusion, social cohesion, and sustainable development in host societies. In line with the New York Declaration for Refugees and Migrants and the Global Compact on Refugees, the contribution examines higher education pathways as complementary safe and regular entry channels capable of transforming international protection into concrete opportunities for autonomy, agency, and social participation. Findings emerging from six years of implementation highlight the programme's positive impact in terms of academic success, employability, and skills development, while also suggesting its potential transferability and scalability at the European level. The reflection also offers a critical analysis of the main challenges that have emerged — including institutional sustainability, equity of access, and continuity of post-graduation pathways — highlighting lessons learned and future perspectives for making such initiatives increasingly inclusive, sustainable, and aligned with the aspirations of young refugees. From this perspective, access to higher education can be understood as a device of international cooperation capable of fostering the maintenance of transnational ties and the development of hybrid academic and professional networks through institutional partnerships that connect universities, involve NGOs and public institutions, and create legal mobility pathways. At the same time, it transforms protection into agency, reduces dependence on welfare systems, and contributes to positioning these young people as active protagonists within diasporic communities and global contexts, generating benefits for both host and origin countries in a win-win logic.

Ambrosini M. (2011), Sociologia delle migrazioni, il Mulino, Bologna.

Colella F., Grassi V. (a c. d.) 2020, MigrAzioni. Princìpi, culture e pratiche di giustizia sociale (a cura di, con Grassi V.), Carocci, Roma.

Colella F., Gianturco G. (2020), L'idea sociale delle migrazioni nella società contemporanea, in «Sociologia e ricerca sociale», Franco Angeli, Milano, n. 123/2020, ISSN 1121-1148, pp. 5-18.

Colella F. Grassi V. (2020), Il fenomeno migratorio in Italia e la vocazione interculturale del Mediterraneo , in «Sicurezza e scienze sociali», VIII, 1/2020, Franco Angeli, Milano, ISSN 2283-8740, ISSNe 2283-7523, pp. 93-105.

Macioti M.I., Pugliese E. (2004), L'esperienza migratoria. Immigrati e rifugiati in Italia, Laterza, Roma-Bari.

THE ASYLUM AND MIGRATION FUND IN ITALIAN EDUCATION, TRAINING AND GUIDANCE POLICIES FOR MIGRANT BACKGROUND YOUTH: LEGISLATION, PROGRAMMING, GOVERNANCE, SOCIO EDUCATIONAL IMPACTS

Emma Robbio (INAPP, Italy)

AMIF | Migrant | Policies

This paper examines the role of the Asylum, Migration and Integration Fund (FAMI) and its evolution into the Asylum, Migration and Integration Fund (AMIF) within the framework of Italian education, training, and guidance policies addressed to young people with a migrant background. The presence of foreign youth, either born abroad or belonging to second generation migrant families, represents a growing share of the resident population and constitutes an essential component for demographic rebalancing and for broader processes of social and cultural transformation in Italy. In this context, the educational inclusion of young people with a migrant background poses significant challenges for the Italian education and training system, including language literacy, the prevention of early school leaving, access to education and vocational training pathways, and the development of effective orientation systems capable of supporting informed educational and professional choices. Through the analysis of the legal foundations and the evolution of the regulatory framework in the 2014–2020 and 2021–2027 multiannual programming periods, the implementation modalities of the Fund are examined with particular reference to initiatives aimed at fostering the integration of young migrants and assessing their impact on the Italian school system. The governance structure highlights the multilevel dimension that characterises the implementation of the Italian National Programme of the Asylum and Migration Fund, whose coordination is entrusted to the Ministry of the Interior as Responsible Authority in close cooperation with the Ministry of Education and Merit, regional administrations, local authorities, and third sector organisations. Adopting a descriptive analytical approach, the study identifies the main areas of intervention supported by FAMI or AMIF within the Italian education system, including language literacy programmes aimed at strengthening Italian as a second language competencies, school inclusion policies, teacher training initiatives, and the development of integrated guidance and vocational

education and training pathways. The analysis of the territorial distribution of nationally funded projects supported by the Fund makes it possible to identify the principal lines of intervention implemented, including initiatives for the enhancement of linguistic competences, actions accompanying educational and guidance pathways, measures aimed at promoting inclusion and educational success, and school support and reception services. In the overall assessment of the Fund impact, the analysis highlights several structural and operational criticalities that emerged during the implementation phase, mainly related to administrative and procedural complexities affecting project activation timelines, the fragmentation of initiatives across territories due to uneven planning capacities among institutions and local networks, and the sustainability of interventions in the medium to long term. Additional challenges concern territorial differences in access to resources and in the effectiveness of adopted measures, as well as the persistent difficulty of integrating funded actions into mainstream education and social policies across diverse regional contexts. Nevertheless, despite these implementation challenges, FAMI/AMIF should not be regarded solely as financial support mechanisms but rather as policy instruments endowed with transformative potential capable of influencing educational and social policies for young people with a migrant background. From this perspective, the Fund contributes to inclusive models of citizenship and participation effectively.

European Commission. (2016). Action plan on the integration of third-country nationals. Brussels.
European Commission. (2020). Action plan on integration and inclusion 2021–2027. Brussels.
European Commission. (2022). Guidelines on the implementation of AMIF national programs 2021–2027 Brussels.
European Court of Auditors. (2024). Special report 26/2024: Integration of third country nationals in the EU – Relevant support from the Asylum, Migration and Integration Fund but its impact could not yet be demonstrated.
European Parliament & Council of the European Union. (2014). Regulation (EU) No. 516/2014 establishing the Asylum, Migration and Integration Fund (2014–2020).
European Parliament & Council of the European Union. (2021). Regulation (EU) 2021/1147 establishing the Asylum, Migration and Integration Fund (2021–2027).
Fondazione ISMU. (2022). Alunni con background migratorio in Italia. Famiglia, scuola, società. Rapporto nazionale (Rapporto ISMU 4/2022).
Ministero dell'Istruzione. (2014). Linee guida per l'accoglienza e l'integrazione degli alunni stranieri. Roma.
Ministero dell'Istruzione. (2020). Gli alunni con cittadinanza non italiana. A.S. 2018/2019. Focus statistico.
Ministero dell'Istruzione. (2021). Gli alunni con cittadinanza non italiana. A.S. 2019/2020. Ufficio Statistica e Studi.
Ministero dell'Istruzione e del Merito. (2022). Linee guida per l'accoglienza e l'integrazione degli alunni stranieri (aggiornamento).
Ministero dell'Interno. (2015). Programma Nazionale Fondo Asilo, Migrazione e Integrazione (FAMI) 2014–2020. Roma.
Ministero dell'Interno. (2022). Programma Nazionale Fondo Asilo, Migrazione e Integrazione (FAMI) 2021–2027. Roma.
Ministero dell'Interno. (2022). Rapporto di aggiornamento della valutazione intermedia del Programma Nazionale FAMI 2021–2027.

LEARNING ACROSS BORDERS: RECOGNIZING THE INTELLECTUAL CAPITAL OF CHILDREN MOVING ALONE IN ITALY

Alessandra Barzaghi (Università Cattolica del Sacro Cuore di Milano, Italy)

Unaccompanied minors | lifelong learning | collaborative and creative methods

In Italy, institutional discourse frequently frames children moving alone primarily through an emergency-driven approach, responding to the broad constructed category of "unaccompanied minors" and portraying them as individuals lacking competencies who must restart their educational trajectories from zero (Malkki, 2015; Santagati et al., 2024). Such representations risk obscuring the intellectual and experiential capital developed throughout their life histories and migratory trajectories (Jarvis, 2006; Morrice, 2014). As a result, these narratives may contribute to the marginalization of migrant youth within education, where their previous experiences and forms of knowledge often remain unrecognized or undervalued. This paper presents reflections from an ongoing doctoral research project that explores how young people who arrived in Italy alone perceive physical and symbolic borders (Khosravi, 2010) and how they reflect on the learning processes emerging from lifelong experiences and border crossing. Drawing on border studies, particularly the concept of "border as method" (Mezzadra & Neilson, 2014), the research examines how borders are experienced not only as physical or institutional limits but also as complex social spaces in which practices of resistance, negotiation, and transformation may take shape. While institutional and adult-centric perspectives often interpret the trajectories of minors mainly in terms of vulnerability (Bhabha, 2014), this study shifts attention to the knowledge and forms of agency developed and recognized by migrant youth themselves (Venken et al., 2020). The research adopts a participatory approach (Freire,

1970; Aguilar Idáñez & Buraschi, 2023) that recognizes migrant youth as competent social actors (hooks, 2020) whose perspectives and knowledge deserve acknowledgement, particularly in the design of research and educational initiatives. Methodologically, the study combines collaborative and creative methods (Giorgi et al., 2021). Peer researchers participated in the co-design of research tools and contributed to the interpretation of the findings. Fieldwork, conducted between March 2025 and January 2026, involved 120 participants through 13 group activities and 49 individual interviews carried out in several Italian cities and border areas. Data collection included drawing, collage, image selection, and narrative reflection, enabling participants to recount their experiences through alternative and dialogical forms of storytelling. Preliminary findings suggest that migratory trajectories and border crossings can become significant sites of learning. Participants frequently describe the development of perseverance, resilience, and practical autonomy while navigating uncertain and precarious contexts. Many narratives highlight the capacity to cope independently, organize everyday life, and manage difficult situations. At the same time, learning processes also include more ambivalent dimensions, such as the development of caution or distrust toward others as strategies for navigating contexts of insecurity. Reflecting on these experiences often becomes a moment of self-recognition: in contexts where migrant youth are frequently considered lacking competencies, the opportunity to express what they have learned contributes to reshaping their self-perception and affirming their agency. By centering the perceptions of children moving alone, this research contributes to debates on intercultural education and inclusion policies. Recognizing the experiential learning developed also through migration can help design more inclusive educational and training pathways capable of acknowledging and valuing their competencies rather than overlooking them.

Bhabha J. (2014), Child Migration and Human Rights in a Global Age, Princeton University Press
Buraschi D., Aguilar Idáñez M.J. (2023), Competencias Interculturales. Una propuesta emancipadora, CSA
Freire P. (1970), Pedagogia degli oppressi, ristampa Edizioni Gruppo Abele, 2022
Giorgi A., Pizzolati M., Vacchelli E. (2021), Metodi creativi per la ricerca sociale. Contesto, pratiche, strumenti, Il Mulino
hooks b., Nadotti M. (2020), Elogio del margine; Scrivere al buio, Tamu Edizioni
Jarvis P. (2006), Towards a Comprehensive Theory of Human Learning, Routledge
Khosravi S. (2010), Io sono confine, Elèuthera
Malkki L. (2015), The Need to Help: The Domestic Arts of International Humanitarianism, Duke University Press
Mezzadra S., Neilson B. (2014), Confini e frontiere. La moltiplicazione del lavoro nel mondo globale, Il Mulino
Morrice L. (2014), The Learning Migration Nexus: Towards a Conceptual Understanding, University of Sussex
Santagati M., Barzaghi A., Ferrari C. (2024), Minori stranieri non accompagnati a scuola. Se l'improbabile diventa possibile, FrancoAngeli
Venken M., Kaisto V., Brambilla C. (2022), Children, Young People and Borders. A Multidisciplinary Outlook, Routledge

INCLUSION OF YOUNG ROMA, SINTI AND CAMMINANTI: INTELLECTUAL CAPITAL AND INTERCULTURAL STRATEGIES

Sabina Polidori (INAPP, Italy) · **Ksenija Fonovic** (LabTS - Laboratorio Terzo Settore)

Rom Sinti Camminanti | intercultural education | inclusion

The inclusion of young Roma, Sinti and Caminanti (RSC) represents a crucial challenge for Italy and the European Union, against a backdrop of demographic transition and increasing mobility. Historical marginalization and social stigma continue to hinder access to education and vocational training, leading to early school leaving and limiting the development of these communities' intellectual capital. This situation fuels a vicious cycle of intergenerational exclusion and job insecurity. This paper aims to analyze: Bureaucratic and linguistic obstacles, such as difficulties with documentation and limited proficiency in the national language. Cultural and social barriers, linked to stereotypes and discrimination (antigypsyism); Intercultural education practices that foster dialogue between cultures and the development of transferable skills. Guidance and capacity-building programs to support the transition from school to work and prevent educational dropout. International cooperation to promote educational mobility and intercultural exchanges. The proposed approach is multidisciplinary and intersectional, grounded in empowerment, participation, and collaborative planning among institutions, communities, and the third sector. It emphasizes the need for long-term policies that move beyond a crisis-driven mindset, integrating education, training, and workplace inclusion within a framework of social justice and equal opportunity.

• EU Roma Strategic Framework 2020–2030 – Commissione Europea
• Strategia Nazionale per l'inclusione dei Rom e Sinti 2021–2030 – Presidenza del Consiglio
• Fonović, K., Sein, S. R., & Jovanović, S. (2025). Institutional weaknesses and relational voids: Historically rooted structural barriers in countering antigypsyism in Italy (National report, Italy). ERGO Network; CEPS – Centre for European Policy Studies.

H.19

University Students with Migrant Backgrounds: Rethinking Educational Justice and Democratic Inclusion

PANEL CONVENORS: Maria Grazia Galantino (Sapienza University of Rome, Italy); Francesca Messineo (Sapienza University of Rome, Italy)

PANEL KEYWORDS: Higher Education, Students with Migration Backgrounds, Educational Inequalities

Global mobility has reshaped the sociocultural composition of societies. Universities too are increasingly shaped by the presence of international students, students in mobility, and students with migration backgrounds. Against this backdrop, our panel aims to stimulate debate on the university's role as a space for negotiating equality and difference, and as a strategic arena for developing inclusive, democratic practices that recognize all students as agents of change. Universities are both places of learning and spaces where opportunities for social mobility are created (Curl et al. 2017), offering possibilities for active citizenship and emancipation, yet also carrying the risk of reproducing disadvantage at the intersection of race, gender, class, and cultural capital (Reay et al. 2005). Research in Italy (Bertozzi 2018) shows that the experiences of university students with migration backgrounds are marked by tensions between individual aspirations and structural conditions. These experiences are crucial for understanding how educational inequalities work in practice and how diversity is negotiated and transformed in the everyday lives of new generations, raising urgent questions about social and educational justice, intercultural citizenship, and democracy. We welcome Italian and international contributions addressing these issues from theoretical and empirical perspectives. Potential topics include: - Quantitative analyses of student populations at national and/or university levels - Experiences of access, participation, and academic achievement - Structural, cultural, and linguistic barriers - Patterns of segregation in study programs and students' trajectories - Future expectations and their intersection with identity and belonging - Policies and good practices of inclusion, support, and mentoring.

ASPIRATIONS AND UNIVERSITY ATTENDANCE AMONG IMMIGRANT STUDENTS IN ITALY: A LONGITUDINAL PERSPECTIVE

Alessio Buonomo (Università degli studi di Napoli Federico II) · **Cinzia Conti** (Istat) · **Giuseppe Gabrielli** (Università degli studi di Napoli Federico II) · **Fabio Massimo Rottino** (Istat) · **Salvatore Strozza** (Università degli studi di Napoli Federico II)

Educational aspirations | Migrant backgrounds | University enrolment

The study investigates how demographic, familial, and behavioural factors shape educational aspirations and university attendance among students with an immigrant background in Italy, adopting a longitudinal perspective. Over the past three decades, migration flows have significantly increased the presence of immigrant-origin students in Italian schools, raising important questions about their integration and educational trajectories. Persistent inequalities remain between immigrant-origin and native peers, often linked to socio-economic disadvantage, limited cultural capital, and reduced parental familiarity with the Italian education system. The analysis addresses a key gap in the literature: the relationship between aspirations expressed during upper secondary school and their actual fulfilment through university enrolment and continued attendance. While numerous studies have examined the determinants of aspirations, far fewer have assessed whether these expectations translate into concrete educational outcomes, largely due to the scarcity of longitudinal data. To overcome this limitation, the study links the 2015 "Integration of the Second Generation" survey conducted by Istat with administrative data from the MIUR on university enrolments from 2015 to 2022. This unique dataset makes it possible to follow students across the transition to higher education and to analyse both enrolment and continuity of studies. The theoretical framework draws on expectancy-value theory, which emphasises the role of motivation, perceived competence, and subjective evaluations in shaping educational choices. At the same time, the study engages with the so-called aspiration–achievement paradox: immigrant-origin students often report high educational aspirations but achieve comparatively lower outcomes. Two main explanations are considered. The immigrant optimism hypothesis attributes high aspirations to the positive self-selection and ambition of migrant families, while blocked opportunities theory

suggests that structural disadvantages in the labour market encourage immigrant families to view education as the primary route to upward mobility. Despite strong motivation, structural constraints—such as concentration in vocational tracks and higher dropout risks—may limit the realisation of ambitions. Using regression models, the study examines how personal characteristics (gender, citizenship, age at arrival), family background (parental education, socio-economic conditions), school factors (track, prior performance), and subjective resources (self-confidence, perceived academic success) influence both aspirations and their fulfilment. Particular attention is devoted to gender differences. Descriptive findings reveal a marked female advantage: girls are more likely to aspire to university, to enrol, and to persist in their studies. However, patterns vary across citizenship groups, and the determinants of success may differ between boys and girls. Overall, the findings highlight the complex interplay between structural resources and individual motivations in shaping the educational trajectories of immigrant-origin youth. While aspirations are generally high, their translation into university attendance depends strongly on socio-economic conditions, academic pathways, and migration-related factors. By identifying the conditions that enable students to achieve their goals, the study provides evidence to inform policies aimed at reducing inequalities and supporting the long-term educational success of young people with a migrant background in Italy.

ABADA T., TENKORANG Y. 2009. Gender Differences in Educational Attainment among the Children of Canadian Immigrants, International Sociology, Vol. 24(4): 580–608, International Sociological Association, SAGE (Los Angeles, London, New Delhi, Singapore and Washington DC)

BERRY J.W. 2005.Acculturation: Living successfully in two cultures, International journal of intercultural relations, Vol. 29, No. 6, pp. 697-712.

BOZZETTI. A. 2018. The Educational Trajectories of Second-Generation Students Towards Higher Education: Motivations, Family's Role and "Institutional" Bias. Italian Journal of Sociology of Education, 10(3), 82-109.

BUCHMANN C., DALTON B. 2002. Interpersonal influences and educational aspirations in 12 countries: The importance of institutional context, Sociology of education, Vol. 75, pp.99-122.

BUONOMO A., GABRIELLI G., GARGIULO G., ORIENTALE-CAPUTO G. 2024. Lyceum and university aspirations among migrants and non-migrants in Italy, British Educational Research Journal, Vol. 50, No.3, pp. 1208-1228.

BUONOMO A., CONTI C., GABRIELLI G., ROTTINO F.M., STROZZA S. 2025. Do aspirations during upperschool influence university enrolment of immigrants'children?, Rivista Italiana di Economia Demografia e Statistica, Volume LXXIX n.2 Aprile-Giugno.

GABRIELLI G., IMPICCIATORE R. 2022. Breaking down the barriers: educational paths, labour market outcomes and wellbeing of children of immigrants, Journal of Ethnic and Migration Studies, Vol. 48, No. 10, pp. 2305-2323.

KAO G., TIENDA M. 1998. Educational Aspiration of Minority Youth, American Journal of Education, Vol. 106, No. 3, pp. 349-384.

HADJAR A., SCHARF J. 2019. The Value of Education Among Immigrants and non-Immigrants and how this Translates into Educational Aspirations: a Comparison of four European Countries, Journal of Ethnic and Migration Studies, Vol. 45, No. 5, pp. 711-734.

HEATH A.F., BRINBAUM Y. 2014. Unequal Attainments. Ethnic Educational Inequalities in ten western countries, Oxford: Oxford University Press.

MIYAMOTO A., SEURING J., KRISTEN C. 2018. Immigrant students' achievements in light of their educational aspirations and academic motivation, Journal of Ethnic and Migration Studies, Vol.7, pp.1348-1370.

RUMBAUT R.G. 2004. Ages, life stages, and generational cohorts: Decomposing the immigrant first and second generations in the United States, International Migration Review, Vol.38, No. 3, pp. 1160–1205.

SALIKUTLUK Z. 2016. Why Do Immigrant Students Aim High? Explaining the Aspiration-Achievement Paradox of Immigrants in Germany. European Sociological Review, Vol. 32, No. 5, pp. 581-592.

ST CLAIR R., BENJAMIN A. 2011. Performing desires: The dilemma of aspirations and educational attainment, British educational research journal, Vol. 37, No. 3, pp. 501-517.

WIGFIELD A., ECCLES J.S. 2000. Expectancy-value theory of motivation, Contemporary Educational Psychology, Vol. 25, pp. 68-81

IMAGINING OTHERWISE: INTERCULTURAL BELONGINGNESS AND FUTURE EXPECTATIONS OF CHILDREN OF MIGRATION IN ITALIAN TERTIARY EDUCATION

Simona Miceli (University of Milan, Italy) · **Sonia Floriani** (University of Calabria, Italy)

Intercultural Belongingness | Future Expectations | Children of Migration

This paper explores how university students with migrant background in Italy imagine and pursue their futures, and how these projections intersect with identity, belonging, and experiences of inequality within tertiary education. We approach universities as ambivalent spaces, marked by both inclusionary and exclusionary dynamics (Gilberti et al. 2025), sites where aspirations are nurtured and social mobility becomes thinkable, but also arenas in which structural constraints, racialization, and symbolic boundaries are reproduced. In this context, future orientations offer a privileged lens through which to examine how inequality is experienced, negotiated, and transformed. The paper draws on qualitative research conducted within a broader national project on Italian youth and their orientations toward the future. It focuses on a case study of young adults with migrant backgrounds who have accessed or completed tertiary education. By centring on

students who have entered university pathways, the study does not aim to present "success stories," nor to deny persistent educational inequalities affecting children of migration in Italy - often described in terms of educational segregation (Bozzetti 2021). Rather, it investigates how aspirations are formed and pursued from within unequal social structures, and how higher education becomes a key terrain where experiences of exclusion and projects of future-making intersect. Based on semi-structured narrative interviews, the analysis reconstructs participants' educational trajectories and examines how intercultural daily practices as well as experiences of discrimination and misrecognition shape both their sense of belonging and their expectations for the future. Yet these narratives also reveal strategies of navigation, reflexivity, and growing critical awareness. University pathways emerge as spaces in which constraints are not simply endured but interpreted, contested, and re-signified. The paper focuses on two interconnected issues. First, it explores how experiences of exclusion within educational institutions inform processes of identity construction and belonging, shaping the ways in which young adults position themselves within Italian society. Second, it examines how aspirations and future expectations intersect with advanced educational pathways and are reconfigured through the university experience, potentially fostering a sharper awareness of the structural dynamics shaping students' opportunities and encouraging renewed commitments to countering exclusion and contributing to a fairer society. In this perspective, the future can be understood as a site of social transformation (Appadurai 2013). The anticipatory practices through which these young adults imagine what may lie ahead - and what they would like it to be - are shaped by present inequalities, yet simultaneously act upon them. Their educational projects thus operate at both personal and collective levels, mobilizing belonging, recognition, and claims to justice (Colombo, Rebughini 2012). In this sense, the children of migration who reach the higher stages of the education system - often overcoming multiple obstacles - can be understood as powerful agents of transformation, whose aspirations extend beyond individual social mobility to encompass collective well-being and societal reconfiguration.

Appadurai, A. (2013): The Future as Cultural Fact. Essays on the Global Condition, Verso (2013).
Bozzetti, A. (2021): Oltre la selezione scolastica. I giovani di origine straniera all'università, Bononia University Press.
Colombo, E., Rebughini, P. (2012): Children of Immigrants in a Globalized World. A Generational experience, Palgrave Macmillan.
Giliberti, L., Sarli, A., Semprebon, M. (2025): "Scuola, università e giovani con background migratorio in Italia. Introduzione alla Special Issue", in Mondi Migranti, 2/2025, pp. 9-29.

UNDERSTANDING STUDENTS WITH MIGRANT BACKGROUNDS: EDUCATIONAL PATHWAYS, INSTITUTIONAL BARRIERS, AND GOVERNANCE PROPOSALS FOR A MORE INCLUSIVE UNIVERSITY

Zenia Simonella (University of Milano-Bicocca) · **Maria Giulia Montanari** (University of Milano-Bicocca) · **Brunella Fiore** (University of Milano-Bicocca) · **Silvia Mugnano** (University of Milano-Bicocca)

students with migrant backgrounds | inequalities | university

As European societies become more diverse, higher education institutions face the challenge of ensuring equitable access for students with migrant backgrounds. Italian universities have recently experienced an increase in the number of students with migrant backgrounds, although this figure remains proportionally low compared to its potential. While research has focused on compulsory schooling, less attention has been paid to the university level. This paper presents preliminary findings collected within the FINE project (https://fineproject.it), which investigates the socio-economic and cultural factors that either foster or limit the tertiary educational pathways of students with migrant backgrounds in Italy. The project adopted a mixed-method approach, combining a survey targeting all students at the University of Milano-Bicocca (including about 2500 students with migrant backgrounds) with 50 in-depth interviews from the same university. The quantitative analysis enlightens the distinctive socio-economic characteristics of students with migrant backgrounds and related disadvantages in academic performance. The qualitative analysis shows that the educational path is often non-linear and arduous due to economic and social obstacles, as well as cultural aspects relating to how individuals manage their identities and sense of belonging. The decision-making process relating to educational choices appears to occur in isolation, with different influence of parents, siblings, teachers and peers. A desire for social redemption, as well as a wish to expand one's knowledge and secure a good job, emerges as motivations to enroll at university. The university

is seen as a freer environment than school in terms of how studies are organized, offering greater anonymity, which potentially neutralises bias and prejudice, and opportunities to participate in socio-political activities. In some cases, university becomes a symbolic space where identity can be fully expressed. During the interviews, the students suggested actions to foster access, such as providing economic and bureaucratic support, improving access to information and accountability, improving communication with students, and providing training for secondary school teachers on inclusion issues.

Bertozzi R., Lagomarsino F. (2019) Percorsi inattesi di transizione all'università: risorse e sfide per gli studenti di origine immigrata. Mondi migranti, 2, 171-190

Ferrara A. & Brunori C. (2025) Immigrant selectivity and second generation education in Italy: An aspiration squeeze?, Revista Internacional de Sociología 83(4): e286

Giliberti L., Sarli A., Semprebon M. (2025) Scuola, università e giovani con background migratorio in Italia. Mondi Migranti, 2, pp- 9-29

Giudici C., Trappolini E. & Vicari, D. (2021) The academic performance of students with a migrant background: evidence from a cohort enrolled at Sapienza University of Rome, Genus 77, 38

Romito M. (2014) Migrazioni, marginalizzazione e resistenze nei processi di orientamento scolastico, Mondi migranti 2, pp. 31-56

Trappolini E., Priulla A., Giudici C. & Vicari D. (2025) Migration-Related Differences in Academic Outcomes: Insights from the Italian Higher Education System, Journal of International Migration and Integration

UNEQUAL ACCESS, UNEQUAL EXPERIENCES: HOUSING PATHWAYS OF UNIVERSITY STUDENTS WITH MIGRANT BACKGROUNDS

Alessandro Bozzetti (University of Bologna, Department of Political and Social Sciences, Italy)

Student Housing | Migrant-background Students | Higher Education Inequalities

The large-scale expansion of student enrolment has contributed to increasing diversity within the student population. This analysis aims to investigate how differences in students' backgrounds shape their everyday university experiences by focusing on housing patterns, a topic that has attracted significant debate in the Italian context in recent years. Housing, as an essential infrastructure of daily life, an enabling node for the exercise of other rights, and at the same time a constitutive element of a city's (and university's) ability to be inclusive (Bricocoli & Peverini, 2023) - plays a central role. Difficulties in accessing the housing market are particularly evident for students with a migratory background, who face a combination of different forms of vulnerability. The housing experience of students of foreign origin is indeed at risk of being marked by heightened exposure to the so-called "malpractices" of the rental market (Frangioni & Costa, 2024), as well as outright discriminatory and stigmatizing practices that limit access for those who do not embody the profile of the "ideal tenant" (Costarelli et al., 2021). This partly explains the greater reliance of international students, compared to their Italian peers, on the solutions offered by private student residences (PBSA): in the absence of a local support network or university-provided services, and in order to avoid scams found in advertisements and online listings, renting housing in private residences can almost be considered an obligation rather than a choice, despite the higher associated costs (Gainsforth, 2022). However, international students are not a socially homogeneous group: they often come from middle-class families in contexts with lower purchasing power than in Europe (Lipura & Collins, 2020). These difficulties therefore strongly influence students' housing experiences, often translating into higher levels of dissatisfaction, greater forced mobility, higher rental costs, and a more frequent desire to move. In other words, the power asymmetries that characterize the field of student housing appear even more pronounced for students of foreign origin, who are required to adopt strategies of adaptation and negotiation within contexts that reflect longstanding patterns of inequality in access to housing (Fang & van Liempt, 2021). To investigate the main housing patterns of off-site university students with a migratory background, attention will be focused on a case study: the University of Bologna. Drawing on findings from an online survey conducted within the project LINUS – Living the University City – during the 2024/25 academic year, several dimensions of interest will be examined, including the main characteristics of housing arrangements, the methods and timing of the housing search, the difficulties and discriminatory practices encountered, the costs incurred, and overall satisfaction with one's housing situation. Understanding the differences that characterize the housing experiences of international and foreign students, and comparing these with the experiences of Italian students, is extremely useful for

grasping the forms of student agency exercised within a housing market deeply shaped by the distortive effects of rising residential values, characterized by stringent structural constraints, in which the public sector continues to play a marginal role.

Bricocoli M., Peverini M. (2023), "Non è una città per chi lavora. Costi abitativi, Redditi e retribuzioni a Milano", Primo Rapporto di Ricerca OCA sull'abbordabilità della casa a Milano, DAStU - Politecnico di Milano.

Costarelli, I., Kleinhans, R., Mugnano, S. (2021), «Active, Young, and Resourceful»: Sorting the «Good» Tenant through Mechanisms of Conditionality, in «Housing Studies», 36, 8, pp. 1250-1275.

Fang, C., van Liempt, I. (2021), «We Prefer Our Dutch»: International Students' Housing Experiences in the Netherlands, in «Housing Studies», 36, 6, pp. 822-842.

Frangioni, T., & Costa, G. (2024). International University Students' Housing Pathways in Milan as a Research Topic. Autonomie locali e servizi sociali, 47(2), 331-350.

Gainsforth, S. (2022), Le case per studenti in mano ai privati, in «L'Essenziale», disponibile al link: https://www.internazionale.it/essenziale/notizie/sarah-gainsforth/2022/07/13/le-case-per-studenti-in-mano-ai-privati

Lipura, S.J., Collins, F.L. (2020), Towards an Integrative Understanding of Contemporary Educational Mobilities: A Critical Agenda for International Student Mobilities Research, in «Globalisation, Societies and Education», 18, 3, pp. 343-359.

BETWEEN ASPIRATIONS AND OBLIGATIONS: IDENTITY CONSTRUCTION IN THE UNIVERSITY EXPERIENCE OF SECOND-GENERATION YOUTH

Francesca Farruggia (Sapienza University of Rome) · **Alessandro Ricci** (Sapienza University of Rome)

Second-Generation Youth | University Trajectories | Identity Negotiation

As the Italian second generation has expanded in recent years, research on the trajectories of university students with migrant backgrounds has increased accordingly. Yet empirical evidence remains fragmented and often focuses on single dimensions of the student experience. As Italian universities become increasingly diverse social environments, the lived experiences of these students offer an important vantage point from which to analyse integration pathways through educational aspirations, everyday practices, and the structural constraints that shape them. While existing literature has examined educational inequalities (Heath & Brinbaum, 2007), structural barriers, and academic outcomes (Giudici et al., 2021; Gabrielli et al., 2022), more recent studies highlight the agency of students who succeed despite these hurdles (Santagati, 2019) and the resources they mobilise to overcome them (Bertozzi & Lagomarsino, 2019). However, less attention has been devoted to the emotional and relational costs associated with these trajectories. Although university enrolment is widely perceived as a pathway to socioeconomic mobility, it remains shaped by obstacles that are not solely material (Bozzetti, 2018). This contribution explores how second-generation students experience university as a negotiation between intergenerational expectations, aspirations for emancipation, and obligations toward their families. Central to this process is the tension between the "immigrant optimism" (Kao & Tienda, 1995) reflected in parents' expectations and students' aspirations for professional recognition and self-realization, shaped by both explicit and implicit familial demands (Fuligni, 2001). The study draws on qualitative fieldwork conducted in Rome based on 119 interviews: 14 focus groups involving 96 young people with migrant backgrounds, 17 semi-structured interviews with key informants, and 6 interviews with parents. This material reconstructs intergenerational dialogues around future expectations, often suspended between the imperative to complete higher education and the need to enter the labour market. Findings show that university choices are often shaped less by personal interests than by a perceived moral obligation toward the family. Many participants describe a responsibility to "repay" their parents' sacrifices, steering them toward secure or prestigious fields despite diverging personal aspirations. These dynamics are reinforced by hierarchical family expectations that generate tensions between vocational aspirations and pressure to pursue "safe" academic pathways. Such tensions are further intensified by the role reversal frequently experienced by second-generation youths, who often act as cultural and bureaucratic mediators for their parents. Embedded in a broader moral economy of reciprocity and obligation, this experience contributes to a strong drive for financial independence, with many interviewees self-funding their university studies. Finally, dissatisfaction with the Italian labour market – widely perceived as lacking meritocracy and professional recognition – leads many respondents to express the desire to migrate after completing their studies. Paradoxically, the university experience often provides the cultural capital that enables this outward mobility (Della Puppa, 2018; Ricucci,

2022). By unpacking these tensions, this contribution argues that for second-generation students the university becomes a pivotal arena where integration is negotiated not only through academic achievement but through the complex reconciliation of identity, family expectations, and aspirations for social recognition.

Bertozzi, R., Lagomarsino, F., 2019. Percorsi inattesi di transizione all'università: risorse e sfide per gli studenti di origine immigrata. Mondi Migranti, Issue 2, pp. 171-190

Bozzetti, A., 2018. The Educational Trajectories of Second-Generation Students Towards Higher Education: Motivations, Family's Role and "Institutional" Bias. Italian Journal of Sociology of Education, 10(3), pp. 82-109

Della Puppa, F., 2018. Nuovi italiani attraverso l'Europa. Cittadini globali, stratificazioni civiche e percorsi di mobilità sociale in tempi di crisi. Sociologia Italiana, Issue 12, pp. 95-119.

Fuligni, A. J., 2001. Family obligation and the academic motivation of adolescents from asian, latin american, and european backgrounds. New Directions for Child and Adolescent Development, Issue 94, pp. 61-76.

Gabrielli, G., Longobardi, S. & Strozza, S., 2022. The academic resilience of native and immigrant-origin students in selected European countries. Journal of Ethnic and Migration Studies, 48(10), pp. 2347–2368.

Giudici, C., Trappolini, E. & Vicari, D., 2021. The academic performance of students with a migrant background: evidence from a cohort enrolled at Sapienza University of Rome. Genus, 77(38).

Heath, A. & Brinbaum, Y., 2007. Explaining ethnic inequalities in educational attainment. Ethnicities, 7(3), pp. 291–305.

Kao, G. & Tienda, M., 1995. Optimism and Achievement: The Educational Performance of Immigrant Youth. Social Science Quarterly, 76(1), pp. 1-19.

Ricucci, R., 2022. Where Is My Place? The Second Generation in Italy as a New Kind of Transnational Migrant. Central and Eastern European Migration Review, 11(2), pp. 137-154.

Santagati, M., 2019. Autobiografie di una generazione Su.Per.: il successo degli studenti di origine immigrata. Milano: Vita e Pensiero.

Sayad, A., 1999. La double absence: Des illusions de l'émigré aux souffrances de l'immigré. Paris: Points.

'FEELING ON A MISSION'. MOTIVATIONS AND EDUCATIONAL CHOICES OF SOCIAL WORK STUDENTS WITH MIGRANT BACKGROUNDS IN ITALY

Clarissa Grande (University of Cagliari, Italy) · **Francesca Messineo** (Sapienza University of Rome, Italy)

students with migrant backgrounds | social work education | motivation

This article explores the motivations guiding students with migrant backgrounds to enroll in Social Work programs in Italy. Situated within the emerging debate on university students with migrant backgrounds in Italy (Bozzetti 2018; Bertozzi 2018; Bertozzi and Lagomarsino 2019; Buonomo et al. 2024; Romito 2025) and in dialogue with research on social work students' motivations (Stevens et al. 2012; Campanini et al. 2013; Butler-Warke et al. 2020), the paper examines how biographical trajectories, values, and professional aspirations intersect in shaping educational choices. The analysis draws on 15 discursive interviews conducted between 2023 and 2024 with students with migration backgrounds enrolled in the BA in Social Work at Sapienza University of Rome. Findings show that motivations are layered and interconnected, combining attitudinal and instrumental dimensions. Participants' narratives highlight the centrality of personal and professional self-realization, altruism, and a commitment to helping others, intertwined with family-transmitted values and, in some cases, encounters with welfare institutions. This orientation is conceptualized as a 'culture of solidarity' rooted in lived experiences and relational understanding of vulnerability and support, reflecting a collective disposition aimed at cooperation, social-justice and responsibility toward others (Schmitt 2022). At the same time, structural constraints and external factors influence educational choice. Students are aware of limited economic resources and perceive their educational preparation as inadequate for longer and more demanding programs. In this context, Social Work is perceived as offering a professional qualification with relatively favorable labor market prospects, despite lower prestige and economic rewards compared to other professions. In the tension between personal aspirations, moral values, and structural constraints, the emphasis on helping others can be interpreted both as an expression of agency and a search for social recognition, while also reflecting a context in which young people – especially those of migrant or working-class origin – perceive limited feasible alternatives. Rather than competing logics, solidarity-based commitments and instrumental evaluations combine into a pragmatic attitude (Christie and Kruk 1998) toward higher education. Social Work thus emerges as a pathway consistent with students' skills and aspirations, offering professional opportunities, social mobility, and employment stability (Curl et al. 2017) often unavailable to their parents. The study also highlights the crucial role of migrant families, whose influence emerges both as a constraint and as a resource. Limited economic and cultural capital, together with reduced familiarity with the higher education system, may hinder students' trajectories, contributing to the intergenerational reproduction of disadvantage. At the same time, families mobilize non-traditional

resources, often described as ‘aspirational capital’ (Yosso 2005; Basit 2012), expressing high educational expectations despite scarce socio-economic means. This dynamic, captured by the notion of ‘immigrant optimism’ (Kao and Tienda 1998), sustains students’ ambitions to redefine their personal and collective futures and reinforces both attitudinal and instrumental motivations. The expression ‘feeling on a mission’ captures this convergence, depicting a motivational framework in which aspirations, future-oriented self-realization and the search for social recognition, contribute to (re)imagining a future of new possibilities. Recognizing this interplay is crucial for a deeper understanding of higher education choices, experiences, and expectations.

Basit T. (2012). ‘My parents have stressed that since I was a kid’: Young minority ethnic British citizens and the phenomenon of aspirational capital. Education, Citizenship and Social Justice, 7(2) 129–143.

Bertozzi R. (2018). University students with migrant background in Italy. Which factors affect opportunities? Italian Journal of Sociology of Education, 10(1), 23-42.

Bertozzi R. and Lagomarsino F. (2019). Percorsi inattesi di transizione all’università: risorse e sfide per gli studenti di origine immigrata. Mondi Migranti, 2, 171-190.

Bozzetti A. (2021). Oltre la selezione scolastica: i giovani di origine straniera all’università. Bologna University Press.

Buonomo A., Orientale Caputo G., Gabrielli G, Gargiulo G. (2024). Lyceum and university aspirations among migrants and non-migrants in Italy. British Education Research Journal, 50:1208–1228.

Butler-Warke A. and Bolger J. (2020). Fifty years of social work education: Analysis of motivations and outcomes. Journal of Social Work, 21(5): 1019-1040.

Campanini A. and Facchini C. (2013). Values and Motivations in BA Students of Social Work: the Italian case. Student Attitudes in Social Work, 11(1): 1-17.

Christie A. and Kruk E. (1998). Choosing to become a social worker: motives, incentives, concerns and disincentives. Social Work Education, 17(1), 21–34.

Crul M., Schneider J., Keskiner E., and Lelie F. (2017). The multiplier effect: How the accumulation of cultural and social capital explains steep upward social mobility of children of low-educated immigrants. Ethnic and Racial Studies, 40(2), 321-338.

Kao G. and Tienda M. (1998). Educational aspirations of minority youth. American Journal of Education. 106: 349–384.

Romito M. (2025). Storia di Amina. La transizione all’università di una ragazza con background migratorio. Mondi Migranti, 2:123-144.

Schmitt C. (2022). Solidarity. A Key Concept for Social Work. ÖJS Österreichisches Jahrbuch für Soziale Arbeit, 4: 45-63.

Stevens M., Moriarty J., Manthorpe J., Hussein S., Sharpe E., Orme J., Mcyntyre G., Cavanagh K., Green-Lister P. and Crisp B.R. (2012). Helping others or a rewarding career? Investigating student motivations to train as social workers in England. Journal of Social Work, 12(1): 16-36.

Yosso T.J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. Race, Ethnicity and Education, 8:1, 69-91.

H.20

Youth and Generations in the Contemporary Era: Exploring Social Change

PANEL CONVENORS: Matteo Bonanni ('Sapienza' University of Rome); Benedetto Pasanisi ('Sapienza' University of Rome); Aglaia Farou ('Sapienza' University of Rome)

PANEL KEYWORDS: Youth, Generation, Inequalities

In contemporary societies, the concepts of youth and generations are frequently invoked, yet seldom subjected to a thorough examination of their meanings and implications (Threadgold, 2019). Within a context of uncertainty and rapid change, the condition of youth and intergenerational relationships is taking on new and complex forms, recalling classical interpretative frameworks while fostering innovative analytical approaches and frameworks (Wyn, 2020). Social sciences are thus called to address the growing inequalities that characterize contemporary modernity, examining how they shape the role of young people and generational groups, as well as their educational, cultural, and economic conditions (Furlong, 2017). In this perspective, particular attention is required to how education, training, and processes of work inclusion or exclusion produce differentiated opportunities and constraints, influencing both young people's trajectories and broader generational dynamics. These inequalities raise questions not only about how the situation of young people differs from that of previous generations, but also about how intergenerational relations themselves sustain or mitigate social disparities, thereby shaping collective futures. Contributions that critically explore youth and generational phenomena from different and interdisciplinary perspectives are warmly invited. The panel seeks theoretical, empirical, and methodological reflections that engage with the transformations, continuities, and tensions shaping relationships among generations in contemporary societies, youth as a social group, and the transition to adulthood. It promotes methodological diversity, including comparative designs and quantitative, qualitative, and mixed approaches, to create a space for dialogue and exchange that expands the analytical and interpretative horizons of research on youth, generations, and social change.

YOUTH AND SOCIAL ADAPTATION: A MERTONIAN PERSPECTIVE ON INEQUALITIES AND PATHWAYS INTO ADULTHOOD

Matteo Bonanni ('Sapienza' University of Rome)

Youth | R. K. Merton | Inequalities

Studying young people has never been an easy task for the social sciences. Scholars working in this field have always been required to possess a broad and flexible training, capable of integrating different theoretical and methodological approaches (Cavalli and Leccardi, 2013). Over time, however, understanding who young people are has become even more complex, both because of the growing plurality of theoretical perspectives and because of the introduction of new research methods and techniques (Woodman and Wyn, 2015a; 2015b; France and Roberts, 2015; 2017; K. Roberts, 2007; Spanò, 2018). Moreover, the category of "youth" continues to be viewed primarily through the lens of problems and difficulties, rather than through the strategies young people adopt to navigate an increasingly complex and uncertain social reality – one that is nonetheless marked by a general improvement in educational attainment compared to the past, but also by growing precarity and rising educational and class inequalities (France, 2016; Ruspini, 2021). In recent years, however, two Italian sociologists have put forward an intriguing proposal: to recover a Mertonian approach to the study of youth (Pitti and Tuorto, 2021). Revisiting Merton means bringing back to the center two elements of his theoretical framework that are often overlooked: middle-range theories; (Merton, 1968) the means–ends continuum; (Merton, 1938) Placed within the Weberian analytical framework, and particularly using ideal types, these tools can offer a simple yet theoretically robust approach to interpreting the strategies young people adopt in confronting social reality. Sociology has already seen applications of ideal types in the study of youth: one need only recall the works of Goodman (1964) and Keniston (1965), which helped to move beyond the dichotomous view of young people as either "conformist" or "deviant," a polarization that, in different forms, persists today (Threadgold, 2020). The first aim of this work is therefore methodological and theoretical: to assess whether the use of ideal types can still support the development of middle-range theories and help us understand how young people respond to contemporary social change and associated inequalities. The second aim is to address three research questions: Are there differences among young people in their adaptation strategies, interpreted through Merton's categories previous described by structural differences? Do these strategies shape the way young people interpret the social reality in which they are embedded? And do they influence, finally, their pathways into adulthood? The underlying hypothesis is that Merton's categories – conformism, innovation, ritualism, retreatism, and rebellion – remain useful tools for classifying, studying, and interpreting young people's adaptation

strategies. The analysis will therefore begin to corroborate this hypothesis by addressing the questions outlined above. The study draws on primary data collected through a survey administered to a sample of 12.628 Italian young people, aged between 18 and 39 years, representative of the national youth population. The questionnaire, designed to investigate the condition of youth in Italy, includes a typological question (Faggiano, 2012) specifically intended to test the contemporary relevance of Mertonian ideal types.

Faggiano, M. P. (2012). Gli usi della tipologia nella ricerca sociale empirica. Milano: FrancoAngeli

France, A. (2016). Understanding youth in the global economic crisis. Bristol: Bristol University Press, Policy Press

France, A. & Roberts, S. (2015). The problem of social generations: A critique of the new emerging orthodoxy in youth studies. Journal of Youth Studies, 18(2), 215–230.

France, A. & Roberts, S. (2017). Youth and social class: Enduring inequality in the UK, Australia and New Zealand. London: Palgrave

Goodman, P. (1964 [1960]). La gioventù assurda. Torino: La Piccola Biblioteca Einaudi [ed. Or. Growing up absurd. New York: Random House]

Keniston, K. (1965). The Uncommitted: Alienated Youth in American Society. New York: Harcourt, Brace & World

Merton, R. K. (1938). Social structure and anomie. American Sociological Review, 3(5), 672–682

Merton, R. K. (1968a). On sociological theories of the middle range. In R. K. Merton (Eds.), Social theory and social structure (pp. 39–72). New York: The Free Press

Pitti, I. & Tuorto, D. (2021). I giovani nella società contemporanea: Identità e trasformazioni. Roma: Carocci Editore

Roberts, K. (2007). Youth transitions and generations: A response to Wyn and Woodman. Journal of Youth Studies, 10(2), 263–269

Ruspini, E. (2021). Inequality as a process. In N. Magda & G. Pollock (Eds.), The

Routledge handbook of contemporary inequalities and the life course (1st ed., pp. 27–38). London: Routledge

Spanò, A. (2018). Studiare i giovani nel mondo che cambia: Concetti, temi e prospettive negli Youth Studies. Milano: FrancoAngeli

Threadgold, S. (2020b). Figures of youth: On the very object of youth studies. Journal of Youth Studies, 23(6), 686–701

Woodman, D. & Wyn, J. (2015a). Youth and generation: Rethinking change and inequality in the lives of young people. London: SAGE Publication Ltd

Woodman, D. & Wyn, J. (2015b). Class, gender and generation matter: Using the concept of social generation to study inequality and social change. Journal of Youth Studies, 18(10), 1402–1410

BEYOND REPRODUCTION: EDUCATIONAL DISCONTINUITY AND MULTIPLE CONTINGENCIES IN YOUTH TRAJECTORIES

Benedetto Pasanisi ("La Sapienza" University of Rome, Italy)

Educational discontinuity | Multiple contingencies | Subjectivation

Research on educational inequalities has extensively documented the persistent association between social origin and educational outcomes, highlighting reproductive mechanisms that shape opportunities across generations (Giancola & Salmieri, 2023). Recent contributions in the Italian context have shown that these processes are traversed by tensions and possibilities for deviation. In particular, the work of Romito (2021) and Cangiano (2023) has brought attention to unexpected trajectories, unanticipated mobility, and processes of subjectivation that break statistical expectations, offering tools to conceptualize discontinuity as constitutive rather than residual. At the same time, the notion of "multiple contingencies" (Giancola, 2009) highlights how educational trajectories emerge at the intersection of events, encounters, and relational configurations that exceed linear reproductive logic. This contribution focuses on educational discontinuity: significant deviations from trajectories expected on the basis of family capita and incorporated expectations. The theoretical framework integrates structural approaches emphasizing continuity between background and outcomes (Bourdieu & Passeron, 1970) theories of rational (Boudon, 1974; Breen & Goldthorpe, 1997) and the sociology of experience, which analyses trajectories as processes of subjectivation (Dubet, 1994; Martuccelli, 2017). The continuum between continuity and discontinuity provides an analytical lens for situating empirical cases. The research is guided by two questions: How do actors interpret their deviation from incorporated expectations? What forms of subjective work sustain the construction of pathways? The hypothesis is that discontinuity stems not from an isolated voluntaristic act, but from a contingent combination of factors: micro recognition, tensions within the habitus and the capacity to aspire (Appadurai, 2004). These cases become revealing indicators of the margins of agency present even within highly reproductive contexts and illuminate the subtle mechanisms through which individuals negotiate constraints and possibilities. The contribution draws on 30 semi-structured interviews with young people in Rome displaying forms of educational discontinuity: students from low socio-economic and cultural backgrounds who pursue selective educational pathways (Benadusi & Giancola, 2014); individuals from highly educated families who opt for non-university routes; and trajectories

marked by interruptions, reversals, or unexpected reorientations. The analysis follows a processual coding strategy, with attention to processes of symbolic conversion, forms of illusio acquired or destabilized, and recompositions of the habitus. The construction of the qualitative sample is based on a typological procedure derived from the analysis of OECD PIAAC 2022 data. Using variables on parental education and school track, an index was developed combining paternal and maternal educational levels with students' educational choices. This procedure made it possible to identify family configurations, as well as to distinguish expected positions from deviations relative to family background. The typology was then used to select the cells characterized by upward or downward discontinuity, which guided the sampling of interviewees and anchored the qualitative investigation to a preliminary mapping of possible trajectories. The expected results concern the reconstruction of the processes of subjectivation that sustain such deviations and the development of an interpretive model capable of integrating structure and agency, thereby contributing to the ongoing debate on the need to conceptualize discontinuities as an integral component of contemporary educational processes.

Appadurai A., 2004, The capacity to aspire: Culture and the terms of recognition, in V. Rao e M. Walton (a cura di), Culture and public action, Standford, Stanford University Press, 59-84
Benadusi L., Giancola O., 2014, Saggio introduttivo: Sistemi di scuola secondaria comprensivi versus selettivi. Una comparazione in termini di equità, in Scuola democratica, n. 2, 461-82.
Boudon R., 1973, L'inégalité des chances: La mobilité sociale dans les sociétés industrielles, Paris, Colin.
Bourdieu P., Passeron J.-C., 1970, La reproduction: Éléments pour unethéorie du systèmed'enseignement, Paris, Édition de Minuit.
Breen, R., & Goldthorpe, J. H. (1997). Explaining educational differentials: Towards a formal rational action theory. Rationality and Society, 9(3), 275–305.
Cangiano C. 2023, Gli ultimi arrivati. I giovani delle classi popolari nell'università di massa, Milano, FrancoAngeli.
Dubet F., 1994, Sociologie de l'expérience, Paris, Seuil.
Giancola O. 2009, Performance e disuguaglianze nei sistemi educativi europei. Un'analisi comparativa degli effetti dei sistemi e delle macro-politiche educative sulle scelte e le carriere scolastiche degli studenti, Napoli, Scripta-Web
Giancola O., Salmieri L., 2023, La povertà educativa in Italia. Dati, analisi, politiche, Roma, Carocci.
Martuccelli, D. (2017). Sociologia dell'esistenza. Orthotes Editrice.
Romito, M. 2021, First-generation students. Essere i primi in famiglia a frequentare l'università. Roma, Carocci.

NAVIGATING PRECARITY AND PATHWAYS TO ADULTHOOD: YOUNG ADULTS IN GREECE AND ITALY

Aglaia Farou (Sapienza University of Rome)

Generations | Precarity | Adulthood

Young adults today face significant challenges in achieving traditional markers of adulthood, such as stable employment, home ownership, partnership, or parenthood. This paper explores how Millennials (born 1980-1995) and Gen Z (born 1996-2008) in Greece and Italy navigate the tensions between precarity and societal expectations, often experiencing prolonged transitions into adulthood, resulting in an extended "youthhood" (Côté', 2000). Drawing on Bourdieu's concepts of habitus, field, and symbolic violence, (Bourdieu, 1990, 1998, 2000) as well as Côté's notion of "arrested adulthood," (Côté', 2000) this study conceptualizes these experiences as a precarious habitus, showing how structural inequalities shape generational dispositions, life trajectories, aspirations, and strategies for autonomy. In line with intergenerational inequalities by Woodman, Shildrick & MacDonald (2020) this work considers how the socio-political environment reinforces structural barriers that may limit young adults in their transition to adulthood. Using secondary data from the European Social Survey, this paper examines patterns of socio-economic precarity and highlights how young adults in Greece and Italy, Millennials (born 1980-1995) and Gen Z (born 1996-2008) navigate the transition to adulthood, illustrating how precarious living conditions impact various dimensions of their lives. Despite high levels of educational attainment, many young adults face significant barriers to achieving normative milestones, producing a sense of self-

disconnection and uncertainty. These experiences of precarity shape not only individual pathways but also collective transitions, thereby shaping collective futures. By integrating the notion of precarious habitus with empirical analysis, the paper provides insight into the evolving challenges of transitioning into adulthood and the strategies young people adopt to navigate precarity and secure pathways toward independence.

Bessant, J., Farthing, R., & Watts, R. (2017). The Precarious Generation: A Political Economy of Young People (1st ed.). Routledge. https://doi.org/10.4324/9781315644493

Bourdieu, P. & Passeron, J-P. (1990) Reproduction in Education, Society and Culture-Sage Publications Sage Publications 1977, 1990. Reprinted 1990

Bourdieu, P. (1984) Distinction: A Social Critique of the Judgment of Taste. Harvard University Press. Cambridge, Massachusetts.

Bourdieu, P. (1998). Acts of resistance: Against the tyranny of the market. The New Press.

Bourdieu, P. (2000). Pascalian meditations. Stanford University Press.

Butler, J. (2004). Precarious Life: The Powers of Mourning and Violence. Verso, 2006.

Thorpe, C., & Inglis, D. (2019). Do 'Global Generations' Exist?: From Mannheim to Beck and Beyond. Youth and Globalization, 1(1), 40-64. https://doi.org/10.1163/25895745-00101003

Woodman, D. & Wyn, J. (2015), Youth and Generation: Rethinking Change and Inequality in the Lives of Young People, London, Sage Publications Ltd.

Woodman, D., & Wyn, J. (2019). The New Adulthood and the Future of Youth Studies: An Interview with Professor Johanna Wyn. Youth and Globalization, 1(2), 315-322. https://doi.org/10.1163/25895745-00102007

Woodman, D., Shildrick, T., & MacDonald, R. (2020). Inequality, continuity and change: Andy Furlong's legacy for youth studies. Journal of Youth Studies, 23(1), 1–11. https://doi.org/10.1080/13676261.2020.1712339

EFFETS DE LIEU AND VISIONS OF THE FUTURE: YOUNG ENTREPRENEURS NAVIGATING PLACE, LOCAL CULTURE, AND STRUCTURAL INEQUALITIES

Ciro Cangiano (University of Naples Federico II, Italy)

Future | Young People | Inequalities

In recent years, international sociological debate appears to be witnessing a «rediscovery of the future». After a long period during which the processes of change that marked the transition to late modernity (Giddens, 1990), together with the climate of social uncertainty that followed (Castel, 2003), led scholars to focus primarily on the strategies adopted by individuals to cope with the disruption of social structures, there is now a renewed interest in reflecting on the time to come (Woodman, 2011). Particular attention is being devoted to young people, who represent one of the social groups most affected by the structural dynamics shaping contemporary societies (Leccardi, 2014). In order to contribute to the ongoing debate, this contribution, based on 40 biographical interviews conducted in four Italian metropolitan areas (Milan, Naples, Cagliari, and Cosenza), aims to describe the life trajectories and visions of the future of young entrepreneurs from both the North and the South. Drawing particularly on Pierre Bourdieu's conceptual framework and his notion of effets de lieu, it explores how, in a country with a strong territorial divide, the imagination of the future is closely linked to life contexts and local cultures.

Castel R. (2003), L'insécurité sociale. Qu'est-ce qu'être protégé ?, Paris, Seuil.

Giddens A. (1990), The Consequences of Modernity, Stanford, Stanford University Press.

Leccardi C. (2014), "Young People and the New Semantics of the Future", SocietàMutamentoPolitica, 5, 10, pp. 41-54.

Woodman D. (2011), "Young People and the Future: Multiple Temporal Orientations Shaped in Interaction with Significant Others", Young, 19, 2, pp. 111-128.

SPARKS WITHOUT FIRE. YOUTH CONDITION, IDENTITY AND SOCIAL CHANGE

Roberto Flauto (Università degli Studi di Napoli Federico II, Italy)

Youth Condition | Identity | Social Change

This contribution offers a theoretical and empirical sociological analysis of the existential, identity-related, and civic conditions of contemporary young generations, with particular reference to the Italian context and its broader European implications. The central argument is that today's young people inhabit a historically unprecedented social condition, defined by a fundamental contradiction: on one hand, a process of "precocious adultification" driven by media, education, and contemporary socialization; on the other, an "interminable adolescence", in which entry into the adult world – stable

employment, housing autonomy, family formation – is indefinitely postponed. They are like sparks incapable of becoming fire. This unresolved tension produces a deep cognitive dissonance: a structural malaise that is not merely psychological but rooted in the material and economic stagnation of the country. The inequality young people face is therefore not only intragenerational, but intergenerational: it is the outcome of cumulative choices – political, cultural, infrastructural – made by previous generations that have systematically foreclosed opportunities for those who came after. The contribution also offers an original historical perspective. Youth as an autonomous social category is an invention of industrial modernity: in pre-industrial societies, no existential space existed between childhood and adulthood. It is mass schooling, brought about by the second industrial revolution, that first creates this interval. With the digital revolution, a new phase opens – what may be termed the era of intergenerational agonism – in which the accelerating pace of technological and cultural change renders parental knowledge increasingly obsolete, widening the gap between generations to an unprecedented degree. Today's young people often possess greater cultural and technological competencies than their parents, yet remain economically dependent on them, producing an asymmetry that is particularly difficult to sustain. The demographic picture sharpens the analysis further: falling birth rates, population ageing, the widespread phenomenon of only children, and growing youth emigration paint a portrait of a country that is steadily losing its most vital human resources. The emigration data reveal a striking paradox: young Italians tend to migrate precisely to those countries – the United Kingdom, Germany, France – where the infrastructure and development projects that youth movements helped block at home have long been realized. This points to what can be described as a "passive active citizenship": politically mobilized, but guided by anti-scientific and populist rhetorics incapable of generating constructive agency. The COVID-19 pandemic further aggravated this scenario, stripping young people of the school as a space of peer sociality and autonomous identity construction, with measurable consequences for mental health and psychological wellbeing. The proposed response is structural: youth malaise is rooted in the country's lack of development, and demands active policies for quality employment creation, support for youth entrepreneurship, and a deep reform of educational systems capable of bridging humanistic and scientific knowledge, rethinking school-to-work transitions, and fostering a citizenship grounded in concrete values – civic responsibility, scientific rationality, and a genuine orientation toward development and social progress.

Ammaniti M. (2015). La famiglia adolescente. Roma: Editori Laterza.

Bly R. (2000). La società degli eterni adolescenti. Quando gli adulti rimangono bambini e i bambini si rifiutano di diventare adulti. Como: Edizioni Red.

Bodei R. (2014). Generazioni. Età della vita, età delle cose. Roma: Laterza.

Caramiello L., Parente A. (2007). La gioventù del silenzio. Droga e stili di vita fra gli studenti. Napoli: Tullio Pironti.

Di Giorgio P. (1979). Adolescenza e famiglia. Conflitto giovanile e dipendenza familiare. Roma: Janua.

Erikson E.H. (1974). Gioventù e crisi di identità. Roma: Armando.

Flauto R., Caramiello L. (2021). Bruciata gioventù. Identità e partecipazione delle giovani generazioni. In Caramiello L., Leone S. (a cura di). "Cittadinanza creativa. Giovani, partecipazione, innovazione, educazione", Milano: Franco Angeli.

Flauto R., Caramiello L. (2023). I percorsi valoriali delle nuove generazioni. Cultura, identità, cittadinanza. In Angioli S. (a cura di). "Il diritto di cittadinanza come responsabilità condivisa". Roma: Avio Edizioni.

Morin E. (2000). La testa ben fatta. Riforma dell'insegnamento e riforma del pensiero. Milano: Raffaello Cortina.

Pietropolli Charmet D. (2014). Fragile e spavaldo. Ritratto dell'adolescente di oggi. Roma-Bari: Laterza.

Savage J. (2012). L'invenzione dei giovani. Feltrinelli, Milano.

Zoja L. (2000). Il gesto di Ettore. Preistoria, storia, attualità e scomparsa del padre. Torino: Bollati Boringhieri.

EDUCATIONAL ASPIRATIONS AND FAMILY FORMATION DESIRES AMONG NATIVE AND MIGRANT-BACKGROUND ADOLESCENTS LIVING IN ITALY

Alessia de Vito (Università di Napoli Federico II) · **Martina Bodo** (Sapienza Università di Roma, Italy) · **Alessio Buonomo** (Università di Napoli Federico II) · **Salvatore Strozza** (Università di Napoli Federico II)

Family Formation | Educational Aspirations | Children of Immigrants

Italy represents a crucial case for the study of contemporary transitions to adulthood. Characterized by a "latest-late" pattern of leaving the parental home and family formation, and by persistently "lowest-low" fertility (Ongaro, 2001; Billari and Rosina, 2004), Italy stands as a demographic outlier in the European landscape. At the same time, the growing share of children of immigrants entering adulthood introduces new layers of heterogeneity into these already delayed trans-

itions. Despite extensive research on immigrants' descendants in countries with longer migration histories (Hannemann et al., 2020; Harrison et al., 2023; Kulu et al., 2024), evidence for Italy remains limited, making it a particularly relevant context to investigate how diverse pathways to adulthood take shape. The relationship between education, union formation, and fertility is typically examined a posteriori as the outcome of interconnected events unfolding across the life course. In contrast, this paper adopts an a priori perspective by focusing on aspirations during adolescence, a life stage in which future trajectories are first articulated. Adolescents' aspirations are formed at the intersection of individual preferences, family influences, and broader structural conditions, and as such they represent a key mechanism through which socioeconomic and gender inequalities become internalized, negotiated, and potentially reproduced across generations. We therefore examine how educational aspirations are associated with adolescents' aspirations regarding partnership and parenthood. The analysis integrates insights from opportunity cost theory, socialisation theory, and adaptation theory. Opportunity-cost theory (Plotnick, 2007) suggests that higher educational aspirations may increase the perceived cost of early union formation and parenthood, fostering postponement. Socialisation theory (Andersson, 2004; De Valk & Liefbroer, 2007) highlights how family background and cultural norms shape early preferences, potentially influencing both the desire for union formation and intended family size. Finally, adaptation theory (Milewski, 2007) provides a framework for understanding how descendants of immigrants may progressively align their behaviours with those prevalent in the host society. Empirically, we draw on the 2023 nationally representative survey "Children and Adolescents: Behaviours, Attitudes, and Future Plans" conducted by the Italian National Institute of Statistics (Istat). By collecting detailed information on young people aged 11-19 living in Italy, the survey offers a unique opportunity to examine emerging family formation patterns before actual transitions occur. To the best of our knowledge, research examining the ideational dimensions of the education-family formation relationship during adolescence remains scarce (see Alcaraz et al., 2022 for low- and middle-income countries; Plotnick, 2007 for the United States). Using logistic regression models, we analyse whether educational aspirations are associated with (a) the desire to form a union and (b) the desire to become a parent, comparing native and migrant-background adolescents – to shed the light on processes of socialisation and adaptation in a context characterized by delayed transitions and very low fertility. By shifting the education-family formation nexus to the stage of adolescent aspiration formation, this study assesses whether perceived trade-offs between education and family life are already internalized before actual transitions occur. In doing so, it provides novel evidence on how imagined adulthoods are socially stratified in contemporary Italy.

Alcaraz, M., Hayford, S. R., & Glick, J. E. (2022). Desired fertility and educational aspirations: Adolescent goals in rapidly changing social contexts. Journal of Marriage and Family, 84(1), 7-31.

Andersson, G. (2004). Childbearing after migration: Fertility patterns of foreign-born women in Sweden. International migration review, 38(2), 747-774.

Billari, F. C., & Rosina, A. (2004). Italian" latest-late" transition to adulthood: an exploration of its consequences on fertility. Genus, 71-87.

De Valk, H. A., & Liefbroer, A. C. (2007). Timing preferences for women's family-life transitions: Intergenerational transmission among migrants and Dutch. Journal of Marriage and Family,

69(1), 190-206.

Hannemann, T., Kulu, H., González-Ferrer, A., Pailhé, A., Rahnu, L., & Puur, A. (2020). Partnership dynamics among immigrants and their descendants in four European countries. Population, Space and Place, 26(5), e2315.

Harrison, J., Keenan, K., Sullivan, F., & Kulu, H. (2023). Union formation and fertility amongst immigrants from Pakistan and their descendants in the United Kingdom. Demographic Research, 48, 271-320.

Kulu, H., Mikolai, J., Delaporte, I., Liu, C., & Andersson, G. (2025). Family trajectories among immigrants and their descendants in three European countries: A multistate approach in comparative research. Population studies, 79(2), 203-223.

Milewski, N. (2007). First child of immigrant workers and their descendants in West Germany: Interrelation of events, disruption, or adaptation?. Demographic research, 17, 859-896.

Ongaro, F. (2001). Transition to adulthood in Italy. In Transitions to adulthood in Europe (pp. 173-208). Dordrecht: Springer Netherlands.

Plotnick, R. D. (2007). Adolescent expectations and desires about marriage and parenthood. Journal of adolescence, 30(6), 943-963.

UNDERSTANDING PEER EFFECTS IN EDUCATIONAL CHOICES: INSIGHTS FROM A QUALITATIVE META-ANALYSIS OF THE LITERATURE

Nadia Crescenzo (University of Salerno, Italy) · **Angela Pacca** (University of Salerno, Italy)

peer groups | higher education | educational choices

Peer influence plays a significant role in shaping educational choices(Rosenqvist, 2018; Smith, 2023), particularly during adolescence and the transition from secondary education to higher education. This study proposes a general theoretical framework aimed at clarifying how peer effects have been conceptualized in the scientific literature and how they contribute to educational decision-making. The research builds on a bibliometric exploration of international studies on peer influence in educational contexts, followed by a qualitative meta-analysis of a selection of highly influential contributions. The objective is to provide a synthetic and integrative understanding of peer effects and their role in educational trajectories. The study is grounded in a sociological perspective that emphasizes the relational dimension of educational choices. During adolescence, reference groups (Merton & Rossi, 1968) represent a central social environment in which individuals develop aspirations, evaluate opportunities, and construct their educational orientations (Osterman, 2000; Jacobs et al., 2002). Educational decision-making is therefore understood not only as an individual process driven by personal preferences or resources, but also as a socially embedded process shaped by interactions, relationships, and shared contexts. Peer relations provide access to information, symbolic support, and models of comparison, contributing to the formation of expectations and perceptions of what is possible and desirable (Raabe & Wölfer, 2019). Methodologically, the study adopts a qualitative meta-analytical approach based on the interpretative reading and conceptual analysis of selected influential studies. Through an inductive process of coding and synthesis, the analysis identifies recurring themes and interpretative perspectives that characterize the literature. This approach makes it possible to highlight the complexity of peer influence and to move beyond fragmented or discipline-specific interpretations, offering a more coherent theoretical framework. The findings suggest that peer influence should be understood as a multidimensional relational mechanism that connects individual choices to broader social environments. Peer groups function as contexts in which meanings, aspirations, and expectations are constructed and negotiated through social interaction. In this sense, educational choices emerge not only from individual reasoning but also from processes of social comparison, interaction, and belonging (Baumeister & Leary, 1995; Witkow & Fuligni, 2010; Colombo, 2011). This study contributes to the theoretical understanding of peer effects by emphasizing their relational and contextual nature. By integrating insights from sociology and social network perspectives, it highlights the importance of considering educational decision-making as embedded within social relationships. This framework provides a broader basis for interpreting how educational trajectories are shaped and underscores the relevance of relational contexts in understanding educational inequalities, aspirations, and opportunities.

Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. Psychological Bulletin, 117(3), 497–529. https://doi.org/10.1037/0033-2909.117.3.497.

Colombo, M. (2011). Educational choices in action: Young Italians as reflexive agents and the role of significant adults. Italian Journal of Sociology of Education, 3(1), 14–48. https://doi.org/10.14658/PUPJ-IJSE-2011-1-2.

Jacobs, J. E., Osgood, D. W., Lanza, S., Eccles, J. S., & Wigfield, A. (2002). Changes in children's self-competence and values: Gender and domain differences across grades one through twelve. Child Development, 73(2), 509–527. https://doi.org/10.1111/1467-8624.00421.

Merton, R. K., & Rossi, A. S. (1968). Contributions to the theory of reference group behavior. In R. K. Merton (Ed.), Social theory and social structure (pp. 279–334). Free Press.

Osterman, K. F. (2000). Students' need for belonging in the school community. Review of Educational Research, 70(3), 323–367.

Raabe, I. J., & Wolfer, R. (2019). What is going on around you: Peer milieus and educational aspirations. European Sociological Review, 35(1), 1–14. https://doi.org/10.1093/esr/jcy048.

Rosenqvist, E. (2018). Two functions of peer influence on upper-secondary education application behavior. Sociology of Education, 91(1), 72–89. https://doi.org/10.1177/0038040717746113.

Smith, E. (2023). Peer preferences and educational decisions: Heterogeneous associations across student socioeconomic status. British Journal of Sociology of Education, 44(2), 374–393. https://doi.org/10.1080/01425692.2022.215464.

THE END OF SYNCHRONOUS EXPERIENCE? A CROSS-COHORT ANALYSIS OF GENERATIONAL TRANSITIONS AND PLATFORMIZATION OF CULTURAL EXPOSURE IN ITALY

Rita Fornari (ISTAT, Italy) · **Valentina Joffre** (ISTAT, Italy)

Cultural exposure | age-period-cohort analysis | ISTAT AVQ survey

International research has documented systematic differences between Millennials and Generation X in time use, values, mobility patterns, and media consumption. At the same time, however there is a widespread call to avoid interpreting these divergences as fixed generational traits or treating generational categories as homogeneous and autonomous identities. On the one hand, the observed differences often reflect the interaction between cohort-specific historical conditions and life-course processes, raising the classic problem of distinguishing age, period, and cohort effects. On the other hand, generational unity is internally stratified, as both intra- and inter-cohort differences reflect unequal social origins and differentiated life trajectories. From this perspective, this study addresses the classic age-period-cohort (APC) problem by drawing on time series data from the annual ISTAT survey "Aspects of Daily Life" (1993–2025). Adopting a cross-cohort survey design, it compares different generations observed at the same age but in different historical periods. Given the evolving structure of the survey, the comparison is restricted to a consistent core of indicators to ensure temporal coherence. At the same time, the study underscores the strategic value of the ISTAT AVQ as a key informational infrastructure for mapping generational transitions. The core analysis focuses on individuals aged 20-34, enabling a comparison between Generation X and Millennials at an equivalent stage of early adulthood. Within this age group, the study concentrates on patterns of cultural exposure and participation in shared arenas of mediated experience, including cinema attendance, radio listening, newspaper reading, and engagement in religious and civic spaces. Descriptive findings reveal an apparent paradox: while formal education levels have reached a historic peak, making Millennials (and Gen Z) the most educated cohorts, their participation in traditional spaces of cultural mediation and shared narratives has systematically contracted. The analysis then examines whether this contraction occurs uniformly across educational levels or signals a broader reconfiguration of how cultural capital is acquired and displayed in a platform-dominated environment. The analysis is then extended to the 15-24 age group, where the generational comparison shifts from Millennials versus Generation X to Millennials versus Generation Z. Here, the focus moves from the erosion of traditional shared spaces to the consolidation of widespread digital exposure. Rather than replicating the earlier comparison, this second step examines the technological reorganization of cultural access itself, documenting the displacement of mass-mediated synchronization by pervasive, individualized, and algorithmically structured access to information and cultural content. Taken together, the findings suggest that generational differences in contemporary Italy are less a matter of stable identities than of shifting configurations of access to culture and public discourse. Millennials emerge as a pivotal cohort between institutional synchronization and platformized fragmentation, while Generation Z represents a further radicalization of this transformation. By integrating an APC design with a structural perspective on education and inequality, the study contributes to debates on generational stratification, digital transformation, and the changing architecture of public experience.

Bonanni, M. (2025). Generations, Education and Common Values: A study on five Italian cohort-generations, from the Reconstruction to Gen Z. In Scuola democratica (Ed.), Proceedings of the Third International Conference of the journal Scuola Democratica. Education and/for Social Justice. Vol. 1: Inequality, Inclusion, and Governance (pp. 621-629). Associazione “Per Scuola Democratica”.

Bonanni, M. (2025). To Be or Not to Be Generation? The Generational Unity of Youth in Italy: An Analysis of Primary Data on the Conditions of Young People (Working Papers Series No. 7/2025). Dipartimento di Scienze Sociali ed Economiche, Sapienza - University of Rome.

Bourdieu, P. (1977). The economics of linguistic exchanges. Social Science Information, 16(6), 645–668.

Cabeza-Ramírez, L. J., Fuentes-García, F. J., Cano-Vicente, M. C., & González-Mohino, M. (2022). How Generation X and Millennials perceive influencers’ recommendations: Perceived trustworthiness, product involvement, and perceived risk. Journal of Theoretical and Applied Electronic Commerce Research, 17(4), 1431–1449.

Calvo-Porral C, Pesqueira-Sanchez R (2020), "Generational differences in technology behaviour: comparing millennials and Generation X". Kybernetes, Vol. 49 No. 11 pp. 2755–2772

Couldry, N., & Hepp, A. (2017). The mediated construction of reality. Polity Press.

Garikapati, V. M., Pendyala, R. M., Morris, E. A., Mokhtarian, P. L., & McDonald, N. (2016). Activity patterns, time use, and travel of millennials: a generation in transition? Transport Reviews, 36(5), 558-584.

Giancola, O., & Bonanni, M. (2024). Le destinazioni educative della Generazione X: risultati e disuguaglianze in una prospettiva generazionale. Quaderni di Comunità: Persone, educazione e welfare nella società 5.0, 3(3), 289–323.

Gowda, V. M. K., & Dutta, S. (2025). A study on information consumption behaviour and media bias and content prioritization among millennials and Gen-X. Journal of Communication and Management, 4(spl), 1-8.

Habermas, J. (1962). The structural transformation of the public sphere: An inquiry into a category of bourgeois society (T. Burger & F. Lawrence, Trans.). MIT Press.

Harari, T.T., Sela, Y. & Bareket-Bojmel, L. Gen Z during the COVID-19 crisis: a comparative analysis of the differences between Gen Z and Gen X in resilience, values and attitudes. Curr Psychol 42, 24223–24232 (2023).

Khaerina, B. M., .B, W., Putri, N. S. ., & Hasan, M. (2023). Behavior Generation Millennials in Use Go-Food Application. Formosa Journal of Social Sciences (FJSS), 2(4), 711–720.

Kim, D. Y., & Park, S. (2020). Rethinking millennials: how are they shaping the tourism industry? Asia Pacific Journal of Tourism Research, 25(1), 1–2.

Kolnhofer-Derecskei, A., Reicher, R. Zs., & Szeghegyi, A. (2017). The X and Y generations' characteristics comparison. Acta Polytechnica Hungarica, 14(8), 107-125.

Krantz, R., Di Natale, M., & Krolik, T. J. (2004). The U.S. labor market in 2003: signs of improvement by year's end. Monthly Labor Review, 127(3), 3-23.

Lee, Y., Circella, G., Mokhtarian, P. L., & Guhathakurta, S. (2019). Are millennials more multimodal? A latent-class cluster analysis with attitudes and preferences among millennial and Generation X commuters in California. Transportation, 46(6), 1813–1848.

Leijen, I., van Herk, H., & Bardi, A. (2022). Individual and generational value change in an adult population, a 12-year longitudinal panel study. Scientific Reports, 12, 17921.

Mannheim, K. (1928). The problem of generations. In K. Mannheim, Essays on the Sociology of Knowledge (pp. 276-322). Routledge & Kegan Paul.

Paulin, G. D. (2008). Expenditures of young singles: 1984-85 and 2004-05. Monthly Labor Review, 131(12), 20-50.

Pyöriä, P., Ojala, S., Saari, T., & Järvinen, K.-M. (2017). The millennial generation: A new breed of labour? SAGE Open, 7(1), 1-14.

Schwartz, S. H. (1992). Universals in the content and structure of values: Theory and empirical tests in 20 countries. In M. Zanna (Ed.), Advances in experimental social psychology (pp. 1–65). Academic Press.

Schwartz, S. H. (2012). An overview of the Schwartz theory of basic values. Online Readings in Psychology and Culture, 2(1), 11–20

Twenge, J. M., Campbell, S. M., Hoffman, B. J., & Lance, C. E. (2010). Generational differences in work values: Leisure and extrinsic values increasing, social and intrinsic values decreasing. Journal of Management, 36(5), 1117-1142.

Van Dijck, J., Poell, T., & de Waal, M. (2018). The platform society: Public values in a connective world. Oxford University Press.

Wang, K., & Wang, X. (2021). Generational differences in automobility: Comparing America's Millennials and Gen Xers using gradient boosting decision trees. Cities, 114, 103204.

Wilczyńska, K., & Wieczorkowska, G. (2022). Generational differences in the labour market – three confounded effects. Journal of Intercultural Management, 14(1), 54–86.

IDENTITY IN CONTEMPORARY ADOLESCENTS: THE IMPACT OF SOCIAL AND DIGITAL CHANGE

Paolo Siclari (Pedagogista ed Educatore professionale)

adolescence | digital technologies | socialization

In the era of liquidity (Bauman, 2003), characterized by rapid cultural, technological, and social changes, adolescence emerges as a particularly complex and significant stage of the life cycle, marked by biological, psychological, and relational transformations that profoundly affect the construction of personal and social identity. In this sense, the increasing heterogeneity of cultural, educational, and social contexts makes a unitary view of adolescence increasingly inadequate and instead suggests the need to speak of "adolescences" in the plural, in order to acknowledge the multiplicity of experiences, trajectories, and conditions that characterize new generations. This contribution, based on an interdisciplinary approach, analyzes the transformations affecting young people's lives, focusing on identity-building processes, peer relational dynamics, and the role of key socialization agents such as family, school, and peer groups. The study, in particular, offers a theoretical and interpretive reflection on the emerging challenges faced by contemporary adolescents, highlighting how social and cultural changes can influence self-perception, modes of interaction, and processes of belonging to social groups and virtual communities. Within this perspective, particular attention is given to the impact of digital technologies and social media,genuine habitats (Rivoltella, 2017) where adolescents spend increasing amounts of time and that profoundly redefine spaces of interaction and communication. The daily use of smartphones and digital platforms provides new opportunities for sharing and participation, but also generates significant risks and critical issues, giving rise to increasingly widespread phenomena such as bullying, cyberbullying, and social isolation. These phenomena underscore the need to interpret adolescents' difficulties not only from an individual perspective but, above all, in light of the structural changes of contemporary society, which redefine the boundaries between public and private space, modes of socialization, and forms of youth participation. In conclusion, the contribution emphasizes the urgency of rethinking traditional educational models and training interventions, promoting strategies capable of responding in an integrated manner to the educational, relational, and existential needs of new generations.

- Rivoltella, P. C. (2017). Media education. Idea, metodo, ricerca. Brescia: La Scuola.

- Bauman, Z. (2003). Modernità liquida. Bari: Laterza.

H.21

Learning Democracy Across Life Contexts: Participation, Inclusion and Social Change

PANEL CONVENORS: Antonietta De Feo (Università Roma Tre, Italy)

PANEL KEYWORDS: Participation, Culture, Social Change

The panel explores processes of learning democracy across diverse life contexts, examining how participation, inclusion, and social practices contribute to social change. The contributions address a wide range of themes: from the creation of Arendtian "spaces of appearance" in adult civic education, aimed at fostering plurality and inclusion in polarized societies, to perspectives on adult education through flexible systems of skills validation; from intergenerational learning shaped by tensions between strategic recognition and resource allocation constraints, to play as a transformative experience within prison settings. Further contributions investigate workplaces as spaces for civic learning in times of social disconnection, forms of migrant youth activism and processes of political subjectification in urban contexts, and the situated observation of technologies through multi-level methodologies in carceral environments. Overall, the panel highlights how learning democracy extends beyond formal settings, emerging across a plurality of social spaces where participation, inclusion, and transformation intersect.

CREATING ARENDTIAN SPACES OF APPEARANCE IN ADULT CIVIC EDUCATION: FOSTERING PLURALITY AND INCLUSION IN POLARIZED SOCIETIES

Konstantinos Mantzanaris (HELLENIC OPEN UNIVERSITY, Greece)

alienation citizenship plurality

In the present study, we seek to explore the contribution of Arendtian thought through both the action of citizens in the public sphere and their modes of resistance to authoritarian systems, viewed through the lens of Arendt's educational approach. More specifically, the social and political polarization—as manifested in algorithmic echo chambers, disinformation, and democratic backsliding (Druckman et al., 2023)—underscores the critical importance of targeted educational interventions. If polarization projects the Arendtian condition of world alienation (Arendt, 1958), then it becomes imperative to re-examine the field of adult education as a democratic space of deliberation and active participation (Leiviskä, 2025). The specific question posed is whether the Arendtian framework can overcome democratic regression by means of a democratic education situated within the domain of adult education. The central aim, therefore, is to investigate the dialogical relationship, emancipatory action, and social transformation within adult education, enabling learners to participate in the shared public world. In other words, how does Arendt's conception of the common world (Arendt, 1958, p. 52) intersect, for example, with Freirean conscientization (Freire, 1998) in order to raise issues that illuminate democracy from below. For the Arendtian approach, the challenge does not lie in the epistemological justification of truth, but rather in the common world that we share and co-construct through political action and the diversity of perspectives (Arendt, 2005). Truth thus reflects a shared factual basis that strengthens critical thinking and dialogue, enabling democratic education to become a domain of political values and thereby highlight the pluralistic and normative dimensions of democracy. Under these premises, Arendtian spaces of appearance and plurality shape a form of political action that attends to the ways in which adult learners experience their participation in collective action, thereby renewing democracy from below. This "law of the earth" of plurality (Arendt, 1978, p. 19) contributes to the lived experience of freedom through the disclosure of the self, as well as through speech and deeds. The issue that consequently arises does not concern a linear trajectory of educational policy, but rather how we learn from our political existence (Biesta, 2010). More precisely, it concerns the ways in which Arendtian spaces of appearance within adult education constitute a field of shared action and reflective judgment in the face of societal polarization. The learner, therefore, engages in a dynamic process of reflection in order to renew and reconfigure their experiences by entering into dialogue with the transformative projections of the world within them. This process relates to Arendtian natality and collective action, since the self encounters the world, creating spaces of appearance wherein political existence is now understood in terms of beginning and generativity. These elements of the educational perspective operate within the framework of social practices in the

public realm, affirming the diverse viewpoints of individuals. Adult learners thus learn through their participation in understandings of the world grounded in their experience. Learning, therefore, constitutes a lifelong condition that connects the political and the social worlds.

Arendt, H. (1958). The Human Condition. Chicago: The University of Chicago Press.

Arendt, H. (1978). The life of the mind: Vol. 1. Thinking. Harcourt Brace Jovanovich.

Arendt, H. (2005). Truth and Politics. In J. Medina and D. Wood (eds) Truth: Engagements Across Philosophical Traditions, pp. 295–314. Wiley-Blackwell.

Biesta, G. (2010). How to exist politically and learn from it: Hannah Arendt and the problem of democratic education. Teachers College Record, 112(2), 556–575. https://doi.org/10.1177/016146811011200207

Druckman, J. N., Green, D. P., & Iyengar, S. (2023). "Does affective polarization contribute to democratic backsliding in America?". The ANNALS of the American Academy of Political and Social Science, 708(1), 137–163.

Freire, P. (1998). Pedagogy of freedom: Ethics, democracy, and civic courage (P. Clarke, Trans.). Rowman & Littlefield.

Leiviskä, A. (2025). Treading the narrow path—rethinking democratic education in times of polarization. Journal of Philosophy of Education, 59(1), 125–141. https://doi.org/10.1093/jopedu/qhae053

INTERGENERATIONAL LEARNING BETWEEN STRATEGIC RECOGNITION AND RESOURCE ALLOCATION CONSTRAINTS: EVIDENCE FROM THE AGEMIL PROJECT

Virgilio Buscemi (Lattanzio KIBS SpA Benefit Corporation) · **Roberto Angotti** (INAPP, Italy) · **Francesca Campisi** (INAPP, Italy) · **Luca Cuzzocrea** (Lattanzio KIBS SpA Benefit Corporation) · **Michael Schepisi** (Lattanzio KIBS SpA Benefit Corporation)

Intergenerational learning | Age management | Resource allocation

Aging population – at least in the Italian and Western context – and digital transition are structurally reshaping the labor market and society as a whole. Intergenerational Learning (IGL) – as a mode of knowledge transfer and exchange between generations[1] – plays a strategic role in the broader framework of age management and lifelong learning by supporting organizational adaptation and promoting more inclusive participation across different generations of workers. This contribution highlights key findings from the AGEMIL (Age Management Intergenerational Learning; INAPP, 2025) project on the role of IGL practices in organizational contexts within both private enterprises and public administration (PA). The study comprised a desk phase involving a review of national and international scientific literature, the reconstruction of Italian and European public policies, and the analysis of the quantitative surveys “INDACO Enterprises” and “INDACO PA”. The subsequent field phase included interviews with key informants, focus groups (involving senior, junior, and mixed employees, managers, and representatives from Interprofessional Funds and training institutions), as well as case studies of best practices within private companies and PA. The results show a growing attention to IGL practices: on the organizational side, there is an increase in IGL activities, particularly in private enterprises; at the institutional one, there has been a progressive strengthening of the references to IGL in strategic documents and funding calls, particularly at the European level. However, this attention remains mostly declarative and programmatic, struggling to translate into structured and systematic operational interventions. This mismatch is also reflected in the allocation of resources and funding. The increase in IGL initiatives is not always accompanied by a corresponding rise in the per capita spending by businesses on these activities. Both PA and private enterprises tend to rely primarily on internal resources rather than external funding, although companies are showing more hybrid funding strategies. Among the main factors hindering the use of external resources are the lack of awareness of available tools (e.g., Interprofessional Funds) and limited technical and administrative capabilities to access and manage such funding. This issue is particularly relevant for small and medium-sized enterprises (MSEs), which are more exposed to the administrative burdens in terms of time and skills. PA, on the other hand, face institutional contexts that sometimes view these activities as non-prioritary, with a limited capacity to attract external stakeholders. These results highlight the need to strengthen institutional commitment towards IGL practices, moving beyond a primarily programmatic dimension to ensure more solid and transversal operational implementation. There is a need for clearer communication about available resources, while simultaneously simplifying the procedures for accessing funding, particularly reducing administrative burdens for MSEs. For public administrations, it is also crucial to promote a cultural shift supported by the institutions themselves, aimed at recognizing IGL as a strategic lever for the transfer of skills, organizational cohesion, well-being, and long-term sustainability.

[1] Fasbender, U., Gerpott, F. H., & Unger, D. (2021). Give and take? Knowledge exchange between older and younger employees as a function of generativity and development striving. Journal of Knowledge Management, 25(10), 2420-2443.

PERSPECTIVES ON ADULT EDUCATION THROUGH FLEXIBLE VALIDATION OPTIONS

Silvia Toneva (Sofia University "St. Kliment Ohridski", FEBA, Bulgaria)

validation | labor market | inclusion

Perspectives On Adult Education Through Flexible Validation Options Silvia Toneva, PhD, Sofia University “St. Kliment Ohrdiski”, FEBA, e-mail: newskillsbg@gmail.com One of the employment opportunities available to adults, and one that is well regulated in most European countries, is the validation of the knowledge, skills, and competences acquired outside the formal education system. This process shortens the time required for learning and provides officially recognised qualification documents, which facilitate access both to the labour market and to further education. The Council Recommendation on the validation of non-formal and informal learning provides the framework for structuring national validation mechanisms aimed at enhancing mobility, employability, and lifelong learning. Following the adoption of this Recommendation, most Member States developed their own regulatory frameworks for the assessment and recognition of professional competences. Some countries have accumulated substantial positive experience in this field, whereas others still lag behind in the process. In 2023, another important policy document was adopted - the Commission Recommendation on the recognition of qualifications of third-country nationals. Its guidelines are intended to accelerate and simplify the recognition of qualifications held by third-country nationals and to improve their integration into the labour market. This policy document is focused on making the European labour market more attractive to third-country nationals. It emphasises to Member States that qualification recognition procedures should be simplified. Such an approach would enable third-country nationals to engage in employment corresponding to their skills and, at the same time, help reduce negative practices such as trafficking in human beings for the purpose of labour exploitation. A systematic review of the regulatory framework in the field of validation demonstrates that in most countries, including Bulgaria, these mechanisms have been developed in a way that is largely tailored to the local population and is therefore difficult to apply to persons from other countries. It is precisely in this context that there is considerable potential for updating the existing regulatory framework so as to encourage the validation of professional knowledge and skills among both nationals and migrants or immigrants. Strengthening measures that guarantee that the competences of citizens from other countries are not devalued in the host country would contribute to their more effective integration and to addressing labour shortages and workforce needs within the business sector (Souto-Otero & Villalba-Garcia, 2015).

Souto-Otero, M., Villalba-Garcia, E. Migration and validation of non-formal and informal learning in Europe: Inclusion, exclusion or polarization in the recognition of skills?. Int Rev Educ 61, 585–607 (2015). https://doi.org/10.1007/s11159-015-9516-7

Cedefop (2023). European guidelines for validating non-formal and informal learning. Luxembourg: Publications Office. Cedefop reference series; No 124.http://dx.doi.org/10.2801/38982

Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning

Commission Recommendation (EU) 2023/2611 of 15 November 2023 on the recognition of qualifications of third-country nationals

RULES THAT LIBERATE: PLAY AS A TRANSFORMATIVE EXPERIENCE IN PRISON

Maria Sammarro (UNIVERSITA' MEDITERRANEA DI REGGIO CALABRIA, Italy) · **Elena Zagari** (UNIVERSITA' MEDITERRANEA DI REGGIO CALABRIA, Italy)

Play | lifelong education | prison rehabilitation

From a very early age, children do not wait for adults to teach them how to play; they are biologically predisposed to do so by exercising their bodies and senses, exploring their environment and objects. This is referred to as the nature of play (Farné, 2024): play grows with the child and helps them grow. The amount of learning and mastery children acquire through spontaneous and natural play is extraordinary, provided they are not inhibited by overprotective adults (Rousseau, 2024). Through play, children relive the reality in which they are immersed and thus come to know it, making sense of the

present and the future (Vygotsky, 2014). “For the commitment they put into it, play is real work” (Montessori, 2000), through which the child expresses their inner world (Erikson, 2008). Speaking of a culture of play (Farné, 2024) means considering the forms through which play manifests in different social contexts. Play is a universal category of human action (Fink, 2023) and carries significant meaning: “every game means something.”, trascending immediate needs and giving sense to action; even at the animal level, it goes beyond purely biological activity (Huizinga, 2016). Within play, a complex relationship is established between freedom and rule, between the inner and outer worlds (Fink, 2023). Creativity, often associated with play, is not “infantile” in a reductive sense, but expresses a drive toward inquiry and change (Bertolini, 2015); it entails the capacity to question what appears given. However, contemporary capitalism, strengthened by neoliberalism, redefines creativity to fuel economic growth: to be creative means producing innovation functional to the status quo. Creativity thus becomes a competence oriented towards competitiveness and the reproduction of the existing order (Mould, 2018). Broadening the perspective to the penal system, the concept of the prison-industrial complex (Davis, 2022) invites us to interpret punitive processes in light of economic and political structures: prison fits into a productive logic, where punishment can become profit. If creativity implies openness and transformation, prison represents the disciplinary management of bodies; yet, precisely here, play can assume educational value. As Caillois (2016) notes, play is freedom, separation, uncertainty, rule, non-productivity, simulation; between paidia and ludus, an alternative experiential space opens up. Lifelong education (Loiodice, 2016) calls for pathways capable of fostering personal planning between conservation and transformation (Strollo, 2006). Within this framework lies the experience of “Giocare Dentro” (Decembrotto, Mari, 2025), carried out in Ravenna’s penitentiary from 2015 to 2023: 171 sessions, 103 board games, 65 participants. Through ludic mediation, the activity promotes learning and well-being. Play becomes a symbolic space in which inmates can requalify their self-image and reactivate relational and cognitive competences. Education concerns healing, empowerment, and liberation (hooks, 2022). In this sense, play proves to be a rehabilitative practice capable of reopening possibilities and supporting processes of identity reconstruction, keeping in mind the possibility of replicating the model in other contexts of confinement.

Bertolini, P. (2015). Ragazzi difficili. Pedagogia interpretativa e linee di intervento. FrancoAngeli.
Callois, R. (2016). I giochi e gli uomini. Bompiani.
Christie, N. (1997). Il business penitenziario: La via occidentale al gulag. Eleuthera.
Farné, R. (2024) In-ludere. Gioco, sport e formazione. Zanichelli
Fink, E. (2023). Per gioco: Saggi di antropologia filosofica (G. J. Giubilato & A. Fiamma, Trad.; V. Cesarone, Cur.). Morcelliana.
Davis, A. (2022). Aboliamo le prigioni? Contro il carcere, la discriminazione, la violenza del capitale. Roma: Minimum Fax
Decembrotto, L. & Mari, G. (2025). Board games in prison: an explorative case study. Italian Journal of Educational Technology, 33(2), 7-16. https://10.17471/2499-4324/1397
Erikson, E. H. (2008). Infanzia e società (Ed. orig. 1950). Armando Editore.
hooks, b. (2022). Insegnare comunità. Una pedagogia della speranza (Feminoska, Trad.). Roma: Meltemi.
Huizinga, J. (2016). Homo ludens. Torino: Einaudi.
Loiodice, I. (2016). L’educazione per il corso della vita. In L’educazione per il corso della vita.
Montessori, M. (2000). La scoperta del bambino (Ed. orig. 1948). Garzanti
Mould, O. (2018). Against creativity. Verso.
Rousseau, J.-J. (2024). Emilio o dell’educazione (A. Potestio, Trad. e note). Studium.
Strollo, M. R. (2006). Educare gli educatori al pensiero complesso. I laboratori di epistemologia e pratiche dell’educazione. Franco Angeli.
Vygotskij, L. S. (2014). Sviluppo mentale del bambino e altri scritti. Giunti.

TAKING PLACE: MIGRANT YOUTH ACTIVISM, DEMOCRATIC LEARNING AND POLITICAL SUBJECTIFICATION IN THE GOTHENBURG SIT-STRIKE

Martin Harling (University of Malmö, Sweden)

Migrant youth activism | epistemic justice | political subjectification

Educational research and policy discussions concerning migrants and refugees frequently portray young migrants as passive recipients of integration policies or educational interventions. Such framings risk reproducing epistemic hierarchies in which migrants appear primarily as objects of governance rather than as knowledgeable social and political actors. Responding to recent calls for participatory and emancipatory approaches in migration research, this paper examines how migrant youth activism can be understood as a site of democratic participation, learning, and knowledge

production. The paper analyses the sit-strike organised by Afghan refugee youth in Gothenburg, Sweden, in August 2017. The protest emerged in the aftermath of the tightening of Swedish asylum policy following the so-called "refugee crisis" of 2015. During ten days of continuous demonstration at Olof Palme Square, followed by weekly marches to the Swedish Migration Agency, young asylum seekers publicly articulated demands to stop deportations to Afghanistan and to recognise their right to remain. By occupying a central urban space and addressing both authorities and the broader public, the participants attempted to transform their position from objects of migration policy into subjects of political speech. Empirically, the study draws on multiple sources: documentation produced by participants during the protest (including diaries, meeting notes, and texts), retrospective interviews with organisers conducted several years after the events, and contemporary media coverage of the demonstrations. These materials allow us to analyse how the protest was organised, how claims were articulated, and how the actions of the youth activists were interpreted within the wider public sphere. The analysis engages with Jacques Rancière's conception of democracy as moments in which those "without a part" interrupt an established social order by asserting their equality. From this perspective, the sit-strike can be interpreted as a democratic intervention in which young asylum seekers challenged dominant classifications that positioned them as voiceless or temporary subjects within Swedish society. Through collective action in public space, the participants enacted what Rancière describes as dissensus, transforming experiences that are often treated as marginal or inaudible into visible and legitimate political claims. The paper argues that such activist practices can be understood as forms of democratic learning and epistemic intervention. By translating lived experiences of migration into public claims about justice, belonging and rights, the participants generated new forms of political subjectivity and knowledge about migration. Recognising these practices as meaningful contributions to democratic life invites educational research to reconsider how migrant and refugee agency can be acknowledged within research methodologies, educational practices, and democratic institutions.

Biesta, G. (2011). Learning democracy in school and society: Education, lifelong learning, and the politics of citizenship. Rotterdam: Sense.

Eriksson, T. (2019). Dom som stod kvar. Stockholm: Natur & Kultur.

Martinsson, L., & Reimers, E. (2020). Civil servants talk back – political subjectivity and (re)constructions of the nation. Critical Sociology, 46(3), 429–442.

Rancière, J. (1999). Disagreement: Politics and philosophy. Minneapolis: University of Minnesota Press.

Rancière, J. (2015). Dissensus: On politics and aesthetics. London: Bloomsbury.

Wernesjö, U. (2020). Across the threshold: Negotiations of deservingness among unaccompanied young refugees in Sweden. Journal of Ethnic and Migration Studies, 46(2), 389–404.

LEARNING DEMOCRACY AT WORK ORGANIZATIONS AS SPACES FOR CIVIC LEARNING IN TIMES OF SOCIAL DISCONNECTION

Maria Rita Fiasco (Self-Employed - Senior corporate trainer and Executive Coach, Italy)

Adult Learning | Leadership | Civic Learning

In contemporary societies we observe a growing social disconnection, accompanied by a decline in trust in institutions and an increasing difficulty in creating spaces for democratic dialogue. In this context, adults spend a significant part of their lives within organizations. This contribution proposes to consider organizations as possible spaces for civic learning, where people develop relational and ethical competences that are also essential for democratic life. The contribution does not claim that organizations are democratic institutions in a formal sense: decision-making processes often remain hierarchical and constrained by economic imperatives. However, everyday organizational life requires people to interact with cultural, generational and professional differences, to negotiate meanings, deal with tensions and build trust in conditions of increasing complexity. Practices such as listening, dialogue, shared responsibility and the development of psychological safety can therefore be interpreted as forms of democratic learning that take shape within work. Drawing on professional experience in leadership development and organizational coaching, the contribution reflects on how leadership practices may reinforce purely instrumental cultures or, on the contrary, cultivate relational environments where it becomes possible to live with differences and develop mutual trust. This perspective connects with traditions of thought that have considered the firm not only as an economic actor but also as a social institution, as in the experience of Adriano Olivetti and, more recently, in initiatives such as Economy of Francesco and in practices of the social and solidarity

economy. In a historical phase marked by profound technological transformations, the expansion of artificial intelligence and growing dynamics of social fragmentation, organizations may represent one of the places where adults can still experience cooperation, shared responsibility and the construction of trust. Rethinking leadership also as a civic practice may contribute to reconnecting organizational cultures with democratic values and with the capacity to imagine shared futures.

Dewey, J. (1916). Democracy and Education. New York: Macmillan.
Mouffe, C. (2000). The Democratic Paradox. London: Verso.

H.22

Youth, Transitions and Educational Inequalities: Pathways, Identities and Practices

PANEL CONVENORS: Berenice Scandone (Polytechnic University of Milan, Italy)

PANEL KEYWORDS: Youth, Transitions, Educational Inequalities

The panel explores youth trajectories, educational transitions, and inequalities, examining how pathways, identities, and practices take shape within contexts marked by uncertainty and social transformation. The contributions address a wide range of themes: from adolescence as an allegory of the crisis of young people's biocultural environments in a post-pandemic world, to the complex biographies and educational trajectories of transnational youth between China and Italy; from digital identities and social media practices viewed from an intergenerational perspective, to the quality of technical and vocational education and training, with empirical evidence from IFTS programmes. Further contributions analyse art-based social work practices in youth contexts in Brazil, school-to-work transitions with a focus on guidance, future expectations, and social inequalities, and the monitoring of school guidance practices as a tool to address inequalities. Overall, the panel highlights how youth trajectories are shaped by tensions between opportunities and constraints, underscoring the crucial role of educational policies and support practices in fostering equity and inclusion.

FROM SCHOOL TO WORK: EDUCATIONAL AND CAREER GUIDANCE, FUTURE EXPECTATIONS, AND SOCIAL INEQUALITIES

Giorgia Altobelli (INDIRE, Italy)

Lifelong guidance | Social inequalities | School-to-work transition

Inequalities in educational and professional paths are a central theme in sociological analysis, as they reflect the interaction between social structure, institutional processes, and individual agency. Educational and professional aspirations are not simply the expression of personal preferences, but are situated social products, influenced by cultural capital, available resources, and perceived opportunities (Bourdieu, 1986; Appadurai, 2004). Empirical studies highlight that social origin contributes to differentiating individual expectations, guiding educational and professional paths and influencing occupational trajectories (Schoon & Parsons, 2002; Carlana, La Ferrara, & Pinotti, 2022). From this perspective, career guidance can be interpreted as a social device that operates at the intersection of three main domains: the education system, the transition between school and work, and the employment context. In the school context, guidance supports the construction of identity and representations of the future, contributing to the formation of aspirations and the perception of available opportunities (Sen, 1999). During the school-to-work transition, guidance acts as a mediator between the individual and the social structure, facilitating the understanding of opportunities, the definition of career paths, and the negotiation of expectations in a context influenced by social norms, prestige, and remuneration criteria (La Ferrara, 2019). In the employment context, guidance supports the adaptation and development of career paths, accompanying individuals' ability to navigate changes and transitions throughout the working life cycle (OECD, 2021). Common elements emerge in all three contexts: guidance fosters reflexivity, the elaboration of aspirations, and the construction of individual trajectories consistent with available opportunities (Hooley, Sultana, & Thomsen, 2018; Musset & Kurekova, 2018). Differences between contexts primarily concern the purposes, tools, and timing of intervention, which vary according to the individual's stage of development and structural conditions. From a sociological perspective, guidance is

a strategic social practice that contributes to the construction of opportunities and the definition of individual trajectories, intervening in the processes through which inequalities are reproduced or mitigated (Emirbayer & Mische, 1998; Thomsen, 2017). Analyzing the interaction between school, school-to-work transition, and work allows us to understand the role of guidance in supporting social mobility, promoting informed choices, and building integrated lifelong learning policies. In conclusion, strengthening lifelong guidance is a key tool for reducing educational and occupational inequalities, ensuring that future aspirations are supported by real opportunities and long-term strategies. An integrated perspective across these three domains allows for the design of more effective interventions, capable of supporting individuals throughout their educational and working lives, fostering inclusion, equity, and personal development.

Appadurai, A. (2004). The capacity to aspire: Culture and the terms of recognition. In V. Rao & M. Walton (Eds.), Culture and public action (pp. 59–84). Stanford University Press.

Bourdieu, P. (1986). The forms of capital. In J. Richardson (Ed.), Handbook of theory and research for the sociology of education (pp. 241–258). Greenwood.

Carlana, M., La Ferrara, E., & Pinotti, P. (2022). Goals and gaps: Educational aspirations and student achievement. Econometrica, 90(1), 1–29.

Emirbayer, M., & Mische, A. (1998). What is agency? American Journal of Sociology, 103(4), 962–1023. https://doi.org/10.1086/231294

Hooley, T., Sultana, R. G., & Thomsen, R. (2018). The neoliberal challenge to career guidance. Routledge.

La Ferrara, E. (2019). Aspirations, social norms, and development. Journal of the European Economic Association, 17(6), 1687–1722. https://doi.org/10.1093/jeea/jvz029

Musset, P., & Kurekova, L. M. (2018). Working it out: Career guidance and employer engagement. OECD Education Working Paper No. 175. OECD Publishing. https://doi.org/10.1787/51c9d18d-en

OECD. (2021). Career guidance for adults in a changing world of work. OECD Publishing. https://doi.org/10.1787/9a94bfad-en

Schoon, I., & Parsons, S. (2002). Teenage aspirations for future careers and occupational outcomes. Journal of Vocational Behavior, 60(2), 262–288. https://doi.org/10.1006/jvbe.2001.1867

Sen, A. (1999). Development as freedom. Oxford University Press.

Thomsen, R. (2017). Career guidance in communities. In T. Hooley, R. G. Sultana, & R. Thomsen (Eds.), Career guidance for social justice: Contesting neoliberalism (pp. 21–34). Routledge.

TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING QUALITY: EMPIRICAL EVIDENCE FROM IFTS PROGRAMMES

Andrea Carlini (INAPP, Italy) · **Claudia Spigola** (INAPP, Italy)

Quality IFTS surveys

The growing complexity of production systems—driven by digitalisation, automation, and the green transition—requires vocational education and training (VET) systems to strengthen both their responsiveness to emerging skill demands and their mechanisms for quality assurance. In this context, Higher Technical Education and Training (IFTS) provides a particularly valuable lens through which to examine the relationship between programme design, competence assessment, and school-to-work transitions. IFTS programmes are post-secondary pathways aimed at developing advanced technical and vocational competences. Their primary objective is to facilitate young people's entry into the labour market and to reduce mismatches between the supply of and demand for skilled labour. This contribution explores the broader technical and vocational education pathway and analyses quantitative evidence drawn from annual monitoring[1] activities and recurring surveys[2] on graduate employment outcomes conducted by the Institute. This combined qualitative and quantitative framework makes it possible to identify key factors influencing overall system quality. A first dimension concerns multi-level governance, involving Regions, training providers, schools, universities, and enterprises. Collaboration among these stakeholders supports the design of programmes that are better aligned with local labour market needs. A second key factor is the competence-based design of curricula in response to evolving industrial sectors and value chains. Programmes are structured around occupational profiles and expected learning outcomes, with particular attention to both technical and transversal competences. A central feature of IFTS is the integration of classroom-based instruction with structured work-based learning experiences, such as internships or traineeships. Workplace learning enables students to apply acquired knowledge in real-world settings and often represents a gateway to employment. Evidence indicates positive employment outcomes two years after programme completion, including a substantial share of open-ended contracts. High completion rates are also observed, attributable both to careful initial selection procedures and to the strong motivation of participating students. System quality is further reinforced by the adoption of competence certification models aligned with national and European qualifications frameworks, ensuring transparency and the recog-

nition of credentials. Additional strengths include stable and targeted public investment, as well as the use of innovative pedagogical approaches, particularly laboratory-based activities and problem-based learning methodologies. Nevertheless, several challenges persist. Chief among these is the regional fragmentation of provision, as decentralised planning may generate disparities in access and quality across different areas of the country. Moreover, the IFTS pathway remains relatively under-recognised among students and families, limiting its attractiveness. In some contexts, it continues to be perceived as secondary to university education. Career guidance services do not always adequately promote technical and vocational opportunities, and coordination with ITS Academy, IeFP pathways, and universities is not consistently structured. Finally, the updating of occupational profiles does not always occur on a regular basis. Overall, professionally oriented pathways represent a flexible and effective instrument for addressing ongoing economic and technological transformations. Strengthening their role entails investing in training quality, youth employability, and the competitive development of local economies. [1] [2]

1 Carlini A., Paniccio P., Spigola C. (2024), Le caratteristiche dell'Istruzione e formazione tecnica superiore in Italia tra passato e futuro, Inapp Paper n.52, Roma, Inapp <https://oa.inapp.gov.it/handle/20.500.12916/4434>

2 INAPP, Carlini, A. & Crispolti, E. (a cura di). (2023). Ieri in aula, oggi in azienda: IV indagine sugli esiti formativi e occupazionali dei percorsi IeFP e IFTS (Inapp Report n. 44). Roma, INAPP

MONITORING SCHOOL GUIDANCE TO TACKLE SOCIAL INEQUALITIES: EVIDENCE FROM ITALIAN SCHOOLS

Luca Andrea Fanelli (ActionAid Italia, Italy) · **Eleonora Scrivo** (ActionAid Italia, Italy)

school guidance | social inequalities | teachers

School guidance represents a fundamental component of lifelong guidance. It is crucial not only because it shapes decisions that significantly affect individuals' educational and professional trajectories, but also because it contributes to the development of career management skills that accompany individuals throughout their lives. From a capability approach perspective, guidance should not be understood merely as the provision of information or as support for matching individuals to existing educational and labour market opportunities. Rather, it plays a key role in expanding young people's real freedoms—their capabilities—to aspire, to choose among meaningful alternatives, and to pursue lives they have reason to value. In this sense, guidance is deeply intertwined with issues of social justice: unequal access to quality guidance may translate into unequal capabilities, thereby reproducing or amplifying existing social inequalities. Both informal guidance—occurring within families and everyday social environments—and formal guidance—primarily delivered by schools and other institutional actors—play a decisive role in shaping young people's choices. However, school-based guidance is the domain most directly influenced by public policy. As such, it constitutes a key lever for either mitigating or, conversely, reproducing social inequalities. In recent years, school guidance has regained prominence in Italian public policy. Notable examples include the 2022 National Guidelines on Guidance, the National Recovery and Resilience Plan (PNRR) Investment 1.4 on educational inequalities ("PNRR/divari"), and the introduction and subsequent regulatory revisions of school-to-work pathways. Despite this renewed policy attention, school guidance remains insufficiently monitored. There is a lack of systematic evaluation frameworks based on clearly defined process and outcome indicators capable of assessing both the implementation of guidance practices and their effects. This contribution seeks to address this gap by providing an overview of guidance activities in Italian schools and the processes underpinning them. The analysis draws on two complementary sources: (1) administrative data from schools' Self-Evaluation Reports (Rapporto di Auto Valutazione), and (2) survey data from a sample of over 1,500 teachers who responded to a questionnaire specifically focused on guidance practices. The survey data also offer valuable insights into teachers' perceptions of guidance, which are crucial for understanding how guidance is implemented in practice—sometimes implicitly or unintentionally. The findings highlight areas where knowledge remains limited and where further research is particularly needed. They also provide a basis for proposing policy directions aimed at strengthening school guidance and fostering greater integration between school guidance, school-to-work transition measures, and guidance in later stages of life. In doing so, the paper contributes to the broader debate on how to design integrated lifelong guidance policies capable of reducing social inequalities.

ActionAid Italia, Orientamento tra ideali e realtà, Milano 2026.
European Commission, Warwick Institute for Employment Research, e Finnish Institute for Educational Research, Lifelong guidance policy and practice in the EU: trends, challenges and opportunities. Final report, Brussels 2020.
Hooley, T., Sultana, R. G. e Thomsen, R. (a cura di), Career guidance for social justice. Contesting neoliberalism, Routledge, New York 2018.
Iannis, G. e Fonzo, C., Inventory of lifelong guidance systems and practices. Italy, CEDEFOP, 2023.
Ministero dell'istruzione e del merito, Scuola in chiaro, 2025, url: https://unica.istruzione.gov.it/portale/it/scuola-in-chiaro (consultato il 26 febbraio 2026).
OECD, Career Guidance and Public Policy: Bridging the Gap, Paris 2004.

ART-BASED SOCIAL WORK: AN ETHNOGRAPHIC STUDY IN THE "CENTRO DE REFERENCIA DA JUVENTUDE DI NOVO HORIZONTE" IN BRAZIL

Yasmin Frascaria (Università Milano Bicocca, Italy)

Art-based social work | Youth empowerment | Anti-oppressive approach

The research project examines the transformative potential of art-based social work by exploring how artistic practices can be integrated into social work services. It is based on an ethnographic study conducted at the Centro de Referência das Juventudes Novo Horizonte, an experimental state-run service in Espírito Santo, Brazil. The Centre promotes the rights, autonomy, and inclusion of young people aged 15 to 29 living in vulnerable contexts through artistic and cultural workshops, sport, training, and psychosocial support. The project aims to contribute to the scholarly literature on the effectiveness of art-based social work by providing new empirical evidence. This evidence is intended to foster professional reflexivity and to inform the development of practical tools and operational guidelines that can legitimise and consolidate the use of art as an epistemic and relational resource within social services. The study is situated within the international debate on the use of art in social contexts, highlighting its expressive, participatory, and political dimensions, with particular attention to Brazil, where social work is grounded in an ethical-political project with Marxist and anti-capitalist roots. The research adopts an anti-oppressive approach, which enables artistic practices to be understood as tools for listening, emancipation, and social transformation. This approach is embedded within a multidisciplinary and multicultural analytical framework drawing on art-based social work, the sociology of art, cultural welfare, and critical social work, including Brazilian ethical-political and critical traditions. The study is paired with a qualitative methodology based on immersive ethnography conducted in collaboration with the Universidade Federal do Espírito Santo. Methods include participant observation focused on care professionals, practitioners, artists, and young people engaged in the Centre's activities; semi-structured interviews with young participants, professionals, and university faculty; and documentary analysis. The findings show that art-based practices are not marginal interventions, but an integral part of the service's organisational culture. They intersect with youth languages such as hip-hop and with participatory governance models that value professional, educational, and artistic competencies. Overall, the study offers an original contribution to critical and anti-oppressive social work debates by proposing situated, participatory, and transformative perspectives for the implementation of art-based practices.

Abreu, M. M., & Cardoso, F. G. (s.d), Mobilização social e práticas educativas.,
https://www.cressrn.org.br/files/arquivos/zD3ifq80Dt7Az49Q4j7x.pdf
Andreotti, A., Mingione, E., & Polizzi, E. (2012). I sistemi locali di Welfare: una sfida per la coesione sociale.
Angeli, M. (2018), "Siamo una comunità di destino". Parla Mauro Ceruti.
Aquino, I. G. C. (2024). Participação do CBCISS no Movimento de Reconceituação e o
Congresso da Virada. SciELO, Brazil.
Araújo, L. B. C. (2020). Atualidade do método em Marx: uma discussão necessária na formação dos assistentes sociais.
Assembleia Legislativa do Estado do Espírito Santo. (2011, 14 de abril). Lei no 9.646, de 14 de abril de 2011: Extermínio de jovens, no âmbito do Estado, e dá outras providências. Diário Oficial do Estado, https://www3.al.es.gov.br/Arquivo/Documents/legislacao/html/LO9646.html.
Baldwin, J. (1985), The Price of the Ticket: Collected Nonfiction, 1948-1985, St Martin's Press.
Berger, P. I., Luckmann, T. (1979), La realtà come costruzione sociale, Bologna, Il Mulino (ed. or. 1967).
Bifulco, L. (2015). Il Welfare Locale. Processi e prospettive. Cap. 1.
Boccaccin, L., Carrà, E., Mazzucchelli, S., Bosoni, M.L., Moscatelli, M. (2017), "C'è qualcosa di nuovo oggi nel... sociale", La generatività nel legami familiari e sociali, Scritti in Onore di Eugenia Scabini, Milano, Vita e Pensiero.
Bourdieu, P. (2023), Il mercato dei beni simbolici e altri scritti sull'arte, a cura di M. Santoro e C. Tartarini, Roma, Meltemi.
Bresciani, A. (2024), Bronislaw Malinowski: antropologia e metodo,
https://www.frammentirivista.it/bronislaw-malinowski-antropologia-metodo/.

Bruni, A. (2003), Lo studio etnografico delle Organizzazioni, Roma, Carocci Editori.
Camelo, A. C., Severiano, E. M. O., Silva, L. A., & Ribeiro, H. M. C. B. (2019). A dimensão
pedagógica no trabalho do assistente social,
https://www.joinpp.ufma.br/jornadas/joinpp2019/images/trabalhos/trabalho_submissaoId_441_4415cbbb5ee8a5d9.pdf.
Cardano, M. (1997), La ricerca etnografica, in L. Ricolfi (a cura di), La ricerca qualitativa,
Roma, Carocci.
Cardano, M. (1997), La ricerca etnografica, in L. Ricolfi (a cura di), La ricerca qualitativa,
Roma, Carocci.
Cecchi, D. (2020), L'eredità pedagogica John Dewey, https://www.fatamorganaweb.it/l-eredita-pedagogica-john-dewey/.
Ciarini, A., & Neri, S. (2019). Innovazione sociale, auto-organizzazione e azione pubblica. Integrazione o sostituzione? Nota Introduttiva.
Cicerchia, A., & Seia, C. (2020), "Cultura, creatività e benessere: verso un welfare culturale", in X Rapporto Symbola. Io sono Cultura 2020. L'Italia della qualità e della bellezza sfida la crisi, Roma, Unioncamere.
Come usare l'immaginazione sociologica. (s.d.). Greelane, https://www.greelane.com/it/scienza-tecnologia-matematica/scienze-sociali/sociological-imagination-3026756/.
Commissione Europea. (2021, 16 novembre). CulturEU Funding Guide,
https://culture.ec.europa.eu/funding/cultureu-funding-guide.
Conceição, D. G. (2010), O Serviço Social e prática pedagógica: a arte como instrumento de intervenção social.
Conceição, D.G. (2010), O Serviço Social e prática pedagógica: a arte como strumento di intervento sociale, Serviço Social em Revista, v. 12, n. 2, p. 50-67.
Conselho Federal de Serviço Social – CFESS. (1993). Código de Ética do/a Assistente Social: Lei 8.662/93 de Regulamentação da Profissão.
Conselho Federal de Serviço Social (CFESS). (2006). Código de Ética do Assistente Social.Brasília.
Cordeiro, D. G. (2010). O Serviço Social e prática pedagógica: a arte como instrumento de intervenção social.
Corrent, N. (2024). O Congresso da Virada e o Movimento de Reconceituação do Serviço Social brasileiro. SciELO, Brazil.
Costa, J. S. (2017). A superexploração da força de trabalho no Brasil: da precarização à
escravidão contemporânea. SciELO, Brazil.
Czarniawska, B. (2000), Narrare l'organizzazione, Torino, Edizioni di Comunità.
Dewey, J. (2020), Arte come esperienza, Aesthetica.
Di Nicola, P. (s.d.). Università degli Studi di Verona,
https://www.dcuci.univr.it/documenti/Avviso/all/all535491.pdf
Dizionario Treccani (2024), Definizione ed etimologia di Etnografia,
https://www.treccani.it/enciclopedia/etnografia_(Enciclopedia-Italiana)/.
Dos Santos, C. (s.d.), "Do conhecimento teórico sobre a realidade social ao exercício
profissional do assistente social: desafios na atualidade", Serviço Social Review.
Durkheim, E. (s.d.), Riferimento teoria "Fatto Sociale",
https://elearning.unite.it/pluginfile.php/255050/mod_resource/content/1/Durkheim.pdf.
European Research Executive Agency. (2025, 12 febbraio). Horizon Europe - Cluster 2:
'Culture, creativity and inclusive society', https://rea.ec.europa.eu/funding-and-grants/horizon-
europe-cluster-2-culture-creativity-and-inclusive-society_en.
Fanelli, R. (s.d.), Arte come esperienza, https://fair.unifg.it/retrieve/de2a638f-412e-8577-e053-3705fe0aa5f3/Fanelli_Definitivo_A.pdf.
Fernandes, O. (2005). Categorias fundamentais para a compreensão da instrumentalidade no trabalho do assistente social. São Paulo, Cortez.
Folha Vitória. (2021, 1o de setembro). Média de homicídios de jovens no Espírito Santo é maior que a média nacional, aponta estudo, https://www.folhavitoria.com.br/policia/noticia/09/2021/media-de-homicidios-de-jovens-no-espirito-santo-e-maior-que-a-media-nacional-aponta-estudo
Freire, P. (1979). Pedagogia in cammino. Milano: Arnoldo Mondadori.
Freire, P. (2008). L'educazione come dialogo. Riflessioni sulla pedagogia di Paulo Freire.
Milan.
Freire, P., Gadotti, M., & Guimarães, S. (1995). Pedagogia: dialogo e conflitto. Torino, SEI.
Fundamentos teóricos e metodológicos do Serviço Social: anteâmbulo para o debate,
https://www.joinpp.ufma.br/jornadas/joinpp2019/images/trabalhos/trabalho_submissaoId_1697_16975cca58607dcc6.pdf.
Garfinkel, H. (1967), Studies in Ethnomethodology, Englewood Cliffs, Prentice Hall.
Georg Simmel, (2007), Rembrandt. Un saggio di filosofia dell'arte, Milano, Abscondita.
Gherardi, S., & Lippi, A. (2000), Tradurre le riforme in pratica, Milano, Cortina.
Gherardi, S., & Nicolini, D. (2001), Il pensiero pratico. Un'etnografia dell'apprendimento, in Rassegna Italiana di Sociologia, vol. 2, pp. 231-255.
Gobo, G. (1993), "Le forme della riflessività: da costrutto epistemologico a practical issue", Studi di Sociologia, vol. 31, pp. 299-317.
Gobo, G. (1999). Le note etnografiche: raccolta e analisi. Quaderni di Sociologia, 21, 144-167.
Gobo, G. (2001), Descrivere il mondo. Teoria e pratica del metodo etnografico in sociologia, Roma, Carocci.
Gobo, G. (2002). Introduzione. In D. Silverman (a cura di), Come fare ricerca qualitativa. Carocci.
Piccardo, C., & Benozzo, A. (1996), Etnografia organizzativa, Milano, Cortina.
Governo do Espírito Santo. (2023). Metodologia dos CRJs,
https://juventudes.es.gov.br/Media/Juventude/DOC2023/Metodologia%20dos%20crjs%20(1)%20(1).pdf.
Gramsci, A. (1978). Concepção dialética da história. Rio de Janeiro: Civilização Brasileira.
Guerra, Y. (2005). A instrumentalidade do serviço social. São Paulo, Cortez.
Hip Hop International Italy. (s.d.). Cultura hip hop, https://hiphopinternationalitaly.com/focus/hip-hop culture/#:~:text=L'HIP%20HOP%20%C3%A8%20un.
Huss, E., & Bos, E. (s.d.), "Do we really need it?", International Journal of Social Work.
Huss, E., & Bos, E. (s.d.), "Using Art for Social Transformation: International Perspective for Social Workers, Community Workers and Art Therapists", Journal of Arts in Society.

Iamamoto, M. V., & Carvalho, R. (2004). Relações sociais e serviço social no Brasil (16a ed.). São Paulo, Cortez.
Iamamoto, M.V. (2017), 80 anos do Serviço Social no Brasil: a certeza na frente, a história na
mão, SciELO, Brazil.
Iamamoto, M.V. (2019), Renovação do Serviço Social no Brasil e desafios contemporâneos, SciELO, Brazil.
IBGE. (2022). Censo 2022. Instituto Brasileiro de Geografia e Estatística,
https://censo2022.ibge.gov.br/panorama/.
Iermano, O. (2020), Le lezioni dell'arte. Una lettura pedagogica di Arte come Esperienza di John Dewey, Sinestesie Online.
Instituto Jones dos Santos Neves. (2011). juventudes e vulnerabilidade social no Espírito Santo: explorando fatores explicativos. Vitória, ES.
Instituto Jones dos Santos Neves. (2014). Exclusão socioterritorial e violência urbana no Bairro de Novo Horizonte – Serra/ES. Anais da Semana de Ciências Sociais da Universidade Federal do Espírito Santo, 1.
ISTISSS. (s.d.). Il servizio sociale in Brasile e in Italia.
Istituto della Enciclopedia Italiana (2024), Arte, in Enciclopedia Treccani,
https://www.treccani.it.
Istituto di Pesquisa Econômica Aplicada (IPEA). (2020). Relatório sobre o Desenvolvimento
Econômico Brasileiro, https://www.ipea.gov.br.
Lavoratti, C., & Costa, D. (2016). Instrumentais técnico-operativos no serviço social: um debate necessário. Ponta Grossa: Estúdio Texto.
Lemos, E. L. S., Santana, J. V., & Santos, S. M. M. (2024). Questões e desafios da formação e do trabalho no Serviço Social no capitalismo contemporâneo. SciELO, Brazil.
Lukács, G. (2005), Táctica y ética, in Táctica y ética: escritos tempranos (1919-1929), Buenos Aires, El Cielo por Asalto, pp. 27-34.
Lukács, G. (2010), Prolegômenos para uma ontologia do ser social, São Paulo, Boitempo.
Machadoa, A. M. B., Silva, A. M., & Tolentino, G. M. P. (2019). Paulo Freire e a educação
popular na história do Serviço Social brasileiro (1980-2010), SciELO, Brazil.
Malinowski, B. (1973), Argonauti del Pacifico occidentale, Roma.
Manzoli, G., & Paltrineiri, R. (2021), Welfare culturale, La dimensione della cultura nei
processi di Welfare di comunità, Milano, IBS.
Marcus, G. E., & Cushman, D. (1982), Ethnographies as Texts, in Annual Review of
Anthropology, vol. 11, pp. 25-69.
Martone, M. (s.d.). La politica di welfare sociale in Brasile.
Marx, K. (1997). O Método da Economia Política (3a parte) (Trad. Fausto Castilho). São Paulo, IFCH/UNICAMP.
Marx, K., & Engels, F. (1987). A Ideologia Alemã I. São Paulo, Hucitec.
Mattos, B.N. (2015), O Serviço Social Contracenando com a Arte para Desvelar a Realidade, Universidade Estadual Paulista.
Montaruli, D., & Marzo, P. (2024), "Welfare culturale: da 'terra di mezzo' a strategia di sviluppo sociale", Journal of Cultural Policies.
Nathalie, H. (2004), La sociologia dell'arte, Bologna, Il mulino.
Netto, J, P, (1966), Transformações Societárias e Serviço Social. Notas para uma análise
prospectiva da profissão no Brasil. Serv ade, São Paulo, Cortez.
Netto, J, P. (2023), Conferência - Lukács: o longo caminho até a ESTÉTICA.
Netto, J. P, (1999), Construção do projeto ético-político contemporâneo, Capacitação em Serviço Social e Política Social. Módulo 1,Brasília.
Netto, J. P. (1991). Ditadura e Serviço Social: uma análise do Serviço Social no Brasil pós-64. São Paulo, Cortez.
Netto, J. P. (2023). Conferência - Lukács: o longo caminho até a Estética.
https://www.youtube.com/watch?v=VK9U3hsGSYw
Netto, J.P., & Braz, M. (2006), Economia Política: uma introdução crítica, São Paulo, Cortez.
Nichols, D. (2023), Arte Ribelle, Roma, IBS.
Notari, A. (2022), citazione.
Paolini, M. (s.d.), Ausmerzen: Vite indegne di essere vissute,
https://www.bibliotechediroma.it/opac/news/ausmerzen-vite-indegne-di-essere-vissute-di-marco-paolini/20629.
Pella, S. (2019), Che i silenzi si facciano voce. L'advocacy professionale indipendente nel panorama dei servizi di tutela minorile.
Piga, G. (2023), "Cultura: significato, evoluzione e domini operativi secondo l'UNESCO", in Grossi, E. & Ravagnan, A. (a cura di), Cultura e salute. La partecipazione culturale come strumento per un nuovo welfare, Milano, Springer Italia.
Pimentel e Silva, C. (2019). O método em Marx: a determinação ontológica da realidade social.
SciELO, Brazil.
Polizzi, E. (2021). L'innovazione sociale mimetica. La diffusione dei modelli filantropici di welfare.
Progetti. (s.d.). In Europa Creativa, https://culture.ec.europa.eu/creative-europe/projects.
Programa Estado Presente em Defesa da Vida, https://juventudes.es.gov.br/programa-estado-presente-em-defesa-da-vida
Protagora, (s.d), https://www.liceomalpighi.it/didattica/ivellani/downloads/I_sofisti.pdf
Rancière, J. (2007), Il disaccordo, Milano, Meltemi Editore.
Rubin, H.J. (2018), Advocacy for Social Change, Coalitions and the Organizations That Lead Them.
Saudino, M. (2020), Il pragmatismo di Dewey,https://www.youtube.com/watch?v=ayep6ZrDYas.
Scherer, G. A. (2013). Serviço Social e Arte: Juventudes e Direitos Humanos em Cen, Editora Unijuí, Brazil.
Schutz A. (1962), Collected Papers, tr. it. parziale in Saggi sociologici, Utet, Torino.
Schutz, A. (1974), La fenomenologia del mondo sociale, Bologna, Il Mulino (ed. or. 1932).
Schwartz, H., & Jacobs, J. (1987), Sociologia Qualitativa, Bologna, Il Mulino.
Sclavi M. (2000), Arte di ascoltare e mondi possibili, Le Vespe, Pescara-Milano.
Silva, M. O. S. (1995). Serviço Social e o popular: salvataggio teórico-metodológico do projeto profissional de ruptura. São Paulo: Cortez.
Silva, M., & Moura, R. (2016). Instrumentais técnicos no serviço social. Florianópolis, Insular.

Silverman, D. (2002), Come fare ricerca qualitativa, Roma, Carocci (ed. or. 1997).
Souza, K. R. de, & Santos, M. B. M. dos. (s.d.). Pedagogia da democracia: A educação da classe trabalhadora nos primeiros escritos de Paulo Freire, SciELO, Brazil.
Spradley J. (1980), Partecipant Observation, Holt Rinehart and Winston, New York.
Spradley, J.P. (1979), Ethnographic Interview, Orlando, Harcourt Brace Jovanovich College
Publishers.
Strati, A. (1993), "Estetica e organizzazione", Sviluppo e Organizzazione, vol. 137, pp. 51-61.
Strauss, A., & Corbin, J. (1990), Basics of Qualitative Research: Grounded Theory Procedures and Techniques, London, SAGE Publications.
Theodorson, G. A. (s.d.). A Modern Dictionary of Sociology: Funzionalismo.
Tolstoj, L. (1897), Che cos'è l'arte?, Milano, Fratelli Treves.
Toniolo, C.E. (2020), Serviço Social, Arte e Cultura: uma nuova sociabilità.
Turroni, P. (2022), Che cos'è l'Advocacy.
WHO (1948), Constitution of the World Health Organization,
https://www.who.int/governance/eb/who_constitution_en.pdf.

BETWEEN VISIBILITY AND INVISIBILITY: DIGITAL IDENTITIES AND SOCIAL MEDIA PRACTICES ACROSS GENERATIONS

Rossella Marzullo (Università Mediterranea degli Studi di Reggio Calabria, Italy) · **Davide Milasi** (Università Mediterranea degli Studi di Reggio Calabria, Italy)

social media · generations · digital identity

Over the past fifteen years, social media platforms have become key environments for processes of socialization, identity construction, and the production of social relationships. Digital platforms now represent central spaces of interaction and self-representation in which individuals construct and negotiate their public identities within environments characterized by constant social visibility (boyd, 2014; Papacharissi, 2011). However, social media practices are not homogeneous across generations, but reflect different ways of engaging with public visibility, self-presentation, and the management of others' gaze. This paper proposes an exploratory reflection on generational transformations in social media practices, focusing in particular on the differences between Generation X, Millennials, Generation Z, and Generation Alpha. Generations who encountered social media in adulthood or late adolescence - particularly Gen X and Millennials - tend to use these platforms as an extension of their offline lives. Shared content often serves a narrative and documentary function through which users recount and archive moments of everyday experience, reflecting dynamics of self-presentation similar to those described in classical sociological analyses of social interaction (Goffman, 1959). With Generation Z, a significant shift emerges in the relationship with content publication. In a context characterized by heightened awareness of public scrutiny and platform-based mechanisms of social evaluation, content production appears more carefully curated and aesthetically oriented. Profiles become identity showcases through which users construct selective and stylized representations of themselves, participating in what has been described as an economy of visibility and online reputation (Marwick, 2013; Papacharissi, 2010). With the emergence of Generation Alpha, a further transformation in communication practices can be observed. In this case, the permanence of content gradually loses centrality in favor of more ephemeral communication formats such as stories or other time-limited media. At the same time, a growing tendency toward identity splitting emerges through the management of multiple profiles: on the one hand, a highly controlled public profile often characterized by minimal visible content; on the other, a private account - commonly referred to as a "spam account"- accessible only to a restricted circle of contacts and used for more informal and spontaneous communication. These practices reflect an increasing strategic management of visibility and a renegotiation of the boundaries between private and public spheres in digital environments (boyd, 2014; Turkle, 2011). Through this comparative perspective, the paper suggests that the evolution of social media practices across generations reflects a broader transformation in the relationships between identity, visibility, and digital memory. From the autobiographical dimension typical of early digital users, practices progressively shift toward strategic image management and, more recently, toward communication models based on ephemeral media and segmented online identities. Examining these generational dynamics allows us to better understand how digital platforms are reshaping the ways individuals construct their public selves, negotiate visibility, and manage the boundaries between private and public spheres in contemporary social and educational contexts.

boyd, d. (2014). It's complicated: The social lives of networked teens. Yale University Press. Goffman, E. (1959). The presentation of self in everyday life. Anchor Books.

Marwick, A. (2013). Status update: Celebrity, publicity, and branding in the social media age. Yale University Press.

Papacharissi, Z. (2010). A private sphere: Democracy in a digital age. Polity Press.

Papacharissi, Z. (2011). A networked self: Identity, community and culture on social network sites. Routledge.

Turkle, S. (2011). Alone together: Why we expect more from technology and less from each other. Basic Books.

SPECIAL EVENT

H.23

Hip Hop as Educational Ecology: Epistemologies, Pedagogical Frameworks, Youth Development, and the Challenge of Educational Inequality

PANEL CONVENORS: Matteo Cerasoli (Sapienza University of Rome, Italy)

PANEL KEYWORDS: Hip-Hop Studies, Educational Inequalities, Youth Agency

Over recent decades, Hip-Hop Studies has progressively established itself as a transdisciplinary field situated at the intersection of education, cultural studies, youth work, community organizing, critical sociology, and critical pedagogy. As an emerging scholarly paradigm, it has gained increasing recognition within educational discourse across the international academic debate. Grounded in the cultural practices, aesthetics, and epistemologies of hip hop, this approach, examined through pedagogical and sociological lenses, repositions young people not merely as passive recipients of educational interventions, but as cultural producers, knowledge-makers, and agents of social transformation. The "Keep It Real – Comunità in Cerchio" project (promoted by ÀP Antimafia Pop Academy) constitutes a compelling empirical case through which to critically engage with the broader phenomenon of hip hop culture's diffusion and appropriation as an educational environment and as an instrument for self-construction within socialization processes during the transition to adulthood. It devotes particular attention to hip hop practices as modes of contesting dominant narratives, cultivating community belonging, nurturing democratic participation, and opening spaces for alternative forms of expression and recognition. Against this backdrop, this event investigates how hip hop, understood simultaneously as a sociocultural environment and as a pedagogical toolkit, can sustain meaningful learning, foster socioemotional development, and counter educational inequalities across formal, non-formal, and informal settings. The overarching aim is to critically examine both the transformative potential and the inherent contradictions of hip hop as an educational and socializing apparatus. Agenda Introduction - Hip Hop and Educational Processes: The Project “Keep It Real – Comunità in Cammino” Pasquale Grosso (Presidente ÀP - Antimafia Pop Academy) Focus 1. Hip Hop and Academia Davide Fant (University of Milan-Bicocca), Fulvia Antonelli (University of Bologna, curator of the experience of the Scuola delle Donne del Pilastro) Focus 2. Hip Hop and the field: Hip Hop, body and movement, Jacopo ‘DeadPoet’ Ferri (B-boy) Giulia ‘Chimp’ Giorgi (B-girl) Focus 3. Hip Hop and the field: Hip hop, youth and voice Mirko ‘Kiave’ Filice (Rapper, art educator, sound engineer)

This session is presented as a whole; no individual abstracts are included.

CONFERENCE STREAM

STREAM I

Universities, Academic Freedom and Knowledge Politics

11 panels · 77 papers

I.01

Can Universities Help to Solve the Crisis in Democracy?

PANEL CONVENORS: Liviu Matei (King's College London, United Kingdom); Roberta Piazza (Università di Catania); Mauro Palumbo (University of Genoa, Italy); Antonio Uricchio (University of Bari, Italy); AnnaFausta Scardigno (University of Bari, Italy)

PANEL KEYWORDS: democratic resilience, fractured world, transformative practices in higher education

This panel addresses the pressing question of whether universities can go beyond just studying the crisis on democracy and play a pivotal role in actually revitalising democratic resilience amidst global challenges such as voter apathy, rising populism, widespread disinformation, and escalating socio-economic inequality. Traditional approaches to civic education often fall short in cultivating citizens equipped to navigate today's complex informational landscape. This panel seeks to explore how universities can move beyond knowledge production through research and traditional knowledge transmission, towards transformative practices that empower students and communities with critical awareness, media literacy, and the capacity for discerning fact from opinion. We invite contributions that examine innovative educational strategies, research initiatives, and also public engagement models through which higher education institutions can foster active participation within inclusive democratic spaces. Discussions will delve into how universities can cultivate an ethical consciousness and active public engagement that intrinsically link justice, freedom, and collective action and responsibility. The panel will explore critical, ethical, and participatory proposals for renewing democratic principles and practices, identifying concrete ways in which universities can leverage their unique position to strengthen democratic institutions and civic virtues in an increasingly fractured world. Prosoed topics for this panel: Transformative Pedagogies for Critical Citizenship and Media Literacy University-Led Initiatives for Civic Engagement and Democratic Renewal The University as a Site for Deliberative Democracy and Ethical Development Can university Research and Expertise Counter Disinformation and Populism?

LEADERSHIP, GLOBAL CITIZENSHIP, AND 21ST CENTURY SKILLS FOR DEMOCRACY IN HIGHER EDUCATION

Rita Kakati-Shah (Uma Global, United States of America)

democratic resilience | leadership development | global citizenship

Universities are increasingly called to respond to the crisis in democracy marked by disinformation, polarization and civic disengagement, yet teaching still prioritizes narrow employability over democratic capability (Biesta, 2011; Giroux, 2014). This paper argues that leadership development and global citizenship education in higher education can become concrete sites for democratic renewal when they cultivate 21st century skills such as critical thinking, ethical judgment, digital and media literacy, collaborative problem solving, and global competence as democratic practices rather than labour market assets (Kellner and Share, 2019; Mihailidis, 2018; Oxley and Morris, 2013; UNESCO IICBA, 2024). This paper draws on a multi-year leadership development programme with colleges and teacher training institutes across Assam, Northeast India, reaching 418 participants across 36 institutions through hybrid and cross-border formats (Uma Global, 2025). The analysis focuses on a cross-sectional participant survey, complemented by feedback from cross-college case-study projects and illustrative open-ended comments (Uma Global, 2025). These data map self-reported changes in personal leadership and agency, communication and collaboration, intercultural and global competence, digital and information literacy, and intentions to contribute to local communities and remain connected to the region, in line with earlier leadership-focused work on pedagogy and regional aspiration (Kakati-Shah, 2024; Kakati-Shah, 2025a; Kakati-Shah, 2025b). The study highlights three clusters of learning outcomes, drawing on survey scales and qualitative feedback from participants in rural and semi-urban contexts (Uma Global, 2025). First, critical and creative thinking combined with digital and information literacy appear to strengthen students' confidence in evaluating information, adapting to connectivity constraints and collaborating online, including in cross-border sessions that link Assamese colleges with students from King's College London's King's Business Club, Baruch College at the City University of New York, and Rosenheim Technical University of Applied Sciences in Germany (Kellner and Share, 2019; Mihailidis, 2018). Second, communication, collaboration and conflict-engagement skills, anchored in items on public speaking, teamwork and feedback, support more inclusive classroom and group-work practices across linguistic and social differences, consistent with democratic and peace-oriented pedagogies that emphasise dialogue and empathic listening (Andolina and Conklin, 2021; Bajaj, 2022; Kakati-Shah, 2022a). Third, indicators of global competence, ethical leadership, local commitment, and attention to gender suggest that participants increasingly connect their leadership practice to questions of inequality, sustainability, gender, and brain drain, especially the loss of talented rural youth to urban centres, and express a desire to

use their skills for the benefit of Assam and the Northeast region (Lopes Cardozo and Novak, 2021; Kakati-Shah, 2022b; Kakati-Shah, 2025b; Uma Global, 2025). The article proposes a democratic 21st century skills framework in which widely cited skills are re-oriented toward democratic resilience, civic agency, and ethically grounded leadership rather than individual competitiveness alone (Andreotti, 2014; Mihailidis, 2018; UNESCO IICBA, 2024). By positioning Assam's hybrid and cross-border leadership model, linking colleges in Northeast India with students in London, New York, and Rosenheim, as a potential test case, this paper illustrates how similar programmes could use transformative pedagogy and 21st century skills to renew universities' democratic roles across different higher education systems (Uma Global, 2025; Kakati-Shah, 2025a).

Andreotti, V. (2014) 'Soft versus critical global citizenship education', in McCloskey, S. (ed.) Development education in policy and practice. Basingstoke: Palgrave Macmillan, pp. 21-31.

Andolina, M. and Conklin, H. (2021) 'Cultivating empathic listening in democratic education', Democracy & Education, 29(1), pp. 1-10.

Bajaj, M. (2022) 'A conceptual framework for critical peace pedagogy', Peace & Change, 47(2), pp. 133-154.

Biesta, G. (2011) Learning democracy in school and society: Education, lifelong learning, and the politics of citizenship. Rotterdam: Sense Publishers.

Giroux, H.A. (2014) Neoliberalism's war on higher education. Chicago: Haymarket Books.

Kakati Shah, R. (2022a) The Goddess of Go Getting: Your guide to confidence, leadership, and workplace success. Toronto: Tellwell Talent.

Kakati Shah, R. (2022b) 'Gender equality in business and the economy: Role of households, workplaces, society, and politics – through the lens of global citizenship', in Vasiliu Feltes, I. (ed.) Impact of women's empowerment on SDGs in the digital era. Hershey, PA: IGI Global, ch. 2, pp. 20-63.

Kakati Shah, R. (2024) '21st century pedagogical changes in education', in Talukdar, K.K., Deka, K.K., Talukdar, N.J. and Deka, N. (eds.) Pioneer: A peer reviewed bilingual collection of research based articles and papers. Tihu: IQAC, S.D.P College of Teacher Education, pp. 28-38.

Kakati-Shah, R. (2025a) '21st century skills', in Hazarika, B.H., Chetry, K.K. and Borkakaty, P. (eds.) Emerging trends and innovative pedagogy in education. Biswanath: Research and Seminar Cell, Biswanath College of Education, ch. 27, pp. 279-293.

Kakati Shah, R. (2025b) 'Transforming education for the 21st century: Emphasizing leadership, digital proficiency, and global competence', in Rabha, B. and Rongpipi, R. (eds.) JNANAM: Research papers, articles, chapters, Vol. V, Issue 1. Lakhipur: Manab Publications in collaboration with Research Cell, Lakhipur College, ch. 1, pp. 13-16.

Kellner, D. and Share, J. (2019) 'Critical media literacy as transformative pedagogy', Journal of Media Literacy Education, 11(2), pp. 1-10.

Lopes Cardozo, M.T.A. and Novak, J. (2021) 'Pedagogies for peacebuilding in higher education', International Journal of Educational Development, 84, 102414.

Mihailidis, P. (2018) Civic media literacies: Re imagining engagement for civic intentionality. New York: Routledge.

Nicoson, C., Magalhães Teixeira, B. and Mårtensson, A. (2024) 'Re imagining peace education: Using critical pedagogy as a transformative tool', International Studies Perspectives, 25(4), pp. 448-467.

Oxley, L. and Morris, P. (2013) 'Global citizenship: A typology for distinguishing its multiple conceptions', British Journal of Educational Studies, 61(3), pp. 301-325.

Uma Global (2025) Uma Global Leadership Development Program for Colleges and Universities in Assam and the Northeast Region of India: Summary report, July 2025. Unpublished programme report.

UNESCO IICBA (2024) Transformative pedagogy for peace, resilience and social cohesion. Addis Ababa: UNESCO IICBA.

CAN UNIVERSITIES HELP TO SOLVE THE CRISIS IN DEMOCRACY?

Liviu Matei (King's College London, United Kingdom) · **Roberta Piazza** (Università di Catania)

higher education and the crisis in democracy | inventory of methods and techniques to address the crisis in democracy | democratic resilience

Although still unfolding, the contemporary crisis in democracy has been extensively studied. This paper asks the question whether universities can help to address the crisis, not only study it, and, if yes, how. The paper has three parts, First, it puts together a comprehensive critical inventory of methods, techniques and types of action in universities that can be identified as directly meant to contribute to addressing the crisis in democracy. This inventory includes various types of dedicated educational strategies and initiatives (some quite traditional, like civic education, others more recent and innovative, including digital components), research initiatives, advocacy, and public engagement models (such as, for example, online platforms for engagement). Second, it provides a framework for assessing the appropriateness and potential impact of these methods, techniques and institutional actions, taken individually or in their combinations in various concrete settings. Third, the paper discusses whether new modalities of engagement by universities in addressing the crisis of democracy are necessary and possible, considering both immediate and longer-term challenges in this area.

Garrison, J. (2014). The Pedagogics of Democracy: Education as a Process of Personal and Social Transformation. Lexington Books.

Biesta, G. J. J. (2018). Obstructing democracy or opening up the democratic space? The public role of the university in a new key. Journal of Philosophy of Education, 52(3), 444-456.

Parker, W. C. (2017). Educating for Democratic Citizenship: A Guide to the Theory and Practice of Democratic Education. Teachers College Press.

Mihailidis, P., & Viotty, S. (2018). Media literacy as a civic competency in a networked society. In P. Mihailidis (Ed.), Media Education for a Digital Generation (pp. 55-68). Routledge.

Fitzgerald, H. E., Bruns, D. A., Sonka, S. T., & Furco, A. (2016). The engaged university: Defining a different academic social contract. Higher Education in Review, 1(1), 1-17.

Dzur, A. W. (2016). Democracy as Public Work: How to Create a Citizens' Professional Ethic. Kansas University Press.

Matei, L. (2023). 'The Iron Veil: universities and democracy at the beginning of the 21st century'. In Sjur, B., Harkavy, I. & Munk, R. (eds.). Higher Education Leadership for democracy, sustainability and social justice. Strasbourg: Council of Europe, Higher Education Series No. 26. pp. 57-66.

LEARNING CONFLICT-RESOLUTION USING IMMERSIVE VIRTUAL REALITY: A PROOF-OF-CONCEPT STUDY

Elisa Cavatorta (King's College London, United Kingdom) · **Asmaa Ezzat** (University of Cairo, Egypt) · **Sarah Mansour** (University of Cairo, Egypt)

immersive Virtual Reality · perspective-taking · conflict-resolution

Conflict resolution skills are a civic competency foundational to democratic participation and constructive dialogue, yet rarely taught explicitly in educational settings. This paper presents a proof-of-concept study evaluating an immersive Virtual Reality (iVR) intervention designed to develop perspective-taking skills - the ability to adopt another person's point of view - in adolescents. The intervention is grounded in the pedagogical principle of experiential counterfactual learning: iVR provides a unique environment for experiencing another perspective by embodying the other person.The intervention prioritises accessibility: it is non-invasive, avoids prescribing normative values, and is designed to function effectively in resource-limited educational settings with minimal technological infrastructure. Its modular structure makes it readily scalable across diverse institutional contexts. We evaluate the intervention through an experimental methodology with two samples of adolescents in two settings, one in London and one in Cairo (N_1=70, N_2=269). Results show that a two-session intervention produces measurable gains in perspective-taking, assessed using a novel behavioural measure rather than self-report, and increases participants' subjective confidence in managing real-world interpersonal conflict. We further report on user acceptability, finding the intervention to be well-received across the sample. These findings demonstrate how educational immersive technology, when grounded in robust theory and evaluated rigorously, can promote the development of civic skills. The intervention offers a concrete, low-cost and scalable tool for education institutions to contribute to repairing the fabric of democratic life.

--

BRIDGING KNOWLEDGE AND SOCIETY: ADVANCING THE UNIVERSITY'S THIRD MISSION

Irena Zemaitaityte (Mykolas Romeris University, Lithuania) · **Jolanta Pivoriene** (Mykolas Romeris University, Lithuania) · **Justina Garbauskaitė-Jakimovska** (Mykolas Romeris University, Lithuania)

university · third mission · society

Over time, universities have undergone significant transformations in their missions, evolving from institutions focused primarily on teaching to organisations integrating research and, more recently, broader societal engagement. This evolution culminated in the emergence of the university's third mission, which extends beyond education and research to encompass economic, social, and cultural development. In the Lithuanian academic discourse, relatively little attention has so far been paid to the third mission of universities. While this concept has been extensively analysed in the international literature, in Lithuania it is discussed only fragmentarily and is most often based on isolated examples of empirical studies or conceptual papers (Stonkienė & Matkevičienė, 2014). Universities declare the importance of the third mission and their commitment to creating social, economic, and cultural value in official strategic documents; however, it remains unclear how this mission is understood and implemented in practice. The qualitative research method chosen for the study (semi-structured interviews) is a method that aims to understand social or human phenomena by examining the meanings, experiences and interpretations of participants in their natural context (Creswell and Creswell, 2022).The qualitative research method chosen for the study (semi-structured interviews) is a method that aims to understand social

or human phenomena by examining the meanings, experiences and interpretations of participants in their natural context (Creswell and Creswell, 2022). A qualitative research approach is particularly appropriate for examining the third mission of universities because it enables an in-depth exploration of meanings, interpretations, and institutional perspectives that are shaped by social, organisational, and policy contexts. Ten interviews were conducted with Lithuanian state universities. For data analysis the content analysis was applied. It relies on sequential steps, thus ensuring depth of data interpretation (Silverman, 2024). Independent data analysis followed by consensus was applied. Two researchers independently analysed the data. The results were then compared, and similarities and differences were discussed until consensus was reached on the final analytical framework. The analysis of scientific literature and the findings of the present study confirm that the University's Third Mission is an essential, though conceptually complex and multifaceted, component of contemporary higher education. It extends beyond the traditional core missions of teaching and research and is fundamentally oriented towards meaningful interaction with society, addressing social, cultural, and economic challenges at local, regional, and broader levels. The study demonstrates that the Third Mission is increasingly perceived as equal in importance to teaching and research and is becoming a strategically significant direction of university activity. Universities are positioned not only as knowledge producers but also as creative laboratories and innovation hubs embedded in everyday civic life. Through lifelong learning, inclusive knowledge transfer, social engagement, and collaboration with diverse stakeholders, universities contribute to social inclusion, civic creativity, and regional development.

Creswell, J. W., & Creswell, J. D. (2022). Research design: Qualitative, quantitative, and mixed methods approaches (6th ed.). Sage Publications

Stonkienė, M. & Matkevičienė, R. (2014) Manifestation of universities "Third Mission" activities in universities' ranking systems. Informacijos mokslai, 70, 104-121.DOI: 10.15388/Im.2014.70.5159

Silverman, D. (2024). Interpreting qualitative data (7th ed.). SAGE Publications.

CIVIC ENGAGEMENT AND DEMOCRATIC RENEWAL: AMERICAN HIGHER EDUCATION AND LIBERAL DEMOCRACY

Eric Mlyn (Duke University, United States of America)

Democracy | Civic Engagement | Mission

This presentation traces the post–World War II era in American higher education through the lens of its democratic commitments. The erosion of liberal democracy in the United States compels renewed examination of both the normative justifications higher education has advanced for supporting democracy and the pedagogical and programmatic strategies institutions have employed to pursue that goal. Central to this inquiry is how scholars and practitioners conceptualize the relationship between higher education and the promotion of liberal democracy. Should higher education prioritize the cultivation of critical thinking as a foundation for democratic support? Should universities seek to reduce income and wealth inequality, given evidence that such inequalities undermine democratic stability? Should institutions encourage and facilitate student political participation, including voting? Or, alternatively, should democracy promotion lie outside the core mission of American higher education? To address these questions, the presentation examines the mechanisms universities have used to promote citizenship and democratic engagement. These include civic and historical education, voluntarism and service learning, social innovation and entrepreneurship initiatives, and—particularly following the election of Donald Trump—efforts to foster civil discourse on campus. I analyze the underlying assumptions behind each approach and evaluate available empirical evidence regarding their effectiveness. Finally, the presentation assesses the current position of American higher education more than one year into the Trump administration's sustained political and policy challenges to the sector, examining institutional responses and strategic adaptations. It concludes by considering what American higher education might look like were democratic commitments treated as a primary institutional priority and will analyze contemporary civic engagement initiatives reflect competing and often incompatible theories of democracy embedded within American higher education.

None

THE SHARED CONSTRUCTION OF A DIFFUSED UNIVERSITY MUSEUM AS A PARTICIPATORY DEVICE

Franca Zuccoli (Università degli Studi di Milano-Bicocca, Italy) · **Rita Capurro** (Università degli Studi di Milano-Bicocca, Italy)

Diffused Museum | University | Third Mission

This paper analyzes the case study of MuDiB, the Diffused Museum of the University of Milan - Bicocca, as a tool for activating university participation and fostering connections with the local community (Boylan, 1999). Within the objectives of the third mission, one of the key aspects is the valorization and dissemination of knowledge. At the same time, the cultural and social mission is well-realized through the full promotion of cultural events, as well as the creation and management of museum hubs. The case of the University of Milan-Bicocca is unique in that, as a young university, founded in 1998, it never considered having a museum as a specific institution. Over the years, however, the presence of several collections deposited within the various Departments has become increasingly recognized. In particular, thanks to BiPAC, the Historical, Artistic, and Cultural Heritage Research Center, founded in 2017 and comprising a representative from each Department, a process of initial information gathering has begun, which has led to the uncovering of this hidden heritage. Over time, an increasingly detailed cataloguing process has been undertaken, leading to the identification of the initial nucleus of the collection of MudiB. The museum, founded in 2023 (Capurro, Zuccoli, 2023), is characterised by its role as a university museum, a local museum, and a diffused museum (Drugman, 1982, 2016). These characteristics make it an ideal place to implement the objectives of the Third Mission. As a university museum, it studies, preserves, and publicises the University's collections, housed in the various departments, highlighting their historical significance in relation to the university's three core activities: research, teaching, and the Third Mission. As a local museum, it fosters connections with the neighbourhood and the city, not forgetting that this campus was born from a project that prioritised the relationship between the University's spaces and the Bicocca neighbourhood. As a distributed museum, it does not concentrate the collection in a single exhibition space, but rather enhances the objects present in the various departments, maintaining their connection to the various disciplines to which they are connected. The museum carries out many different activities, from cataloging to the placement of works within the university context, from the creation of new exhibition spaces with significant objects that narrate the history and research of the Departments, to the organization of an annual exhibition and the promotion of a photography competition for the university population and the general public. All activities are documented and evaluated both numerically and qualitatively. The museum's choice is to fully adhere to the ICOM Prague 2022 definition: "A museum is a not-for-profit, permanent institution in the service of society that researches, collects, preserves, interprets, and exhibits tangible and intangible heritage. Open to the public, accessible, and inclusive, museums foster diversity and sustainability. They operate and communicate ethically, professionally, and with the participation of communities, offering diverse experiences for education, enjoyment, reflection, and knowledge sharing." From this perspective, the university and its museums can become a crucial point of discussion, exchange, and collective construction of social knowledge (Colazzo, 2002).

Boylan, P.J. (1999). Universities and museums: Past, present and future, Museum management and curatorship, 18.1, pp. 43-56.

Capurro, R., Zuccoli, F. (2023). Bringing a museum to life from the imagination. The distributed museum at Milano-Bicocca University. Nascita di un museo immaginato. Il Museo diffuso dell'Università di Milano-Bicocca. In S. Brusaporci, P. Maiezza, A. Marra, I. Trizio, F. Savini, A. Tata (eds.). IMG23 Atti del IV Convegno Internazionale e Interdisciplinare su Immagini e Immaginazione. Proceedings of 4th International and Interdisciplinary Conference on Images and Imagination (pp. 224-231). Alghero: Publica Sharing Knowledge.

Colazzo, S. (2002). Il museo e la formazione dell'identità sociale tra storia e territorio. Lecce: Amaltea.

Del Gobbo, G., Torlone, F., & Galeotti, G. (2018). Le valenze educative del patrimonio culturale. Riflessioni teorico-metodologiche tra ricerca evidence based e azione educativa nei musei. Aracne.

Drugman, F. (1982). Il museo diffuso, in "Hinterland", 21/22 (marzo-giugno 1982), numero monografico "La diffusione museale", pp.24-25.

Drugman, F. (2016). Idee per un progetto di museo lungo il Trebbia. Firenze: Edifir Edizioni.

Valenziano, C, Campo, M., Russo, P, Vicari, V.U. (2004). Il museo diffuso, Troina (En): Città aperta.

INTRODUCING INTERSECTIONALITY IN TEACHING STAFF TRAININGS TO FOSTER INSTITUTIONAL RESILIENCE

Liudvika Leišytė (TU Dortmund University, Germany)

intersectionality | teaching staff trainings | teaching practice

The German higher education system is frequently characterized as resistant or slow to change (Mergner, Peksen & Leišytė, 2026). At the same time, growing diversity among both students and teaching staff gives rise to new pedagogical challenges, especially within a contemporary context marked by populism and anti-DEI sentiments (Wild & Esdar, 2014). Although existing scholarship frequently examines individual dimensions of diversity in isolation, social identities are inherently multidimensional and shaped by the interaction of various categories, a phenomenon conceptualized as intersectionality (Crenshaw, 1991). Focusing on single categories therefore risks overlooking the complexity of lived experiences within higher education contexts. This contribution addresses the following research question: To what extent professional development intersectionality training enables teaching staff to advance intersectionality in their pedagogical practice? The study adopts a convergent mixed-methods design that combines quantitative and qualitative approaches (Creswell & Clark, 2017). Pre- and post-training surveys assess changes in participants' knowledge and practices, while a focus group provides in-depth qualitative insights into their experiences and implementation efforts. The findings highlight the potential of professional development trainings to promote intersectionality in higher education teaching and to empower teaching staff as agents of change, thereby strengthening institutional resilience within democratic societies.

Crenshaw, K. (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. Stanford Law Review, 43(6), 1241–1299.

Creswell, J. W., & Clark, V. L. P. (2017). Designing and Conducting Mixed Methods Research. Sage Publications.

Mergner, L., Peksen, S. & Leišytė, L. (2026). Intersectionality at German Universities: Empowering Teaching Staff as Change Agents With Higher Education Didactic Workshops. Social Inclusion, Vol. 14.

Wild, E., & Esdar, W. (2014). Eine heterogenitätsorientierte Lehr-/Lernkultur für eine Hochschule der Zukunft. Fachgutachten im Auftrag des Projektes nexus der Hochschulrektorenkonferenz. Hochschulrektorenkonferenz. https://www.hrk-nexus.de/fileadmin/redaktion/hrk-nexus/07-Downloads/07-02-Publikationen/Fachgutachten_Heterogenitaet.pdf

I.02

Designing Democratic Innovation: Alternative Practices for the Future of Academia

PANEL CONVENORS: Giulia Ganugi (University of Bologna, Italy)

PANEL KEYWORDS: Social Innovation, Academia, Democracy

This session examines both institutional and informal counter-narratives and practices that seek to democratize education by addressing the shortcomings of traditional academia, including competition, inequality, exploitation, and precarity (Boynton 2021). In response to the current academic environment, two parallel developments have emerged: the growth of research on care, collaboration, acceleration/deceleration, and social innovation (Schröder and Krüger 2019) in higher education, and the flourishing of alternative academic work practices (Ganugi and Marocchini 2025). The session provides an opportunity to reflect on how these strategies contribute to democratizing higher education and explore new forms of participation and institutional responsiveness. Contributions are invited to address questions such as: What characteristics define innovative practices in terms of actors involved, focus of action, degree of institutionalization, territorial or digital expansion, type of impact, and groups benefiting? What forms of infrastructuring and social relations enhance the legitimacy, sustainability, or responsiveness of democratic innovation in academia? In what ways do innovative practices challenge, reinforce, or transform existing power dynamics, exclusions, or inequities within academic institutions? How do alternative approaches to writing, researching, teaching, organizing work, and using digital platforms mediate and advance democratization? How might innovative practices foster inclusive and collaborative academic cultures? How can academia itself be reimagined as a culture of sustainable and democratic research, teaching, and science communication? The session welcomes theoretical reflections and empirical research on this theme, but also methodological insights into participatory techniques and modalities that foster and disseminate innovative democratic practices in academia.

RESEARCH PRODUCTIVITY AND COMMUNITY: TENSIONS, BREAKDOWNS AND REPAIRS IN WRITING GROUPS

Lauren Beth Clark (UCL, United Kingdom)

writing | community | higher education

The metaphor of the Ivory Tower suggests that academics' ways of working have always been hidden from view, slightly mysterious. This has increasingly become the case post-pandemic, as more academics choose to work remotely, allowing us to even hide our practice from our colleagues. Despite the freedom to work flexibly there is also an increased notion of surveillance, with departments keeping track of the number of REF-able outputs, grant money secured, and enterprise projects completed. Due to recent articles that draw attention to the stress, burnout and quiet quitting that is happening among academics, some universities or departments have implemented initiatives to 'support' academics with managing mental health and well-being (Ahola et al., 2017; Hyatt, 2022). At my institution, as we approach REF2029, increasing focus has been placed on 'helping' us to produce 4* publications. Emails are sent asking us to report how many articles we are currently writing, which journals we hope to submit to, and what kind of support we need to help us with these outputs. Recently, my department has instituted CORS (Concentrated Research and Scholarship) weeks, once per term. Essentially, they are protected weeks that we are supposed to dedicate to research and writing. "Of course, normal work commitments must still be met in full" (internal email, 22/10/25). This innovation is a perfect example of something designed to promote productivity while ignoring the real-life commitments of staff, who are still required to handle their normal workload whilst also focusing on contributions to the financial gain and standing of the department. This paper will draw on a sociomaterial approach to explore two examples of initiatives I have experienced that were designed to promote research productivity and academic writing. The first is the CORS week described above, the second is a writing day for early career researchers hosted by the British Academy. The concepts of breakdown and repair (Zhang, Oliver, Littlejohn & Henry, 2025) will be helpful in exploring how certain assemblages encourage and impede the development of a productive community. Zhang et al. (2025) stated that breakdowns can often reveal something deeper than technological problems – they can draw attention to issues within the environment that we take for granted and that might need to be challenged or repaired. The focus on repair allows us to see how some groups might repair or manage these barriers or challenges while others might not, revealing factors that might explain the sense of community achieved by different groups. While writing retreats or groups are not particularly innovative (Mattsson et al., 2020), given our increasingly

digitised and remote ways of working, perhaps they do seem progressive. Finding time to disconnect from our normal working lives, to stop checking our emails, to unplug from the false urgency of working in academia, to reconnect with a community of scholars, can help us to slow down and actually enjoy a creative element of academic work.

Ahola, K., Toppinen-Tanner, S., & Seppänen, J. (2017). Interventions to alleviate burnout symptoms and to support return to work among employees with burnout: Systematic review and meta-analysis. Burnout research, 4, 1-11.

Hyatt, K. (2022). Stressors in higher education that lead to burnout and solutions to avoid it. Journal of Business and Educational leadership, 12(1), 110-125.

Mattsson, J., Brandin, E.K., and Hult, A. (2020). Get a Room! How writing groups aid the development of junior academics' writing practice and writer identity. Journal of Academic Writing, 10(1), 59-74. https://doi.org/10.18552/joaw.v10i1.602

Zhang, H., Oliver, M., Littlejohn, A. and Henry, J. (2025). Expanding adaptive teacher expertise in higher education: using breakdowns and repairs to reinterpret teachers' improvisation as a sociomaterial practice. Teaching and Teacher Education, 1-11.

ORGANIZATIONAL COMPASS: EXPERIMENTING WITH REGENERATIVE PROCESSES WITHIN A DOCTORAL TEAM ABSTRACT

Daniele Bucci (ISIA Roma; Ecosistemica) · **Thomas Kemps** (Ecosistemica)

Organizational Design | Academic Case Study | Systemic Design

Designing, in a situated manner, how people work together constitutes a foundational condition for collective work to take on regenerative qualities (Cole, 2012; Toner et al., 2023), understood in systemic, bio-anthropo-psycho-socio-historical (Morin, 2021), and environmental terms. In a global context marked by interconnected complex challenges (Sarkar & Kotler, 2025), a polycrisis (Lawrence et al., 2022), collaboration between actors at different scales has become indispensable. Metadesign, – the design of the structures and processes through which people design together – emerges as a strategic lever for democratic organizational innovation. Academia, as many other sectors, is not exempt from dysfunctions: its structural and procedural arrangements have crystallized over time and rarely been subject to intentional redesign. Such dysfunctions affect less privileged members asymmetrically (Ganugi & Marocchini, 2025), limiting their ability to fully express their potential and contributing to the reproduction of internal inequalities. This article investigates 'organizational design' as a metadesign practice through the lens of the Organizational Compass model (Bucci, 2025), presenting its application within the 40th cycle of the PhD program in Design for Social Change at ISIA Roma. The Compass systematizes the organizational "How," conceived as the intermediate space between the "Why" (purpose, vision, mission) and the "What" (products, services and systems). The "How" is articulated into six interrelated areas: Structure (the distribution of authority and responsibilities), Decisions (decision-making methods and tools), Participation (engagement and sense of belonging), Information (information flows and knowledge management), Resources (shared management of economic, spatial, and energetic assets), and Learning (feedback loops activating in response to emerging needs and project dynamics). Ecosistemica is a design and research company that adopts systemic approaches to organizational processes and social innovation, with a focus on participatory design, self-governance, and regenerative practices. It constitutes the professional context in which the authors develop and apply their methodological frameworks. Unlike Ecosistemica's consultancy practice, where intervention is conducted by external professionals, the case under investigation unfolds within a peer-to-peer context in which one of the authors is an active member of the doctoral group. The intervention thus takes the form of an emergent action-research process: not initially conceived as a formal experiment, but arising from a shared intention to make organizational processes clearer, more equitable, and more effective. During the first year of implementation, several innovations were introduced: a fractal structure with explicit roles (leader, note-taker, facilitator), shared documentation standards, and feedback cycles at both individual (peer performance reviews) and collective levels (project retrospectives). The article analyzes these innovations, how they were introduced, and their early observable effects on individual well-being and collective effectiveness, ultimately asking what metadesign might offer as a practice of democratic innovation within an academic setting.

Bucci, D. (2025). Il design organizzativo come metadesign. Muse no. 1: 65-77

Cole, R. J. (2012). Regenerative design and development: Current theory and practice. Building Research & Information, 40(1), 1–6. https://doi.org/10.1080/09613218.2012.617516

Ganugi, G., & Marocchini, E. (2025). Fostering Socially Just Care in Digital Communities: The Case of Two Alternative Academic Spaces. Philosophy and Theory in Higher Education, 7(1), 81–100. https://doi.org/10.3726/PTIHE.012025.0081

Lawrence, Michael, Scott Janzwood, and Thomas Homer-Dixon. 2022. 'What Is a Global Polycrisis?' Version 2.0. Discussion Paper 2022-4. Cascade Institute. https://cascadeinstitute.org/technical-paper/what-is-a-global-polycrisis/.

Morin, E. (2021). La sfida della complessità (Nuova edizione). Le Lettere.

Sarkar, C., & Kotler, P. (2025). Wicked Problems: What can we do in this Time of Collapse? Idea Bite Press.

Toner, J., Desha, C., Reis, K., Hes, D., & Hayes, S. (2023). Integrating Ecological Knowledge into Regenerative Design: A Rapid Practice Review. Sustainability, 15(17), 13271. https://doi.org/10.3390/su151713271

MENTAL HEALTH IN CONTEMPORARY ACADEMIA: PERSISTENT CHALLENGES AND EMERGING FRAMEWORKS FROM A CASE STUDY

Antonella Verduci (Università degli studi di Bergamo, Italy) · **Marta Pantalone** (Università degli studi di Bergamo, Italy) · **Annalisa Cristini** (Università degli studi di Bergamo, Italy) · **Luca Carollo** (Università degli studi di Bergamo, Italy) · **Massimiliano Barattucci** (Università degli studi di Bergamo, Italy)

academic mental health | role transitions | academic motivation

The study investigates underexplored factors related to mental health within the university context. The academic debate on mental health has focused primarily on the student community, while largely overlooking university staff. In recent years, a growing number of studies have documented the presence, among faculty members and researchers, of symptoms associated with stress, anxiety, burnout and depression. These manifestations are frequently linked to profound organizational and systemic changes, including intensified competition, increasing contractual precariousness and implementation of productivity metrics together with expanded workload and spectrum of tasks and responsibilities. Within this context, a significant body of literature has concentrated on specific segments of the academic population (early career researchers), considered particularly exposed to such risks. In conjunction with this, other contributions have examined self-related dimensions of mental health, such as work-related stress, with the aim of analysing its determinants and modes of expression. This study asks how discourse on mental health unfolds within the university setting and examines its breadth and forms across the full range of academic staff. The investigation contributes to filling a gap in the literature and advancing the discussion on academics' mental health that goes beyond the quantification-oriented models (e.g. Job Demands–Resources framework) or unambiguous selection of the target. While remaining attentive to well-established aspects, such as risk factors, coping strategies and issues related to the potential stigma surrounding certain topics, the study situates the problematization of mental health within innovative interpretative frameworks aimed at: i) critically analysing the ambivalence of certain characteristics of academic work, such as its "vocational" and highly motivating nature; ii) investigating role transitions, which are considered particularly sensitive phases for mental health; iii) identifying initiatives aimed at protecting mental well-being at the individual, leadership, group/departmental and organizational levels. The study employs two well-established tools in qualitative sociological research: focus groups and semi-structured interviews. The cross-sectional analysis involves approximately 40 participants comprising the full range of academic staff at the University of Bergamo (PhD candidates, research fellows, researchers, associate professors, and full professors). The empirical exploration is accompanied by an interpretive-constructivist analysis designed to capture conceptual convergences and divergences between individual perceptions of the topic, organizational planning, and pressures stemming from the broader socio-institutional context in which academics work. The expected findings aim to generate multi-level impacts. The research seeks to set up a space for reflection on mental health within the specific institutional context under study, in order to contextualize individual perspectives and discursive patterns. The examination of recurring tensions makes it possible to both systematize organizational vulnerabilities (e.g. inadequate service provision) and unpack broader implications of academic culture for mental health (e.g. performance-oriented culture; funding shortages; precariousness). Finally, the study intends to bring to light proposals, initiatives, and targeted intervention policies grounded in academics' lived experiences, shared observations, and derived more generally from the empirical results. The resulting theoretical scaffolding will support the development of a constructive intra-organizational dialogue to effectively guide decision-making processes aimed at safeguarding mental health and reimagining a more sustainable academic culture.

Brondino, M., Signore, F., Zambelli, A., Ingusci, E., Pignata, S., Manuti, A., ... & Spagnoli, P. (2022). A new academic quality at work tool (AQ@workT) to assess the quality of life at work in the Italian academic context. International Journal of Environmental Research and Public Health, 19(6), 3724.

Bruno, A., Dell'Aversana, G., & Gilardi, S. (2024). Evaluating well-being and psychosocial risks in academia: Is management the "forgotten phase"? Frontiers in Psychology, 15, 1349589.

Burton, S., & Bowman, B. (2022). The academic precariat: Understanding life and labour in the neoliberal academy. British Journal of Sociology of Education, 43(4), 497–512.

Devendorf, A. R., Wilson, S., & Ingram, W. M. (2025). Reducing mental health stigma in academia: Assessing the acceptability of a first-person narrative program. Psychological Services, 22(2), 324–336.

Dewey, J., Pautz, M. C., & Diede, M. K. (2024). How do we address faculty burnout? Start by exploring faculty motivation. Innovative Higher Education, 49(3), 521–539.

Di Giacomo, D., Cilli, E., Ranieri, J., Guerra, F., & Martelli, A. (2024). Mental health of young researchers in academia: Towards to growth perspective. Personalized Medicine in Psychiatry, 43, 100116.

Jarden, R. J., & Jarden, A. (2022). A systems pathway to self-care in academia: Me, we, and us as avenues to integrated long-term self-care. In Reflections on Valuing Wellbeing in Higher Education (pp. 95–110). Routledge.

Nicholls, H., Nicholls, M., Tekin, S., Lamb, D., & Billings, J. (2022). The impact of working in academia on researchers' mental health and well-being: A systematic review and qualitative meta-synthesis. PLoS One, 17(5), e0268890.

O'Rourke, J. A., & Gray, C. (2025). Where's my tweed jacket with leather elbow patches? The challenges of aging gracefully in higher education. Educational Gerontology, 1–14.

Pappa, S., Elomaa, M., & Perälä-Littunen, S. (2020). Sources of stress and scholarly identity: The case of international doctoral students of education in Finland. Higher Education, 80(1), 173–192.

Salimzadeh, R., Hall, N. C., & Saroyan, A. (2021). Examining academics' strategies for coping with stress and emotions: A review of research. Frontiers in Education, 6, 660676.

Satinsky, E. N., Kimura, T., Kiang, M. V., Abebe, R., Cunningham, S., Lee, H., ... & Tsai, A. C. (2021). Systematic review and meta-analysis of depression, anxiety, and suicidal ideation among Ph.D. students. Scientific Reports, 11(1), 14370.

Scheid, T. L., & Wright, E. R. (eds.) (2025). Sociology of Mental Health: Theories, Social Contexts, and Systems, 4th edition. Cambridge: Cambridge University Press.

Urbina-Garcia, A. (2020). What do we know about university academics' mental health? A systematic literature review. Stress and Health, 36(5), 563–585.

van Tienoven, T. P., Glorieux, A., Minnen, J., & Spruyt, B. (2024). Caught between academic calling and academic pressure? Working time characteristics, time pressure and time sovereignty predict PhD students' research engagement. Higher Education, 87(6), 1885–1904.

FROM PRECARITY TO COLLECTIVE RESOURCE: PEER-BASED INFRASTRUCTURES OF SOLIDARITY AND KNOWLEDGE AS DEMOCRATIC INNOVATION IN NEOLIBERAL ACADEMIA

Martina Brighenti (University of Palermo, Italy) · **Gennaro Veneziano Labanca** (University of Milan-Bicocca, Italy)

Epistemic Inequality | Peer-based Care | Grassroots Infrastructuring

Contemporary higher education is increasingly structured by neoliberal regimes of competition, audit, and individual performance. These dynamics disproportionately affect early-career researchers and exacerbate inequalities linked to gender, race, class, geographical origin, and sexuality, contributing to both material precarity and epistemic marginalization (Boynton, 2021; Conelli, 2022). Within this context, democratizing academia increasingly involves alternative social relations and knowledge practices capable of transforming everyday academic life. This paper draws on a collaborative reflexive and auto-ethnographic approach grounded in our positionality as precarious, queer PhD candidates from Southern Italy (Barnao, 2023; Bourdieu, 2022). We analyze the development and effects of a monthly online meeting space created at the end of 2025 as a response to shared experiences and needs within academic institutions. Empirically, we examine three interrelated dimensions of this practice. First, the space operates as a safe environment in which participants can articulate vulnerabilities, doubts, and experiences of exclusion without fear of evaluation or reputational damage. Speaking openly about failure, exhaustion, or insecurity suspends dominant performative norms and redistributes voice and legitimacy at the micro-level of academic interaction. Second, the space functions as a collective site of decoding: participants make explicit the implicit norms governing academic evaluation, productivity, networking, and self-presentation. Drawing on Bourdieu's concepts of field, cultural capital, and symbolic power, we show how academic success depends on tacitly acquired dispositions and inherited resources. By unpacking these rules collectively, participants reduce epistemic asymmetries and transform institutional expectations into shared knowledge. Third, the group operates as a counter-competitive infrastructure. By openly discussing rejections and structural constraints, participants challenge the individualized logic of comparison and cultivate practices of mutual recognition and solidarity. This occurs also through collaborative writing and participation in academic spaces extending beyond specific research topics, thereby unsettling dominant academic logics. Experiences of precarity and queer dislocation are reframed not as individual deficits, but as socially produced effects of field-specific power relations, mobilized as collective resources for solidarity, reflection, and democratic innovation. Drawing on feminist theories of care, we conceptualize infrastructuring as

the relational and material work of maintaining, repairing, and reconfiguring conditions that enable participation and critique. Care is constitutive of democratic innovation: it produces the relational ground through which marginalized subjects can inhabit the institution differently, challenge asymmetries, and renegotiate symbolic hierarchies. By foregrounding interdependence as a democratic condition rather than a deficit, these spaces enact what Tronto (2013) calls a "caring democracy" at the micro-political level. This paper contributes to sociological debates on academic precarity, epistemic inequality, and democratization of higher education. Informal, digitally mediated practices, including mutual aid, attentive listening, and reciprocal care during early academic stages, create spaces in which emotions and lived experiences surface rather than remain silenced. These practices prefigure more inclusive academic cultures by reconfiguring everyday academic infrastructures from below.

Barnao, C. (2023). L'autoetnografia come forma di cura e di sviluppo della persona. Franco Angeli.
Boynton, P. (2021). Being well in academia: Ways to feel stronger, safer and more connected. Routledge/Taylor & Francis Group.
Bourdieu, P. (1972). Per una teoria della pratica.
Bourdieu, P. (1979). La distinzione. Critica sociale del gusto.
Bourdieu, P. (2005). Il senso pratico.
Bourdieu, P. (2022). Retour sur la réflexivité. Edited by J. Bourdieu & J. Heilbron. Paris: EHESS.
Conelli, C. (2022). Il rovescio della nazione. La costruzione coloniale dell'idea di Mezzogiorno. Napoli: TAMU.
Tronto, J. C. (2013). Caring democracy: Markets, equality, and justice. In Caring democracy. New York University Press.

STUDENT ENGAGEMENT AND CIVIC CONSCIOUSNESS OF FUTURE COMMUNICATIVE MEDIATORS: A PILOT STUDY IN A SPANISH UNIVERSITY

Cristina López-Navas (Universidad Complutense de Madrid, Spain) · **Louis Pierre Philippe Homont** (Universidad Complutense de Madrid, Spain) · **José Antonio Alcoceba Hernando** (Universidad Complutense de Madrid, Spain) · **Laura Picazo Sanchez** (Universidad Complutense de Madrid, Spain)

Student engagement | Communicative mediation | Pedagogical Innovation

In a context marked by declining traditional forms of citizen participation in the public sphere, particularly voting (Canel & Luoma aho, 2018; Kumagai & Iorio, 2020), young people have become a central concern within academic debate (Grasso, 2016; Sloam, 2014). As the cohort that will sustain democracy in Europe, their lower electoral participation compared to previous generations calls into question the stability of representative democratic models. Some research links youth abstention to a weaker sense of civic consciousness (Wattenberg, 2015). Other studies contend that young people are not disengaged as such but instead orient their participation towards alternative forms grouped under the concept of Citizen Engagement (Ekman & Amnå, 2012; Sloam, 2016; Theocharis & van Deth, 2018). From this perspective, what is observed is not a simple decline in participation, but a transformation of its repertoires. In higher education, this transformation has been increasingly discussed under the concept of "student engagement", which refers to the set of academic, social and civic activities through which students participate in university life (Groccia, 2018). Recent research highlights how student engagement is shaped by institutional opportunities, motivational factors and barriers that affect students' willingness and capacity to participate in the university community (López-Navas, Homont & Alcoceba, 2025). From a communicative perspective, this issue acquires additional relevance in the case of communication students. According to the theory of social mediation (Martín Serrano, 1977), communicative mediators play a crucial role in transforming social events into narratives that contribute to the reproduction or transformation of social structures. As future professionals responsible for producing public narratives, communication students are not only citizens in formation but also potential mediators capable of legitimising or questioning certain forms of civic participation. Within this framework, this paper presents the pilot phase of an educational innovation project currently being developed at the Faculty of Information Sciences at the Complutense University of Madrid. The project aims to design and test pedagogical strategies intended to strengthen students' civic motivation, university participation and awareness of their future mediating role within the communicative system. The research adopts a mixed sequential design. As a first step, a pilot study is being conducted to validate a questionnaire measuring attitudes towards electoral participation, alternative forms of student engagement, university participation and students' self-perception as future communicative mediators. The pilot phase aims to refine the measurement instrument and assess the internal coherence of its dimensions before its implementation in a broader

sample of communication students. In a subsequent stage, qualitative interviews will explore students' civic consciousness and reflexive positioning regarding their future professional role. In parallel, the project develops participatory pedagogical activities based on active learning methodologies that encourage students to reflect critically on media narratives about youth participation and to explore their own role in the construction of public representations of civic behaviour. As the project is currently in progress, this paper focuses on the conceptual framework, research design and pilot results, opening a dialogue with international scholars on how communication education can contribute to strengthening democratic participation within universities.

Canel, M. J. & Luoma-aho, V. (2018). Public sector communication. Closing gaps between citizens and organizations. Wiley-Blackwell.

Ekman, J. & Amnå, E. (2012). Political participation and civic engagement: Towards a new typology. Human affairs, 22(3), 283-300. https://doi.org/10.2478/s13374-012-0024-1

Grasso, M. T. (2016). Generations, Political Participation and Social Change in Western Europe. Routledge.

Groccia, J. E. (2018). What Is Student Engagement? New Directions for Teaching and Learning, 2018(154), 11–20. https://doi.org/10.1002/ tl.20287

Kumagai, S. & Iorio, F. (2020). Building Trust in Government through Citizen Engagement. World Bank. https://bit.ly/3y0A4OA

López-Navas, C., Homont, L. P. P., & Alcoceba, J. A. (2025). Gestión del compromiso estudiantil: de la percepción de los directivos a la percepción de los estudiantes. Revista Venezolana De Gerencia, 30(112), 1884-1897.

https://doi.org/10.52080/rvgluz.30.112.13

Martín Serrano, M. (1977). La mediación social. Akal.

Sloam, J. (2014). The outraged young: Young Europeans, civic engagement and the new media in a time of crisis. Information, Communication & Society, 17(2), 217-231. https://psycnet.apa.org/doi/10.1080/1369118X.2013.868019

Sloam, J. (2016). Diversity and voice: The political participation of young people in the European Union. The British Journal of Politics and International Relations, 18(3), 521-537. https://doi.org/10.1177/1369148116647176

Theocharis, Y. & van Deth, J. W. (2018). Political Participation in a Changing World. Routledge.

Wattenberg, M. P. (2015). Is Voting for Young People? Routledge.

IMPACT EVALUATION TO SUPPORT INCLUSIVE AND DEMOCRATIC UNIVERSITY: THE INSIGHT PROJECT

Paola Damiani (Universita Degli Studi Di Modena E Reggio Emilia, Italy) · **Laura Landi** (Universita Degli Studi Di Modena E Reggio Emilia, Italy) · **Annamaria Gentile** (Universita Degli Studi Di Modena E Reggio Emilia, Italy)

Community of practice | inclusion | participation

This contribution reflects on how the impact evaluation of the Professional Development constructed through the Erasmus+ project INSIGHT, can promote democratic innovation within the university culture. The project's overall objective is to identify and promote inclusive university teaching strategies that enhance learning, participation, equity, and well-being for all students within a co-development perspective involving both students and teachers. By creating a community of practice within each partner institution the project also aims at promoting an inclusive and collaborative university culture, as a fundamental step to ensure the efficacy and sustainability of the project. The research team uses Guskey's impact evaluation model to support the transformative practice toward a democratization of both teaching methodologies and overall organization. The framework (Damiani et al., 2024) is grounded in a contextualist epistemology that frames inclusion as the expansion of capabilities, agency, and empowerment within interconnected learning ecosystems (Morin, 2004; Bronfenbrenner, 2005; Sen, 1985). Inclusion can only be achieved through systemic and infrastructure changes informed by an idea of enhanced participation and democratic innovation in academia. Central to this innovation is an inclusive teaching device providing teachers with tools and reflective practices to achieve changes both in their class and among colleagues. To implement and validate the inclusive teaching device a group of university professors was trained and supported in piloting the device. This paper presents the mechanism supporting implementation of the inclusive teaching device, specifically the Guskey's impact evaluation model protocol. According to Guskey, effective professional development evaluation requires collecting and analyzing data across five critical levels: participants' reactions, participants' learning, organization support and change, participants' use of new knowledge and skills, and students' learning outcomes. The levels are hierarchical and interdependent; success at one level is generally necessary to achieve meaningful outcomes at the next. For instance participants need to be positively affected by professional development in order to learn from it, but their learning can often only be implemented if there is organization support, and so on. Every step of INSIGHT implementation has been monitored through an impact assessment protocol, following

the Guskey model. Data were collected before and after the training, to assess level one and two of the model. During the experimentation in university courses the project partners closely supported experimenting teachers through meetings, data collection tools and the establishment of a community of practice. This structure is not only necessary to ensure that effective changes will be made to instruction in target courses, but also aims to create, support and promote an inclusive and collaborative culture within partner universities, i.e. level three of the model. Level four and five were assessed throughout the experimentation phase collecting reflective tools from both teachers and students. We will present data to show how the impact evaluation methodology applied has positively supported the inclusive teaching device implementation with a multiplying effect fostering greater inclusion and participation in targeted courses, triggering a process of transformation of existing power dynamics, limiting inequalities, and promoting a democratic university culture.

Black, R. D., Weinberg, L. A., & Brodwin, M. G. (2014). Universal design for instruction and learning: A pilot study of faculty instructional methods and attitudes related to students with disabilities in higher education. Exceptionality Education International, 24(1), 48–64.

Boni, A., & Walker, M. (2016). Universities, Development and Social Change: Theoretical and Empirical Insights . London and New York: Routledge.

Bronfenbrenner, U. (2005). Interacting Systems in Human Development. Research Paradigms: Present and Future (1988). In U. Bronfenbrenner (Ed.), Making human beings human: Bioecological perspectives on human development (pp. 67–93). Sage Publications Ltd.

Convention on the Rights of Persons with Disabilities (CRPD) (2006). United Nations

Damiani, P., Guaraldi. G., Genovese, E., Lotti, A. (2024), An Ecological-Integrated Framework for an Inclusive Academia, in Casalino et al., Higher Education, Learning Methodologies and Technologies Online. 5th International Conference, HELMeTO 2023 Foggia, Italy, September 13–15, 2023 Revised Selected Papers SPRINGER NATURE

Damiani, P., Landi, L. (2026). Insight: una sfida per lo sviluppo professionale dei docenti universitari in ottica inclusiva, Book of Abstract "L'università del futuro, il futuro dell'Università" Convegno Siped 2026, Torino.

Guskey, T. R. (2000). Evaluating Professional Development. Thousand Oaks, CA: Corwin Press.

Guskey, T. R. (2002). Does It Make a Difference? Evaluating Professional Development. Redesigning Professional Development, 59(6), 45-51.

Lodi, E., Boerchi, D., Magnano, P., & Patrizi, P. (2017). College satisfaction scale (CSS): Evaluation of contextual satisfaction in relation to college student life satisfaction and academic performance. Bollettino Di Psicologia Applicata, 65, 51-64.

Martinez-Vargas, C., Walker, M., Cin, M., & Boni, A. (2022). A Capabilitarian Participatory Paradigm: Methods, Methodologies and Cosmological Issues and Possibilities. Journal of Human Development and Capabilities, 23(1), 8-29.

McGuire, J.M., Scott, S.S., & Shaw S.F. (2006). Universal design and its applications in educational environments. Remedial and Special Education, 27 (3), 166-175.

Morin, E. (2004). Educare per l'era planetaria. Roma: Armando Editore.

Nussbaum, M.C. & Glover, J. (1995). Women, Culture and Development: a study of human capabilities. Oxford: Oxford University Press.

Nussbaum, M.C. (2011). Creating Capabilities: The Human Development Approach, Cambridge, Massachusetts, USA: Belknap Press.

Sen, A.K. (1985). Commodities and capabilities, Amsterdam: North-Holland.

Tschannen-Moran, M., & Hoy, A.W. (2001). Teacher efficacy: Capturing an elusive construct. Teaching and Teacher Education, 17(7), 783-805.

DEMOCRATIZING ASSESSMENT PRACTICES IN HIGHER EDUCATION: A STUDENT–FACULTY COLLABORATION ON ALTERNATIVE ASSESSMENT AT ATHABASCA UNIVERSITY, CANADA

Rebeccah Nelems (Athabasca University, Canada) · **Neenah Brown** (Athabasca University Student Union, Athabasca University, Canada) · **Faustina Arsenault** (Athabasca University Student Union, Athabasca University, Canada) · **Eliana El Khoury** (Athabasca University, Canada) · **Lorelei Hanson** (Athabasca University, Canada)

Alternative assessment · critical pedagogy · learner-centred research design

In this paper, a student-faculty research team share the findings and recommendations of interdisciplinary research conducted on alternative assessment at Athabasca University, a Canadian distance post-secondary institution. Conducted in partnership with the Athabasca University Student Union (AUSU), the 5-person research team of undergraduate students and faculty researchers initiated this university-wide, learner-centred research to understand how the use of alternative assessment might enhance undergraduate student learning. The participatory research design used a relational research methodology (Wilson, 2008) that centred decolonizing and equity lenses, with an explicit focus on Indigenous students, neurodiverse students and students with accommodations or accessibility needs. The context of this study is the reality that student learning in post-secondary institutions continues to be predominantly assessed through the use of academic essays, multiple-choice and final, time-bound exams, and other standardized evaluations. While these mainstream approaches continue to be prevalent around the globe, a growing body of research suggests that these practices do not optimally measure students' learning, nor contribute to student learning, growth and engagement (Abrahams, 2024). Additionally, traditional assessments are known to reproduce and/or exacerbate structural barriers for some

learners, including Indigenous students, neurodiverse students, and students with accommodations or accessibility needs (Preston & Claypool, 2021; McDowall & Kiseleva, 2024). Finally, traditional assessments prioritize a Euro-centric knowledge system that devalues alternative knowledge traditions (e.g., Indigenous Traditional Knowledge, ITK), and enforces a top-down relationship or 'banking model of education' in which students are engaged as receptacles of teachings (Freire, 1970) determined by educators, and educational systems with minimal or no student input or consent (Simpson, 2017). In these systems, students not only have limited say in what or how they learn, they have no voice in how they might optimally demonstrate their learning, be assessed, or graded. In response to these challenges, alternative assessments have emerged as ways that students can demonstrate their knowledge in a diversity of ways, whilst also enhancing their learning and critical engagement with course materials. In Canada, as institutions look to advance Diversity, Equity and Inclusion (DEI), respond to the Truth and Reconciliation Commission's (TRC) Calls to Action (2016), and address the pedagogical implications of emerging technologies such as AI, alternative assessment practices are viewed as offering promising pathways for innovation in teaching and learning. This paper will provide an overview of the findings and recommendations of this study, whilst sharing insights that have emerged related to the implementation and integration of alternative assessment practices within post-secondary institutions. By examining alternative assessment through a participatory and relational research framework, this project contributes to broader discussions about democratic innovation in academia, and the advancement of critical, equitable, and decolonizing pedagogies. The paper will also reflect on how collaborative student–faculty research partnerships are a critical means by which democratic innovation within academic institutions might be advanced, facilitating student participation in the shaping of educational practices. The findings aim to directly enhance assessment practices at Athabasca University, while also contributing to international conversations about alternative assessment; critical and relationally accountable (Wilson, 2008) pedagogies; and learner-centred pedagogical research design.

Abrahams, Frank. (2024). A Case for Integrative Assessment from a Freirian Perspective. In David J. Elliott, Marissa Silverman, and Gary E. McPherson (Eds.), The Oxford Handbook of Philosophical and Qualitative Assessment in Music Education (pp. 257-276). Oxford University Press.

Freire, Paulo. (1970). Pedagogy of the Oppressed. New York: Continuum.

Simpson, Leanne Betasamosake. (2017). As We Have Always Done: Indigenous Freedom through Radical Resistance. University of Minnesota Press.

Truth and Reconciliation Commission (TRC) Report and Recommendations. (2016). (Ottawa: TRC Commission).

Wilson, S. (2008). Research is Ceremony. Fernwood Publishing.

I.03

Educating to Participate. Educational Innovation in University Systems as a Tool for Inclusion and Democratic Participation

PANEL CONVENORS: Barbara Mazza (sapienza, Italy); Elena Valentini (sapienza, Italy); Lucia D'Ambrosi (sapienza, Italy); Veronica Lo Presti (sapienza, Italy); Houshmand Masoumi (Technische Universität Berlin, Germany); Yuliia Kravchenko (Tallinn University of Technology, Estonia); Martin Vaz Alvarez (Universitade de Santiago de Compostela, Spain)

PANEL KEYWORDS: Didactics Innovation, Digital Democracy, Digital Transformation

In the era of digitalisation and hyperconnectivity, university systems are increasingly committed to adopting digital transformation principles to integrate educational innovation into cooperative and collaborative learning processes. However, the acceleration of these processes does not always translate into a clear definition of the objectives and implications of the ongoing transformations. Various ambivalences are emerging regarding issues of "digital fatigue", social isolation, conformity in thought and action, and dependence on algorithmic logic. The danger is that they will fail to achieve the goal of preparing future generations of citizens and professionals to participate in democratic processes. Globally, numerous recommendations from government bodies and international organisations have been implemented to advance digital transformation that fosters effective digital democracy. Governments must offer digitalised services to citizens (G2C), businesses (G2B), and other administrations (G2G). In this scenario, what is the contribution of education to preparing citizens who are aware and active in democratic processes? To what extent does educational innovation contribute to the development of forms of post-humanism? How can university systems optimise their commitment to academic innovation while considering these macro-objectives of education? This panel proposal stems from theoretical reflections and empirical research on these topics, which are underway within two European projects (ERASMUS-EDU-2025-CBHE-STRAND-2 (ERASMUS-LS: 101236774) Digital Bridges and ERASMUS-EDU-2023-PI FORWARD-LOT1 (Smart Nest. Protocol: 101132828) "Quality of Virtual Auditorium") dedicated to innovation in university teaching and its ability to create intercultural "bridges," to promote digitalization and the development of digital democracy in the Mediterranean region.

COOPERATION AS A RHETORICAL STRATEGY? THE EUROPEAN UNIVERSITY ALLIANCES AND THE CHALLENGE OF DEMOCRATIC PARTICIPATION

Paolo Brescia (University of Cagliari, Italy) · **Andrea Lombardinilo** (Roma Tre University, Italy)

university cooperation participation

In times characterized by professional dynamism and daily "platformization", European higher education is undergoing a profound transformation through cooperative programmes such as the European University Alliances, promoted within the "European Education Area". Given that these programmes have been planned to foster inclusion, digitalization and transnational collaboration, this intertwined vision appears to be inspired by a more complex convergence of cooperation and control, creativity and standardization, that reshapes the very idea of the university as a democratic environment. In this view, this paper explores the rhetorical and metaphorical solutions inspiring the discourse on collaboration, creativity, and control within the official factsheets of the European University Alliances involving Italian public universities. The paper analyzes these declarations with the aim to probe the most frequent programmatic patterns inspiring such academic alliances. As a result, the shared systemic challenges emphasize the joint relationship between institutional discourse and digital transformation, in a time universities are expected to lean on interculturality, cooperation, and social impact. More specifically, the paper will focus on the role played by some Italian Universities within the international Alliances in which they are involved: University of Cagliari (EDUC Alliance), University of Naples Parthenope (SEA-EU Alliance), Sapienza University of Rome (CIVIS Alliance), University of Catania (EUNICE Alliance), University of Macerata (ERUA Alliance), University of Bergamo (BAUHAUS4EU). The qualitative analysis of the official declarations will help investigate the keywords of such cooperative strategies highlighted through shared rhetorical solutions and theoretical sociological patterns. Through the theoretical analysis provided by Nicolas Dirks, Frank Furedi, Paul Virilio, Paul Bourdieu, and Jurgen Habermas, these alliances will be framed within the broader debate on the neo-liberal academia, the deification of safety, and the "weaponization" of emotions that Furedi interprets as a real academic drawback. These rhetorical patterns often reproduce the ambivalences of contemporary higher education: while promising open collaboration and creative exchange, they also embed mechanisms of bureaucratic control and normative convergence. In particular, the use of performative keywords (excellence, innovation, impact, quality) reveals the effort to pursue the goals of efficiency and accountability. Given the theoretical lenses of the "social university" (Ferrarotti) and "civic university" (Dobson and

Ferrari), the paper discusses how these alliances perform a communicative redefinition of the academic space, transforming universities into systems capable of developing a digital and intercultural ecosystem. This transformation entails a potential loss of autonomy and local distinctiveness to achieve harmonization and shared governance, just to foster a reticular model of university.

Barnett R. (2013), Imagining the University, Routledge, London.
Coe J. (2021), The New University, 404 Inklings, London.
Derrida J. (2001). L'université sans condition, Éditions Galilée, Paris.
Dirks N. (2023), City of Intellect: The Uses and Abuses of the University, Cambridge University Press, Cambridge.
Ferrarotti F. (1981), I problemi dell'Università di massa: mito o realtà? In "Universitas", 4: 15-19.
Matthews A. (2023), The idea and becoming of a university across time and space: Ivory tower, factory and network, in "Postdigital Science and Education", 5, 3: 665-693.
Mazza C, Quattrone P., Riccaboni A. (2008), European Universities in Transition: Issues, Models and Cases, Edward Elgar Publishing Limited, Cheltenham (UK).
Pitzalis, M., Cangiano, C., Lovari, A. (2026). Between public service and market: Portraying the bifront university in a platformized world. In "British Educational Research Journal", 00, 1–18.
Readings B. (1996), The university in ruins, Harvard University Press, Cambridge.
Rivas A. (2023), The Platformization of Education: A Framework to map the New Directions of Hybrid Education Systems, Routledge, London.
Van Dijck J., Poell T., De Waal M. (2018), The Platform Society: Public Values in a Connective World, Oxford University Press, Oxford.

BEYOND DIGITAL INFRASTRUCTURE: PEDAGOGICAL INNOVATION AND DEMOCRATIC PARTICIPATION IN MEDITERRANEAN UNIVERSITIES BETWEEN POSSIBILITIES AND LIMITS

Alfonsina Mastrolia (Department of Communication and Social Research, "La Sapienza" University of Rome) · **Viviana Capozza** (National Institute for the Evaluation of the Education System (INVALSI))

Pedagogical Innovation | Learning Management Systems (LMS) | Participatory Learning

In the context of digital transformation, universities are increasingly seen as strategic players in promoting digital democracy and intercultural connectivity in the Mediterranean region. Educational innovation plays a strategic role in promoting inclusion, active participation and the co-construction of knowledge within university digital environments. Digital platforms represent potential "bridges" capable of connecting academic communities in different geopolitical and cultural contexts. However, the presence of digital infrastructure cannot automatically translate into participatory and democratic educational environments. This contribution presents the results of an online survey conducted among students enrolled in Moodle-based courses across partner universities in Italy, Greece, France, Germany, Turkey, Croatia, and Lithuania, within the framework of the Virtual Auditorium project, funded by the ERASMUS+ programme under the Partnerships for Innovation – Forward-Looking Projects action. The study adopts a critical, non-deterministic perspective on digital transformation in higher education, considering platforms not as neutral tools but as environments whose effectiveness depends on how they are integrated into teaching practices. From this perspective, digital democracy is not an automatic effect of technological access, but rather the result of pedagogical choices able to activate collaborative, dialogical and reflective practices. Preliminary findings indicate a significant process of digital normalisation within participating universities: the 624 respondents report almost universal access to digital devices and extensive use of online communication tools, while Moodle is widely integrated into teaching practices, mainly within blended learning models. At the infrastructural level, the platform contributes to the continuity of access and systematic availability of teaching materials, becoming a stable and routinised component of course delivery. At the organisational level, its use is associated with advantages in sharing materials and managing study activities and is linked to a perception of improved learning and academic performance. These benefits are mainly related to efficiency, structuring and individual study management, rather than collaborative or dialogic practices. No similar strengthening has been observed in terms of relationships and participation. This is reflected in the reduced use of collaborative activities (co-creation, forums, simulations), limited peer-to-peer interaction and student-teacher engagement through the platform. This ambivalence suggests a gap between digital transformation and pedagogical innovation. Although universities have extensively implemented technological infrastructures, the intentional redesign of teaching practices towards active, participatory and co-creative models still appears to be incomplete. A predominantly individual and efficiency-oriented use can contribute to dynamics of isolation and digital fatigue, highlighted in the literature on online learning, rather than encouraging

participation. In the intercultural Mediterranean context, characterised by heterogeneous institutional traditions and geopolitical asymmetries, the digital transformation into relational "bridges" requires deliberate teaching strategies oriented towards the collective production of knowledge. From a preliminary and exploratory perspective, the study also opens up a reflection on the post-human dimension of the academic experience. As human-machine interaction becomes commonplace, the question is how pedagogical choices mediate this transformation. Digital innovation is significant for democratic participation when infrastructural integration is accompanied by a pedagogical reconfiguration oriented towards collaborative action and intercultural dialogue.

Brown, M., Hoon, A. E., Edwards, M., Shabu, S., Okoronkwo, I., & Newton, P. M. (2023). A pragmatic evaluation of university student experience of remote digital learning during the COVID-19 pandemic, focusing on lessons learned for future practice. Plos one, 18(5), e0283742.

Büchi, M., Hargittai, E. (2022). A need for considering digital inequality when studying social media use and well-being. Social Media Society. 8:1-7. Doi: 10.1177/20563051211069125.

Felisatti, E., & Serbati, A. (2014). Professionalità docente e innovazione didattica. Una proposta dell'Università di Padova per lo sviluppo professionale dei docenti universitari. Formazione & Insegnamento, 1, 137-153.

Felisatti, E. e Serbati, A. (a cura di) (2017), Preparare alla professionalità docente e innovare la didattica universitaria, Milano, Franco Angeli.

Greenhow, C., Robelia, B. & Hughes, J.E. (2009). Learning, Teaching, and Scholarship in a Digital Age: Web 2.0 and Classroom Research: What Path Should We Take Now? Educational Researcher. 2009;38(4), pp. 246-259.

Monteduro, G. (a cura di) (2021). La vita degli studenti universitari al tempo del covid-19. Trento: Erickson. https://publicatt.unicatt.it/handle/10807/177333

Perla, L. (2018), «Formare il docente alla didattica universitaria: il cantiere dell'innovazione», in M. Michelini (a cura di), Riflessioni sull'innovazione didattica universitaria. Interventi alla tavola rotonda GEO (30 giugno 2017), Udine, Forum, pp. 79-88.

Perla L. (2020), Lo sviluppo professionale del docente universitario. Vision, organizzazione e co-progettazione nell'esperienza TLL dell'Università di Bari, Scuola democratica (ISSN 1129-731X), n.3, doi: 10.12828/99904.

Romero-Rodríguez, J. M., Hinojo-Lucena, F. J., Kopecký, K., & García-González, A. (2023). Digital fatigue in university students as a consequence of online learning during the Covid-19 pandemic. Educación XX1, 26(2), 141-164.

Salmieri, L. (2019). The Rhetoric of Digitalization in Italian Educational Policies: Situating Reception among Digitally Skilled Teachers. International Journal of Sociology of Education. 11. 2019.

Selwyn, N. (2013). Distrusting Educational Technology: Critical Questions for Changing Times (1st ed.). Routledge. https://doi.org/10.4324/9781315886350.

Watson, J.F. (2008). Blended Learning: The Convergence of Online and Face-to-Face Education. Promising Practices in Online Learning.

CIVIC PARTICIPATION AND CIVIC EDUCATION: INSTITUTIONAL PERSPECTIVES FROM GERMANY AND TEACHER TRAINING PRACTICES IN ITALY

Gernot Herzer (Institut für kommunale Planung und Entwicklung, Erfurt, Germany) · **Doris Kofler** (University of Bozen, Italy)

civic participation and education | youth and teacher training | gamification

Civic engagement and civic participation are closely linked to deliberation, empowerment, and democratic learning and are increasingly becoming key responsibilities of local authorities within contemporary decision-making processes. Ehrlich (2022) defines civic engagement as "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make a difference." Similarly, Weisseno (2023, p. 317) argues that "Society and educational policymakers expect political education to contribute to the development of democratic attitudes and the associated willingness to participate in order to prevent illiberal, autocratic and authoritarian behaviour." Building on the model of political competence (Detjen et al. 2012), there is a demonstrated connection between political knowledge, prior participation experiences, and the willingness to participate politically (Weisseno, 2023, p. 216). Participation experiences—whether positive or negative—significantly influence future civic engagement. This relationship applies not only to children, adolescents, and adults within political education contexts but also to municipalities that design and implement participatory processes. Civic participation must therefore be understood not only as a societal practice but also as an educational task embedded within institutional structures. In this theoretical background, the paper presents findings from two empirical contexts: civic participation practices in German municipalities (Herzer, G.) and civic education within teacher training at the Free University of Bozen-Bolzano (Kofler, D.). The study examines civic engagement and participation in both formal and non-formal settings. On the one hand, it analyses institutional approaches to participation within municipalities, schools, and social institutions. On the other hand, it investigates civic education in teacher training as a foundational space for developing democratic competencies and professional responsibility. The German data were collected through a online survey of a municipalities (N = 468), representing independent cities, municipalities, and districts. Quantitative data were analysed using descriptive statistical methods and

inductive procedures, including factor analysis, to identify structural dimensions of institutional participation practices. In Italy, data were collected from Master's students in Primary Education. The sample included first-year students (academic year 2024/25; N = 75) attending a laboratory course in Intercultural Education and two cohorts of fifth-year students enrolled in Civic Education (N = 36; N = 43). Participants completed a questionnaire assessing their knowledge of the European Union and its values, as well as their reflections following a board game activity designed to promote civic learning. The overall aim is to contribute to the further development of civic education and citizen participation practices by linking municipal participation structures with teacher professionalization. Particular attention is given to schools as democratic spaces shaping new forms of civic and social learning. Innovative approaches such as game-based learning are examined as didactic tools to foster democratic competencies, intrinsic motivation, critical thinking, and reflective engagement. The findings highlight the crucial role of universities in embedding civic participation as a core educational task. By integrating theoretical knowledge, reflective practice, and experiential learning into curricula, teacher education can function as a central site of professional empowerment, enabling educators to translate democratic principles into sustainable pedagogical practice and to foster inclusive and participatory school cultures.

Carlà, A., Medda-Windischer, R., & Kofler, D. (2024). Sfide e opportunità dell'educazione civica basata sui valori comuni dell'EU: L'esperienza di un gioco da tavolo. In Seminare futuri: Generatività, educazione e percorsi di pace (pp. 125–141). Zeroseiup.

Ehrlich, T. (2022). Preface. In M. Giugni & M. Grasso (Eds.), The Oxford handbook of political participation (pp. vi, 382). Oxford University Press. https://doi.org/10.1093/oxfordhb/9780198861126.001.0001

Herzer, G. (2026). Bürgerbeteiligung in Kommunen: Wahrnehmung, Organisation und Implementation in die Praxis. Springer Gabler.

Kofler, D. (2024). Creiamo una casa dei valori comuni: Un gioco da tavolo per la formazione degli insegnanti per l'educazione civica. Articolo 33, 5, 52–59. https://www.articolotrentatre.it/rivista/maggio

Kofler, D., & Herzer, G. (2019). Intercultural learning (development of competencies) by students of the faculty of education: Using the example of intercultural attitudes and learning processes in teacher training in Italy. In Proceedings of the 1st International Conference of the Journal Scuola Democratica "Education and Post-Democracy" (Vol. 2, Teaching, Learning, Evaluation and Technology, pp. 112–119). Associazione "Per Scuola Democratica".

Medda-Windischer, R., Carlà, A., Zeqo, E., Pirhofer, A., Zeba, M., Maniscalco, G., Tartarotti, M., Stoichita, P., Patti, Y., & Stecchi, V. (2020). The house of common values. Eurac Research. https://www.eurac.edu/en/projects/pedagogical-tools

Striano, M. (2025). Democrazia. In M. Baldacci (Ed.), Dizionario critico di pedagogia (1ª ed., pp. 71–74). FrancoAngeli.

Weisseno, G. (2023). Lernen durch politische Partizipation. In M. Oberle & M.-M. Stamer (Eds.), Politische Bildung in der superdiversen Gesellschaft (Schriftenreihe der Gesellschaft für Politikdidaktik und Politische Jugend- und Erwachsenenbildung [GPJE], pp. 216–224). Wochenschau Verlag.

ORCHESTRATING DEMOCRATIC CBL FOR CLIMATE RESILIENCE: INSTITUTIONAL DESIGN AND AN AI-ENABLED RESEARCH AGENDA

Erik Kangilaski (TalTech, Estonia) · **Riina Palu** (TalTech, Estonia)

CBL | educational innovation | digital democracy

Challenge-Based Learning (CBL) is increasingly adopted in universities as an innovative pedagogy for cultivating civic competence and collective agency in digitally mediated societies. In the context of socio-ecological crises such as climate change, CBL is often presented as a way to connect higher education with democratic participation and societal problem-solving. In many cases these initiatives intersect with traditions of citizen science and community-engaged learning, where students collaborate with societal partners to generate socially relevant knowledge. Yet the democratic promise of CBL — classroom-laboratories that foster critical thinking, collaboration and responsible citizenship — is frequently constrained by institutional bottlenecks: partner coordination, mentor capacity, assessment practices, and invisible educator labour. These constraints are especially salient when CBL addresses crisis-scale, cross-disciplinary challenges that require sustained institutional support and transparent, participatory monitoring. This paper reports a systematic review and proposes a design-oriented research agenda that foregrounds institutional orchestration as core infrastructure for resilient, democratic CBL. The review reveals a recurrent pattern: studies on CBL emphasise student outcomes and pedagogical designs for civic engagement, while studies on AI in education focus primarily on learner-facing tools rather than the institutional infrastructures required for digitally supported collaborative learning. The intermediate layer — workflows, role coordination, partner onboarding, governance mechanisms, and assessment modalities reconceived as instruments of empowerment rather than control — remains under-theorised and under-validated in real university settings. From a democratic perspective, this omission risks making crisis CBL episodic, inequitable, and overly dependent on a few motivated staff, thereby undermining sustained public engagement and equitable student voice. Responding to this

gap, the paper outlines a practicable research and design agenda using Action Design Research principles. The agenda treats AI as a coordination support (mentor onboarding aids, progress summarisation, artefact outcome mapping) that preserves human decision authority and enhances transparency — principles increasingly discussed in debates on digital democracy and algorithmic governance. Crucially, it reconceptualises monitoring and assessment: rubrics, participation metrics and reporting flows are reframed as tools to amplify student agency and partner accountability rather than as top-down inspection mechanisms. The agenda also foregrounds teacher competencies (facilitation, boundary-spanning with partners, assessment-as-empowerment) and institutional change mechanisms (role definitions, workload modelling, IT governance) necessary to scale crisis CBL ethically and sustainably. By linking orchestration design to democratic aims, the paper contributes a bridge between pedagogical innovation and systemic infrastructure: resilient crisis CBL requires not only classroom practices but institutional orchestration within university systems that support equitable participation, transparent reporting, and sustainable staff workloads. The presentation will invite discussion on governance models, the ethics of AI-enabled coordination, competency frameworks for educators, and practical pathways universities can adopt to embed democratic, crisis-responsive CBL at scale.

Sein, M. K. et al. (2011). Action Design Research. MIS Quarterly.

THE ROLE OF TRAINING NEEDS IN ITALIAN UNIVERSITIES: THREE EXPERIENCES OF INCLUSION COMPARED

Isabel Maggiarra (Università di Parma, Italy)

Inclusion university educational support

Italian and international universities are attended by students with special training needs, which do not always fall within the category of Special Educational Needs (SEN) (Savarese, D'Elia, 2018). The latest figures on this subject, dating from the 2019–2020 academic year, show that only 2.13% of students enrolled at Italian universities have a disability or a specific learning difficulty (ANVUR, 2022), but there are no figures available for other needs. The focus on special training needs as opposed to SEN stems from conceptual and regulatory reasons: first and foremost, the definition of educational need refers, in both the Italian and international contexts (OECD, 2022), to developmental difficulties (Ianes, 2006) that tend to emerge by the age of eighteen, which relate to the developmental stage but fall within a clearly defined framework (UNESCO, 1994; MIUR, 2012); as the adjective itself implies, these are needs that arise within the educational context. It is a different matter to consider the heterogeneity of needs, of varying scope, which manifest themselves not during school age but during the transition to adulthood or in adulthood. Despite this, in common international language, training needs and educational needs are often translated in the same way, under the umbrella term SEN, overlooking the important nuance of meaning that distinguishes them. Three significant studies from different universities, selected for their relevance to the topic, the University of Salerno (Savarese, D'Elia, 2018), the University of Parma (Antonietti, Luciano, Pintus, 2024), and the University of Salento (Pinnelli et al., 2024) report that universities have training needs that are not only related to certifiable conditions that arise during the academic career. This finding is also reflected in the guidelines of the CNUDD (CNUDD, 2024), which guide universities in managing different situations that do not fall within the current regulations on university inclusion (i.e., Law 104/92, Law 118/1971 and Law 170/2010 and subsequent regulatory updates), according to the principle of reasonable accommodation. The primary objective of this study is to review the national and international scientific literature on the subject and then analyse some case studies from national university teaching practice. In this regard, the aim is to examine the various approaches to managing training needs within Italian universities, the schemes designed, and the measures put in place to support students who, during their studies, face different needs – namely, non-traditional students (Pinnelli et al., 2024); that is to say, a group of students with varied needs and requirements, including, for example, temporary vulnerabilities, disabilities, and linguistic, cultural and social disadvantages. In this sense, this study also includes those who lack 'social capital', that is, a network of personal relationships that an individual can directly draw upon to pursue their goals and improve their social position (Bourdieu,

1980). Social capital thus identifies a particular set of resources – those present in the relationships an individual maintains with the surrounding community – without which they could not have the same opportunities for social stratification (Bourdieu, Passeron 1977).

Antonietti, M., Luciano, E., & Pintus, A. (2024). La formazione dei tutor presso l'Università di Parma: Una sfida pedagogica necessaria. Quaderni del GLIA, 3(3), 16–28.

ANVUR. (2022). Rapporto ANVUR. Gli studenti con disabilità e DSA negli atenei italiani. Una risorsa da valorizzare. ANVUR-Rapporto-disabilita_WEB.pdf

Bourdieu, P. (1980). Le capital social: Notes provisoires. Actes de la recherche en sciences sociales, 31, 2–3.

Bourdieu, P., & Passeron, J.-C. (1977). Reproduction in education, society and culture. Sage.

CNUDD. (2024). Linee guida 2024.

Ianes, D. (2006). La speciale normalità: Strategie di integrazione e inclusione per le disabilità e i bisogni educativi speciali. Erickson.

MIUR. (2012). Direttiva ministeriale 27 dicembre 2012.

OECD. (2022). Special education needs.

Pinnelli, S., Fiorucci, A., Abbate, E., Bevilacqua, A., & Boccassino, F. (2024). I non traditional student e formazione universitaria: Dall'identificazione alla costruzione di uno strumento per la rilevazione delle caratteristiche e dei bisogni. In S. Pinnelli, A. Fiorucci, & C. Giaconi (Eds.), I linguaggi della pedagogia speciale: La prospettiva dei valori e dei contesti di vita (pp. 62–69). Pensa Multimedia.

Savarese, G., & D'Elia, D. (2018). I BES all'università? Un'esperienza di inclusione di studenti universitari con «Bisogni Formativi Speciali». L'integrazione scolastica e sociale, 17(2), 172–180.

UNESCO. (1994). The Salamanca statement and framework for action on special needs education. UNESCO.

THE ROLE OF DIGITAL AND VIRTUAL TECHNOLOGIES TO RETHINK INCLUSION IN SPORTS EDUCATION

Barbara Mazza (sapienza, Italy)

Sports | Inclusion | Digital Technology

This paper offers a theoretical reflection on the role of digital and virtual technologies in sports education, with a particular focus on their potential to promote inclusive processes. Although the topic of inclusion through sport is widely discussed at both institutional and scientific levels, studies that systematically analyse the effects of digital technologies in sports education environments remain limited (Mittler, 2005a, 2005b; Magnanini et al., 2018; Kozikoglu & Onur, 2019). Nevertheless, numerous educational projects and policies, particularly at the European and international levels, highlight a growing interest in technological innovation as a lever for ensuring equal opportunities for access, participation, and learning in sport. Inclusion is understood here as a process of social justice aimed at creating accessible, safe, and respectful sports environments that foster the active participation of all individuals, regardless of age, social background, or physical, motor, or cognitive abilities. From this perspective, sports education is required to adapt rules, spaces, and tools to promote active and collaborative learning experiences and counter stereotypes and prejudices, thereby strengthening empathy, communication, and awareness of both self and others. The literature review indicates that e-learning platforms and mobile applications are the most widely used technologies in sports education, particularly for fostering content sharing and interaction between students and teachers. Exergames and gamification practices emerge as effective tools for enhancing motivation, movement, and interdisciplinarity, whereas monitoring devices, immersive technologies, and generative tools remain less commonly used, mainly due to economic, technological, and educational constraints. Despite their potential to support body awareness, personalised learning, and the inclusion of individuals with disabilities, these technologies are often employed in fragmented ways that are not fully aligned with educational objectives. The study also reveals a strong prevalence of cognitively oriented teaching approaches, to the detriment of interactionist, sociocultural, and hybrid methodologies, which appear more suitable for enhancing the relational, socio-environmental, and motivational dimensions of sports education (Geisen, Fox, & Klatt, 2023; Willaert et al., 2020; Petrini, 2025). In conclusion, the study highlights the need for a more informed, integrated, and pedagogically grounded use of digital technologies, identifying future research priorities focused on exploring the relational, motivational, and physical effects of digital and virtual learning environments from a longitudinal and inclusive perspective.

Mazza, B., & Valentini, E. (2024). The Quid Sapienza model: methods, tools and quality in the innovation of university teaching 4.0. 0th International Conference on Higher Education Advances (HEAd'24) Universitat Politecnica de Valencia, Valencia, 2024 ` HEAd DOI: https://doi.org/10.4995/HEAd24.2024.17218

Вако, І. І., Григус, І. М., & Нікітенко, О. В. (2023). The use of modern multimedia resources in the practice of sports and physical education. Rehabilitation and Recreation, (14), 258-268.

Franco, E., González-Peño, A., Trucharte, P., & Martínez-Majolero, V. (2023). Challenge-based learning approach to teach sports: Exploring perceptions of teaching styles and motivational experiences among student teachers. Journal of Hospitality, Leisure, Sport & Tourism Education, 32, 100432

Geisen, M., Fox, A., & Klatt, S. (2023). VR as an innovative learning tool in sports education. Applied Sciences, 13(4), 2239.

Sevillano-Monje, V., Martín-Gutiérrez, Á., & Hervás-Gómez, C. (2022). The flipped classroom and the development of competences: A teaching innovation experience in higher education. Education Sciences, 12(4), 248.

Willaert, I.; Aissaoui, R.; Nadeau, S.; Duclos, C.; Labbe, D.R. Modulating the gait of a real-time self-avatar to induce changes in stride length during treadmill walking. In Proceedings of the IEEE Conference on Virtual Reality and 3D User Interfaces, Atlanta, GA, USA, 26 March 2020.

I.04

Higher Education Teaching Practices as Micro-spaces of Democracy and Resistance. What Does it Mean to be ‘Political’?

PANEL CONVENORS: Maila Pentucci (University "Gabriele D'Annunzio" Chieti – Pescara, Italy); Lorella Giannandrea (University of Macerata, Italy); Magda Pischetola (University of Copenhagen); Francesca Gratani (University of Macerata, Italy); Lorenza Maria Capolla (University of Macerata, Italy); Pier Giuseppe Rossi (University of Macerata, Italy)

PANEL KEYWORDS: Higher education, teaching, political

In an era of neoliberal governance, competitive academic performance and search for ‘best practices’, the social role of university students and teachers seems restricted to passive compliance to capitalistic structures. Parallel to the appropriation of concepts such as ‘critical thinking’ and ‘dialogical space’ in curricula, a culture of devalued content knowledge has spread in universities, in favour of individual human capital and occupational skills credentials. In teaching, however, micro-spaces of resistance occasionally arise from discontinuities/voids in the system or from unexpected contingencies. These might become opportunities for generating sensibilities and processes that resist contemporary academic control-oriented logics, with teachers intentionally and creatively building democratic practices and counter-cultures. The panel will explore what it means to cultivate micro-spaces of resistance and democracy in the contemporary landscape of higher education. It will give floor to debates around the relationship between resistance and democracy, exploring what it means for the teacher to be political (Freire, 1996; Furrey, 2023; hooks, 1994). Contributions may address: The situations from which micro-spaces of democracy and resistance emerge across different institutional and cultural contexts; The expression of intentionality in the design and implementation of teaching choices as a way of resistance (multicultural, non-western, decolonial curricula and feminist methods); The political declination of disciplines, their transposition and mediation, as elements that allow for more inclusive perspectives, rather than reinforcing the status quo; Teaching-as-activism and research-as-activism as political practices of situated meaning co-creation and their role in reimagining democracy; Students’ agency in occupying emerging micro-spaces of resistance/democracy in the classroom.

PRACTISING MICRO-DEMOCRACY IN TRANSNATIONAL HIGHER EDUCATION: PARTICIPATION, INCLUSION AND ACADEMIC FREEDOM WITHIN A NON-WESTERN INSTITUTIONAL CONTEXT

Peri Papadimitriou (Queen Margaret University, Scotland)

Micro-democracy | Inclusive Pedagogy | Transnational Higher Education

This paper examines transnational education as a micro-space of democracy within contexts of political transition, uncertainty and systemic educational reform. Drawing on a reflexive, practice-based case study of a UK-Uzbekistan university partnership, it explores how democratic participation and agency are materially produced through curriculum co-design, inclusive pedagogy, and the everyday organisation of access, support, academic freedom and safe spaces within a multilingual, multicultural, non-western institutional context (Council of Europe, 2025; QAA, 2023; Collins, 2019). Rather than treating democracy as an assumed outcome of access, the paper conceptualises micro-democracy as a routine intentional alignment with democratic values, enacted across the full student and institutional lifecycle (Vazquez Garcia et al., 2025; Demirbolat, n.d.). Uzbekistan’s 2030 reform agenda has strategically positioned widening participation as a central element of social cohesion and democratic renewal (Presidential Decree No. UP-158, 2023; Government of Uzbekistan, 2022). This followed decades of highly uneven access to higher education shaped by geographical, geopolitical, socioeconomic, and gender-based inequalities. These structural inequalities had historically constrained the capacity of higher education to foster participation, social mobility, and democratic engagement, particularly for students from rural regions and underprivileged backgrounds and for women in particular. In simple terms, education was not functioning as an enabler for social mobility but rather as an elite opportunity. Against this backdrop, a partnership between a UK

and an Uzbek university was established through the co-design of undergraduate and postgraduate programmes via a hands-on collaborative and participatory work that deliberately avoided “best practices” or a “pre-defined equilibrium”. The degree of unpredictability with regards to the outcome was embraced by all actors while the anchor was common: the creation of non-western, globally relevant decolonial curricula. The initiative was informed by the UK University’s purpose of creating a better society through education, underpinned by social justice, while supporting each individual and encouraging collective engagement. It was also closely aligned with the local context and national reform priorities, while remaining carefully contextualised to the contemporary Uzbek environment. Democratic participation, in this case, was materially produced through partnership and pedagogical intentionality of programme design, operating as a form of resistance to historically exclusionary higher education structures This paper illustrates the ways in which transnational education can function as a democratic micro-space, a vehicle for social justice and transformative learning, through a holistic approach to inclusivity and democratic engagement for students and local academics (QAA, 2023; Council of Europe, 2025). It presents a context-sensitive anti-linear approach to transnational higher education practice showcasing resistance to past territorial inequality in access to higher education which was structurally aligned with a de facto stratification within nominally egalitarian systems. The paper contributes to debates on democracy and education, by theorising micro-democracy as relational practice produced through partnership, under conditions of change and constraint, rather than as an assumed outcome of access alone.

Collins, J. (2019) ‘Democratic spaces: Democratic education in practice’, Democracy & Education, 27(2). [online] Available at: https://democracyeducationjournal.org/cgi/viewcontent.cgi?article=1432&context=home [Accessed 22 January 2026].

Council of Europe (2025) Academic Freedom: Human Rights Perspective. [online] Available at: https://www.coe.int/en/web/education/-/academic-freedom-human-rights-perspective-1 [Accessed 26 January 2026].

Demirbolat, A. O. (n.d.) ‘The functional relationships between democracy and education at the micro level’, in The Relationship Between Democracy and Education. [online] Available at: https://benthambooks.com/book/9781608053711/chapter/99482/ [Accessed 27 January 2026].

Government of Uzbekistan (2022) New Uzbekistan Development Strategy 2022–2026. Tashkent: Government of Uzbekistan. [online] Available at: https://strategy.uz [Accessed 6 May 2025].

Presidential Decree of the Republic of Uzbekistan No. UP-158 (2023) On the Approval of the Strategy “Uzbekistan – 2030”. [online] Available at: https://cis-legislation.com/document.fwx?rgn=152799 [Accessed 4 June 2025].

QAA (2023) Inclusive Higher Education Framework. Gloucester: QAA. [pdf] Available at: https://www.qaa.ac.uk/docs/qaa/members/inclusive-higher-education-framework.pdf [Accessed 21 April 2025].

Vazquez Garcia, J., Glynos, J., Mohor Valentino, C., et al. (2025) ‘Democracy in Action: Experiencing Transformative Education’, Education Sciences, 15(5), 561. [online] Available at: https://doi.org/10.3390/educsci15050561 [Accessed 22 January 2026].

HAVING NO VOICE, BEING NON-CITIZENS: THE POLITICAL DIMENSION OF COMMUNITY SERVICE LEARNING BETWEEN INTERSECTIONALITY AND SOCIAL INNOVATION

Luisa Zecca (University of Milan-Bicocca, Italy) · **Rebecca Coacci** (University of Milan-Bicocca, Italy) · **Valeria Cotza** (University of Milan-Bicocca, Italy) · **Claudia Fredella** (University of Milan-Bicocca, Italy) · **Nagwa Hussein** (University of Milan-Bicocca, Italy) · **Petar Lefterov** (University of Milan-Bicocca, Italy) · **Lisa Sacerdote** (University of Milan-Bicocca, Italy)

Intersectionality | Community Service Learning | Social Justice Education

This paper examines the role of community educational centres as drivers of social innovation oriented towards educational justice, drawing on the case of "L'ABC del Quartiere" in Milan's San Siro district. Located in a context marked by segregation, educational poverty, and a high concentration of migrant populations (Grassi, 2022), the study investigates how proximity-based educational practices can address the structural inequalities that intersect in the lives of women and children. The theoretical framework adopts an intersectional perspective (Hill Collins & Bilge, 2020) to interpret the condition of mothers in San Siro. They stand at the crossroads of multiple discriminations: gender, as women navigating patriarchal structures; ethnic-religious identity, as Arab-Muslims in an Islamophobic society; housing and class, as residents of a ghettoized neighborhood; and legal status, as mothers of children born in Italy denied citizenship under ius sanguinis.Three perspectives are integrated. Social innovation (Moulaert & MacCallum, 2019) frames L'ABC as a laboratory for bottom-up collective action. Nancy Fraser's three-dimensional justice model (2008) is articulated in an intersectional manner: redistribution (combating educational poverty), recognition (valuing heritage languages), and representation (struggling for participatory parity despite formal exclusion). Paulo Freire's critical pedagogy (1971) conceives education as a practice of freedom, transforming mothers and children into co-constructors of the educational environment, while

simultaneously, Community Service Learning (CSL) at L'ABC shapes the professional identity of education students (Zecca, 2024). Intertwined with participatory action research, CSL cultivates "transformative intellectuals" (Giroux, 1988), thus becoming a political dimension of pedagogical professions: a site of resistance against the systematic denial of citizenship. The research adopts a qualitative, participatory methodology: participant observation and research diaries analyzed through reflexive thematic analysis (Braun & Clarke, 2021); semi-structured interviews with 16 mothers attending the L2 Italian course; and participatory focus groups with educators, teachers, and CSL students. Preliminary findings reveal four impacts. Redistributive: individualized tutoring produced 30% improvement in L2 Italian literacy (CILS certifications), reducing implicit school dropout. Recognition: valorization of Arabic disrupts children's linguistic invisibility, strengthening scholastic legitimacy (Zecca & Lefterov, 2025). For mothers, seeing their language valued counters social devaluation. Participation and citizenship: mothers' trust in institutions increased through co-presence (Sacerdote, Zecca, 2025). Yet the paradox of denied legal citizenship persists: they participate actively but remain excluded from formal politics. The centre becomes a space of substantive citizenship, where belonging is prefiguratively enacted. Mothers' voices become political acts of resistance. Social innovation and CSL as political practice: multi-agency collaboration configures an ecosystem of care (Zecca, Fredella & Cotza, 2024). CSL students develop border consciousness, learning to stand alongside those deprived of the right to have rights. Preliminary evidence from this ongoing experience suggests that L'ABC, anchored to an intersectional social justice framework, may offer a valuable model for recomposing the misalignment between school and territory. As a longitudinal study now in progress, the centre appears to function as a laboratory of democracy where pedagogical research is gradually transmuted into political practice, potentially advocating for full citizenship rights.

Braun, V., & Clarke, V. (2021). Thematic analysis: A practical guide. Sage.

Fraser, N. (2008). Scales of justice: Reimagining political space in a globalizing world. Columbia University Press.

Grassi, P. (2022). Barrio San Siro. Interpretare la violenza a Milano. FrancoAngeli.

Freire, P. (1971). La pedagogia degli oppressi. Mondadori.

Giroux, H. A. (1988). Teachers as intellectuals: Toward a critical pedagogy of learning. Bergin & Garvey.

Hill Collins, P., & Bilge, S. (2020). Intersectionality (2nd ed.). Polity Press.

Moulaert, F., & MacCallum, D. (2019). Advanced introduction to social innovation. Edward Elgar Publishing.

Sacerdote, L., & Zecca, L. (2025). Plural perspectives: a case study on a multicultural settling-in experience. In EDULEARN25 Proceedings (pp. 7038-7045). IATED.

Zecca, L., Fredella, C., & Cotza, V. (2024). Constructing a model of integration between schools and non-formal education: An exploratory study in the multicultural suburb of San Siro, Milan. In ICERI2024 Proceedings (pp. 7076-7083). IATED.

Zecca, L., & Lefterov, P. (2025). Pratiche di translanguaging e sviluppo professionale degli insegnanti: appunti metodologici. In I metodi per la ricerca sulle pratiche scolastiche per favorire l'apprendimento. Atti del convegno SIRD, Trieste 2025 (pp. 111-119). EUT Edizioni Università di Trieste.

Zecca, L. (2024). L'identità professionale in formazione tra Community Service Learning e ricerca-azione partecipativa. Pedagogia Oggi, 22(1), 040-046.

BEYOND DEVOLUTION: ENCOURAGING CO-AGENCY AS A POLITICAL ACT

Maila Pentucci (Università "d'Annunzio" di Chieti-Pescara, Italy) · **Lorenza Maria Capolla** (Università degli Studi di Macerata, Italy) · **Lorella Giannandrea** (Università degli Studi di Macerata, Italy) · **Francesca Gratani** (Università degli Studi di Macerata, Italy) · **Pier Giuseppe Rossi** (Università degli Studi di Macerata, Italy)

co-design devolution co-agency

In contemporary university contexts, is it possible to conceive of a redistribution of spaces of power that positions students as intentional co-constructors of their own learning processes and of the organisation of knowledge? How might one move towards a co-design process, while rethinking its aims and possibilities? At the conceptual level, this requires moving beyond the notion of devolution to the student (Brousseau, 1998). Devolution does not eliminate asymmetry, nor does it diminish the teacher's power. The student is placed in a system that nonetheless remains conceived and organised by the teacher. What emerges is a partial and subordinate form of agency, one that allows room for action only within boundaries predefined and designed by others. Due to cultural and organisational constraints, the contemporary higher education context remains strongly shaped by an asymmetrical relationship between teacher and student; nonetheless, micro-spaces of co-design exist and can attenuate the teacher's authority and redistribute it more diffusely. In doing so, they make visible two epistemological horizons that we consider to be foundational and generative. 1) The evolution of

design within architecture and engineering. A full understanding of people's needs and aspirations can only be achieved by involving them in the design process, as they are the primary experts on their own lived experience. For this reason, actively involving people with lived experience from the earliest stages of the design process appears indispensable. This shift has marked a passage from user-centred design to co-design, insofar as designers are required to engage with users' tacit knowledge and latent needs (Augsten & Gekeler, 2017; Örnekoğlu-Selçuk et alii, 2024). When transposed into learning design, this perspective suggests rethinking design itself as a formative process, shifting it from something structured into something structuring. It can't be reduced to a matter of starting from students' needs or from a contextual diagnosis. Rather, it entails connecting and orchestrating the fragments of knowledge, experience, and action that students bring with them (Ozdemir & Clark, 2007). 2) The shift from devolution to interaction within an ecosystemic perspective. Within the ecosystem, transformative processes assume a central role, since transformation unfolds in a co-evolutionary and collaborative manner (Pentucci, 2021). Actors transform their world together and are, in turn, transformed by it, within a continuous flow that unfolds as a dynamic cycle of interactions between actors and environment (Stetsenko, 2008; 2017). Through these interactions, human, non-human, and digital agents intentionally enact a form of co-agency (Singh & Engeness, 2025) that is not subordinated to the power or intention of others, but emerges dialogically. This opens up micro-spaces of action and intentionality. In order to explore how these horizons may emerge from practice, this contribution presents several micro-scenarios in which spaces of co-design are opened within university teaching. Through these examples, we discuss whether teaching can shift from devolution to interaction and shared power, recognising students as dialogic subjects and fostering the ecosystem's emergence.

Brousseau, G. (1998). La théorie des situations didactiques. Grenoble: La Pensée Sauvage.

Örnekoğlu-Selçuk, M., Emmanouil, M., Hasirci, D., Grizioti, M., & Van Langenhove, L. (2024). A systematic literature review on co-design education and preparing future designers for their role in co-design. CoDesign, 20(2), 351–366. https://doi.org/10.1080/15710882.2023.2242840

Augsten A., & Gekeler, M. (2017) From a master of crafts to a facilitator of innovation. How the increasing importance of creative collaboration requires new ways of teaching design., The Design Journal, 20(1), S1058-S1071, DOI: 10.1080/14606925.2017.1353049

Pentucci, M. (2021). La didattica universitaria e la sfida posta da una nuova concezione di conoscenza. In C. Laici, Il feedback come pratica trasformativa nella didattica universitaria (pp. 15-28). Milano: Franco Angeli.

Stetsenko, A. (2008). From relational ontology to transformative activist stance on development and learning: expanding Vygotsky's (CHAT) project. Cultural Studies of Science Education 3, 471–491. https://doi.org/10.1007/s11422-008-9111-3

Stetsenko, A. (2017). The transformative mind: Expanding vygotsky's approach to development and education. Cambridge: University Press.

Singh, A.B., & Engeness, I. (2025). Co-Agency and Co-Development in Higher Education. Human Arenas. https://doi.org/10.1007/s42087-025-00526-6

Özdemir, G., & Clark, D. B. (2007). An overview of conceptual change theories. Eurasia Journal of Mathematics, Science and Technology Education, 3(4), 351-361.

PHYSICS EDUCATORS CHALLENGING THE 'MYTH OF NEUTRALITY': A COMPARATIVE CASE STUDY

Michelangelo Panza (Università di Macerata, Italy) · **Betzabè Torres-Olave** (University of Groningen, Netherlands) · **Toon Wijnen** (Bornego College, Netherlands) · **Lucy Avraamidou** (University of Groningen, Netherlands)

culture of physics · educators trajectories · physics for democracy

Physics as a discipline has been recognised as a "culture without culture" (1), perpetuating a "myth of neutrality" (2) that masks its unfolding within specific power structures and whose interests it serves, including colonial and militarised agendas (3). In physics teacher trajectories, this myth also depoliticises teaching by positioning physics as objective content to be transmitted rather than as a pedagogical and political practice (4). One assumption sustained by physics departments that reifies this culture is the teaching assumption (5): knowing physics is enough to teach it. This assumption dismisses pedagogical and cultural knowledge, elevates physics above other ways of knowing, and forecloses the possibilities under which physics might function as a democratising practice rather than as a site of disciplinary reproduction and cultural oppression. We examine how this culture is reproduced across Chile, Cyprus, Italy, and the Netherlands through a comparative case study (6) at micro, meso, and macro levels. At the micro level, we draw on reflective narrative inquiry into the experiences that shaped our becoming as physics educators; at the meso level, we analyse the institutional cultures of physics teacher education; at the macro level, we consider the broader structures and circulating norms that shape local practices. To interpret these dynamics, we draw on Bernstein's concepts of classification and framing (7), using them to analyse how institutional boundaries and pedagogical control relations reproduce the

myth of neutrality across contexts. We identified similar experiences at the micro level despite significant differences in how control mechanisms operate. At the meso level, strong classification appears in the insulation of teacher preparation within physics departments, physically and intellectually separated from pedagogical expertise. This separation keeps physics as detached from sociopolitical concerns. Strong framing appears through the teaching assumption: what future teachers learn is largely defined by physics content; how they learn is organised through disciplinary hierarchies that privilege abstraction over contextual and human implications; and when they learn to teach is often deferred until after content mastery. At the macro level, these patterns are reinforced by transnational curricula that present physics as culturally neutral and disconnected from local problems (8). By surfacing these patterns across levels, we contest the myth of neutrality that shields physics education from cultural critique. The participants' trajectories however show that spaces are not fully closed and point to costly cracks in this disciplinary culture, often emerging through professional and personal crises, conflict with the norms of physics, and efforts to construct alternative relations to teaching the discipline (9). These trajectories show how possibilities for resistance may emerge through friction with the culture of the discipline, enabling physics education to act its liberatory power (10) and for us, at times, resulting in joining collectives to think and enact physics otherwise. We argue that physics education must be understood as education in its own right, not as a subdiscipline of physics. Only then can physics teacher education become a space for pedagogical judgment, critical inquiry, and democratic practice, rather than the reproduction of disciplinary neutrality.

[1] Traweek, S. (1992). Beamtimes and lifetimes: The world of high-energy physicists. Harvard University Press.
[2] Harding, S. (1991). Whose science? Whose knowledge? Cornell University Press.
[3] Porter, S., & Siddiqui, Y. (2024). Addressing colonial and militarised themes in STEM education. Frontiers in Education, 9, 1480199.
[4] Freire, P. (1970). Pedagogy of the Oppressed. Herder and Herder.
[5] Larsson, J., Airey, J., & Lundqvist, E. (2021). Swimming against the tide: Five assumptions about physics teacher education sustained by the culture of physics departments. Journal of Science Teacher Education, 32(8), 934-951.
[6] Bartlett, L., & Vavrus, F. (2017). Rethinking case study research. Routledge.
[7] Bernstein, B. (2000). Pedagogy, symbolic control and identity. Rowman & Littlefield.
[8] Hernandez, J., Scherr, R. E., & Robertson, A. D. (2022). Redefining energy justice in physics classrooms. Environmental Justice, 15(2), 108-114.
[9] Gandolfi, H. E., & Fraser-Andrews, C. (2026). 'Going against the grain': Exploring the identities of science educators for a socio-political and social justice-informed science education in England. British Educational Research Journal, 00, 1–27.
[10] Jones, J. (2024). Contesting the boundaries of physics teaching: What it takes to transform physics education toward justice ends. Science Education, 108(4), 1015-1033.

LEAVING THE LAST WORD TO STUDENTS: THOUGHT AND RESISTANCE IN HIGHER EDUCATION TEACHING

Daniela Manno (Università degli Studi Suor Orsola Benincasa, Italy)

Bakhtin | character resistance | dialogic opposition

In response to the question posed by the title of this panel, this contribution argues that "being political" in the context of higher education may also mean designing teaching practices that enable students to resist any act of defining themselves and the world that is produced without their own words. This argument draws on Mikhail Bakhtin (1984) writing, particularly in Problems of Dostoevsky's Poetics, where he shows how Dostoevskian characters resist the author's defining act and retain the "last word" about themselves. This does not depend solely on the character of the hero, but on the author's posture, which refrains from confining the character within a definitive description and leaves open the space of their becoming. Rather than constructing a character, the author shapes the character's words about themselves and about the world. In the context of teaching specifically, Bakhtin (1981) further emphasizes that only "internally persuasive discourse", and not authoritative ones, is capable of awakening autonomous thought and enabling the generation of new responsive discourse. It is within this interaction of words, viewpoints and interpretations that Bakhtin's concept of the "subject's ideological becoming" takes shape: the process through which each person develops their own way of seeing the world. From this perspective, the contribution presents and discusses some examples of teaching practices and the analysis of materials developed within university and postgraduate training programmes dedicated to special education for inclusion. The view of inclusive education as a practice that requires the development of a posture capable of questioning otherness rather than confining it within predefined definitions, and of challenging prêt-à-porter thinking in

order to build autonomous thought, reinforces the relevance of a Bakhtinian perspective (Manno 2016; 2021). The teaching practices described often begin with students' work, such as short texts, metaphors and images, including those generated by artificial intelligence. Since these are not merely expressive elements but sites where cultural patterns that orient action sediment, they can become working materials for activating processes of thinking and critical inquiry into the representations, often implicit, through which we interpret the world, as well as into our own thinking processes. The aim of these practices is to make possible a form of resistance to predefined definitions and stereotypes while fostering the search for new forms of thought and action. This occurs with the awareness that every new cultural form, in the absence of reflective thinking capable of re-examining it (Dewey 1997; Lipman 2003), always carries the potential to become a stereotype itself. The resistance that these practices seek to activate corresponds to a form of opposition that, in Bakhtinian terms, is dialogic rather than conflictual, insofar as it coincides with the possibility of responding on the basis of one's own autonomous thought, questioning the representations through which we interpret the world and developing one's own words in response to the word of others.

Bakhtin, M.M. (1981). Discourse in the Novel. In The Dialogic Imagination. Four Essay by M.M. Baktin, edited by M. Holquist. Austin: University of Texas Press, pp. 259-422.

Bakhtin, M.M. (1984). Problems of Dostoevsky's Poetics. Minneapolis: University of Minnesota Press.

Dewey, J. (1997). How we Think. Mineola, Dover Publications.

Lipman, M. (2003). Thinking in Education. Press Syndacate of the University of Cambridge.

Manno, D. (2016). L'autorialità dialogica. 'Formazione' e 'insegnamento' in Bachtin. Lecce-Brescia: Pensa Multimedia.

Manno. D. (2021). Autoriare l'inclusione. Gli insegnanti e lo sviluppo della scuola per tutti. Barletta: Cafagna.

OUR "DAILY" BREAD: EDUCATING FOR CRITICAL THINKING BETWEEN INFORMATION FRAGMENTS AND AI

Fernando Sarracino (Università Suor Orsola Benincasa, Italy) · **Lucia Ariemma** (Università della Campania "Luigi Vanvitelli")

newspaper workshop | professional development of educators | AI

The educator operates as a conscious political actor, rejecting neutrality to become a promoter of a more just and democratic society (Milani, 1965). His task is to adopt a critical pedagogy that deconstructs prejudice, interrogates power structures, and amplifies marginalized voices through dialogue and the co-construction of meaning. Within this framework, education assumes the role of an ethical and civic commitment aimed at autonomy and emancipation, transforming pedagogical practice into a tool for social justice and active participation (Fabbri & Soriani, 2021). This contribution illustrates the evolution and pedagogical objectives of the "Newspaper Reading and Writing Workshop", integrated into the Digital Citizenship Education course within the Degree in Educational Sciences at the Suor Orsola Benincasa University of Naples. The project builds upon the "Newspaper in the University" Workshop - active for over a decade within the same department - adapting its theoretical and methodological framework to the challenges posed by Artificial Intelligence (AI) and the fragmentation of the contemporary information ecosystem (Panciroli & Rivoltella, 2023). Why incorporate the "daily" newspaper into a professional training path for educators? Reading the news in a university setting does not merely address an informational need, but rather a formative urgency: to transform the "news consumer" into an "interpreter of the present". In an academic context, the newspaper serves as a training ground for critical thinking and a device connecting theoretical knowledge with social complexity (Rivoltella, 2020). The ambivalence of the Italian term "quotidiano" - which simultaneously denotes the "everyday" emergent reality and the "daily" medium (newspaper) that traditionally gathers diverse perspectives to shape public opinion - underscores the necessity of placing this concept at the heart of professional training. For the future educator, the "quotidiano" (understood both as everyday experience and as the daily newspaper) represents his "daily bread", the primary tool for inhabiting the public sphere with awareness and overcoming disciplinary isolation (Rivoltella & Rossi, 2019). This challenge, however, must inevitably confront the transformation of journalism in the "age of fragmentation" (Roncaglia, 2018) and AI (Agrusti, 2023). The laboratory analyzes the transition toward algorithmic information characterized by content fragmentation, where artificial intelligence acts as an ambiguous agent capable of fuelling echo chambers through personalization (Bentivegna & Boccia Artieri, 2021) and introducing critical issues regarding synthetic content (Talia, 2024). By deconstructing news production

mechanisms, the course highlights how automation influences news hierarchy and the perception of truth itself (Mosca & Ruoto, 2024), defining the educator's profile as an intellectual mediator capable of promoting digital citizenship based on the defense of judgmental autonomy (Ferrari & Pasta, 2023). By guiding users through an information-saturated world, the educator facilitates the transition from functional literacy to "digital wisdom" (Floridi, 2022). This involves not merely the technical use of AI, but learning how to "educate for AI" (Bellisomo, 2025) through the critical reading and rewriting of the news as a necessary civic rite for safeguarding critical thought.

Agrusti, F. (Ed.). (2023). Educazione e Intelligenza Artificiale. Roma TrE-Press.
Bellisomo, S. (2025). Media education e intelligenza artificiale. Strumenti operativi per una didattica digitale innovativa. Edizioni Anicia.
Benanti, P. (2023). Oracoli: Tra algoretica e algocrazia. Scholé.
Bentivegna, S., & Boccia Artieri, G. (2021). Voci della democrazia. Il dibattito pubblico nell'era degli algoritmi. Laterza.
Carr, N. (2011). Internet ci rende stupidi? Come la rete sta cambiando il nostro cervello. Raffaello Cortina Editore.
Fabbri, M., & Soriani, A. (2021). Le sfide della scuola in una società complessa: Educare alla cittadinanza digitale per la costruzione di una cultura della democrazia. Pedagogia Oggi, 19(2), 54–63.
Ferrari, S., & Pasta, S. (2023). Information Literacy: l'istanza educativa centrale per la declinazione delle competenze digitali. Annali online della Didattica e della Formazione Docente, 15(26), 170–192.
Floridi, L. (2022). Etica dell'intelligenza artificiale. Sviluppi, opportunità, sfide. Raffaello Cortina Editore.
Milani L. (1965), Lettera ai giudici, in L'obbedienza non è più una virtù. Documenti del processo di Don Milani, Firenze, Libreria Editrice Fiorentina.
Mosca, M., & Ruoto, A. (2024). Essere artificiali. Ridefinire il giornalismo nell'era dell'IA. Feltrinelli/Libreria Universitaria.
Panciroli, C., & Rivoltella, P. C. (2023). Pedagogia algoritmica: Per una riflessione educativa sull'Intelligenza Artificiale. Scholé.
Pasta, S., & Rivoltella, P. C. (Eds.). (2022). Crescere onlife. L'educazione civica digitale progettata da 74 insegnanti-autori. Scholé.
Pelati, M. (2025). Giornalismo senza robot ai tempi dell'intelligenza artificiale. Gangemi Editore.
Rivoltella, P. C. (2020). Nuovi alfabeti. Educazione e culture nella società post-mediale. Scholé.
Rivoltella, P. C., & Rossi, P. G. (2019). Il corpo e la macchina. Tecnologia, cultura, educazione. Morcelliana.
Roncaglia, G. (2018). L'età della frammentazione. Cultura del libro e scuola digitale. Laterza.
Talia, D. (2024). Giornalisti robot? L'IA generativa e il futuro dell'informazione. Guerini e Associati.

CREATIVE TEACHING PRACTICES WITH DIGITAL MEDIA THAT TRANSFORM THE SCHOOL SPACE:FROM THE SCHOOL CLASSROOM TO THE UNIVERSITY DEGREE

Belén Dieste- gracias (University of Zaragoza, Spain) · **Ana López-Medialdea** (University of Extremadura, Spain) · **Esperanza Cid-Romero** (University of Zaragoza, Spain)

Teacher training | Digital media | School climate

In a global context where a neoliberal economic structure and an individualistic culture prevail, achieving quality inclusive education is the goal that should guide school practice. Thus, the training of future teachers must be more sensitive to the challenges posed by the inclusive educational model (Pérez-Castejón & Vigo-Arrazola, 2022). Therefore, addressing diversity is a task that requires committed teachers with social awareness who respect differences (Torres-Santomé, 2019). University faculty must foster critical thinking in students, enabling them to challenge attitudes and perceptions regarding diversity and inclusive education (Vigo & Dieste, 2019). In this regard, the report Universities without walls prepared by the European University Association (2021), emphasizes that the educational mission of the University should be oriented towards student-centered models, critical thinking, creativity, and active citizenship. From this perspective, educational research is presented as a bridge between theory and practice (Carr & Kemmis, 2005) that allows university professors to conduct research within the school setting to renew the knowledge they will later transmit to future teachers. From the perspective of Massey (2005), the school setting is interpreted as a lived, dynamic, and constantly changing environment, in which scenarios of encounter and conflict are configured, structuring pedagogical practice. This practice, from a critical perspective (Giroux, 2013), must recognize the needs, potential, and interests of students in order to build knowledge about the context and facilitate didactic proposals for change and transformation (Jull et al., 2017). In this sense, Arandia Loroño (2004), from a Freirean perspective, points out that committing to a critical and liberating education means being able to understand and analyze reality in order to act upon it. Within this framework, this research, as part of the R&D&I Project (PID2030-148480B-I00), presents an analysis of the use of digital media in the teaching-learning process from a creative and inclusive perspective (Jeffrey, 2006), paying attention to students' voices and promoting dialogue, and transformation in the school environment. Based on this study, undergradu-

ate teacher training students receive training aligned with current challenges (digitalization, diversity, etc.). This ethnographic study (Eisenhart, 2017) has allowed for a contextualized illustration of the close relationship between school climate and creative practices with digital media. The aim is to identify contextualized pedagogical actions using digital media that incorporate student voices, in order to analyze how these practices can modify and transform their immediate environment. The analysis of the identified teaching practices shows that, based on students' interests and experiences, transformative processes have been developed that connect with an improved school climate. In this sense, the documented practices (such as photovoice, school radio, or the creation of digital stories) not only promote meaningful learning but also create an emotional and relational environment conducive to well-being and positive school climate. From a transformative and critical perspective, educational practice can be rethought and restructured through research. This collaborative work between university-school, strengthening the link between academic knowledge and teaching practice, not only reinforces initial teacher training but can also transform classroom realities, opening new lines of research geared towards a more inclusive school.

Arandia Loroño, M. (2004). La formación de educadores y educadoras desde la mirada de Freire. Revista Interuniversitaria de formación del profesorado, 18(2), 59-77.

Carr, W., & Kemmis, S. (2005). Staying critical. Educational action research, 13(3), 347-358.

Eisenhart, M. (2017). A matter of scale: Multi-scale ethnographic research on education in the United States. Ethnography and Education, 12(2), 134-147. https://doi.org/10.1080/17457823.2016.1257947

European University Association. (2021). Universities without walls: A vision for 2030.https://www.eua.eu/downloads/publications/universities%20without%20walls%20a%20vision%20for%2020301.pdf

Giroux, H. (2013). La pedagogía crítica en tiempos oscuros de Henry Giroux. Obert, G. y Eliggi. G.(Traductoras)/Critical Pedagogy in dark times Obert, G. y Eliggi. G.(Translators). Praxis Educativa, 17(2), 13-26. https://cerac.unlpam.edu.ar/index.php/praxis/article/view/1648

Jeffrey, B. (2006). Creative teaching and learning: Towards a common discourse and practice. Cambridge Journal of Education, 36(3), 399-414. https://doi.org/10.1080/03057640600866015

Jull, J., Giles, A., & Graham, I. D. (2017). Community-based participatory research and integrated knowledge translation: advancing the co-creation of knowledge. Implementation science, 12(1), 150. https://doi.org/10.1186/s13012-017-0696-3

Massey, D. (2005). For Space. Sage Publications.

Pérez Castejón, D., & Vigo Arrazola, M.B. (2022). Actitudes y condicionantes de los futuros docentes hacia la educación inclusiva: estudio meta-etnográfico. Contextos Educativos. Revista De Educación, (29), 203-222. https://doi.org/10.18172/con.4977

Torres-Santomé, J. (2019). Formación del profesorado y educación como proyecto político e inclusivo. Educação & Realidade, 44(3). https://doi.org/10.1590/2175-623684911

Vigo Arrazola, M. B., y Dieste Gracia, B. (2017). Contradicciones en la educación inclusiva a través de un estudio multiescalar. Aula Abierta, 46, 25-32. https://doi.org/10.17811/rifie.46.2.2017.25-32

Funding

R&D&I Project “Inclusion of Students and Community Voices for Creative and Sustainable Education in a Digital Context: Policies and Practices in Compulsory Education” (PID2023-148480OB-I00)

TEACHING-AS-ACTIVISM: MEMORY, SITUATED CO-CREATION, RE-THINKING OF DEMOCRACY

Pier Cesare Rivoltella (Università di Bologna, Italy) · **Chiara Panciroli** (Università di Bologna, Italy)

Critical Memory | Civic Engagement in Higher Education | Participatory Knowledge Production

Rather than approaching memory as archival preservation or commemorative ritual, the project conceptualized the memory of suffering as a living, dialogical, and contested space (Petit, 2023). Within digitally mediated environments, students were invited to reinterpret historical traces, testimonies, and educational artifacts, transforming them into shared objects of inquiry (Rivoltella & Panciroli, 2019). In this process, memory became a civic practice: a site where narratives are negotiated, responsibilities redistributed, and meanings collectively produced (Trione, 2022; Medrado & Rega, 2023). The digital spaces of MOdE (Museo Officina dell’Educazione) functioned not merely as repositories of content but as epistemic infrastructures enabling collaborative authorship, critical debate, and reflexive positioning (Panciroli, 2016). Through structured pedagogical design, students enacted forms of participation that blurred the boundaries between learning and civic engagement, between research and political agency. Teaching thus operated as a form of activism by creating the conditions for public reasoning, while research became activism insofar as it generated situated knowledge oriented toward democratic re-signification (Rancière, 1991). The study argues that engaging with the memory of suffering (Sontag, 2003) in digitally mediated cultural spaces can foster forms of citizenship grounded in

relational responsibility and critical remembrance (Stern, 2010). In doing so, it contributes to ongoing discussions on how higher education can reimagine democracy not as a fixed institutional arrangement but as a practice continuously co-constructed through acts of shared interpretation and ethical engagement.

Medrado, A., & Rega, I. (2023). Media activism, artivism and the fight against marginalisation in the global south: South-to-south communication. London: Routledge.

Panciroli, C. (2016). El MOdE como un espacio de investigación expresiva: el ejemplo de los atelier. In Entornos informales para educar en artes. Valencia: Publicacions de la Universitat de València.

Petit, M. (2023). Nous sommes des animaux poétiques. L'art, les livres et la beauté par temps de crise. Auxerre: Éditions Sciences Humaines.

Rancière, J. (1991). The ignorant schoolmaster: Five lessons in intellectual emancipation. Stanford: Stanford University Press.

Rivoltella, P. C., Panciroli C. (2019). Visual Media Education. Audiovisivi e formazione nella società postmediale. Milano: Sociologia della comunicazione, Franco Angeli.

Sontag, S. (2003). Regarding the pain of others. New York: Farrar, Straus and Giroux.

Stern, D. N. (2010). Forms of vitality: Exploring dynamic experience in psychology, the arts, psychotherapy, and development. Oxford: Oxford University Press.

Trione, V. (2022). Artivismo. Arte, politica, impegno. Torino: Einaudi.

INTENTIONALITY AS PRAXIS: RESISTING EPISTEMIC INJUSTICE IN DEMOCRATIC EDUCATION

Alessia Signorelli (University of Perugia, Italy)

Pedagogical Intentionality | Engaged Pedagogy | Democratic Education

This contribution explores the expression of intentionality in teaching design and implementation as a form of pedagogical resistance within democratic education, with particular attention to multicultural, non-Western, decolonial curricula and feminist pedagogical methods. The paper positions teaching not as a neutral or technical activity, but as a deeply political practice embedded in relations of power, inequality, and knowledge production within contemporary schooling and higher education systems (Apple, 2019; Giroux, 1988). Drawing on bell hooks' conception of engaged pedagogy—where education is articulated as a practice of freedom and collective transformation—the paper argues that intentionality constitutes a key mechanism through which educators resist hegemonic curricular norms, neoliberal governance of education, and epistemic injustice (hooks, 1994, 2003; Santos, 2014). For hooks, teaching requires the educator to be accountable for their choices, to make visible the ethical and political commitments that shape classroom practices, and to cultivate learning spaces grounded in dialogue, care, and critical consciousness. Intentionality, in this sense, becomes an explicit refusal of pedagogical neutrality and a commitment to democratic and emancipatory education (hooks, 1994, 2003). The paper conceptualizes intentionality across three interrelated dimensions. First, epistemic intentionality refers to the deliberate selection and organization of curricular content that challenges Eurocentric canons and legitimizes marginalized, Indigenous, and non-Western knowledge systems. This dimension aligns with decolonial curriculum scholarship that emphasizes curriculum as a site of struggle over recognition, voice, and historical responsibility (Mignolo, 2011; Santos, 2014; Tuck & Yang, 2012). Second, relational intentionality concerns the design of pedagogical relations through feminist methods that destabilize hierarchical teacher–student roles and promote participation, reflexivity, and shared authority—core principles of democratic schooling (Freire, 1970; hooks, 1994; Weiler, 1991). Third, institutional intentionality addresses how educators negotiate structural constraints such as standardized assessment regimes, accountability mechanisms, and political backlash against critical and decolonial perspectives, while sustaining commitments to equity and social justice (Apple, 2019; Giroux, 2014). Methodologically, the paper proposes analyzing intentionality through pedagogical artefacts—syllabi rationales, assessment design statements, reflective teaching journals, and collective classroom agreements—to trace how resistance is enacted in everyday educational practices. This approach resonates with critical pedagogy's emphasis on linking micro-level pedagogical action with macro-level social and institutional dynamics (Freire, 1970; Giroux, 1988). The paper concludes by arguing that making intentionality visible is itself a democratic act. By articulating the why behind teaching choices, educators open pedagogical spaces to critique, negotiation, and collective responsibility, reinforcing education's role as a public good (Biesta, 2013). Intentionality thus emerges not only as a personal stance, but as a form of pedagogical praxis that connects decolonial and feminist theories with the project of democratic education.

Apple, M. W. (2019). Ideology and curriculum (4th ed.). Routledge.

Biesta, G. (2013). The beautiful risk of education. Routledge.
Freire, P. (1970). Pedagogy of the oppressed. Continuum.
Giroux, H. A. (1988). Teachers as intellectuals: Toward a critical pedagogy of learning. Bergin & Garvey.
Giroux, H. A. (2014). Neoliberalism's war on higher education. Haymarket Books.
hooks, b. (1994). Teaching to transgress: Education as the practice of freedom. Routledge.
hooks, b. (2003). Teaching community: A pedagogy of hope. Routledge.
Mignolo, W. D. (2011). The darker side of Western modernity: Global futures, decolonial options. Duke University Press.
Santos, B. de S. (2014). Epistemologies of the South: Justice against epistemicide. Routledge.
Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. Decolonization: Indigeneity, Education & Society, 1(1), 1–40.
Weiler, K. (1991). Freire and a feminist pedagogy of difference. Harvard Educational Review, 61(4), 449–474.

STUDENT'S ALIENATION. AN INTERSECTIONAL LENS

Lorenza Maria Capolla (University of Macerata, Italy) · **Lorella Giannandrea** (University of Macerata, Italy) · **Francesca Gratani** (University of Macerata, Italy) · **Maila Pentucci** (University "d'Annunzio", Chieti-Pescara, Italy) · **Pier Giuseppe Rossi** (University of Macerata, Italy)

alienation intersectionality decoloniality

Through an intersectional lens (Collins, 2019), the paper analyses the growing alienation of students in Western schools. The hypothesis is that what is often described as disengagement (Reeve, 2025), cultural distance (Willis, 1999), misrecognition (Honneth, 2014) or vulnerability (Butler, 2015) are differentiated expressions of a broader structural and ontological condition of alienation (Rosa, 2010, 2014; Jaeggi, 2014, 2018), intensified by processes of proletarianization of attention (Stiegler, 2010, 2019). Power domains and some forms of social exclusion (e.g. racism, sexism, ableism) redefine life and knowledge access (Mladenov, 2016) and are symptoms of a much bigger social injustice that works on economic (wage labor), cultural (self-sufficiency), and political (national democracy vs transnational power) levels (Fraser, 2013). In the paper, we will analyse different domains to identify their intersection. The first domain is cultural. The dominant Western culture in schools (Santos, 2016) is based on a linear, top-down disciplinary structure that assumes cumulative sequences and strict prerequisites. However, contemporary experience of all students is characterised by fragmentation, information overload, and methodological plurality, which produce personal patchy cultural backgrounds. The second domain is generational. The rarefaction of physical spaces of autonomy among peers and adults' organisation of time limit the possibility of developing autonomous and self-conscious forms of experience and knowledge. In a context of demographic decline among under 25, the collective generational dimension weakens while the asymmetry between students and institution increases. We also believe it is important to take into account the digital domain, not mentioned by Collins. The digital domain widens previous fractures. In addition to the digital divide in terms of access and algorithmic control, digital technology introduces topological, reticular, and associative logics that diverge from the causal and deductive structures typical of disciplinary teaching. While schools keep operating according to an analogical and sequential paradigm, students experience increasingly distributed, socio-material, and collaborative social practices of knowledge. In this picture, institutional response focuses on "abilities" and translates structural and political tensions into "individual pathology" (Mladenov, 2016), naturalising inequality. Mainstream discourse speaks of support only for the most vulnerables. Actually, we all are "deficient beings" (Gehlen, 1988) and school itself is a support, and it works especially for "able" students. A school that chooses interdependence over self-sufficiency contributes to a just society. Society is just when it allows people who are burdened by the global economy and transnational violence to speak out about the policies that have affected them (see Fraser, transnationalisation of democracy). Adopting an intersectional lens allows us to overcome linearity and take responsibility for individual patchy backgrounds, even through the dialogue with technology. To open up microspaces of transformation within the school system, we believe it is necessary to adopt an intersectional, interactive, and interconnected perspective. This entails activating interventions that simultaneously engage multiple domains: the cultural domain, through a decolonial and relational approach; the generational domain, through co-design practices; the ability domain, through interventions fostering interdependence; and, lastly, the digital domain through forms of co-agency among human, non-human, and artificial agents.

Butler J. (2015). Notes Toward a Performative Theory of Assembly. Harvard: Harvard University Press.
Collins H. P. (2019). Intersectionality as critical, social theory. Durham: Duke University Press.

Fraser N. (2013). A triple movement? Parsing the politics of crisis after Polanyi. New Left Review. 81. 119–132.
Gehlen A. (1988). Man, his nature and place in the world. New York: Columbia University Press.
Honneth A. (2014). The Diseases of Society: Approaching Social Pathologies. Social Research. 81:4. 683–708.
Jaeggi R. (2014). Alienation. New York: Columbia University Press.
Jaeggi R. (2018). Critique of Forms of Life. Harvard: Harvard University Press.
Mladenov T. (2016) Disability and social justice. Disability & Society. 31:9. 1226-1241.
Reeve J., Basarkod G., Jang H.R, Gargurevich R., Jang H., and Cheon H.S.(2025). Specialized Purpose of Each Type of Student Engagement: A Meta-Analysis. Educational Psychology Review. 37:13.
Rosa H. (2010). Alienation and Acceleration: Towards a Critical Theory of Late-Modern Temporality. Aarhus: Aarhus University Press.
Rosa H. (2014). Alienation and Resonance: Two Modes of World-Relation. Social Science Information. 53:4. 509–532.
Santos B. (2016) Epistemologies of the South and the future. From the European South, 1, 17-29.
Stiegler B. (2010). Taking care of youth and the generations. Stanford: Stanford University Press.
Stiegler B. (2019). The age of disruption: Technology and madness in computational capitalism. Cambridge: Polity Press.
Willis, P. (1997). Learning to Labour: How Working Class Kids Get Working Class Jobs. New York: Columbia University Press.

I.05

Life Skills and Innovative Didactics as Drivers of Democratic Agency in Higher Education

PANEL CONVENORS: Maria Paola Faggiano (Sapienza University of Rome, Italy – Department of Communication and Social Research); Antonio Fasanella (Sapienza University of Rome, Italy – Department of Communication and Social Research)

PANEL KEYWORDS: Innovative Didactics, Life Skills, Democratic Agency

Contemporary higher education is increasingly called to offer an innovative learning experience, one capable not only of optimizing knowledge acquisition but also of ensuring the deep and lasting development of transversal and life skills, while engaging students as critical, reflective, and responsible citizens. Innovative teaching practices have the potential to transform universities into spaces where democratic participation is not only taught but genuinely practiced. Universities are promoting active and collaborative learning, flexible and creative approaches grounded in principles of equity and inclusiveness; investing in digitalization and in the reorganization of spaces and services; enhancing opportunities for participation and democratic dialogue; and strengthening laboratories, field experiences, and encounters with experts. Particular attention also concerns how assessment practices can function as tools of empowerment rather than control. Yet empirical evidence on how such strategies foster democratic agency – and on the conditions that enable or hinder their effectiveness – remains fragmented. Universities cannot be understood as a single, homogeneous entity, just as profiles of students and instructors are diverse and multifaceted. Contributions are invited that investigate: (a) how innovative didactic practices affect the acquisition and consolidation of students' cognitive, relational, and socio-emotional competences; (b) how life skills foster participation, collaboration, decision-making, and critical engagement with the complex issues shaping contemporary society; (c) which institutional and contextual factors enable or constrain the exercise of democratic agency. The panel aims to stimulate reflection on how universities can function as living ecosystems of democracy in action, transforming a normative aspiration into an observable educational outcome.

THE DIGITAL DIMENSION IN PTSO'S: EDUCATIONAL CONFIGURATIONS AND LEARNING PRACTICES

Maria Dentale (University for Foreigners of Perugia, Italy) · **Michela Cavagnuolo** (San Raffaele University of Rome, Italy)

Digital Learning Practices | Phygital Education | soft skills

This contribution examines the role of the digital component within Pathways for Transversal Skills and Career Orientation (PTSO), exploring how the integration of ICT contributes to reshaping teaching practices, organizational arrangements, and learning opportunities in upper secondary education. Particular attention is paid to the development of transversal, critical, and participatory competences. The analysis is based on a "content analysis as a survey" of a broad corpus of PTSO projects, which allows for the identification of two main modes of digital integration. On the one hand, some pathways focus on basic digital literacy, emphasizing instrumental skills and the responsible use of technologies. On the other hand, more articulated projects emerge that incorporate advanced digital tools and languages- such as augmented and virtual reality, 3D modelling, digital storytelling, podcasting, and creative coding - embedding them more structurally within learning processes. Rather than reflecting differences in technological availability alone, this polarization appears to be closely connected to broader pedagogical and organizational choices. In particular, the findings highlight the relevance of the curriculum–territory axis as a key interpretative lens for understanding patterns of digitalization within PTSO.

Projects oriented toward advanced digital practices are more often embedded in territorial contexts characterized by dense educational networks and stronger collaboration between schools, universities, public institutions, and innovation-oriented actors. This configuration supports a closer alignment between curricular objectives, local needs, and the competences required in contemporary professional and civic contexts. Conversely, where the relationship with the territory is weaker or more strongly mediated by market actors, digital technologies tend to be used primarily in a functional and instrumental way, with more limited integration into pedagogical and assessment practices. From this perspective, digital technologies do not operate as neutral tools, but rather as elements that amplify or constrain the educational potential of PTSO depending on institutional configurations, territorial partnerships, and professional cultures. More complex and longer-lasting projects appear to foster collaborative, reflective, and problem-oriented forms of learning, supporting the development of socio-emotional skills, decision-making capacities, and a sense of responsibility. The contribution ultimately focuses on the "phygital learning" model as a key framework for interpreting the most advanced experiences. Understood as the intentional integration of physical and digital dimensions, phygital learning makes it possible to move beyond an instrumental view of technology and to promote immersive, participatory, and situated learning environments. Within this framework, digitally enriched PTSO can be interpreted as pedagogical devices capable of enhancing student empowerment and of contributing to the formation of subjects able to exercise critical and responsible agency within social, institutional, and territorial contexts, thus bringing educational practices closer to the challenges of contemporary democracy.

- Biesta G.J. (2012). Giving teaching back to education: Responding to the disappearance of the teacher. Phenomenology & Practice, 6(2), 35-49.
- Calvani A., Vivanet G. (2014), "Tecnologie per apprendere: quale il ruolo dell'Evidence Based Education?", ECPS - Educational, Cultural and Psychological Studies, 83-112.
- Cedefop. (2025). Skills empower workers in the AI revolution first findings from Cedefop's AI skills survey. Publication Office of the European Union. Policy brief.DOI:10.2801/6372704. https://www.cedefop.europa.eu/en/publications/9201
- Dentale M. (2022) "Usefulness of Digital Methods in Evaluating School Work Alternance Projects: How Actors and Contexts Under Observation Can Interconnect " Italian Journal of Sociology of Education, 14(3), 231-254. DOI: 10.14658/PUPJ-IJSE-2022-3-10
- Fasanella A., Faggiano M.P., Parziale F., Cavagnuolo M., Dentale M. (2024), Changes in Schooling: The impact of Digitalization on PTSOs (Work Experience Programs). From Planning to Implementation, SOCIOLOGIA ITALIANA. - ISSN 2281-2652. - 24(2024), pp. 97-116.
- Pink, S. (2019). Digital social futures research. Journal of Digital Social Research. 1(1): 41-48. https://doi.org/10.33621/jdsr.v1i1.13
- Saputra, A. W., Sudikan, S. Y., & Ahmadi, A. (2024). Phygital learning: Hybrid learning education from an Indonesian phygital community. World Transactions on Engineering and Technology Education, 22(1), 44-50.
- Sumathi, D., & Angelin Devakumari, J. (2022). Phygital approach to education. PSYCHO-TECHNOLOGICAL APPROACHES IN HEUTAGOGY, 21.

https://www.cedefop.europa.eu/en/tools/vet-glossary/glossary/phygital-leren

Unesco (2021), Reimagining our futures together: a new social contract for education; Report disponibile al seguente link: https://unesdoc.unesco.org/ark:/48223/pf0000379707

INNOVATIVE TEACHING AND LIFE SKILLS IN HIGHER EDUCATION: A PILOT STUDY AT SAPIENZA UNIVERSITY OF ROME

Maria Paola Faggiano (Sapienza University of Rome, Italy) · **Antonio Fasanella** (Sapienza University of Rome, Italy) · **Sergio Mauceri** (Sapienza University of Rome, Italy)

Innovative teaching | Life skills | Higher education

In recent years, universities have increasingly been called upon to rethink their teaching practices in innovative ways, not only to enhance the effectiveness of learning processes, but also to foster the acquisition of transversal competences and life skills that are crucial for active, critical, and responsible participation in social and professional life. Within this framework, innovative teaching is often presented as a lever capable of transforming the university experience into a space of engagement, collaboration, and democratic agency. However, empirical evidence on the relationship between innovative teaching practices, competence acquisition, and the quality of student participation remains fragmented and uneven, particularly when differences across disciplinary contexts and student profiles are taken into account. This contribution presents the results of a quantitative pilot study, complemented by a qualitative research phase currently underway, aimed at analysing the relationship between experiences of innovative teaching and the acquisition and consolidation of soft and life skills among students enrolled in Master's degree programmes at Sapienza University of Rome. The data derive from a web-based survey conducted during the academic year 2024-2025 on a sample of just under 300 stu-

dents, attending degree programmes belonging to different scientific and disciplinary areas. The questionnaire explored a wide range of dimensions, including: the value attributed to university education; motivations, needs, and expectations regarding training and competence acquisition; patterns and styles of engagement with university life; the intensity and quality of relationships established within the academic environment; the evaluation of the effectiveness of innovative teaching practices in fostering skills and competences, with particular attention to life skills; critical aspects and strengths of the educational pathway; and future professional and relational prospects. On the basis of the collected data, specific empirical indices were constructed to capture students' exposure to innovative teaching practices, including: the use of digital platforms by lecturers in managing teaching activities; the adoption of innovative teaching methods in the classroom; the use of innovative assessment practices; the valorisation of practical and applied dimensions of teaching; the use of advanced digital technologies; and participation in group work and project-based activities. The analysis makes it possible to explore to what extent, and under which conditions, exposure to such practices is associated with a more effective and potentially more durable acquisition of soft and life skills, while taking into account differences across disciplinary areas and student profiles (including attendance patterns, study progress, residential status, and socio-demographic characteristics). Particular attention is devoted to the dimension of equity, questioning whether innovative teaching practices contribute to broadening opportunities for participation and engagement, or whether they risk reproducing pre-existing inequalities. The contribution aims to provide empirical evidence to discuss whether and how innovative teaching can effectively function as a lever for the development of life skills and for the construction of the university as a "living ecosystem of democracy in action", going beyond a conception of innovation that reduces it to the mere adoption of tools or methodologies, and instead assessing its concrete effects in terms of competences, participation, and equity.

OECD. (2018). The Future of Education and Skills 2030: The Future We Want. OECD Publishing.
Biesta, G. (2011). Learning Democracy in School and Society: Education, Lifelong Learning, and the Politics of Citizenship. Sense Publishers.
Laurillard, D. (2012). Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology. Routledge.

EVENTS AS LEARNING ENVIRONMENTS. AN INNOVATIVE TEACHING LABORATORY DURING UNIFOROITALICO SPORT DAY

Michela Cavagnuolo (San Raffaele Open University, Italy) · **Francesca Romana Lenzi** (University of Rome "Foro Italico") · **Vincenzo Esposito** (University of Salerno) · **Matteo Donato** (Phd Applicant)

innovative teaching methodologies | sporting events | situated learning

This contribution aims to present an innovative, laboratory-based teaching approach dedicated to the development of an evaluation report for a public event. This approach was adopted on the occasion of a third mission event promoted by the University of Rome Foro Italico and addressed to the local territory as well as to the University's academic, technical-administrative and student communities: the Uniforoitalico Sport Day – Christmas Edition, held on 13 December 2025. For this event, a workshop was designed in which students were able to learn and apply methodological tools through a direct experience in a real-world context. In line with the perspective of situated learning (Lave and Wenger, 1991), the entire process was developed with a dual objective: to evaluate the event and to design public engagement strategies for future editions, including in terms of the University's Third Mission. To set up the workshop, a call for thesis projects was launched, followed by a preliminary training session addressed to students who had decided to undertake the activity. Subsequently, thanks to a call promoted by the University, additional students joined the group on a voluntary basis. This openness contributed to strengthening the collaborative and inclusive dimension of the experience. The preparatory phase represented a crucial moment of the educational process. In collaboration with the lecturers, students designed the satisfaction questionnaire—which was later implemented online—and created a QR code to facilitate completion during the event. At the same time, they developed the necessary skills to conduct interviews and video-interviews in compliance with ethical and privacy principles: they produced informational materials, prepared consent forms, examined the regulations on privacy and the use of images, and translated regulatory indications into operational procedures (for example, particular attention to minors and the possibility of collecting testimonies without filming). This process fostered the development of ethical awareness, responsible communication and relational management—essential competencies for social research and aligned with life skills and transversal competences. The students also worked with creative

methods (Giorgi, Pizzolati, Vacchelli, 2021), including: a large racket-shaped board, specifically constructed for the event, on which participants could express emotions and perceptions via post-it notes, prompted by the statement "The Uni-foroitalico Christmas Day is..."; and a suggestion and opinion-polarisation box, decorated with hand-drawn illustrations representing positive and negative feelings, designed to facilitate the expression of participants' sentiment. At the same time, the video-interviews, combined with extracts from the board and the suggestion box, will constitute the basis for the creation of an emotional video aimed both at promoting the event and at building a narrative device oriented towards public engagement. Taken as a whole, the activities activated the experiential learning cycle (Kolb, 1984), enabling students to understand how data collected through heterogeneous tools can guide decisions for event improvement (Guerzoni, 2006). The constant presence of lecturers in coordinating the data collection further reinforced the experience as a genuine exercise in situated learning, transforming the event into a teaching laboratory capable of transmitting both academic and transversal competences.

ANVUR. (2023). Linee guida per la valutazione della Terza Missione e dell'impatto sociale delle Università. Agenzia Nazionale di Valutazione del Sistema Universitario e della Ricerca.

Benedetto, G., & Carboni, D. (2017). Valutazione e gestione degli eventi sportivi: Il caso della "Vela Latina" di Stintino (Sardegna). In A. M. Pioletti (a cura di), Lo sport strumento per l'educazione, il turismo sostenibile e lo sviluppo locale (pp. 21–31). Patron Editore.

Freire, P. (1970). Pedagogy of the oppressed. Continuum.

Getz, D. (2008). Event studies: Theory, research and policy for planned events. Elsevier.

Giorgi, A., Pizzolati, M., & Vacchelli, E. (2021). Metodi creativi per la ricerca sociale: Contesto, pratiche e strumenti. il Mulino.

Guerzoni, G. (2006). Metodologie di valutazione di impatto degli eventi culturali. II fase. Irer.

Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development. Prentice Hall.

Lave, J., & Wenger, E. (1991). Situated learning: Legitimate peripheral participation. Cambridge University Press.

Rychen, D. S., & Salganik, L. H. (Eds.). (2003). Key competencies for a successful life and a well-functioning society. Hogrefe & Huber.

Sandanski, I. (2023). Students sport events as a mechanism for developing human and social capital. Scientific Works of UNWE, 1, 203–212. https://doi.org/10.37075/RP.2023.2.15

EXPERIENCES OF INNOVATIVE TEACHING IN HIGHER EDUCATION THROUGH STUDENTS' NARRATIVES: LIFE SKILLS, PARTICIPATION, AND DEMOCRATIC AGENCY BETWEEN CONSTRAINTS AND OPPORTUNITIES

Desiree Tabegna (Department of Communication and Social Research, Sapienza University Rome) · **Alfonsina Mastrolia** (Department of Communication and Social Research, Sapienza University Rome)

innovative teaching · life skills · academic workload

European education policies in recent decades have assigned universities a central role in the development of cognitive, relational and emotional skills, promoting innovative teaching and the digitalisation of learning environments as strategic levers for the training of active and responsible citizens. In the context of transformations in higher education, life skills are fundamental tools for promoting student participation, critical thinking and democratic agency. However, innovative practices are also subject to organisational constraints, structural inequalities and relational tensions that can limit their inclusive potential. In this scenario, universities emerge as systems of social innovation and privileged contexts for observing the processes of change that affect the biographical trajectories of the younger generations. This study forms part of a broader multi-method research project on innovative teaching in master's and single-cycle courses at Sapienza University of Rome. An initial quantitative phase identified 11 degree courses that, as perceived by students themselves, stand out for their effectiveness in implementing innovative teaching practices. Drawing on this selection, a qualitative phase was launched and is currently underway, involving semi-structured interviews with students enrolled in the final years of master's and single-cycle degree programmes. The narratives explore expectations and experiences relating to collaborative and laboratory teaching practices, the use of digital technologies and artificial intelligence tools, relational climate and group dynamics, and students' perceived preparedness for the transition to the world of work. Taking the students' point of view, the analysis interprets the experience of innovative teaching as a practice situated in physical and digital learning spaces. The ability to actively participate in educational processes, exercise critical judgement and influence educational dynamics is seen as a concrete expression of democratic agency. The aim is to discuss, in light of the narratives collected, the opportunities offered by educational innovation in the development of transversal skills and

collaborative environments, as well as the institutional and contextual factors that can hinder its effectiveness – in terms of organisational overload, heterogeneity of profiles or lack of support – thus contributing to ongoing debates on the university as an ecosystem of democracy in action.

Ayish, N., & Deveci, T. (2019). Student Perceptions of Responsibility for Their Own Learning and for Supporting Peers' Learning in a Project-Based Learning Environment. International Journal of Teaching and Learning in Higher Education, 31(2), 224-237.

Bencini, G., Arenghi, A., & Garofolo, I. (2021). Is my university inclusive? Towards a multi-domain instrument for sustainable environments in higher education. In I. Verma (Ed.), Universal Design 2021: From special to mainstream solutions (pp. 137–143). Amsterdam: IOS Press.

Biggs, J., & Tang, C. (2007). Teaching for quality learning at university (3rd ed.). Maidenhead: Open University Press / McGraw-Hill Education.

Boffo, V., Iavarone, M. L., & Nuzzaci, A. (2022). Life skills e transizioni umane. Form@re – Open Journal per la formazione in rete, 22(3), 1–14.

Cadei, L., & Alfieri, S. (2021). La partecipazione a scuola: Adolescenti in 'scalata'. In Adolescenti e partecipazione. Indagine Generazione Z. 2019-2020. (pp. 51-72). Vita e Pensiero, Milano.

Carretero, S., Vuorikari, R., & Punie, Y. (2017). DigComp 2.1: The digital competence framework for citizens with eight proficiency levels and examples of use (EUR 28558 EN). Luxembourg: Publications Office of the European Union.

Christersson, C., Staaf, P., Zhang, T., & Peterbauer, H. (2019). Promoting active learning in universities. Thematic Peer Group Report. Learning & Teaching Paper. European University Association.

Council of Europe, Council for Cultural Co-operation (CDCC). (2000). Education for democratic citizenship: Strategies for learning democratic citizenship. Strasbourg: Council of Europe.

Felisatti, E., & Serbati, A. (2014). Professionalità docente e innovazione didattica. Una proposta dell'Università di Padova per lo sviluppo professionale dei docenti universitari. Formazione & Insegnamento, 12(1), 137–153.

Goundar, S. (2014). The distraction of technology in the classroom. Journal of Education & Human Development, 3(1), 211-229.

Gui, M., & Büchi, M. (2019). From use to overuse: Digital inequality in the age of communication abundance. Social Science Computer Review, 39(1), 3–19. https://doi.org/10.1177/0894439319851163

Hendarman, A. F., & Cantner, U. (2018). Soft skills, hard skills, and individual innovativeness. Eurasian Business Review, 8(2), 139–169. https://doi.org/10.1007/s40821-017-0076-6

Landriscina, F. (2007). Ma si fanno i conti con il carico cognitivo? Journal of e-Learning and Knowledge Society, 3(1), 63–74.

McAleese, M., Bladh, A., Berger, V., Bode, C., Muelhfeit, J., Petrin, T., Schiesaro, A., & Tsoukalis, L. (2013). Improving the quality of teaching and learning in Europe's higher education institutions. Luxembourg: Publications Office of the European Union.

Moriña, A., Sandoval, M., & Carnerero, F. (2020). Higher education inclusivity: When disability enriches the university. Higher Education Research & Development, 39(6), 1202–1216.

Musa, F., Mohamad, M., Krishnaiyer, S., & Wahi, W. (2016). Developing Workplace Awareness through Project Work. Creative Education, 7(4), 701-711.

Pierce, S., Gould, D., & Camiré, M. (2017). Definition and model of life skills transfer. International Review of Sport and Exercise Psychology, 10(1), 186–211.

Romero-Rodríguez, J. M., Hinojo-Lucena, F. J., Kopecký, K., & García-González, A. (2023). Digital fatigue in university students as a consequence of online learning during the COVID-19 pandemic. Educación XX1, 26(2), 141–164.

Sala, A., Punie, Y., Garkov, V., & Cabrera Giraldez, M. (2020). LifeComp: The European framework for personal, social and learning to learn key competence. Luxembourg: Publications Office of the European Union.

LIFE SKILLS AND SELF-DIRECTED LEARNING: PERCEIVED COMPETENCE DEVELOPMENT IN EDUCATIONAL PATHWAYS

Simona Cavallo (Sapienza Università di Roma, Italy) · **Bianca Bonaccorsi** (Sapienza Università di Roma, Italy) · **Veronica Lo Presti** (Sapienza Università di Roma, Italy)

Self-Directed Learning | Life Skills Development | Student Agency

The reorganization of teaching practices during the Covid-19 pandemic, with the systematic introduction of digital teaching, broke new ground in novel ways of conceiving educational pathways and, above all, interpreting competence acquisition. Within this context, digital teaching can be conceived as a laboratory for methodological innovation (Faggiano et al., 2024; Fasanella et al., 2025) that made visible, and in some cases, contributed to fostering more autonomous and reflective forms of learning management among students. Building on insights from the research project La Valutazione d'impatto sociale della didattica digitale dopo il Covid-19 (Lo Presti & Dentale, 2025), this contribution adopts the students' perspective to examine the experiential dimension of the perceived development of life skills across its cognitive, relational and socio-emotional domains. The perceptions of such development are interpreted through the lens of self-directed learning processes (Knowles, 1975; Candy, 1991; Garrison, 1997; Bruni & Isidori, 2019), through which students engage in orienting, monitoring and critically reflecting upon their educational experience, taking an active role in regulating their goals and strategies. The integrated analysis of the self-assessment rubrics and transcripts of focus groups that involved them enabled an a posteriori reconstruction of the dynamics through which participants attributed meaning and narrated their own development. From this perspective, skills development is understood as a meaning-

making process that takes shape in students' lived experiences and reflections. Framed within a lifelong learning perspective, understood as transformative and biographical continuity (Jarvis, 2006; Candy, 1991), this development is configured as a situated dynamic that places students at the center of their own educational trajectory. Following Biesta (2006), who conceives education as a space for activating agency, self-directed learning can be understood as one of the ways through which this agency manifests itself in the formative experience. The ability to consciously steer one's learning pathway, make autonomous decisions and critically reflect on one's own learning trajectory represents an essential condition for the reflective and responsible exercise of democratic agency (Biesta, 2006). Life skills thus emerge not merely as simple functional acquisitions, but as outcomes of reflective and self-directed processes through which students gradually recognize themselves as co-constructors of their own knowledge pathways.

Biesta, G. (2006). Beyond learning: Democratic education for a human future. Paradigm Publishers.

Bruni, E. M., & Isidori, E. (2019). L'autodirezione nell'apprendimento: Tra filosofia di vita e critica dell'educazione. Rivista CQIIA, 26, 56–68.

Candy, P. C. (1991). Self-direction for lifelong learning. Jossey-Bass.

Faggiano, M. P., Fasanella, A., Mauceri, S., Mazza, B., Lo Presti, V., Dentale, M., & Vetrano, A. (2024). Didactic innovation and life skills: A focus on the educational offer of Sapienza University of Rome. In ESA Conference Abstract Book.

Fasanella, A., Dentale, M., Capozza, V., & Rimoli, G. V. (2025). Il contributo della didattica digitale allo sviluppo dell'apprendimento per competenze: Luci e ombre. In V. Lo Presti & M. Dentale (Eds.), La valutazione d'impatto sociale della didattica digitale dopo il Covid-19: Una prospettiva di ricerca multi-obiettivo e multi-stakeholders (pp. 80–128). FrancoAngeli.

Garrison, D. R. (1997). Self-directed learning: Toward a comprehensive model. Adult Education Quarterly, 48(1), 18–33. https://doi.org/10.1177/074171369704800103

Jarvis, P. (2006). Towards a comprehensive theory of human learning: Lifelong learning and the learning society. Routledge.

Knowles, M. S. (1975). Self-directed learning: A guide for learners and teachers. Association Press.

Lo Presti, V., & Dentale, M. (2025). La valutazione d'impatto sociale della didattica digitale dopo il Covid-19. FrancoAngeli.

TEACHING STYLES AND DIDACTIC INNOVATION: DIFFERENTIATED TRAJECTORIES IN THE DEVELOPMENT OF COGNITIVE, RELATIONAL, AND SOCIO-EMOTIONAL COMPETENCES WITHIN LIFELONG LEARNING

Laura Tolentino (Sapienza University of Rome, Italy) · **Simona Cavallo** (Sapienza University of Rome, Italy)

Teaching styles | Didactic innovation | Life skills

Drawing on the findings of the research project "La Valutazione d'impatto sociale della didattica digitale dopo il Covid-19" (Lo Presti & Dentale, 2025), this contribution examines the different teaching styles - that emerged across the educational contexts investigated - and explores how such pedagogical configurations may be associated with differentiated trajectories in the development of students' cognitive, relational, and socio-emotional competences. The analysis is grounded in a comparative examination of data collected across the various educational contexts involved in the study, which enabled the identification of recurring and differentiated didactic arrangements. Focusing on teaching styles makes it possible to reconstruct how the methodological component of didactic innovation took shape in hybrid and uneven forms, bringing transmissive, integrated, and dialogical approaches into tension, with differentiated implications for students' opportunities for engagement and activation (Lo Presti et al., 2025). The study is framed within a lifelong learning perspective (Field, 2006), understood as attention to competence development processes along educational pathways and to learning trajectories that unfold across heterogeneous educational contexts (Lo Presti, 2017). Within this framework, the experience of distance learning is treated as a transversal context that cuts across different levels of the educational system, making it possible to observe the emergence, renegotiation, and differentiation of multiple didactic practices (Faggiano & Fasanella, 2022; Fasanella et al., 2020). Adopting a situated perspective, the study analyses the ways in which life skills (Faggiano et al., 2024; OECD, 2015) and forms of democratic agency (Biesta, 2010) manifest themselves in relation to pedagogical styles, assessment practices, and relational settings, highlighting how such configurations translate into differentiated processes of competence activation and enactment. From this perspective, didactic innovation is not conceived as mere technological modernisation, but as the reconfiguration of pedagogical practices, assessment processes, and relational settings which, within differentiated institutional and cultural contexts, define the conditions of

possibility for the activation and enactment of cognitive, relational, and socio-emotional competences. In this sense, it may foster the development of life skills and contribute to creating the conditions for the exercise of democratic agency (Biesta, 2010).

Biesta, G. (2010). Good education in an age of measurement: Ethics, politics, democracy. Routledge.

Field, J. (2006). Lifelong learning and the new educational order. Trentham Books.

Faggiano, M. P., & Fasanella, A. (2022). Lessons for a digital future from the school of the pandemic: From distance learning to virtual reality. Frontiers in Sociology, 7. https://doi.org/10.3389/fsoc.2022.1101124

Faggiano, M. P., Fasanella, A., Mauceri, S., Mazza, B., Lo Presti, V., Dentale, M., & Vetrano, A. (2024). Didactic innovation and life skills: A focus on the educational offer of Sapienza University of Rome. In ESA Conference Abstract Book.

Fasanella, A., Lo Presti, V., & Parziale, F. (2020). L'esperienza della Didattica a Distanza (DaD). In C. Lombardo & S. Mauceri (Eds.), La società catastrofica. Vita e relazioni sociali ai tempi dell'emergenza Covid-19 (pp. 95–116). FrancoAngeli.

Lo Presti, V. (2017). Developing digital competences: Work-learn trajectories in the Italian school system. In Recent developments in education (pp. 9–14). E-BWN.

Lo Presti, V., & Dentale, M. (2025). La valutazione d'impatto sociale della didattica digitale dopo il Covid-19. FrancoAngeli.

Lo Presti, V., Capozza, V., Salvi, V., & Cavallo, S. (2025). Stili di didattica e pratiche pedagogiche a confronto: contesti e rappresentazioni. In V. Lo Presti & M. Dentale (Eds.), La valutazione d'impatto sociale della didattica digitale dopo il Covid-19: Una prospettiva di ricerca multi-obiettivo e multi-stakeholders (pp. 55–79). FrancoAngeli.

OECD. (2015). Skills for social progress: The power of social and emotional skills. OECD Publishing. https://doi.org/10.1787/9789264226159-en

IMPLEMENTING CHALLENGE-BASED LEARNING: TRANSDISCIPLINARY TOOLS FOR EU SOCIO-POLITICAL TRANSITIONS

Francesca Odella (University of Trento, Italy) · **Alessandra Scroccaro** (University of Trento, Italy)

Life Skills | Active Citizenship | Transdisciplinary Education

Challenge-Based Learning (CBL) is an important innovation within the field of education that takes learning beyond traditional methods to provide students with authentic challenges and equips them with skills that they will use in their future careers. With its emphasis on critical thinking, collaboration and communication, CBL also provides valuable transversal skills that can be used in a wide range of situations and work settings such as to complement the specific skills and knowledge required to solve a specific challenge" (Dikilitas et al, 2025). Enacting this perspective, this paper reflects on the implementation of CBL within university programs, specifically focusing on Blended Intensive Programmes (BIPs) and courses conducted at the School of Innovation (SOI) since 2020. These courses are designed to equip students with transdisciplinary tools to address the European Union's most pressing challenges—Inclusion, Diversity, and Sustainability—through a proactive, future-oriented approach (Poli, 2021). By discussing the social and community impacts of this pedagogical innovation, the authors present outcomes from programs designed to strengthen younger generations' reflection on the community impact of global socio-political transitions. Our core contribution is to propose CBL as a 'catalyst' for social innovation, guiding students and teachers toward a resilient approach to current economic and technological transformations. In these innovative programs, educators can teach young people to view the future as a "tool for emancipation" (Appaduraj, 2013) and develop a sense of democratic agency regarding unforeseen alternatives. To develop these anticipatory skills, students must build confidence in their ability to engage with knowledge (Engstrom, 1994) and address the social aspects of learning, such as cooperation and the negotiation of meanings and study practices. Through CBL group practices, students also learn to navigate cultural differences in communication and teamwork, improving their civic attitudes and relational skills. Furthermore, implementing CBL requires active societal engagement from both students and teachers, demanding a shift in attitude toward knowledge creation processes and circulation. This effort is essential when involving external stakeholders—such as NGOs and local companies— in their projects and is at the heart of effective global collaboration (Jongbloed, 2023). Ultimately, introducing CBL in university curricula generates impacts that transcend the academic community (Kazemier et al., 2021), fostering a generation of "transdisciplinary social entrepreneurs" capable of navigating complex socio-political crises with empathy and democratic agency.

Appadurai A., (2013) The future as cultural fact: Essays on the global condition, Verso Books.

Dikilitaş, K., Marshall, T., & Shahverdi, M. (2025). A Practical Guide to Understanding and Implementing Challenge-Based Learning (1st ed.). Springer Nature. https://doi. org/10.1007/978-3-031-67011-4.

Engeström, Y. (1994). Teachers as Collaborative Thinkers; Activity-theoretical Study of an Innovative Teacher. Teachers' minds and actions: Research on teachers' thinking and practice, 45.

Kazemier, E.M., L. Damhof, J. Gulmans, and P.Cremers (2021), Mastering futures literacy in higher education: An evaluation of learning outcomes and instructional design of a faculty development program, Futures 132.

Jongbloed, B. (2023), Innovation in teaching and learning through internationalisation, HEInnovate report.

Poli, R. (2021),The Challenges of Future Literacy, Futures, 132.

I.06

New Social, Professional and Educational contexts: Rethinking the Italian University System

PANEL CONVENORS: Luca Refrigeri (University of Molise, Italy); Simone Campanella (University of Macerata, Italy); Lucia Mentore (University of Macerata, Italy); Noemi Russo (University of Molise, Italy)

PANEL KEYWORDS: University System, Faculty Development, Teaching Improvement

Recent data from Eurostat and the OECD confirm that the Italian university system is going through a critical period: results below the European average in terms of the percentage of young graduates and the adequacy of their skills to meet the challenges of contemporary society. In fact, considering that only 29% of young people aged 25–34 are graduates, compared to around 44% of the EU average, and that basic literacy and problem-solving skills are significantly below the OECD average, Italian universities do not seem to be contributing adequately to the education of future generations and the growth of the country's human capital. Therefore, it's necessary to consider the actual effectiveness of the current Italian university education model, which is still strongly anchored to educational paradigms that do not respond to the learning methods of the new generations and the demands of today's knowledge society. For this reason, the panel intends to critically address this misalignment, questioning the meaning, function, and prospects for transformation of the current university system. Scholars from all disciplines are invited to submit theoretical, empirical, and comparative contributions that explore the implications of this crisis and propose innovative visions for redesigning the role of universities, starting from the conventional educational model.

RETHINKING UNIVERSITY STARTING FROM PROFESSIONAL CONTEXTS: PEDAGOGICAL SUPERVISION AS AN INDICATOR OF A TRAINING MISMATCH

Alice Femminini (Sapienza Università di Roma, Italy) · **Irene Stanzione** (Sapienza Università di Roma, Italy)

pedagogical supervision | university training | professional contexts

The Italian university system is now called upon to train professionals capable of operating in complex educational contexts, marked by structural fragility, organisational transformations, and growing demands for reflective, socio-emotional, and planning skills (Boffo, 2021; Ferrante & Gambacorti-Passerini, 2023). The latest data from Eurostat and the OECD highlight a mismatch between university education and society's needs, necessitating a rethink of educational models and practices (Oggionni, 2016). This gap is particularly evident in educational and social services, where professional work is based on relationships and takes place in unstable contexts characterised by multidimensional stresses and structural precariousness (Giovanazzi, 2022; Tramma, 2018). In this context, pedagogical supervision represents a privileged observatory for questioning the role of the university in the construction of advanced professionalism (Oggionni & Palmieri, 2019). Understood as a formative and reflective tool, it supports the critical analysis of practices, promoting professional awareness, the quality of educational action, and the prevention of burnout (Oggionni, 2013; Olivieri, 2024). This paper provides an overview of Italian educational programmes dedicated to pedagogical supervision, based on a desk analysis of public universities offering degree courses in education, supplemented by 15 interviews with university teachers who deal with the subject professionally and in their research. The results of the desk analysis paint a fragmented picture: there are no courses dedicated explicitly to pedagogical supervision; the topic appears only in more general courses or in some workshops. The area in which more structured support is observed is curricular internships, where, however, practices are heterogeneous. In addition, several master's degrees and advanced training courses in supervision are emerging, but they are concentrated at a few universities. The interviews highlight a growing awareness of the need to integrate practical skills, reflective tools, and experiential methodologies into university curricula. At the same time, they emphasise the urgent need to strengthen dialogue with educational services and experienced professionals in order to bridge the gap between academic training and operational requirements. In parallel, experimentation with a

supervision model in a home education service has further highlighted the needs of professionals, including managing operational loneliness, emotional load, case complexity, and the need to maintain a reflective and planning posture. These skills require solid, situated theoretical and practical training that cannot be improvised. The emergence of these elements confirms that pedagogical supervision is not only a support mechanism but also an indicator of the quality of university education (Madriz, 2019). In contexts where educational professionals are called upon to perform secondary functions, the gap between theory and practice is a critical issue (Cornacchia, 2020). The contribution, therefore, proposes rethinking the university as an educational infrastructure capable of establishing a stable dialogue with professional contexts, integrating reflexivity and socio-emotional skills into curricula (Stanzione & Di Genova, 2024). Among the avenues for transformation are the structural inclusion of reflective devices, the strengthening of internships, the consolidation of links with services, and the development of specific training programmes for educational supervisors.

Boffo, V. (2021). Oltre la formazione. Università e professioni educative. In Professioni dell'educazione e della formazione. Orientamenti, criteri e approfondimenti per una tassonomia (pp. 171-196). EditPress.

Cornacchia, M. (2020). Formare le competenze trasversali degli educatori socio-pedagogici: il ruolo dell'università. Ricerche pedagogiche, 2020(214), 69-84.

Ferrante, A., & Gambacorti-Passerini, M. (2023). Disagio e lati oscuri del lavoro educativo: la consulenza pedagogica come supporto professionale. SOCIETÀ ITALIANA DI PEDAGOGIA, 12, 870-873.

Giovanazzi, T. (2022). La complessità delle professioni educative: Competenze, inclusione sociale, coesione territoriale. Pedagogia Oggi, 20(2), 143-148.

Madriz, E. (2019). Personalizzare la formazione: un sarto all'università. Annali online della Didattica e della Formazione Docente, 11(18), 194-206.

Oggionni, F. (2013). La supervisione pedagogica. Milano: FrancoAngeli.

Oggionni, F. (2016). (Ri) formare la professionalità educativa. Annali online della Didattica e della Formazione Docente, 8(11), 55-68.

Oggionni, F., & Palmieri, C. (2019). Il tirocinio universitario per la figura professionale dell'educatore socio-pedagogico. Annali online della Didattica e della Formazione Docente ,Vol. 11, n. 18, 207-220.

Olivieri F. (2024), La supervisione pedagogica. Un modello di intervento. Roma: Carocci.

Stanzione, I., & Di Genova, N. (2024). Lo strumento della supervisione pedagogica all'Università: un laboratorio per potenziare le competenze socio-emotive dei futuri professionisti dell'educazione. Pedagogia Oggi, 22(1), 103-111.

Tramma S. (2018). L'educatore imperfetto: senso e complessità del lavoro educativo. Roma: Carocci.

ACADEMIC LEADERSHIP AS PEDAGOGICAL INFRASTRUCTURE: A MESO-INSTITUTIONAL REINTERPRETATION OF UNIVERSITY QUALITY

Cristiana Cardinali (LUMSA University Rome, Italy) · **Maria Cinque** (LUMSA University Rome, Italy)

Academic leadership | pedagogical infrastructure | university quality

The Italian university system is undergoing a phase of institutional reconfiguration marked by structural reforms, external evaluation mechanisms (from the AVA system to the ANVUR guidelines on teaching quality) and growing social expectations in terms of skills and employability. The persistent misalignment between stated educational objectives and actual results suggests that the issue is not exclusively related to curricula and teaching methodologies, but also to the institutional framework within which educational responsibility is defined, distributed and implemented. International literature has progressively redefined academic leadership, shifting the focus from an individual and hierarchical conception to a relational and distributed perspective (Bryman, 2007; Bolden et al., 2012). More recent studies highlight how the sustainability of university innovation depends on the integration of strategic and pedagogical dimensions (Dinh et al., 2020; Cheng et al., 2024; Maheshwari et al., 2024) and how, in the absence of structured liaison mechanisms, responsibility for improving teaching tends to remain diffuse but poorly formalised, generating discontinuity in change processes (Cardinali & Cinque, 2025; Serbati, 2025). This paper takes academic leadership as an analytical category to interpret the misalignment between educational intentions and actual results, proposing a reinterpretation of it as the pedagogical infrastructure of the university. This expression does not refer to a top-level function or a set of individual skills, but rather to the institutional configuration that makes educational responsibility visible, coordinated and sustainable, integrating academic strategy, teaching coordination and faculty development. The objective is: 1. To develop a theoretical definition of pedagogical infrastructure as a meso-institutional level that organises the relationships between governance, teaching design and professional development. 2. To analyse how this infrastructure is actually configured in Italian universities. 3. To identify organisational indicators of its consolidation. The research integrates an exploratory qualitative survey based on: • Semi-structured interviews with teaching coordination figures (programme directors, teaching delegates, faculty development representatives). • Documentary analysis of institutional

university mechanisms (strategic plans, AVA documents, teaching regulations). The thematic analysis made it possible to reconstruct the links between strategic direction, teaching coordination and professional development, identifying emerging configurations of pedagogical infrastructure. The results highlight different configurations of pedagogical infrastructure, characterised by varying degrees of formalisation, integration and continuity. In contexts where the link between strategy, teaching coordination and faculty development is structured and institutionalised, educational quality emerges as a systemic principle; conversely, where this link is entrusted to episodic or individual initiatives, improvement processes are fragmented and discontinuous. In line with Italian reflections on the role of Teaching and Learning Centres and faculty development as strategic levers of quality (Perla, 2023; Felisatti, 2023), the analysis suggests that the systematisation of faculty development pathways is a relevant indicator of the consolidation of the pedagogical infrastructure at university level. It operates as a structural device for integration between academic autonomy, educational responsibility and teaching quality, configuring leadership not as an individual attribute but as an organisational condition of university quality.

Bolden, R., Petrov, G., & Gosling, J. (2012). Distributed leadership in higher education: Rhetoric and reality. Educational Management Administration & Leadership, 40(2), 257–277.

Bryman, A. (2007). Effective leadership in higher education: A literature review. Studies in Higher Education, 32(6), 693–710.

Cardinali, C., & Cinque, M. (2025). Plasmare il futuro della leadership universitaria: Uno studio esplorativo internazionale per lo sviluppo di programmi di faculty development. Pedagogia Oggi, 23(1), 107–117.

Cheng, Z., Caliskan, A., & Zhu, C. (2024). Academics' motivation for joining an educational leadership training programme and their perceived effectiveness: Insights from an EU–China cooperative project. European Journal of Education, 59(1).

Dinh, N., Caliskan, A., & Zhu, C. (2021). Academic leadership: Perceptions of academic leaders and staff in diverse contexts. Educational Management Administration & Leadership, 49(6), 996–1016.

Felisatti, E. (2023). Innovare la didattica: Con quale docente? Il ruolo dei Teaching Learning Center. In L. Perla & M. Michelini (Eds.), Strategie per lo sviluppo della qualità nella didattica universitaria (pp. 90–96). Lecce: Pensa MultiMedia.

Maheshwari, G., Ramsawak, R., & Buertey, S. (2024). Educational leadership: A fifteen-year bibliometric review. Journal of University Teaching and Learning Practice, 21(5), 1–31.

Perla, L. (2023). TLC e leadership: Per una modellistica di faculty development italiana a partire dalle Linee Guida ANVUR sul riconoscimento e valorizzazione della docenza universitaria. In L. Perla & M. Michelini (Eds.), Strategie per lo sviluppo della qualità nella didattica universitaria (pp. 76–89). Lecce: Pensa MultiMedia.

Serbati, A. (2025). Leadership educativa per lo sviluppo professionale dei docenti universitari: riflessioni ed evidenze dalla ricerca. Pedagogia oggi, 23(1), 165–171.

MAPPING OF CENTERS FOR PROFESSIONAL DEVELOPMENT OF TEACHERS AND EDUCATIONAL INNOVATION IN ITALIAN UNIVERSITIES

Lucia Mentore (Università degli Studi di Macerata, Italia) · **Noemi Russo** (Università degli Studi del Molise, Italia)

teaching and learning centers | higher education | Italian universities

In recent decades, universities internationally have progressively developed institutional structures dedicated to supporting teaching and the professional development of faculty members. In many contexts, these structures are commonly referred to as Teaching and Learning Centers, although their names, functions, and organizational models may vary across different higher education systems. In the Italian university context, there is no shared terminology, and institutions adopt different names to refer to initiatives and structures aimed at improving the quality of teaching and developing the pedagogical skills of faculty members. Despite the growing attention to faculty development and the improvement of university teaching, the presence of such structures in the Italian university system is still largely unexplored. This contribution presents a national mapping of institutional structures dedicated to supporting teaching in Italian universities. The Italian higher education system includes state universities, recognized non-state universities, special-status university institutes, and online universities, all of which are part of a national accreditation and quality assurance system defined by the Ministry of University and Research and monitored by the National Agency for the Evaluation of Universities and Research Institutes (ANVUR), which attributes increasing importance to the quality of teaching. The research adopts a mapping methodology based on document analysis and systematic exploration of the institutional websites of accredited universities in Italy. The analysis considered a total of 106 universities, with the aim of identifying the presence or absence of structures dedicated to teaching support and professional development for teachers. The preliminary results show a heterogeneous picture. Some universities have a formal structure dedicated to teaching support and faculty development,

while in many other institutions no such structure exists. In other cases, there are initiatives for teaching innovation or teacher training, but these are not organized within a clearly identifiable institutional structure. The mapping represents a first attempt to systematize the spread of teaching support structures in the Italian university system and provides an empirical basis for future research on the role of such structures in improving the quality of university teaching.

Agenzia Nazionale di Valutazione del Sistema Universitario e della Ricerca (ANVUR). (2022). Requisiti di accreditamento periodico della sede e dei corsi di studio universitario – Modello AVA 3.

Agenzia Nazionale di Valutazione del Sistema Universitario e della Ricerca (ANVUR). (n.d.). Garanzia di qualità nel sistema di istruzione superiore italiano.

Gibbs, G. (2013). Migliorare l'insegnamento e l'apprendimento universitario: un approccio basato sull'evidenza. Oxford: Centro di Oxford per lo sviluppo del personale e dell'apprendimento.

Lotti, A., e Lampugnani, P. A. (una cura di). (2019) Sviluppo della facoltà in Italia. Valorizzazione delle competenze didattiche dei docenti universitari. Milano: FrancoAngeli.

Ministero dell'Università e della Ricerca (MUR). (2021). Decreto Ministeriale 14 ottobre 2021, n. 1154. Autovalutazione, valutazione, accreditamento iniziale e periodico delle sedi e dei corsi di studio.

Ministero dell'Università e della Ricerca (MUR). (2021). Decreto Ministeriale 25 marzo 2021, n. 289. Linee generali di indirizzo della programmazione triennale del sistema universitario 2021–2023.

Ministero dell'Università e della Ricerca (MUR). (2023) Università statali. Aggiornato il 4 aprile 2023.

PROFESSIONAL DEVELOPMENT AND COLLEGIAL CULTURE: THE POTENTIAL OF PEER OBSERVATION OF TEACHING FOR RETHINKING THE MISSION OF UNIVERSITY TEACHING

Aurora Torri (Università degli studi di Macerata) · **Livia Cadei** (Università Cattolica del Sacro Cuore)

University teaching | Professional support | Peer Observation of Teaching

In recent years, the quality of university teaching has become a growing focus of attention, in response to the complexity of the contexts and issues that higher education is called upon to address: from the emergence of increasingly multifaceted training needs of new generations, to the challenges posed by online teaching and the use of technologies, to the internal and external pressures related to quality assessment procedures for academic processes (EHEA, 2020; Lewis, 2010; Harrison et al., 2022; Sorcinelli, 2020). These challenges also affect the Italian academic context, which is engaged in transformation and innovation in teaching/learning and, in an integrated manner, in organisational and institutional aspects (Lotti & Lampugnani, 2020; QUARC_Docente, 2017; Silva, 2022). University lecturers assume an intermediate and strategic position between the design of the educational offer, on the one hand, and the learning processes of students, on the other (Cadei et al. 2024). Their professional development can thus represent a functional goal also for innovative processes in the field of teaching, bringing benefits not only to the individual teacher but also to various dimensions of the university, both operational and cultural (Sorcinelli, 2020; Steinert, 2014). In this perspective, faculty development tools that, in addressing and promoting the professionalism of the university teacher, are capable of producing impacts on the organizational arrangements of teaching and on the collegial climate stand out as particularly significant - even starting from “bottom-up” initiatives that can be recognized and valued in the institutional context (Cadei et al., 2025; Lampugnani & Picasso, 2025; Steinert, 2010). This is the line taken by this paper, which aims to explore the potential of Peer Observation of Teaching (POT) as a professional development tool and, at the same time, as an opportunity to promote a collegial and collaborative approach to teaching (Bell, 2001; Hammersley-Fletcher & Orsmond, 2005; Martin & Double, 1998; Hendry et al., 2021). The subject of the study is a POT experiment carried out at an Italian university (Cadei et al., 2025), using a collaborative model in which pairs of teachers observe each other and exchange feedback for training purposes rather than evaluation (Gosling, 2002; Fletcher, 2018). The qualitative methodology adopts an interpretative approach and focuses on the post-observation phase, dedicated to sharing observations among teachers. The analysis, through the examination of the transcripts of the sessions, develops progressively: first, the themes and points of attention that emerge with regard to teaching practice and teaching are identified; second, these elements are read to investigate whether and how the experience of participating in POT is distinguished by its educational value at an individual and peer level. In light of the results that will be collected, the contribution aims to reflect on the potential value of professional support and discussion mechanisms in universities – such as POT – and, in this direction, contribute to enriching the ongoing debate on the mission of teaching in higher education (Harrison et al., 2022; Steinert, 2014), with particular reference to the Italian context (Silva, 2022; Lampugnani & Picasso, 2025).

Bell, M. (2001). Supported reflective practice: a programme of peer observation and feedback for academic teaching development. International Journal for Academic Development, 6(1), 29-39. https://doi.org/10.1080/13601440110033643

Cadei, L., Simeone, D., Torri, A., Bonometti, S. & Ferri, L. (2025). L'observation de l'enseignement par les pairs. Dans Demougeot-Lebel, J., Frenay, M. & Charlier, B. (Coord.). Renouveler la pédagogie universitaire ? Défis, dispositifs et perspectives (pp. 111-131). PUL Presses Universitaires de Louvain.

Cadei, L., Lanz, M., Simeone, D., & Tabacchi, A. (2024). Didactique, recherche et activités d'utilité sociale dans l'université : quel engagement des enseignants-chercheurs ? In E. Annoot, J.-M. De Ketele, & B. Charlier (Eds.), Figures contemporaines de l'universitaire : recherche, formation, expertise, engagement. Presses Universitaires de Louvain.

EHEA (2020). Recommendations to National Authorities for the Enhancement of Higher Education Learning and Teaching in the EHEA. BFUGAdvisoryGroup2onLearningandTeaching.

Fletcher, J. A. (2018). Peer observation of teaching: A practical tool in higher education. The Journal of Faculty Development, 32(1), 51-64.

Gosling, D. (2002). Models of peer observation of teaching. The Higher Education Academy. Retrieved January 16, 2024, from https://www.researchgate.net/publication/267687499_Models_of_Peer_Observation_of_Teaching

Hammersley-Fletcher, L., & Orsmond, P. (2005). Reflecting on reflective practices within peer observation. Studies in higher education, 30(2), 213-224. https://doi.org/10.1080/03075070500043358

Harrison R., Meyer L., Rawstorne P., Razee H., Chitkara U., Mears S. & Balasooriya C. (2022). Evaluating and enhancing quality in higher education teaching practice: a meta- review, Studies in Higher Education, 47:1, 80-96, DOI: 10.1080/03075079.2020.1730315

Hendry, G. D., Georgiou, H., Lloyd, H., Tzioumis, V., Herkes, S., & Sharma, M. D. (2021). 'It's hard to grow when you're stuck on your own': Enhancing teaching through a peer observation and review of teaching program. International Journal for Academic Development, 26(1), 54-68.

Lampugnani, P.A., Picasso, F. (a cura di) (2025). Il ruolo del Faculty Development nello sviluppo delle Università. Genova University Press.

Lewis, K. G. (2010). Pathways toward improving teaching and learning in higher education: International context and background. In J. McDonald & D. Stockley (Eds.), Pathways to the profession of educational development (Vol. CXXII, pp. 13-23). Jossey-Bass.

Lotti, A., Lampugnani, P.(a cura di) (2020). Faculty Development e valorizzazione delle competenze didattiche dei docenti nelle università italiane. Genova: GUP Genova University Press.

Martin, G. A., & Double, J. M. 1998. Developing higher education teaching skills through peer observation and collaborative reflection. Innovations in Education and Training International, 35(2), 161-170. https://doi.org/10.1080/1355800980350210

QUARC_Docente.(2017). Linee di indirizzo per lo sviluppo professionale del docente e strategie di valutazione della didattica universitaria.

Silva R. (2022), Faculty Development. Il docente universitario tra ricerca, didattica e management, Roma: Carocci.

Sorcinelli, M.D. (2020). The evaluation of faculty development programs in the United States. A fifty-year retrospective (1970s-2020). In Excellence and Innovation in Learning and Teaching (ISSNe 2499-507X), 2020, 2.

Steinert, Y. (2010). Becoming a better teacher: From intuition to intent. In J. Ende (Ed.), Theory and practice of teaching medicine (pp. 73-93). Philadelphia, PA: American College of Physicians.

Steinert, Y. (2014). Faculty development in the health professions. a focus on research and practice. Springer, Dordrecht.

NEW PERSPECTIVES ON THE ITALIAN UNIVERSITY SYSTEM

Simone Campanella (University of Macerata, Italy) · **Gaga Gvenetadze** (Ivane Javakhishvili Tbilisi State University, Georgia) · **Tatsiana Karachun** (University of Macerata, Italy) · **Fatma Derya Arıkan** (Burdur Mehmet Akif Ersoy University, Turkey) · **Luca Refrigeri** (University of Molise, Italy)

Higher Education | Teaching and Learning Center | Educational process

The current debate on the future of higher education(HE)in Italy has been sparked by international studies highlighting that the Italian university system lags significantly behind certain European averages in terms of the percentage of young graduates and their ability to address the challenges of contemporary society.This evidence suggests that this gap cannot be interpreted solely in quantitative terms, but must be understood as a symptom of a deeper misalignment between educational models rooted in the past and the learning styles of the new generations.In this sense,the Italian university model still appears tied to traditional pedagogical paradigms that struggle to adapt to the cultural,technological,and cognitive transformations characterizing contemporary educational contexts.This paper offers a critical reflection on the transformations of the university learning ecosystem,focusing in particular on the processes through which academic institutions are attempting to redefine their teaching practices.In this context,a central element concerns the growing focus on the pedagogical training of university faculty,promoted in part through the proliferation of Teaching and Learning Centers (TLCs),which represent one of the main tools through which universities seek to support faculty professional development, fostering the development of pedagogical,digital,and assessment skills,and promoting teaching practices more oriented toward active student participation.This renewed focus on the pedagogical dimension, however,is part of a broader transformation of university learning environments.The gradual integration of digital platforms with asynchronous or blended teaching models and the use of AI has in fact helped redefine not only how educational content is accessed, but also the timing of learning,the relational dynamics between faculty and students,and the ways in which knowledge is constructed.At the same time,these pedagogical and organizational transformations are part of broader processes of

restructuring educational policies that,in recent decades,have progressively redefined the role of the university in contemporary societies.In particular,the growing prevalence of governance models inspired by principles of efficiency and competitiveness can be interpreted in light of the neoliberalization of HE,which has contributed to promoting dynamics of institutional differentiation.In this context, the principle of normative equivalence which characterizes the Italian university system and recognizes equal validity for degrees awarded by state, non-state, private, and online universities takes on particular significance.While this principle guarantees a formal legal equivalence of educational programs, it also raises significant questions regarding the actual conditions under which teaching and learning processes unfold.Questioning the equivalence of the institutional nature of universities means, in fact, also questioning the effectiveness of educational processes and the ways in which students develop disciplinary and cross-disciplinary competencies.From this perspective, the apparent regulatory homogeneity of the university system does not necessarily imply a real equivalence of learning conditions.Structural and organizational differences regarding available resources, pedagogical cultures,and educational infrastructure can significantly impact students' educational experiences.Critically analyzing the relationship between the institutional nature of universities, the configuration of learning environments,and the development of students' competencies therefore allows us to problematize the very idea of equivalence among institutions and to contribute to a broader reflection on the transformations and future prospects of HE in the Italian context.

Benini, E., Serbati, A., Picasso, F., Maniero, S., Agostini, D., Felisatti, E., & Venuti, P. (2025). Leadership per la promozione della didattica universitaria: approcci e riflessioni dall'esperienza di formazione dei Delegati Dipartimentali alla Didattica dell'Università di Trento. EDUCARE, 319-332.

Bonetti, R. (2026). Introduzione. La docenza situata: co-creazione della conoscenza e responsabilità pubblica. ANTROPOLOGIA PER LA SOCIETÀ, 22, 9-40.

Coggi, C. (2022). Formare i docenti universitari alla didattica e alla valutazione: temi di approfondimento ed efficacia dei percorsi IRIDI.

Del Cerro Santamaría, G. (2019). A critique of neoliberalism in higher education. In Oxford research encyclopedia of education.

Del Gobbo, G. (2021). Cultura della qualità e faculty development: Sinergie da sviluppare. Excellence and Innovation in Learning and Teaching-Open Access, 6(1).

DI FRANCESCO, G. A. B. R. I. E. L. L. A. (2011). Le Competenze degli adulti oggetto di Policy. Education Sciences & Society, 2(1).

Giancola, O., & Salmieri, L. (2025). Oltre la scuola: cause e conseguenze della povertà educativa. LA RICERCA, (28), 6-12.

Marazzini, C. (2025). La lingua italiana tra la gente. Prospettive di una situazione preoccupante: il rapporto PIAAC-OCSE 2024. Atti dell'Accademia delle Scienze di Torino, 5, 1-18.

Refrigeri, L., & Aleandri, G. (2013). Educational policies and youth unemployment. Procedia-Social and Behavioral Sciences, 93, 1263-1268.

Sironi, G. (2025). Quanto pesano le università "telematiche" nel panorama italiano? I dati per capirlo. AGENDA DIGITALE EU.

I.07

Organising As Workers In Higher Education: In, Against And Beyond The University

PANEL CONVENORS: Sol Gamsu (Durham University, United Kingdom); Flora Petrik (Eberhard Karls Universität Tübingen, Germany); Ana Tanevska (University of Uppsala, Sweden)

PANEL KEYWORDS: Higher education, unions, universities

How should university staff organise in their own workplace? Universities are under attack. The political forces of the authoritarian right have universities firmly in their sights. Financial pressures, funding cuts and a rebalancing of international student markets are fostering redundancies in some university systems. These political attacks provide an added layer of crisis on top of university systems that were already deeply hierarchical and, to various degrees, marketised. In this context, organising as workers to defend and improve our working conditions for all those who work in universities is crucial. In this session we want to bring together university workers actively involved in trades union or labo(u)r organising in their universities. Our aim is not simply to share research but to use the conference as a space to build solidarity and democratic networks of practical knowledge as workers in struggle. We invite papers that stem from practical organising and activism in universities as places of work. Papers may explore but are not limited to: Reports of current strikes and active struggles in universities The challenges of organising academics Effective recruitment strategies Bridging differences and inequalities between different staff groups Organising against precarity or casualisation Campaigns on pay and/or workload Addressing racism/sexism/classism/disability as workplace matters Negotiation strategies Employment law in struggles in higher education The role of education unions in transnational solidarity with Palestine, Sudan and beyond Managing data to build union strength Union democracy locally or nationally Organising department reps Political education/training of union reps

AUTOETHNOGRAPHY, ADJUNCT LABOUR, AND THE POLITICAL ECONOMY OF KNOWLEDGE IN SOUTH AFRICA AND THE GLOBAL SOUTH*

Trevor Makhetha (University of the Western Cape, South Africa)

Adjunct labour | Academic precarity | Political economy of knowledge South Africa

Universities are frequently defended as spaces of academic freedom, critical inquiry, and democratic debate. Yet these ideals rest on increasingly precarious labour arrangements that fundamentally undermine the conditions under which knowledge can be produced. This paper examines the contradiction between academic freedom and employment insecurity through an autoethnographic account of working as an adjunct lecturer in South African universities for over seven years, often on rolling six-month contracts. During this period, I was required to perform excellence in teaching, care, and institutional commitment while navigating chronic precarity that profoundly shaped my capacity to complete my PhD, publish scholarly work, and sustain a scholarly life. Using autoethnography as a method of worker-scholar knowledge production, the paper argues that adjunct precarity in South Africa should not be understood as an exceptional or transitional condition, nor as a delayed replication of Global North trends. Rather, it constitutes a central organising logic of the postcolonial university, deeply entangled with histories of racialised inequality, marketisation, and managerial governance. In this context, precarity functions as a disciplinary regime that structures academic subjectivity, reorganises time, and regulates dissent—often without the need for explicit censorship. The South African university occupies a contradictory position within global higher education. On the one hand, institutions are embedded in transnational circuits of ranking, audit, and performance measurement. On the other, they are shaped by the legacies of colonialism and apartheid, where access, transformation, and redress are publicly foregrounded while labour insecurity is normalised. As an adjunct lecturer, I occupied a position of both visibility and disposability: heavily relied upon for undergraduate teaching—particularly of first-generation and working-class students—yet excluded from meaningful institutional support, research time, and secure career pathways. Teaching excellence, under these conditions, becomes an extractive demand rather than a recognised form of labour. High teaching loads, emotional labour, and pastoral care are framed as moral obligations rather than work that requires material support. The paper situates this experience within broader global patterns of casualisation in higher education. Importantly, the paper moves beyond diagnosis to reflect on organising as a response to precarity. For adjunct workers, organising is often constrained by fear of contract non-renewal, reputational damage, and professional exclusion. These fears are not incidental but structurally produced. Yet informal conversations, collective

reflection, and union spaces provided a language through which personal exhaustion could be re-read as institutional design. Organising functioned as political education, emotional repair, and collective sense-making, transforming individual endurance into shared analysis. In conclusion, the paper insists that academic freedom cannot be meaningfully defended without addressing the material conditions of academic labour. Precarity does not merely threaten individual careers; it reshapes what can be thought, written, and said. By foregrounding adjunct experience from South Africa and the Global South, the paper contributes to ongoing efforts to build solidaristic, democratic forms of worker organising in higher education—organising that operates in, against, and beyond the university as it currently exists.

Adams, T. E., Holman Jones, S., & Ellis, C. (2015). Autoethnography: Understanding qualitative research. Oxford University Press.
Badat, S. (2010). The challenges of transformation in higher education and training institutions in South Africa. Development Bank of Southern Africa.
Booysen, S. (2016). Fees must fall: Student revolt, decolonisation and governance in South Africa. Wits University Press.
Bousquet, M. (2008). How the university works: Higher education and the low-wage nation. New York University Press.
Brown, W. (2015). Undoing the demos: Neoliberalism's stealth revolution. Zone Books.
Cloete, N., Maassen, P., & Bailey, T. (Eds.). (2015). Knowledge production and contradictory functions in African higher education. African Minds.
Council on Higher Education. (2016). South African higher education reviewed: Two decades of democracy. Council on Higher Education.
Ellis, C., Adams, T. E., & Bochner, A. P. (2011). Autoethnography: An overview. Forum: Qualitative Social Research, 12(1), Article 10.
Finkelstein, M. J., Conley, V. M., & Schuster, J. H. (2016). The faculty factor: Reassessing the American academy in a turbulent era. Johns Hopkins University Press.
Gill, R. (2009). Breaking the silence: The hidden injuries of neo-liberal academia. In R. Flood & R. Gill (Eds.), Secrecy and silence in the research process: Feminist reflections (pp. 228–244). Routledge.
Giroux, H. A. (2014). Neoliberalism's war on higher education. Haymarket Books.
Kalleberg, A. L. (2009). Precarious work, insecure workers: Employment relations in transition. American Sociological Review, 74(1), 1–22.
Levin, J. S., & Shaker, G. G. (2011). The hybrid and dualistic identity of full-time non-tenure-track faculty. American Behavioral Scientist, 55(11), 1461–1484.
Marginson, S. (2011). Higher education and public good. Higher Education Quarterly, 65(4), 411–433.
Reddy, T. (2004). Higher education and social transformation: South Africa case study. Council on Higher Education.
Slaughter, S., & Rhoades, G. (2004). Academic capitalism and the new economy: Markets, state, and higher education. Johns Hopkins University Press.
Standing, G. (2011). The precariat: The new dangerous class. Bloomsbury Academic.
Waterman, P. (2012). Social movement unionism in question. Global Labour Journal, 3(2), 176–202

FIGHTING FOR THE FUTURE OF HIGHER EDUCATION IN CHICAGO

Nicole Nguyen (University of Illinois at Chicago, United States of America)

higher education | common good | social justice

On the first day of the 2023 University of Illinois-Chicago - United Faculty strike, Chicago Teachers Union president Stacy Davis Gates rallied the crowd by insisting that "how we union" matters. Outlining a commitment to common good unionism, Gates refrain of "how we union" encourages us to broaden the foundations of labor organizing by using an intersectional feminist lens to understand and address the root causes of oppression and to work in solidarity with impacted communities struggling to contest oppressive systems. In Chicago, this has meant bargaining beyond wages and benefits, integrating community partners into decision-making processes, and centering demands that uplift racial, gender, and disability justice. In this way, common good unionism insists that struggles to improve workers' conditions are intimately tied to struggles to improve community conditions, particularly for public school workers whose institutional mandate is to advance the public good. This is not to say that bargaining contracts in higher education can end oppressive systems; instead, it illustrates how bargaining for the common good can create openings ripe with political possibility for further agitation and transformation. In this paper, I examine what common good unionism can look like and fight for in the context of intensifying austerity, resurging authoritarianism, and growing assaults on higher education.

N/A

SOLIDARITY INSTEAD OF NEUTRALITY

Pia Rojahn (University of Tuebingen, Germany)

neutrality judgement solidarity

A popular strategy of the "new right" in Germany is the call for neutrality. University teachers as well as schoolteachers are denounced for not being neutral when they address the racist, sexist and discriminatory utterings and behaviours of the right. As many teachers are civil servants in Germany, the so-called "neutrality principle" applies to them. This principle mainly becomes important in times of elections when teachers are supposed to withhold their political opinions to let students find their own positions in the political landscape. However, the "new right" instrumentalizes the "neutrality principle" to pressure teachers and to neutralize any political education. But still, it seems even though the educators' union tries to inform teachers about this misinterpretation of the neutrality principle (cf. GEW, 2024), many teachers are becoming more insecure and careful about showing a clear positioning against right comments and policies. This is not a coincidence. The call for more teacher's neutrality has been present in German educational debates since the competence orientation was introduced in the early 2000s (cf. OECD's DeSeCo project). In response to the "PISA Shock" in 2000 – that the German school system did not perform well in the PISA studies conducted by the OECD (Germany was just in the middle of the ranking) – teacher education and its effectiveness was questioned heavily. Another consequence was the promotion of individualized learning. As a result of this individualisation, the idea that the teacher should be a diagnostician became quite popular: "teachers' key tasks include making diagnoses, as they are challenged to meet students' diverse learning needs and adapting their teaching to students with heterogeneous academic abilities as well as multiple interests and motivations" (Klug, Gerich & Schmitz, 2016, p. 185). The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (abbreviated as KMK) promoted research on diagnostics and competences since the PISA shock as well (cf. KMK, 2001) and changed the structure of teacher education at universities. The social dimension of the teacher's profession was minimized throughout those reforms (cf. Rojahn, 2025). What the concept of competence, the idea of diagnostics and the call for teacher's neutrality share is the disregard of the subject matter as well as the lack of any community idea. Instead, they overemphasize the isolated student, their skills and perceptions. This individualized perspective stands in contrast to important aims of (political) education: enabling students to form judgements, creating solidarity, trying to emphasize similarities and shared interests instead of focusing on differences. A concept that aims at enlarging and contextualizing arguments with reference to a community idea is Hannah Arendt's concept of judgement (cf. Arendt, 1992). This paper will illustrate why judgement instead of 'neutral diagnostics' is a far more valuable concept for teacher education as well as political education.

Arendt, H. (1992). Lectures on Kant's political philosophy (R. Beiner, Ed.). (Original work published 1970). The University of Chicago Press.

Gewerkschaft für Erziehung und Wissenschaft (GEW). (2024). Lehrkräfte müssen nicht neutral sein. https://www.gew.de/aktuelles/detailseite/lehrkraefte-muessen-nicht-neutral-sein

Klug, J., Gerich, M., & Schmitz, B. (2016). Can teachers' diagnostic competence be fostered through training and the use of a diary? Journal for Educational Research Online, 8(3), 184–206.

Kultusministerkonferenz (KMK). (2001, 23. März). Leistungsmessungen in Schulen. Kultusministerkonferenz. https://www.kmk.org/aktuelles/artikelansicht/leistungsmessungen-in-schulen.html

Rojahn, P. (2025). Hannah Arendts Pädagogik: Eine Bildungstheorie für die Lehrkräftebildung. Budrich Academic Press. https://shop.budrich.de/produkt/hannah-arendts-paedagogik/

Weinert, F. E. (1999). Concepts of Competence (pp. 3-34). Contribution within the OECD Project Definition and Selection of Competencies: Theoretical and Conceptual Foundations (DeSeCo). Neuchâtel: Bundesamt für Statistik.

FROM ACADEMICS TO EDUCATION WORKERS: BUILDING CROSS-STAFF SOLIDARITY AND FORGING CLASS RELATIONS TO MAKE ANOTHER UNIVERSITY POSSIBLE

Sol Gamsu (Durham University, United Kingdom)

unions universities class

This paper argues that union organising ought to be a key component of 'academic activism'. Rather than consider ourselves as 'academics', we ought to think of ourselves as education workers. This requires academics to reconsider our role and what 'academic' labour means and the way it is bound relationally to the labour of all workers within the

university. Overcoming distinctions between workers in the university is an essential strategy to strengthen the position of all workers relative to senior management within the university. This requires us to think carefully about class relations and the class structure of the university and to commit to the educational work of building relationships and alliances that will overcome traditional hierarchies and elitism. Organising collectively for dignity and autonomy for all workers in the university is essential to making another university, and another world, possible.

na

CHALLENGES OF ORGANISING ACADEMIC WORKERS IN GERMANY: LOYALTY, ASCETICISM AND PRECARIOUS LABOUR CONDITIONS

Maria Keil (Justus-Liebig-University Giessen, Germany)

academic labour market | precarity | solidarity

German academia is characterised by the widespread use of fixed-term and part-time employment, as well as by a growing number of staff categories beyond the traditional personnel structure. With non-fixed contracts almost only available for full professors, 80 per cent of non-professorial full-time academics overall and as many as 92 per cent of those under the age of 45 are employed on a fixed-term contract (Konsortium BuWiN 2021, p. 111). These fixed-term employment relationships, which are generally regulated by the Act on Temporary Academic Contracts (Wissenschaftszeitvertragsgesetz, WissZeitVG), are frequently characterised by very short contract durations. More than half of the employment contracts concluded under the WissZeitVG have a duration of less than one year (Jongmanns 2011). Although the WissZeitVG has increasingly been criticised by academics themselves, and media campaigns such as #ichbinhanna have gained public attention, academic staff in mid-level positions at universities remain largely dissatisfied with their employment conditions, particularly with regard to career predictability, opportunities for advancement and job security (Jaksztat et al. 2010, p. 16). Nevertheless, the effects of activism and protest remain limited. The number of academics who contest poor working conditions and even more poor employment conditions remains low due to low representational power. The paper discusses this situation from two perspectives. First, drawing on my own research on precarity in academia (Graf, Keil and Ullrich 2020; Keil 2018, 2020), I show how academic culture in Germany is shaped by personal dependency, asceticism and contingency, fostering loyalty and endurance rather than collective voice. Structural and historical features of German academia, such as the high turnover of academic positions and the structure of union representation, further undermine political organising. Second, based on my own experiences of mobilising academic staff within the sociological community, I outline how articulating political concerns conflicts with the ideal of academic asceticism and the subordinate position of non-professorial academic workers. In the absence of a collective identity as workers, solidarity tends to be rooted in shared suffering rather than in collective mobilisation. Moreover, political engagement may directly affect career prospects, as support from professorial staff is fragmented and precariousness is frequently processed as a biographical precondition for academic success. The aim of the paper is to identify the challenges and structural barriers to the mobilisation of academic workers in Germany, to situate these challenges in an international comparative perspective, and to outline possible points of intervention for further action.

Graf, Angela, Keil, Maria, Ullrich, Peter 2020. Exit, Voice und Loyalty. (Un-)Möglichkeiten kollektiven Widerspruchs im akademischen Mittelbau in Deutschland. Leviathan, 48(2), p. 293-317.

Jaksztat, Steffen, Schindler, Nora, Briedis, Kolja 2010. Wissenschaftliche Karrieren. Beschäftigungsbedingungen, berufliche Orientierungen und Kompetenzen des wissenschaftlichen Nachwuchses, hrsg. v. HIS; BMBF. Hannover: HIS Hochschul-Informations-System.

Jongmanns, Georg 2011. Evaluation des Wissenschaftszeitvertragsgesetzes (WissZeitVG). Gesetzesevaluation im Auftrag des Bundesministeriums für Bildung und Forschung, hrsg. v. HIS: Forum Hochschule. Hannover: HIS Hochschul-Informations-System.

Keil, Maria 2020. Die Ordnung des Feldes. Reproduktionsmechanismen sozialer Ungleichheit in der Wissenschaft. Weinheim: Beltz Juventa.

Keil, Maria 2018. Prekäre Profession? Ein historischer Abriss des Hochschullehrerberufs im Lichte der aktuellen Prekaritätsdebatte. Forum Wissenschaft, 35(2), p. 4-7.

Konsortium BuWiN 2021. Bundesbericht Wissenschaftlicher Nachwuchs 2017. Statistische Daten und Forschungsbefunde zu Promovierenden und Promovierten in Deutschland. Bielefeld: WBV.

I.08

Rethinking the University: Public Engagement, Academic Autonomy and Transformative Knowledge Practices

PANEL CONVENORS: Casavecchia Andrea (Università di Roma Tre, Italy); Barbanera Lorenzo (Università di Genova) + Stefania Chimenti (University of Calabria, Italy); Andrea De Bortoli (University of Turin, Italy); Emanuela Pascuzzi (University of Calabria, Italy)

PANEL KEYWORDS: open science, participative processes, social impact

In an era marked by a pervasive neoliberal logic – focused on performance, competition, and accountability – universities grapple with profound tensions between market-driven demands and their fundamental public mission to foster critical knowledge and social inclusion (Calhoun, 2006). Academic autonomy is constrained by regulatory restrictions and evaluation metrics that steer research towards economically relevant objectives, to the detriment of epistemic plurality and equitable access to knowledge (Lorenz, 2012). Within this context, Public Engagement (PE) is posited as a cultural and operational paradigm intrinsic to the university's public and democratic mission. PE is neither confined to administrative definitions (i.e., the classification proposed by the Italian National Agency for the Evaluation of Universities and Research) nor restricted only to science communication. Instead, it encourages open dialogue between academia and society, enhancing situated knowledge and promoting co-production processes in research and innovation (Watson et al., 2011), as aligned with the EU Responsible Research and Innovation framework and the APEnet Manifesto (the Italian Network of Universities and Research Institutions for Public Engagement). This panel aims to explore PE as a commitment and responsibility of universities towards democratic and transformative practices that promote the public value of knowledge, integrating – rather than merely extending – teaching and research activities. We welcome contributions from different disciplinary perspectives that analyse – theoretically or empirically – processes or experiences of the systematic integration of PE into the research, teaching, and knowledge exchange activities of higher education institutions, transforming them into laboratories for learning and democratic practice.

ADAPTATION STRATEGIES FOR NAVIGATING COMPLEXITY: AN EMPIRICAL RESEARCH AMONG WORKING STUDENTS AT ROMA TRE UNIVERSITY

Alba Francesca Canta (Polytechnic of Turin, Italy) · **Maria Alessandra Molè** (Università Roma Tre, Italy)

Working students | University | adaptation strategies

Universities are facing a period of significant change that is affecting various social groups, including students, who have to decide on the strategies to adopt in order to enter a flexible and competitive world. The stages of life that involve the transition from study to work take complex and irregular trajectories, characterized by a high degree of reversibility and instability. Within this context, students are frequently called upon to decide how to conduct their lives and what adaptation strategies to consider to reconcile different worlds of life, including university and work. Despite having been little studied, the figure of the working student is becoming increasingly present within universities. In this regard, in 2025, an explanatory empirical study was conducted on the working conditions of students in the Department of Education Sciences at Roma Tre University. Using a mixed methodology, the study aimed to understand the multiple implications associated with the phenomenon and give a voice to student population. Among the various dimensions explored during the research, I will focus on the evaluation of the relationship between the academic world and the working world of these working students, seeking to highlight the possible motivations behind their choices and the adaptation strategies to deal with this complexity. The analysis of the interviews highlights some important considerations. The academic and professional worlds do not always communicate with each other, which is why individual adaptation strategies are fundamental. Many working students choose flexible jobs, often without contracts, which allow them to pick the best strategy to conciliate the two world of lifes, and only a few choose jobs consistent with their studies. The working world and the academic world do not seem to play a major role in this adaptation; they provide support, but everything seems to be left up to the individual. Working students must use their inner skills and discipline to build their own path, piece by piece, communicating now with one world, now with the other, as if they were two isolated spaces with no continuity between them.

Biggart A. Walther A. (2006), "Coping with yo-yo transitions: youngadults' struggle for support, between family and state in comparative perspective" in C. Leccardi, E. Ruspini [eds]., A new youth? Young people, generations and family life, London: Ashgate, pp. 41-62.

Cinamon R., (2016), Integrating Work and Study Among Young Adults: Testing an Empirical Model, Journal of Career Assessment, 24(3).

Franchi M., (2005), Mobili alla meta: i giovani tra università e lavoro, Roma, Donzelli.

Giancola O., & Salmieri L. (2022). Chain Effects in Diachronic Perspective. Social Inequalities and School-Tracks-Choices Affecting Educational Outcomes in Italy. Scuola democratica, 13(2), 385-409.

Perocco F., Cillo R., (2017), Il lavoro degli studenti universitari: analisi di un fenomeno strutturale, in Cillo R. (a cura di), Nuove frontiere della precarietà del lavoro. Stage, tirocini e lavoro degli studenti universitari, Venezia, Edizioni Ca' Foscari.

Tomlinson M., (2010), Investing in the self: structure, agency and identity in graduates' employability, in Education, Knowledge & Economy, 4, (2), pp. 73-88.

BRIDGING UNIVERSITY AND CIVIL SOCIETY: CHALLENGES AND OPPORTUNITIES IN FOSTERING PUBLIC ENGAGEMENT AND SOCIAL INNOVATION

Maria Chiara De Angelis (Link Campus University, Italy)

HEI-CSO Collaboration | Public Engagement | Social Innovation

Civil society organisations (CSOs) play a crucial role in promoting public engagement between higher education institutions (HEIs) and society, increasing the societal value of knowledge in rapidly changing labour markets (OECD, 2023). Universities are redefining their missions through transformative collaborations with CSOs and businesses, encouraging social innovation through co-developed curricula that include "on-the-job" experiences (Arocena et al., 2015, 2018; Rey-Garcia and Mato-Santiso, 2020). These partnerships foster democratic practices by connecting academia with civil society, addressing inequalities, enhancing civic engagement, and strengthening social cohesion. However, they also create hybridisation tensions between university missions and CSO cultures, amid neoliberal pressures that reshape priorities and stakeholder interactions (Ravazzoli & Valero, 2020; Zani, 2017; Newfield, 2021; Hamilton et al., 2022). This study investigates how HEI-CSO collaboration fosters public engagement and boosts the societal value of knowledge through democratic and transformative practices. Specifically, it examines the opportunities and key issues arising from the partnership between HEIs and CSOs, and how this synergy can help redefine the Third Mission and strengthen the university's social impact. The research employs a qualitative, participatory approach, developed through two national workshops involving professors, researchers, university staff, as well as professionals and volunteers from various civil society organisations. The methodological design is grounded in the principles of action research (Argyris et al., 1985; Lewin, 1946) and applied social research, with the goal of promoting collaboration between institutions and participatory practices (Kemmis & McTaggart, 2000). The workshops were designed as spaces for reflection and co-creation of change, focused on exploring shared visions, tensions, and strategies for social innovation. Subsequently, the collected data were analysed using the six-phase thematic analysis method proposed by Braun and Clarke (2008), which guided the entire interpretative process. The study outlines several key trends in the contemporary debate: the emergence of new professional profiles and skills, collaboration between CSOs and HEIs in designing transversal and practice-oriented curricula, and the redefinition of the Third Mission as a space for experimentation and negotiation between social and academic interests. The analysis offers critical insights drawn from the experiences of those actively engaged in integrating civil society into academic practice, exploring current critical issues and strategies for systematising the dialogue between the knowledge and expertise of HEIs and CSOs, toward an education system more aware of its formative, cultural, scientific, and social mission.

Argyris, C., Putnam, R., & McLain Smith, D. (1985). Action Science. San Francisco: Jossey-Bass.

Arocena, R., Göransson, B., & Sutz, J. (2015). Knowledge Policies and Universities in Developing Countries: Inclusive Development and the 'Developmental University'. Technology in Society, 41, 10–20. https://doi.org/10.1016/j.techsoc.2014.10.004

Arocena, R., Göransson, B., & Sutz, J. (2018). Developmental Universities in Inclusive Innovation Systems. Cham: Palgrave Macmillan. https://doi.org/10.1007/978-3-319-64152-2

della Porta, D., & Pavan, E. (2017). Repertoires of Knowledge Practices: Social Movements in Times of Crisis. Qualitative Research in Organisations and Management, 12, 297–314. https://doi.org/10.1108/QROM-01-2017-1483

Hamilton, L., Daniels, H., Smith, C., & Eaton, C. (2022). The Private Side of Public Universities: Third-Party Providers and Platform Capitalism. Centre for Studies in Higher Education: Berkeley, CA, USA. https://escholarship.org/uc/item/7p0114s8 (accessed on 7 October 2022)

Kemmis, S., & McTaggart, R. (2000). Participatory Action Research. In N. K. Denzin & Y. S. Lincoln (Eds.), Handbook of Qualitative Research. London: SAGE Publications.

Lewin, K. (1946). Action Research and Minority Problems. Journal of Social Issues, 2(4), 34–46. https://doi.org/10.111

Newfield, C. (2021). Universities after neoliberalism: A tale of four futures. Radical Philosophy, 210, 77–78.

OECD. (2023). OECD Skills Outlook 2023: Skills for a Resilient Green and Digital Transition. Paris: OECD Publishing. https://doi.org/10.1787/27452f29-en

Ravazzoli, E., & Valero, D. E. (2020). Social Innovation: An Instrument to Achieve the Sustainable Development of Communities. In W. Leal et al. (Eds.), Sustainable Cities and Communities. Encyclopedia of the UN Sustainable Development Goals. Cham: Springer Nature Switzerland. https://doi.org/10.1007/978-3-319-71061-7_108-1

Rey-Garcia, M., & Mato-Santiso, V. (2020). Enhancing the Effects of University Education for Sustainable Development on Social Sustainability: The Role of Social Capital and Real-World Learning. International Journal of Sustainability in Higher Education, 21(7), 1451–1476. https://doi.org/10.1108/IJSHE-02-2020-0063

Zani, G. V. (2017). Burocrazia e università nel neoliberalismo. Filosofia, 62. https://doi.org/10.13135/2704-8195/38

INSTRUMENTALISATION OR DEMOCRATIC COMMITMENT? LOCAL CONSTRAINTS AND THE ADOPTION OF PUBLIC ENGAGEMENT IN FRENCH UNIVERSITIES

Nicolas Brard (Université de Tours) · **Elsa Poupardin** (Université Paris Cité, France)

scientific communication | organizational transitions | public engagement

In the French Higher education and research system, science communication professionals have always used changing terminology to describe their practices, promoting popularization or public understanding, and more recently, dialogue or participation. This variability in terminology is similarly found in most Western countries (Bergeron, 2016; Las Vergnas, 2016). The term ‘public engagement’, which has become ubiquitous in the rhetoric of science policy worldwide, is the most recent expression of this evolution. It now accompanies European policies that entrust the dissemination of knowledge to researchers or research institutions rather than the media (Hagendijk & Irwin, 2006; Weingart et al., 2021). Polysemic, it allows a wide range of actors to cooperate despite divergent interests while masking conflicts behind consensual objectives (Bensaude-Vincent 2014). Its adoption, an illustration of a phenomenon of mimetic isomorphism (Drori, Meyer, and Hwang 2006), provides no information on the concrete modalities of its implementation or on the effects it produces at different institutional levels. Over the past 15 years, changes in the communication services of research institutions across Europe have shown largely convergent characteristics (Bauer & Entradas, 2023; Entradas et al., 2022). Existing work highlights the recent changes affecting all institutions, regardless of their size and age (Sörensen et al., 2026), and points to growing tensions between ‘corporate’ and ‘scientific’ communication. National-level analysis provides a better understanding of how supranational dynamics are expressed in concrete terms: the circulation of organizational models, the effects of transnational injunctions linked to competitive funding, and the reappropriation of concepts from the academic field by public policies. The French case remains largely overlooked in the international literature. This relative invisibility is partly due to the history of higher education studies in Europe (Kehm & Musselin, 2013) and its complexity. France is thus absent from most studies on university marketing (Hemsley-Brown & Oplatka, 2006) or communication officers (Casini & Neresini, 2012). Our contribution is based on a mixed survey conducted in 2025 through interviews with 30 professionals and a questionnaire (57 responses) from the communication departments of universities and research centers. The analysis considers both official missions and concrete practices and highlights the lack of a political framework and clear indicators at the institutional level. It also emphasizes that the constant renewal of terminology in communication departments makes it difficult for researchers to assimilate it into their work. This instability weakens their relationship with communication professionals and limits their involvement in public engagement activities (Besley et al., 2021). National public policies that encourage public participation have prompted institutional communication departments to reorganize internally to respond to calls for projects and obtain dedicated funding. These organizational changes may suggest a profound transformation. However, interviews with professionals show that these policies have not led to substantial changes in their practices or perceptions. Communication officers remain primarily focused on the local and immediate constraints that structure their daily activities. These observations highlight the tensions faced by services that receive little recognition and are subject to supranational standards and instruments that have to be constantly reinterpreted in local contexts.

Bergeron, A. (2016). Médiation scientifique. Arts et Savoirs, 7. https://doi.org/10.4000/aes.876

Bensaude Vincent, B. (2014). The politics of buzzwords at the interface of technoscience, market and society : The case of « public engagement in science ». Public Understanding of Science (Bristol, England), 23(3), 238-253. https://doi.org/10.1177/0963662513515371

Besley, J. C., Garlick, S., Fallon Lambert, K., & Tiffany, L. A. (2021). The role of communication professionals in fostering a culture of public engagement. International Journal of Science Education, Part B, 11(3), 225-241. https://doi.org/10.1080/21548455.2021.1943763

Casini, S., & Neresini, F. (2012). Behind Closed Doors Scientists’ and Science Communicators’ Discourses on Science in Society. A Study Across European Research Institutions. Tecnoscienza, 3, 37-62.

Drori, Gili S., Meyer John W. & Hwang Hokyu. (Eds.). 2006. Globalization and Organization: World Society and Organizational Change. Oxford : Oxford University Press.

Entradas, M., Marcinkowski, F., Bauer, M. W., & Pellegrini, G. (2023). University central offices are moving away from doing towards facilitating science communication : A European cross-comparison. PLOS ONE, 18(10), e0290504. https://doi.org/10.1371/journal.pone.0290504

Entradas, Marta & Bauer, Martin W. (Eds.). 2022. Public Communication of Research Universities: 'Arms Race' for Visibility or Science Substance? Routledge. https://doi.org/10.4324/9781003027133

Hagendijk, Rob & Irwin, Alan. 2006. « Public deliberation and governance: engaging with science and technology in contemporary Europe ». Minerva 44(2):167-84. doi:10.1007/s11024-006-0012-x.

Hemsley-Brown, J., & Oplatka, I. (2006). Universities in a competitive global marketplace : A systematic review of the literature on higher education marketing. International Journal of Public Sector Management, 19(4), 316-338. https://doi.org/10.1108/09513550610669176

Kehm, B. M., & Musselin, C. (2013). Development of Higher Education Research in Europe : 25 Years of CHER. Sense Publishers.

Las Vergnas, O. (2016). De la médiation scientifique aux sciences dans la société, 30 ans d'ambiguïtés de l'action culturelle scientifique. In F. Serain, F. Vaysse, & P. C. et E. Caillet (Éds.), La médiation culturelle : Cinquième roue du carrosse (p. 177-187). L'Harmattan. https://hal.science/hal-01381893

Sörensen, I., Volk, S. C., Fürst, S., Schäfer, M. S., & Vogler, D. (2026). "Everything has changed" : A qualitative study of trends in university communication over the past decade. Journal of Science Communication, 25(1), A07. https://doi.org/10.22323/149020251226061004

Weingart, P., Joubert, M., & Connoway, K. (2021). Public engagement with science—Origins, motives and impact in academic literature and science policy. PLOS ONE, 16(7), e0254201. https://doi.org/10.1371/journal.pone.0254201

COMMUNITY-ENGAGED RESEARCH AND LEARNING IN HIGHER EDUCATION: THE TOGETHERNESS PROJECT

Valentina Ghibellini (University of Sassari, Italy) · **Andrea Vargiu** (University of Sassari, Italy) · **Julie Plouhinec** (sciences citoyennes) · **Glen Millot** (sciences citoyennes) · **Catherine Bates** (Technological University Dublin) · **Zoryana Pshyk** (Technological University Dublin) · **Etienne Toffin** (Université libre de Bruxelles)

Higher Education | Community Based Learning | Community Based Research

TOGETHERNESS addresses the need to democratise knowledge production by strengthening connections between academic institutions and communities, in line with the debate on the transformative role of universities (Mezirow, 1991) and their emerging functions of co-creation for sustainability and social change (Trencher et al., 2014). It unfolds through 3 participatory research experiments conducted in Brussels, Sassari and Dublin, mobilising actors from different disciplines and sectors to co-produce knowledge aimed at addressing concrete territorial challenges. In this respect, it is situated within the broader field of Public Engagement with Research, while acknowledging the heterogeneity of practices encompassed by this label and the increasing ambiguity of the concepts that define it (Weingart et al., 2024). While recognising these definitional challenges, the project deliberately narrows its focus to forms of engagement explicitly oriented towards generating social change. It adopts a perspective of transformative engagement that emphasises the co-production of knowledge between universities and communities. It promotes Community-Based Learning (CBL) and Community-Based Research (CBR) as approaches capable of integrating research, education and societal impact, while also challenging traditional power asymmetries between academia and civil society (Banks et al., 2017). The project is structured around 5 WP focusing on coordination, community mobilisation, the development of digital tools and training pathways, the institutionalisation of participatory practices, and the strengthening of a transnational network. By engaging vulnerable populations, informal communities and interdisciplinary teams, the project aims to develop sustainable models for embedding CBL and CBR structurally within universities. In its initial phase, the project includes an exploratory research component designed to provide the conceptual, methodological and operational foundations for the design and implementation of the local experiments. This phase enables the analysis of existing participatory research and transformative engagement practices in relation to the institutional contexts and higher education and research policies within which they have developed. The aim is to understand how organisational strategies, incentive structures and regulatory frameworks shape the ability of scholars and communities to engage in effective, inclusive and long-lasting CBL and CBR practices. Attention is paid to 4 key dimensions that guide the project as a whole: interdisciplinarity as a resource for knowledge co-production; methodologies for engaging vulnerable populations, with a focus on power dynamics and the construction of equitable partnerships (Beebeejaun et al., 2014); the use of micro-credentials as capacity-building tools; and collaboration with non-formalised communities, balancing institutional requirements with operational flexibility. Micro-credentials represent a central instrument within the project to support joint training of academic staff and non-academic actors and strengthen stable partnerships between universities and communities. The Italian higher education system is examined in comparative perspective alongside the Belgian and Irish, situating the national analysis within a

broader European framework. Through comparative analysis and the implementation of local experiments, the project will generate empirical evidence on the institutional, educational and relational conditions that enable transformative participatory research to develop sustainably, contributing to the European debate on the structural integration of CBL and CBR within universities.

Banks, S., Herrington, T., & Carter, K. (2017). Pathways to co-impact: Action research and community organising. Educational Action Research, 25(4), 541–559. https://doi.org/10.1080/09650792.2017.1331859

Beebeejaun, Y., Durose, C., Rees, J., Richardson, J., & Richardson, L. (2014). 'Beyond text': Exploring ethos and method in co-producing research with communities. Community Development Journal, 49(1), 37–53. https://doi.org/10.1093/cdj/bst008

Mezirow, J. (1991). Transformative dimensions of adult learning. Jossey-Bass.

Trencher, G., Yarime, M., McCormick, K. B., Doll, C. N., & Kraines, S. B. (2014). Beyond the third mission: Exploring the emerging university function of co-creation for sustainability. Science and Public Policy, 41(2), 151–179. https://doi.org/10.1093/scipol/sct044

Weingart, P., Joubert, M., & Connoway, K. (2024). Correction: Public engagement with science—Origins, motives and impact in academic literature and science policy. PLOS ONE, 19(6), e0306474. https://doi.org/10.1371/journal.pone.0306474

HOW CAN UNIVERSITY DROPOUTS AND DELAYS IN DEGREE COMPLETION BE ADDRESSED?

Casavecchia Andrea (Università di Roma Tre, Italy)

Academic comunity | Students | Drop out

This paper examines the phenomena of dropout and delayed graduation through the presentation and discussion of findings from a mixed-methods research project conducted with students enrolled at Roma Tre University. The Italian higher education system continues to exhibit comparatively high levels of dropout and significant delays in the attainment of tertiary qualifications (Cappa, Gavosto 2025). Among the primary contributing factors is the absence of a robust system for assessing students' competencies and for supporting informed decisions regarding study pathways. In such conditions, when students lack motivation or clarity in their educational choices, the probability of academic stagnation or withdrawal increases markedly (Colombo, Salmieri 2022). Extensive literature demonstrates that students' integration into the academic community constitutes a critical factor in promoting persistence. Such integration manifests through regular participation in teaching activities, constructive interactions with faculty, engagement in extracurricular initiatives, and involvement in student networks and institutional programmes (Tinto 1994; Braxton 2003; Larson 2013). The present analysis therefore investigates whether—and in what respects—students perceive themselves as part of an academic community, in order to assess the extent to which this dimension supports their university trajectories. The results emerging from both the questionnaire and interview phases indicate that students view the university as a pivotal context for personal development and intellectual growth, one that fosters "greater autonomy" and meaningful interaction with peers. Many respondents emphasized that their university experience has equipped them with valuable and transferable competencies relevant to both personal and professional spheres. Crucially, students' well-being appears strongly associated with their level of integration into academic life. The development of relational networks with peers and faculty members is identified as essential not only for sustaining engagement with university studies but also for orienting vocational decision-making, thereby enabling students to "refine their understanding of their specific professional vocation in coherence with their social and biographical trajectory" (Dewey 2020). The study concludes that the dimension of "academic community" functions as a protective factor, fostering continuity in students' progression and mitigating experiences of discouragement. This effect is further reinforced by orientation and tutoring initiatives and by the availability of services such as university cafeterias, study spaces, and digital environments.

Cappa C., Gavosto A. (2025), Università sotto esame, Bologna: Il Mulino.

Colombo, M., & Salmieri, L. (2022). Higher Education in Italy. Between New Public Management and Autonomy. Revue d'histoire des sciences humaines, (41), 285-306.

Dewey J. (2020), Democrazia e educazione. Un'introduzione alla filosofia dell'educazione, Edizioni Anica, Roma.

Larsen, M. R., Sommersel, H. B., & Larsen, M. S. (2013). Evidence on dropout phenomena at universities. Danish Clearinghouse for educational research.

Tinto, V. (1996). Rethinking the first year of college. Planning for higher education, 25(1), 1-6.

STUDYING ACADEMIC TEMPORALITIES THROUGH "TEMPORAL PARADIGMS": A SURVEY-BASED TYPOLOGY OF ITALIAN PROFESSORS AND FIXED-TERM RESEARCHERS

Lorenzo Barbanera (Università di Genova, Italy)

Academic Work | Temporal Regimes | Time Management

Across contemporary higher education, time has become a central site of governance (Gibbs et al., 2014). Universities are increasingly organized through accelerated evaluation cycles, deadline-driven reporting, project-based funding, and metricized performance targets (Ylijoki, 2016). These arrangements do not only redistribute workloads; they also reshape the temporal grammars through which academic work is imagined as good or successful: what counts as timely productivity, what horizons are deemed realistic, and which rhythms of inquiry are rendered legitimate or inefficient. In this sense, temporal pressures operate as normative prescriptions that become naturalized in everyday routines, making contestation difficult while subtly reconfiguring research autonomy, the conditions of teaching quality, and the balance between intellectual work and administrative compliance. To capture this temporal restructuring, the paper introduces the concept of temporal paradigm, defined as a patterned set of representations, values, and practices through which actors orient themselves in time and coordinate action under institutional constraints. Rather than treating temporalities as either abstract cultural frames or purely behavioral time-use patterns, the temporal paradigm conceptualizes how temporal norms are internalized and enacted: how time is cognitively represented, how it is practically managed, and how actors hierarchize and orient past, present, and future. Operationally, the construct is specified as multidimensional. The statutory dimension concerns cognitive representations of time and beliefs about its genesis. The conative dimension captures concrete time-management practices, including time monitoring, pace of life, planning ability, and the distribution of time across daily activities. The value dimension captures time horizon and time perspective, highlighting the relative salience and hierarchical ordering of past, present, and future in orienting action and planning. Methodologically, the study draws on an original survey of professors and fixed-term researchers in Italian universities. Using the public national registry of academic staff, a randomized typological–factorial sample (N = 1,056) was designed to capture heterogeneity across roles and institutional contexts. The questionnaire includes item batteries for each sub-dimension of the temporal paradigm. The dimensional structure is assessed through scale construction and consistency checks, followed by cluster analysis to identify robust groupings of temporal paradigms. Results identify eight temporal profiles. Four clusters related to the statutory and value orientation dimension emerged in the first analysis. In a second step, four other clusters were identified by considering only the conative dimension. Across profiles, time distribution is pivotal: many academics report the erosion of temporal boundaries and a strong absorption of working time by administrative and bureaucratic demands. More regulated profiles tend to allocate a higher share of working hours to research and a comparatively lower share to teaching, especially among fixed-term researchers whose career prospects are closely tied to research output. Overall, the findings suggest a transition toward accelerated, heterogeneous academic temporalities (Vostal, 2016), producing uneven adaptive strategies and heightened risks of short-termism and "time-eating" work cultures, particularly among younger academics (Berg & Seeber, 2016). As a long-term consequence, it could threaten the quality of future research and teaching (Connell, 2019).

Berg, M., & Seeber, B. K. (2016), The Slow Professor: Challenging the Culture of Speed in the Academy, University of Toronto Press, Toronto.

Connell, R. (2019), The Good University: What Universities Actually Do and Why It's Time for Radical Change, Zed Books, London.

Gibbs, P., Ylijoki, O.H., Guzmán-Valenzuela, C., & Barnett, R. (Eds.), (2014), Universities in the Flux of Time: An exploration of time and temporality in university life, Routledge, London

Vostal, F. (2016), Accelerating Academia: The Changing Structure of Academic Time, Palgrave Macmillan, London.

Ylijoki O.H. (2016), Projectification and conflicting temporalities in academic knowledge production. Theory of Science, 38(1), 7-26.

UNIVERSITIES AS AGENTS OF SOCIAL INNOVATION THROUGH PUBLIC ENGAGEMENT PROJECTS

Maria Letizia Guerra (University of Bologna, Italy) · **Valeria Carpené** (University of Bologna, Italy) · **Filippo Sartor** (University of Bologna, Italy)

public engagement | social innovation | knowledge valorization

Universities can act as key drivers of social innovation ([3]) when processes of knowledge valorization are combined with projects based on public engagement. This contribution highlights the experience of the University of Bologna in generating social innovation through co-creation initiatives involving diverse stakeholders such as researchers, professionals, institutions, and civil society organizations. Selected case studies will be presented, including new services for mental health ([1] and [2]) and the introduction of new professional roles in emergency departments. By fostering dialogue and shared design, universities can generate impactful solutions that respond to complex societal challenges.

[1] Bauer, G. Wistow, V. Hyánek, M. Figueroa, S. Sandford, Social Innovation in Health Care, The Recovery Approach in Mental Health, Chapter 6 in Social Innovation: Comparative Perspectives (1st ed.). Routledge, 2018. https://doi.org/10.4324/9781315158020

[2] Carrera, M., Sangiorgi, D., Foglieni, F., & Lucchi, F. (2018). Developing recovery oriented services and co-production in mental healthcare: Building-up on existing promising organisational practices. ServDes2018. (pp. 414-426). Linköping University Electronic Press. http://hdl.handle.net/11311/1058523

[3] Ng, BK. (2025). Universities as Agents of Social Innovation. In: Social Innovation in Action. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-032-07934-3_7

UNIVERSITY AND COGNITIVE CAPITALISM

Agostino D'Amico (Università degli Studi di Bari Aldo Moro, Italy)

Institutional modernization | Cognitive capitalism | Third Mission

The changes that have affected universities over the last three decades have sanctioned an epochal transformation in the relationship between academic knowledge and territorial development. Although within rather heterogeneous reformist approaches – and with particular reference to the national contexts of so-called developed countries – it is undeniable that the role and functions of knowledge have undergone a sort of Copernican revolution. Universities, no longer conceived as autonomous advanced centers of training and research (Pinto; 2019), have been compelled to periodically justify their utility and functionality within the framework of the priorities of the capitalist socio-economic system. The transition from a Fordist accumulation system to a post-Fordist one has not proven to be a mere technical exercise. Instead, it has entailed a shift in the ways through which society and institutions – both public and private – participate in value production (The OECD Observer, 1980; Lebert e Vercellone 2006; Fraser, 2019; Braudel, 1977). Economies are framed as knowledge-based, and it is precisely through the knowledge society that they intend to compete. This conjuncture has been favoured by the development of network systems typical of cognitive capitalism, in which the university is conceptualized as an player directly involved in the economic and cultural development of the territory in which it is located (Perotti, 2010; Carayannis e Campbell 2009; Benneworth et al., 2009; Donolo, 1971) The Third Mission (TM), understood as an organizational academic field, represents the outcome of the institutional modernization that has affected the University. It is common to distinguish between the economic and non-economic valorization of knowledge. Initially, academic activity with and for society were left to the discretion of individual researchers; today, they represent an expected counterpart for legitimation and recognition within and outside one's professional field. Drawing on data gathered through semi-structured interviews with academics from an Italian university, this article focuses on a specific area of the TM: public engagement. The aim is to understand the types of stakeholders with whom ties are forged (Bhattacharyya, 2004), the ways in which participation in development takes place, and the tools or actions employed (Benneworth, 2013); finally, it examines the limits and opportunities of this new mission (Hoye e Pries 2009; Baird, 2020; Tucker e Parker 2020).

Fraser N. (2019). Capitalismo. Una conversazione con Rahel Jaeggi, Milano: Sesto San Giovanni.

Braudel F. (1977). La dinamica del capitalismo, Bologna: Il Mulino.

Lebert D. e Vercellone C. (2006). Il ruolo della conoscenza nella dinamica di lungo periodo del capitalismo: l'ipotesi del capitalismo cognitivo, pp. 19-37, Capitalismo cognitivo, C. Vercellone (a cura di), Roma: Manifestolibri.

Benneworth P., Coenen L., Moodysson J. e Asheim B. (2009). Exploring the multiple roles of Lund University in strengthening Scania's regional innovation system: towards institutional learning?, European Planning Studies, 17(11), pp. 1645-1664.

The OECD Observer (1980). Women and work, Paris: OECD.

Pinto V. (2019). "There is no alternative"? Uno sguardo genealogico al futuro della valutazione, LA BIBLIOTECA DI CC, 11, pp. 28-48.

Donolo C. (1971). Per la critica dell'Università, Torino: Einaudi

Carayannis E. G. e Campbell D. F. (2009). 'Mode 3' and 'Quadruple Helix': toward a 21st century fractal innovation ecosystem, International journal of technology management, 46(3-4), pp. 201-234.

Perotti L. (2010). Università e sistema economico: un rapporto difficile, Stato e mercato, 89(2), pp. 255-286.

Hoye K. e Pries F. (2009). 'Repeat commercializers', the 'habitual entrepreneurs' of university–industry technology transfer, Technovation, 29(10), pp. 682-689.

Baird M. (2020). The academic as activist: managing tension and creating impact, Community, Work & Family, 23(5), pp. 612-621.

Tucker B.P. e Parker L.D. (2020). The question of research relevance: a university management perspective, Accounting, Auditing & Accountability Journal, 33(6), p. 1247-1275.

Benneworth, P. (2013). University engagement with socially excluded communities. Towards the idea of 'The Engaged University', pp. 3-31, In University engagement with socially excluded communities, (a cura di), Dordrecht: Springer Netherlands.

Bhattacharyya J. (2004), Theorizing Community Development, In Journal of the Community Development Society, 2, pp. 5-34.

I.09

The Democratic Turn in University STEM Education

PANEL CONVENORS: ola Lilensten (Institut de Recherche de Chimie Paris, France); Kylee Goode (University of Birmingham, United Kingdom); Ilija Rašović (University of Birmingham, United Kingdom)

PANEL KEYWORDS: Responsible Research and Innovation, deliberative democracy, transdisciplinary STEM education

A central democratic and innovation challenge, aligned with contemporary agendas in Responsible Research and Innovation (RRI) and societal readiness, is preparing scientists to act as reflexive practitioners embedded in society, rather than isolated technical specialists. Developing such reflexivity requires early interventions: structured spaces where students and researchers critically examine how scientific knowledge becomes innovation and how research trajectories can mitigate, reproduce or amplify social and environmental challenges. Democratic pedagogies offer powerful means of cultivating these capacities. Citizens' assemblies, public-facing tribunals, controversy-driven learning, argumentation pedagogies, Science Shops, and community-based research create encounters where students and researchers deliberate, engage with diverse publics, and confront the civic and ethical dimensions of scientific work. These tools challenge deficit-model assumptions and help future researchers navigate the social complexity surrounding innovation systems. This panel examines how such approaches are designed, delivered and evaluated, building on our experience implementing citizens' assemblies and scientific tribunals in undergraduate and postgraduate science programmes, training established researchers, and drawing on a wider ecosystem of participatory pedagogies. Their influence extends beyond individual scientists, shaping research teams, programme cultures, institutional governance and wider science–society relations. We invite contributions addressing four areas: Pedagogical design: How can democratic pedagogies challenge deficit thinking, foster reflexivity and support informed, pluralistic dialogue? Impact on students: What knowledge, competencies or dispositions do students develop, and how can these be assessed? Impact on publics: What forms of value emerge for community participants? Higher-order effects: How do these interventions reshape innovation cultures and the scientific enterprise?

THE EMBEDDING MODEL: INTEGRATING META-TECHNOSCIENTIFIC COMPETENCES IN STEM EDUCATION

Paolo Volonté (Politecnico di Milano, Italy) · **Simona Chiodo** (Politecnico di Milano, Italy) · **Viola Schiaffonati** (Politecnico di Milano, Italy)

Critical thinking | SSH integration model | co-teaching

This paper addresses the democratic turn in university STEM education by presenting the embedding model developed and implemented at Politecnico di Milano over the past decade. The democratic turn in university STEM education involves, among others, enriching educational programs through the acquisition of critical and reflective competences concerning scientific research and technological development. Particularly in the education of engineers and designers, sensitivity to the social impacts and ethical dimensions of technology is increasingly becoming a recognized imperative. This is especially evident in leading European technological universities, where subjects such as Critical thinking, Ethics of technology, and Technology and society are becoming part of standard curricula. The embedding model is a strategy for integrating critical and reflective competences into the educational pathways of engineers and designers, based on the incorporation of SSH (Social Sciences and Humanities) experts into technology-focused degree programs and courses. The first part of the paper will describe the model's main characteristics, highlighting its five pillars: not simply SSH

disciplines but meta-technoscientific competences; multidisciplinarity; meta-technoscientific competences are not soft skills; embedment; starting from below. The second part will discuss the practice of integrating meta-technoscientific competences into technology design curricula, identifying several key features: the need to adapt conventional disciplinary content for audiences without prior exposure, while maintaining academic rigor; the diverse composition of student cohorts and the consequent value of fostering peer-to-peer learning among students from different disciplines; and the potential to leverage students' technical knowledge to develop case studies and exercises that effectively contextualize meta-technoscientific concepts and theories. Innovative teaching formats, particularly integrated courses, will be specifically examined to demonstrate that co-teaching by both a technology specialist and an SSH scholar not only shows students the importance of incorporating critical perspectives into technology design but also facilitates mutual training and professional development among teaching staff. Furthermore, the simultaneous presence of both instructors interacting in the classroom illustrates to students that technology design processes should consistently integrate meta-technoscientific competences throughout all stages of development. The embedding model aims to provide students with basic tools to identify potentially harmful consequences of emerging technologies and possible steps to eliminate and mitigate them in a context in which expert opinion should not override that of non-experts. Graduates should emerge attuned to the risks that even well-designed and working technologies can entail if developed within a technocratic framework and deployed without democratic oversight. The paper will also provide a critical assessment of the difficulties encountered, the most arduous challenges, and main critical points of the embedding model.

Baig, M.I., Yadegaridehkordi, E., 2023, “Flipped classroom in higher education: a systematic literature review and research challenges”. Int J Educ Technol High Educ, 20, 61.

Bear, A., & Skorton, D. (Eds.), 2018, The integration of the humanities and arts with sciences, engineering, and medicine in higher education: Branches from the same tree. Washington (DC): The National Academies Press.

Calvert, J., 2023, A Place for Science and Technology Studies: Observation, Intervention, and Collaboration, Cambridge, MA: The MIT Press.

Davis, K. A, Joshi, S., Czerwionka, L., Montalvo, F., Rios-Rojas, G. O., Tort, J., William, J., Nauman, E., 2021, “Integrating the Humanities with Engineering through a Global Case Study Course”, Journal of International Engineering Education 3(1): Article 4.

Ferdman, A., Ratti, E., 2024, “What Do We Teach to Engineering Students: Embedded Ethics, Morality, and Politics”, Science and Engineering Ethics 30(7): 1-26.

Goldberg, D., E., 2009, “The Importance of Pairwork in Interdisiplinary and Educational Initiatives”, 39th IEEE Frontiers in Education Conference, San Antonio, TX, USA, 2009, pp. 1–4.

Grosz, B.J., Grant, D.G., Vredenburgh, K., Behrends, J., Lily, H., Simmons, A., Waldo, J., 2019, “Embedded EthiCS: Integrating ethics across CS education”, Communications of the ACM, 62(8): 54–61.

Hynes, M., & Swenson, J., 2013, “The humanistic side of engineering: Considering Social science and humanities dimensions of engineering in education and research”, Journal of Pre-College Engineering Education Research (J-PEER), 3(2).

Hesselbein, C., 2024, “An ethnographer among the engineers: Doing STS at a technical university”, in S. Chiodo, D. Kaiser, J. Shah, P. Volonté, eds, Improving Technology through Ethics, Cham: Springer, 11-28.

Verbeek, P.-P., 2021, “The Empirical Turn”, in S. Vallor, ed., The Oxford Handbook of Philosophy of Technology, New York: Oxford University Press, 35-54.

Ziman, J., 2000, Real Science: What It Is and What It Means, Cambridge: Cambridge University Press.

FOSTERING CRITICAL THINKING THROUGH THE “TRIBUNAL FOR THE FUTURE GENERATIONS” PEDAGOGICAL PROJECT: PROJECT STRUCTURE, STUDENT DEVELOPMENT, AND IMPACT OF TRIBUNAL-BASED LEARNING

Lola Lilensten (CNRS IRCP UMR8247, Paris, France) · **Lluis Pino** (Independent professional lecturer) · **Dalel Bouzid** (IUT de Saint-Denis, Place du 8 mai 1945, 93120 Saint-Denis, France) · **Guy Dirras** (IUT de Saint-Denis, Place du 8 mai 1945, 93120 Saint-Denis, France) · **Marie-Hélène Vigliano** (IUT de Saint-Denis, Place du 8 mai 1945, 93120 Saint-Denis, France)

fake tribunal | students project | critical thinking

In a complex world filled with controversies, fake news, and misleading communication, training students in critical thinking is of utmost importance. To do so, the “tribunal for future generations,” a debate format created by the French media “Usbek & Rica,” is proposed as an educational tool. In a dramatized way, real witnesses or experts, testifying for the benefit of future generations, are questioned by a “fake” court composed of an attorney, a prosecutor, and the court president. Through cross-examination and the witnesses’ expertise, this format allows exploration of the complexity of the chosen subject, while the staging provides distance and humor to avoid moralistic speeches [1]. This style of debate was previously used in the STEM community during a scientific conference. In front of materials scientists and students, the question “should we keep inventing new materials” was examined through the insights of academics, industry profes-

sionals, specialists in the history of materials, and their future prospects with Sci-Fi. To actively involve students beyond just attending events, a new “Tribunal for the Future Generations” is being launched at the University of Saint Denis within the Bachelor of Technology department. A group of volunteer students runs a one-year program, ending with the creation and hosting of a final event open to the public. The students receive mentorships every two weeks from a team made up of a researcher and a professional speaker. This changes students' roles from passive attendees to active participants responsible for presenting a controversy [2]. The chosen topic was recycling. Indeed, recycling offers hope that we can keep producing new materials without generating waste or extracting additional raw resources. However, behind this appealing idea, and after many decades of practice, the reality still falls short of the promise. Plastics, metals, paper, and construction debris are still, quite frankly, far from being recycled in sufficient volumes to reduce our society's environmental impact. Will this gap likely decrease significantly in the future? Or was our optimism about this industry's potential misplaced from the start? Is recycling the solution we hoped for to build a more eco-friendly planet? With this project, students explore various aspects of the topic: materials science, industry technologies, public regulation, the economy, and greenwashing. Being on stage at the final event as president of the court, attorney, and prosecutor requires a broad understanding and a critical eye for this complex subject. Soft skills such as eloquence, event organization, communication, and teamwork are also developed [1]. This presentation will outline the project organization over the year, followed by an evaluation of the outcomes through post-event discussions with participating students and audience surveys. Lastly, the potential of this format to promote critical thinking will be discussed.

[1] Jaramillo Gómez DL, Álvarez Maestre AJ, Parada Trujillo AE, Pérez Fuentes CA, Bedoya Ortiz DH, Sanabria Alarcón RK. Determining Factors for the Development of Critical Thinking in Higher Education. J Intell. 2025 May 22;13(6):59. doi: 10.3390/jintelligence13060059.
[2] Walker SE. Active learning strategies to promote critical thinking. J Athl Train. 2003 Jul;38(3):263-7.

CITIZENS’ ASSEMBLIES AS ASSESSMENT: CULTIVATING REFLEXIVE SCIENTISTS THROUGH DEMOCRATIC PEDAGOGIES IN DOCTORAL STEM EDUCATION

Ilija Rašović (University of Birmingham, United Kingdom) · **Kylee Goode** (University of Birmingham, United Kingdom)

Deliberative democracy | responsible research and innovation | interdisciplinary science education

Calls to embed responsible research and innovation (RRI) in science and engineering education emphasise the need to cultivate scientists capable of reflexive engagement with the societal dimensions of research and innovation. Yet doctoral training environments often struggle to translate these ambitions into concrete pedagogical and assessment practices. This paper examines an experiment in doctoral STEM education that introduces a deliberative democratic process—a citizens’ assembly—as a central component of assessment within a cohort-based PhD training programme. The intervention takes place within two Engineering and Physical Sciences Research Council (EPSRC) Centres for Doctoral Training (CDTs) at the University of Birmingham. These programmes bring together doctoral researchers from diverse disciplinary backgrounds but face a common challenge: ensuring that interdisciplinarity is experienced not merely as a structural feature of programmes but as a meaningful intellectual and civic practice. To address this, a module on responsible research and innovation integrates interdisciplinary perspectives with a transdisciplinary assessment in which doctoral researchers design and run their own citizens’ assemblies on controversial scientific topics. Following a flipped-classroom learning experience involving contributions from scholars in law and history of science as well as external practitioners (including lawyers, entrepreneurs and industry collaborators), students organise assemblies structured around three phases: collective learning, expert engagement and deliberation, and the formulation of recommendations. Students identify topics, curate preparatory materials, recruit speakers and facilitate deliberation themselves. In doing so, they confront the ethical, political and societal dimensions of scientific research while experimenting with deliberative democratic formats typically absent from STEM training. Drawing on five cohorts of doctoral researchers, we present survey data and qualitative evidence demonstrating how this assessment format reshapes students’ perceptions of their roles as scientists. Students consistently identify the citizens’ assembly as the most transformative component of the module, highlighting its capacity to surface plural perspectives, challenge disciplinary assumptions and foster critical reflection on research trajectories. Topics selected by students range across emerging technological and environmental controversies, providing a lens through which to analyse how scientists-in-training engage with contested futures. We also

explore higher-order effects extending beyond individual students. Evidence from interviews and programme observations suggests that the experience has influenced doctoral researchers' behaviour in subsequent industrial internships, informed discussions within research groups, and shaped the thinking of CDT leadership and professional staff involved in doctoral training. These developments illustrate how democratic pedagogies can ripple outward through research cultures and institutional practices. Finally, we reflect on the future development of such pedagogies. Current assemblies operate as internal educational simulations, raising questions about how and whether public participants should be integrated into assessed learning environments. Ongoing work exploring hybrid deliberative formats (including collaboration with initiatives such as the Tribunal for Future Generations) suggests possible pathways for connecting doctoral training more directly with public deliberation and stakeholder engagement. These developments open new possibilities for democratic forms of science education capable of reshaping both doctoral training and wider innovation cultures.

"Taking Responsibility: Responsible Research and Innovation", I. Rašović, Materials World, June 2023

"Twelve Key Findings in Deliberative Democracy Research", N. Curato, J. S. Dryzek, S. A. Ercan, C. M. Hendriks & S. Niemeyer, in "The Prospects & Limits of Deliberative Democracy" (eds. J. S. Fishkin & J. Mansbridge), Daedalus, 146 (3), Summer 2017.

UKRI's Framework for responsible research and innovation

FROM TRAINING TO TRANSFORMATION: THE ISPRA EXPERIENCE FOR ORGANIZATIONAL CULTURE CHANGE THROUGH A GENDER LENS

Nadia Sbreglia (Istituto superiore per la protezione e la ricerca ambientale, Italy) · **Katia Carcone** (Istituto superiore per la protezione e la ricerca ambientale, Italy)

transformative education | gender bias deconstruction | Stem socialization

Gender disparity in scientific careers is not merely a quantitative imbalance but the result of cultural and symbolic structures that shape expectations, roles, and models of competence recognition. As Ernst Cassirer highlights, the symbolic categories through which we interpret reality contribute to consolidating dualisms and hierarchies that influence the distribution of opportunities. Within this framework, the gender gap in technical-scientific environments cannot be addressed solely through access policies; it requires interventions capable of influencing the cultural mechanisms and organizational practices that ensure its reproduction. This contribution analyzes the training experience developed at the Italian Institute for Environmental Protection and Research (ISPRA), conceived as a pedagogical device aimed at transforming organizational culture. The assumption is that the staff of a research institution are not only recipients of training but also social actors. Researchers operate as mentors, contributing to the transmission of cultural models. In line with John Dewey's vision, training is understood as a transformative educational experience: a process of rethinking judgment capable of transforming the work environment into a space of dialogue and respect. From this perspective, deconstructing gender bias acquires a value that transcends the professional sphere, influencing the educational and social role of employees. As suggested by Erving Goffman's sociology, individuals act according to social "scripts" and gender representations. The objective of the training is therefore to lay the groundwork for rewriting these models, providing researchers with the tools to act as multipliers of change within socialization processes. The aim is to counter stereotypes that influence educational trajectories and aspirations toward STEM disciplines among younger generations. The program, launched approximately eighteen months ago, has involved a significant percentage of the Institute's personnel through courses dedicated to Gender-based Violence in the Workplace: Stereotypes, Recognition, and Effective Interventions. The phenomenon of violence was addressed through multidisciplinary contributions and considered the extreme outcome of specific cultural dynamics. The project's different editions focused on several themes—particularly stereotypes and socialization—and included workshops designed to translate theory into reflective practice. The initiative aimed to reveal the mechanisms that shape thought and to examine the role of socialization in the normalization of discriminatory behaviors. Gender biases were interpreted as "habitus" (Bourdieu), understood as embodied social structures that guide individuals' actions through forms of symbolic violence. The courses were designed according to the principles of experiential pedagogy. Moving beyond a purely transmissive model, an interactive communicative style was prioritized. Through storytelling, personal examples, and the analysis of regulations using historical case studies, the training became a dialogical process capable of generating emotional and cognitive engagement. This experience provides a framework for

understanding the cultural structures and superstructures underlying inequalities. The educational goal is to encourage a revision of staff members' interpretive lenses, positioning training as a lever that extends beyond institutional boundaries. The intention is to foster participants' development as promoters of awareness, enabling them to rethink relationships within the organizational context and to support, in schools and homes, the aspirations and freedom of choice of those who will shape the science of tomorrow.

• Bourdieu, P. (1998), Il dominio maschile, Feltrinelli, Milano.
• Cassirer, E. (1923-1929), Filosofia delle forme simboliche, La Nuova Italia, Firenze.
• Dewey, J. (1938), Esperienza ed educazione, La Nuova Italia, Firenze.
• Goffman, E. (1977), The Arrangement between the Sexes.
• Mezirow, J. (2003), Apprendimento e trasformazione, Raffaello Cortina, Milano.

STEM WITH A CRITICAL EDGE: A SYSTEMATIC REVIEW OF HUMANITIES-INTEGRATED PEDAGOGIES

Addisalem Yallew (Cape Peninsula University of Technology, South Africa)

STEM education | humanities | democratic pedagogy

Recent developments in STEM education raise a key pedagogical question that has implications for democratic and critical citizenship: how should future scientists and engineers be educated in a global context shaped by uncertainty, the rise of populist politics and techno-deterministic outlooks, and a retreat from critical global conversations into the nation-state container? This paper explores this topic by conducting a systematic review of scholarship on the nexus between STEM education and the humanities in higher education to examine whether, and under what conditions, humanities-integrated pedagogies cultivate the reflexive and deliberative capacities required for critical and democratic science education. Based on a preliminary assessment of the literature, the paper argues that giving STEM education a critical and humanistic edge requires more than the addition of participatory techniques to existing curricula and requires the embedding of pedagogical designs that reopen crucial and relational questions related to knowledge, methods of knowing and public responsibility within STEM itself, making the humanities not just ancillary to democratic STEM education but rather its integral parts.

-

TEACHING HOW TO THINK: INTELLECTUAL SKILLS AND MEDICAL EDUCATION IN THE SCOTTISH ENLIGHTENMENT

Serena Mambriani (University of Parma, Italy)

Scottish Enlightenment | Medical Education | Intellectual Skills

What were the didactic objectives of medical education in the second half of the eighteenth century? How were physicians-in-training expected to cultivate the intellectual skills necessary to critically assess observations and transform experience into reliable clinical understanding? The aim of the proposal is to examine the canon of medical education in the Scottish Enlightenment through the case of the published Lectures on Materia Medica (1773), delivered by William Cullen at the University of Edinburgh in 1761, historically reconstructing the training needs identified for medical students and the pedagogical practices employed, with a focus on the analysis of the course's introductory discourse. By the mid-eighteenth century, the University of Edinburgh had emerged as a leading center of medical education in the anglophone context (Ritchie, 1928). The Faculty of Medicine, formally established in 1726, offered structured lectures and practical training in anatomy, dissection, and clinical observation, building on earlier developments in European centers such as Leiden, where hospital practice and bedside instruction had been introduced (Kaufman, 2005; Reinarz, 2008; Parent, 2016). Within this context, William Cullen, professor of Materia Medica, sought to provide a critical approach to medical training. By defining Materia Medica as the "knowledge of all the Substances or Preparations employed in Diet or Medi-

cine", he considers every subject around four main components: "1st, its knowledge, or the method of distinguishing it; 2d, its virtues in diet or in medicine; 3d, the foundation of those virtues in the sensible qualities, or its chemical properties; 4th, its particular application to medicine, or its pharmaceutical treatment" (Cullen, 1773, p. 1). This systematic framework reflects Cullen's acknowledgement of the limitations of experience alone, "liable to so many errors of ignorant or deceitful men," and highlights to the necessity of developing critical thinking in order to select "pauca scire quam multa opinari" (Cullen, 1773, p.1). In his didactic design Cullen provides students with a method for assessing the properties of substances, in order to apply it in clinical practice. For instance, he notes that "Colour, of all methods of knowing the virtues of subjects a priori, is the most uncertain; Smell, extends a little farther; but Taste is the most extensive of all three" (Cullen, 1773, pp. 1–2). Through the combination of observation, sensory evaluation, and critical thinking, Cullen identifies the intellectual skills necessary to develope clinical judgment and independent reasoning: "analysis strictly chemical, is now found to be of no use; that of resolving bodies into their native principles, is more extensive, and often enables us to separate the salutary from the pernicious principles" (Cullen, 1773, p. 2). Cullen's teaching exemplifies how the development of intellectual skills was recognized as a central need in eighteenth-century medical education, when a vast body of observations had accumulated, making it necessary for students to navigate the material and identify reliable knowledge. The study of Cullen's Lectures thus testifies to the pedagogical aims of medical education, providing a model for the formation of physicians in the Enlightenment context.

Cullen, W. (1773). Lectures on the materia medica. Thomas Ewing.

Kaufman, M.H. (2005). Early History of The Royal College of Ohysician of Edinburgh. Res Medica. Journal of the Royal Medical Society. 268(2), 49-53.

Parent, A. (2016). Franciscus Sylvius on Clinical Teaching, Iatrochemistry and Brain Anatomy. Canadian Journal of Neurological Sciences / Journal Canadien Des Sciences Neurologiques, 43(4), 596–603. doi:10.1017/cjn.2016.14

Reinarz, J. (2008). The transformation of medical education in eighteenth-century England: international developments and the West Midlands. History of Education, 37(4), 549–566.

https://doi.org/10.1080/00467600802109846

Ritchie, W.T. (1928). Medicine in Edinburgh. Edinburgh Medical Journal, 35(12), 665-673.

I.12

Whose University is it? Neoliberal Governance: The Challenge to Academic Freedom, Equity, and Critical Thinking

PANEL CONVENORS: Silvia Zanazzi (Università di Ferrara, Italy); Catherine Edelhard Tømte (University of Agder, Norway); Edoardo Esposto (University of Sapienza, Italy)

PANEL KEYWORDS: Higher Education, Neoliberalism, Critical Thinking

This panel invites critical reflection on the contemporary university and its changing role in society. Higher Education Institutions are under growing pressure to align their core strategies with market logics and achieve high placements in global rankings. Neoliberalism presupposes that they can optimize their effectiveness and efficiency by adopting the practices and values characteristic of the corporate sector. Students are increasingly viewed as consumers who "purchase" an education to gain marketable skills, influencing their course choices and creating pressure on universities to attract them with the promise of a high-return investment. The increasing adoption of digital platforms, data-driven technologies, and corporate-style managerial tools to mediate, manage, and deliver educational, research, and administrative processes, often reflect and reinforce market logics and performance accountability. These potent external influences creates a significant tension within the academic mission. Specifically, the strong drive for market alignment poses a substantial risk of marginalizing alternative knowledges and restricting access for underrepresented groups. Concurrently, the intense focus on operational efficiency and immediate utility can ultimately diminish the university's capacity for fostering critical thinking and deep intellectual exploration. How can the university maintain its independence, academic freedom and commitment to democracy when financing is dictated by performance efficiency and market appeal? How can we defend the university as a place for critical thought, equity, social inclusion, and public responsibility? We seek theoretical and empirical contributions that rigorously explore these dynamics. Submissions should specifically address the tension between institutional survival and ethical mission.

WHOSE KNOWLEDGE, WHOSE UNIVERSITY? ACADEMIC FREEDOM AND EQUITY UNDER NEOLIBERAL HIGHER EDUCATION GOVERNANCE

Miwako Hosoda (Seisa Uinversity, University of Tokyo, Japan)

Higher Education | Neoliberalism | Equity

In recent decades, higher education institutions worldwide have been increasingly reshaped by neoliberal governance frameworks that emphasize market competitiveness, performance indicators, and managerial efficiency. Universities are now expected to function as quasi-corporate organizations, aligning their educational and research missions with global rankings, employability metrics, and short-term economic returns. This transformation raises fundamental questions about whose knowledge is legitimized, whose voices are marginalized, and ultimately, whose university it has become. This paper critically examines the impact of neoliberal governance on academic freedom, equity, and critical thinking, drawing on sociological perspectives from education, healthcare, and welfare studies. Focusing on the tension between institutional survival and ethical responsibility, it explores how performance-based funding systems and data-driven managerial practices shape research agendas, teaching priorities, and access to higher education. In doing so, the paper emphasizes the importance of field-based and practice-oriented research that cannot be adequately captured by abstract performance indicators alone. Particular attention is paid to collaborative research practices conducted with patient associations and healthcare professionals. Through these collaborations, research questions are co-constructed with participants based on lived experience, clinical practice, and community needs. Such forms of knowledge production illustrate how experiential, participatory, and community-based knowledges are generated in situ, yet are systematically undervalued within dominant evaluative frameworks shaped by neoliberal rationalities. Using qualitative insights from academic practices and policy discourses in Japan, this paper argues that neoliberal governance not only restructures institutional arrangements but also subtly governs academic subjectivities. Faculty members are increasingly positioned as entrepreneurial actors responsible for securing funding and measurable outputs, while students are framed as consumers investing in their own human capital. These logics risk narrowing the intellectual space necessary for sustained engagement with fieldwork, relational research, and critical inquiry grounded in social realities. At the same time, the paper highlights emerging forms of resistance and possibility. By foregrounding equity-oriented pedagogies, participatory knowledge production, and post-Western sociological perspectives—particularly those rooted in collaboration with patient

groups and healthcare practitioners—universities can reclaim their role as public institutions committed to social inclusion, epistemic diversity, and democratic responsibility. The paper concludes by arguing that defending academic freedom today requires not only institutional autonomy but also an explicit ethical commitment to valuing field-based knowledge, collaborative research, and socially grounded forms of critical thought.

Ball, S. J. (2012). Global education inc.: New policy networks and the neoliberal imaginary. Routledge.
Giroux, H. A. (2014). Neoliberalism's war on higher education. Haymarket Books.
Connell, R. (2019). The good university: What universities actually do and why it's time for radical change. Zed Books.

SHAPING THE ROLE OF ARTIFICIAL INTELLIGENCE IN HIGHER EDUCATION: POLICY DIRECTIONS IN ITALY AND NORWAY

Catherine Edelhard Tømte (University of Agder, Norway) · **Silvia Zanazzi** (Università di Ferrara, Italy)

Higher education | Artificial Intelligence (AI) | Governance

Around the world, the large language models, LLMs, first introduced with ChatGPT in 2023, have caused turbulence in education (Jin et al., 2025; OECD, 2026). Governments are developing guidelines and recommendations for Higher Education Institutions (HEIs) on how to handle Artificial Intelligence (AI). Universities are developing new teaching, learning and assessment models, including dimensions related to privacy and ethics. For instance, the Russell Group (2023), which represents 24 UK research-intensive universities, has established a set of guiding principles to empower both staff and students to navigate this evolving landscape. These core principles focus on fostering AI literacy to help users understand the tool's limitations and ethical risks, such as bias, privacy, and plagiarism. Furthermore, universities commit to equipping staff with the skills to support students, adapting teaching and assessment methods to ensure fairness and academic rigour, and collaborating across the sector to share best practices. Students, too, are concerned with avoiding cheating, plagiarism, and fair assessments. They are viewed as active participants who must become AI-literate to navigate an increasingly AI-enabled world. They are expected to understand not only the opportunities of generative AI but also its significant limitations, such as potential bias, privacy risks, and inaccuracies. While these tools can personalise learning and enhance critical reasoning, students remain accountable for the accuracy of any AI-generated information they use. International bodies such as UNESCO (2023, 2024) provide frameworks for understanding generative AI in education. Grounded in a humanistic vision that places human agency at the centre of AI integration, such frameworks stress the importance of equipping education systems with the skills to use AI effectively and emphasise the need for policies and practices that balance technological innovation with ethical responsibility. More specifically, higher education institutions should support students and staff in using AI ethically and transparently rather than implementing bans. Universities should redesign assessments to prioritise human values like creativity and complex problem-solving, while utilising AI as a "coach" for research planning and data exploration. Ultimately, institutions should leverage students' metacognitive skills to critically verify AI outputs and safeguard human agency. In this paper, our aim is to further explore how national HEI systems are grappling with these challenges. By looking at Italy and Norway, two countries with slightly different organisation of their HEIs, we will identify their governmental approaches towards the implementation of AI in higher education. Informed by the analysis of national steering documents and green papers, our aim is to examine the extent to which the dimensions outlined in UNESCO's framework are reflected in national guidelines for implementing AI in higher education. We ask: To what extent are the dimensions of UNESCO's framework reflected in national guidelines for the implementation of AI in higher education? This involves examining the priorities of national policies, such as ethical governance, transparency, teacher and institutional capacity-building, and responsible innovation, and how closely these align with UNESCO's recommendations for integrating AI in a safe, equitable and pedagogically meaningful way.

Jin, Y., Yan, L., Echeverria, V., Gašević, D., Martinez-Maldonado, R. (2025). Generative AI in higher education: A global perspective of institutional adoption policies and guidelines. Computers and Education: Artificial Intelligence, 8, 100348. https://doi.org/10.1016/j.caeai.2024.100348.
OECD (2026). OECD Digital Education Outlook 2026: Exploring Effective Uses of Generative AI in Education, OECD Publishing, Paris, https://doi.org/10.1787/062a7394-en.
Russell Group, 2023. Russell Group principles on the use of generative AI tools in education. Russell Group, Cambridge. Available at: https://www.russellgroup.ac.uk/sites/default/files/2025-01/Russell%20Group%20principles%20on%20generative%20AI%20in%20education.pdf.

UNESCO. (2023). Guidance for generative AI in education and research.
https://doi.org/10.54675/EWZM9535
UNESCO. (2024). AI competency framework for teachers.
https://doi.org/10.54675/ZJTE2084

THE MIRROR-BOX BIAS IN THE NEOLIBERAL UNIVERSITY: GENERATIVE AI, THE CRISIS OF HUMANITAS, AND CRITICAL THINKING

Marco Cadavero (University of Bologna, Italy) · **Nicolo' Brandizzi** (Fraunhofer Institute for Intelligent Analysis and Information Systems (IAIS), Sankt Augustin, Germany) · **David Vagni** (Institute for Biomedical Research and Innovation, National Research Council (IRIB-CNR), Rome, Italy)

Mirror-Box Bias | generative AI | post-anthropocentric pedagogy

The rapid uptake of generative AI—especially Transformer-based Large Language Models (LLMs; Vaswani et al., 2017)—is both a symptom and a catalyst of ongoing attempts at a neoliberal restructuring of the university (Slaughter & Rhoades, 2004). Writing, assessment, and feedback are increasingly recast as measurable textual performances aligned with ranking logics, accountability frameworks, and the promise of a high-return educational investment, while students are treated as consumers who purchase marketable skills (Selwyn, 2016). This paper introduces the Mirror-Box Bias as both an epistemological and an institutional device. Just as a mirror-box patient perceives a phantom limb by projecting the reflection of the healthy arm, educators and evaluators project human cognition as the sole legitimate form of intelligence and treat it as a normative gold standard for assessing any other form of cognition (Ramachandran & Rogers-Ramachandran, 1996). This projective mechanism generates two symmetrical and interconnected distortions: an illusion of artificial limitation, whereby the non-anthropomorphic architecture of LLMs is read as cognitive deficit simply because it does not mirror human processes; and an illusion of artificial comprehension, whereby conversational coherence is mistaken for genuine understanding. In both cases, difference is reduced to deficiency and the Protagorean dictum that "man is the measure of all things" is uncritically extended to AI evaluation. Because both illusions restrict the field of what counts as "intelligence" to what is textually producible and specularly comparable between human and machine, they converge with an efficiency-driven governance that rewards measurable output: everything that resists textual reduction—critical thinking, reflective practice, bodily knowledge, relational vulnerability—is pushed to the margins of assessment and, consequently, of curricula. The Mirror-Box Bias thus naturalises the reduction of learning to performance and marginalises precisely those forms of understanding that the university should safeguard (Biesta, 2017). Drawing on the Platonic–Derridean pharmakon (Derrida, 1972), embodied cognition (Varela et al., 1991), and critical pedagogy (Freire, 1970; Giroux, 1983), the paper offers a critical genealogy of "the human" in the age of LLMs and positions itself beyond the dichotomy of technophobia and technophilia. It advances a post-anthropocentric pedagogy (Braidotti, 2013) that does not abandon the human dimension of education but integrates it within a broader framework recognising the complementarity of diverse cognitive architectures—human and artificial. Three principles are proposed: (1) AI as a non-substitutive interlocutor and decentring device that reopens, rather than forecloses, the space for critical thinking; (2) process-oriented assessment grounded in attribution, transparency, and responsibility, as an alternative to output measurement; (3) re-anchoring learning in situated, bodily, and communal practices that resist the commodification of education. The framework directly addresses the tension between institutional survival and ethical mission by reclaiming the university as a space of academic freedom, equity, and public responsibility.

Biesta, G. J. J. (2017). The rediscovery of teaching. Routledge. https://doi.org/10.4324/9781315617497
Braidotti, R. (2013). Posthuman humanities. European Educational Research Journal, 12(1), 1–19. https://doi.org/10.2304/eerj.2013.12.1.1
Derrida, J. (1972). La pharmacie de Platon. In La dissémination (pp. 69–197). Seuil.
Freire, P. (1970). Pedagogy of the oppressed. Continuum.
Giroux, H. A. (1983). Theory and resistance in education: A pedagogy for the opposition. Bergin & Garvey.
Kasneci, E., Seßler, K., Küchemann, S., Bannert, M., Dementieva, D., Fischer, F., Gasser, U., Groh, G., Günnemann, S., Hüllermeier, E., Kruber, S., Kuber, G., Nerd, S., Perun, T., Popp, O., Schulze, C., Slober, B., von Stackelberg, S., & Kasneci, G. (2023). ChatGPT for good? On opportunities and challenges of large language models for education. Learning and Individual Differences, 103, Article 102274. https://doi.org/10.1016/j.lindif.2023.102274
Ramachandran, V. S., & Rogers-Ramachandran, D. (1996). Synaesthesia in phantom limbs induced with mirrors. Proceedings of the Royal Society of London. Series B: Biological Sciences, 263(1369), 377–386. https://doi.org/10.1098/rspb.1996.0058
Selwyn, N. (2016). Is technology good for education? Polity Press.

Slaughter, S., & Rhoades, G. (2004). Academic capitalism and the new economy: Markets, state, and higher education. Johns Hopkins University Press.

UNESCO. (2023). Guidance for generative AI in education and research. United Nations Educational, Scientific and Cultural Organization. https://doi.org/10.54675/EWZM9535

Varela, F. J., Thompson, E., & Rosch, E. (1991). The embodied mind: Cognitive science and human experience. MIT Press. https://doi.org/10.7551/mitpress/6730.001.0001

Vaswani, A., Shazeer, N., Parmar, N., Uszkoreit, J., Jones, L., Gomez, A. N., Kaiser, Ł., & Polosukhin, I. (2017). Attention is all you need. In I. Guyon, U. V. Luxburg, S. Bengio, H. Wallach, R. Fergus, S. Vishwanathan, & R. Garnett (Eds.), Advances in neural information processing systems (Vol. 30). Curran Associates.

NAVIGATING THE AI TURN IN TEACHER EDUCATION: COMPLIANCE, CONTROL OR CREATIVE RENEWAL?

Catherine Edelhard Tømte (Dept. Of Information Systems, University Of Agder, Norway) · **Synnøve H. Amdam** (Dept. of Pedagogic, Volda University College, Norway) · **Ann-Thérèse Arstorp** (Dept. of Educational Science, University of South-Eastern Norway) · **Mari-Ann Letnes** (Dept. of Teacher Education, Norwegian University of Science and Technology) · **Ilka Nagel** (Dept. of Education, ICT and Learning, Østfold University College)

teacher education institutions | artificial intelligence | professional digital competence

In recent years, artificial intelligence (AI) has become increasingly influential in society and in education (UNESCO, 2024). Nevertheless, previous research indicates that teacher education still faces significant challenges in developing the professional digital competence (PDC) of both teacher educators and student teachers (Kelentrić, Helland & Arstorp, 2024; Pedersen et al., 2024). A core problem has been the persistent emphasis on instrumental uses of digital technologies, with comparatively limited attention to how such technologies shape society, individual learners, and the processes through which knowledge is acquired (Aagaard et al., 2025). With the rapid emergence of AI layered on top of these developments, there is reason for concern. At present, there is limited knowledge on how teacher education institutions respond at the organisational level to the introduction of AI, and to what extent they integrate AI in meaningful and pedagogically grounded ways (Ceallaigh, T. Ó et al., 2025). This study seeks to generate deeper insight into how teacher education institutions in Norway address AI as part of their institutional and educational practices. Specifically, we ask: To what extent do institutional measures reflect a shift from an instrumental towards a more critical and society-oriented perspective on digital technologies? To explore this question, we examine how AI is framed, legitimised and operationalised within strategic documents, guidelines, and institutional initiatives, and how these overall regulations, guidelines and general institutional efforts are perceived by the institutional leadership responsible for teacher education. Based on our findings, we also discuss how these findings may relate to broader discussions concerning digital competence, professional knowledge, and epistemic change in the context of emerging technologies. The study employs a qualitative design combining document analysis with semi-structured interviews. Data will be collected from key actors across five Norwegian teacher education institutions, including deans responsible for teacher education and programme leaders or coordinators. Our analytical approach is grounded in discourse theory, using interpretative repertoires as a sensitizing concept. The material is examined through a reflexive thematic analysis (Braun & Clarke, 2021) that recognizes the situated and interpretive role of the researcher (Byrne, 2022). Through this approach, the project aims to identify similarities and differences in institutional strategies, understandings, and practices related to AI, and to assess the extent to which these reflect varying degrees of institutional digital maturity (Akbarighatar et al., 2023; Begicevic et al., 2021). This way, our study may offer an empirical contribution to understanding how higher education institutions interpret and operationalize AI based on their existing digital capacities. At the conference, we will present and discuss preliminary findings from the study.

Akbarighatar, P., Pappas, I., & Vassilakopoulou, P. (2023). A sociotechnical perspective for responsible AI maturity models: Findings from a mixed-method literature review. International Journal of Information Management Data Insights, 3(2), 100193.https://doi.org/10.1016/j.jjimei.2023.100193

Begicevic Redjep, N., Balaban, I., & Zugec, B. (2021). Assessing digital maturity of schools: framework and instrument. Technology, Pedagogy and Education, 30(5), 643–658. https://doi.org/10.1080/1475939X.2021.1944291

Braun, V., & Clarke, V. (2021). Thematic analysis: A practical guide. Sage Publications.

Byrne, D. (2022). A worked example of Braun and Clarke's approach to reflexive thematic analysis. Quality & Quantity, 56, 1391-1412. https://doi.org/10.1007/s11135-021-01182-y

Ceallaigh, T. Ó., O'Brien, E., Tømte, C., Kulaksız, T., & Connolly, C. (2025). Rethinking teacher education in an AI world: perceptions, readiness and institutional support for generative AI integration. European Journal of Teacher Education, 48(5), 914-933.

Kelentrić, M., Helland, K., & Arstorp, A.-T. (2024). Framework for teachers' professional digital competence (PfDK). Utdanningsdirektoratet. https://www.udir.no/contentassets/25dc2555d1be45bd8ed6d1adb00b094f/24-06-03-pfdk-rammeverk-2.0.pdf

Pedersen, C., Aagaard, T., Daus, S., Nagel, I., Amdam, S. H., Vika, K. S., ... & Andreasen, J. K. (2024). Profiling teacher educators' strategies for professional digital competence development. Teachers and Teaching, 30(4), 417-436.

UNESCO. (2024). AI competency framework for teachers. https://doi.org/10.54675/ZJTE2084

Aagaard, T., Amdam, S. H., Nagel, I., Vika, K. S., Andreasen, J. K., Pedersen, C., & Røkenes, F. M. (2025). Teacher preparation for the digital age: Is it still an instrumental endeavor? Scandinavian journal of educational research, 69(3), 651-665

EDUCATION TO CO-AUTHORSHIP BETWEEN AI EQUITY AND ACADEMIC AUTONOMY

Anselmo Paolone (Università di Udine, Italy) · **Daniel Boccacci** (Università di Ferrara, Italy)

AI equity co-authorship

AI systems, as well as tools with increasingly widespread access, are a pervasive symbol of technological power. Between the object and the figuration, the algorithmic machines contribute to develop a multidimension fracture (epistemic, cultural, technical) in doctoral education (Lund & Wang, 2023). The doctoral subject is inserted inside the network of different possibilities between access to tools, skills and heterogeneous and subjective perceptions inside a network in which AI is a co-agent in the development of knowledge (Floridi, 2025). Referring to epistemic cultures (Knorr Cetina, 1999) and of actantiality, the latter in line with the Actor-Network Theory (Latour, 2005), the contribution aims to reflect on how to intervene educationally in the relationship between AI, symbol and divide from a perspective of equity in the context of university education. The study is based on contents taken from semi-structured interviews conducted with professors of Science Education in Italy. Beyond a technocratic vision, the reflection aims to investigate the factors of inequality in the knowledge production (planning, reviewing, source gathering, synthesis), focusing on cultural constructs, interacting within a heterogeneous network, characterized by human individualities and collectivities (doctoral subjects, supervisors, doctoral communities), and technological tools (algorithmic models, writing assistants platforms, edtech resources). In particular, within this system, the contribution explores the question of the image of technological singularity, a radical discourse on AI's potentiality and role (Eden et. al., 2012), when combined with the principle of efficient performance (Dardot & Laval, 2019). The reflection underlines how the combination of the two elements contributes to internalizing and naturalizing the human-AI relationship in the production of university knowledge production in competitive- individualistical terms rather than one of openness to comparison and dialogue. Finally the alliance between the technological singularity and the performance pushes towards the necessity of measurability and the importance of operability and commercial attractiveness; these qualities, in great tension with the principle of research autonomy, will be examined with the aim of valorizing metacognitive principles in the doctoral context from the perspective of critical, intellectual and democratic exploration (Fenwick & Edwards, 2018; Reid, 2025).

Dardot, P., & Laval, C. (2019). La nuova ragione del mondo. Critica della razionalità neoliberista. DeriveApprodi.

Eden, A. H., Moor, J. H., Soraker, J. H., & Steinhart, E. (2012). Singularity hypotheses. Springer Berlin Heidelberg.

Floridi, L. (2025). AI as Agency without Intelligence: On Artificial Intelligence as a New Form of Artificial Agency and the Multiple Realisability of Agency Thesis. Philosophy and Technology, 38(1), 1–27. https://doi.org/10.1007/s13347-025-00858-9.

Fenwick, T, & Edwards R. (2018). Revisiting Actor-Network Theory in Education, Routeledge.

Knor Cetina, K. (1999). Epistemic cultures: How the sciences make knowledge. Cambridge, MA: Harvard university press.

Latour, B. (2005). Reassembling the social: An introduction to actor-network-theory. Oxford University Press.

Lund, B. D., & Wang, T. (2023). Chatting about ChatGPT: how may AI and GPT impact academia and libraries?. Library hi tech news, 40(3), 26-29.

Reid, A. (2025, October 15). AI and the neoliberal university: A few months into plus size AI models. Prof Alex Reid. https://profalexreid.com/2025/10/15/ai-and-the-neoliberal-university-a-few-months-into-plus-size-ai-models

WHEN DEMOCRATIC EDUCATION ITSELF BECOMES INSTRUMENTAL: DEMOCRATIC AND ECONOMIC UTILITY IN THE NEOLIBERAL UNIVERSITY

Rūta Petkutė (Vilnius University)

neoliberal governance | democratic education | instrumentalisation

Contemporary universities are often framed as caught between democratic renewal and performance regimes organised around measurable impact. Democratic education is invoked as a remedy to the university's instrumental reduction and democratic fragility, reclaiming its vocation from economistic narrowing. On one side, universities are expected to cultivate critical judgment, participation, and civic responsibility; on the other, they are pressed to demonstrate efficiency and quantifiable outcomes. While this contrast suggests conflict between democratic aspiration and economic rationalisation, under neoliberal governance conditions, it can mask a structural convergence. Democratic education, while seeking to resist economisation and managerial reduction, can nevertheless articulate its value in outcome-oriented terms. Democratic aspirations may thereby mirror the instrumental grammar they seek to counter, as civic formation is framed through competences and measurable outputs. What appears as a corrective to instrumentalism may thus fold back into it. This slippage is neither inevitable nor inherent to democratic theory; it reflects justificatory environments that draw even critical vocabularies toward outcomes. This paper argues, through a political-theoretical analysis of governance rationalities, that what appears as a tension between democratic renewal and performance accountability can operate as a dual instrumentalisation of the university. Economic rationalities translate contestable public questions into matters of optimisation and delivery, reformulating political disagreement as a technical problem of management and compliance and narrowing democratic contestation. Less examined is how democratic education discourse, although resisting economisation, can internalise justificatory logics as they become taken-for-granted in higher education. What appears as a choice between economic utility and civic formation often rests on a shared justificatory premise: that education must render its value visible through predefined outputs. When democratic formation is framed primarily as the production of measurable civic competences, the university risks subordinating learning to specified political ends, politicising and instrumentalising education. The issue is not the democratic aspiration itself, but the justificatory structure through which it is articulated, reshaping the conditions of learning and academic work. This matters because democracy presupposes openness to plurality, judgement, and the emergence of the new, whereas performance regimes presuppose predefined ends. In this way, over-politicisation mirrors economisation: although normatively opposed, they share instrumental orientation. In both cases, democratic life is recast as specified in advance rather than sustained as an open field of judgement and contestation. These dynamics are intensified by survival pressures. Universities secure legitimacy through demonstrable impact and positioning tied to funding regimes. As value must be rendered visible in advance, specification reshapes how learning is imagined and organised, making the space for indeterminacy—the substrate of academic freedom and critical thinking—harder to defend. What is at stake is how governance conditions reorganise democratic learning: how authority is exercised, how judgement is cultivated, and how participation becomes procedural rather than transformative. By identifying the under-theorised convergence between economic and democratic outcome rationalities, the paper contributes to scholarly debates on learning for democracy. It suggests that defending university's democratic mission depends on resisting the reduction of both economic and civic aspirations to deliverable objectives and sustaining conditions for plurality, responsibility, and unforeseeable beginnings.

Arendt, H. (1998). The human condition (2nd ed.). University of Chicago Press.

Brown, W. (2015). Undoing the demos: Neoliberalism's stealth revolution. Zone Books.

Ginsberg, B. (2011). The fall of the faculty: The rise of the all-administrative university and why it matters. Oxford University Press.

Marginson, S. (2016). Higher education and the common good. Melbourne University Publishing.

Rancière, J. (1999). Disagreement: Politics and philosophy. University of Minnesota Press.

Vlieghe, J., & Zamojski, P. (2020). Redefining education and politics: On the paradoxical relation between two separate spheres. Policy Futures in Education, 18(1), 107–125. https://doi.org/10.1177/1478210319864985

PREDICTIVE GOVERNANCE IN HIGHER EDUCATION: EARLY INTERVENTION, CRITICAL TAXONOMY, AND THE TENSION BETWEEN INSTITUTIONAL CARE AND NEOLIBERAL RATIONALITY

Massimo Marcuccio (Alma Mater Studiorum - Università di Bologna, Italy) · **Sofia Torresani** (Sapienza - Università di Roma) · **Maria Elena Tassinari** (Alma Mater Studiorum - Università di Bologna, Italy)

Predictive AI | university dropout | interpretative taxonomy

In European (Herodotou et al., 2020; Vaarma et al., 2024) and Italian (Zingaro et al., 2021; Cannistrà et al., 2022; Delogu et al., 2024) higher education contexts, predictive AI models have been employed in institutional initiatives to identify students at risk of dropout and to inform decision-making. When predictive systems are mobilized within governance processes, they participate in constructing academic risk as an object of knowledge and intervention. Once embedded in institutional routines, this construction extends to redefining responsibility and success, shaping how achievement is measured and how support or sanction is allocated. Predictive systems may orient governance toward early support and redistribution, or become aligned with performance-based accountability and competitive positioning. It is this tension that frames the problem of predictive governance examined in this paper. While predictive systems are often introduced under an ethically grounded rationale of early identification and support, their integration into institutional processes extends beyond benevolent intent. To account for this reconfiguration, the paper conceptualizes predictive governance as a dispositif in which anticipatory knowledge production, accountability regimes, and strategic decision-making intersect. By translating educational trajectories into probabilistic risk categories, predictive systems contribute to defining what is considered measurable, actionable, and institutionally relevant. Drawing on critical pedagogy (Freire, 1970; Giroux, 2014; Apple, 2006) and analyses of neoliberal governance in higher education (Ball, 2003; Brown, 2015; Slaughter & Rhoades, 2004), the analysis situates predictive AI within governance environments characterized by performativity and metric-based evaluation. When predictive metrics are incorporated into funding and assessment regimes, they may influence institutional agendas and research priorities, privileging quantifiable outputs and potentially narrowing the pluralism of knowledge. Predictive governance thus intersects with academic freedom and the democratic mission of the university. To make these dynamics analytically visible, the paper develops a theoretically derived analytical framework from a governance-oriented conception of predictive systems as dispositifs (Foucault, 2008; Ball, 2003; Brown, 2015), within which the epistemological conditions of prediction (Shmueli, 2010; Douglas, 2009) are constitutive of how risk becomes knowable and governable. From this perspective, predictive governance can be decomposed into three interrelated moments: the epistemic production of risk, its institutional mediation, and its political-operational translation into decision-making. The taxonomy specifies the informational regimes, modelling architectures, predictive quality and inferential robustness through which risk is constructed; the interpretative and evaluative mechanisms through which it becomes actionable; and the strategic purposes, governance structures, temporal orientations, uses and claims of generalizability through which it is operationalized. Rather than empirically classifying models, the framework renders explicit the normative assumptions embedded in their design and deployment. Drawing on an empirical experience conducted in an Italian university (Zanellati, Zingaro & Gabbrielli, 2024), the paper uses this case as a reflective context to illustrate how configurations of predictive governance may orient systems either toward preventive and redistributive support or toward classificatory practices that individualize structural vulnerabilities. The central question is therefore not only how to use predictive systems responsibly, but which rationality they reinforce: a performance-optimized organization or a public university committed to critical inquiry, equity, and democratic responsibility.

Apple, M. W. (2006). Educating the “right” way: Markets, standards, God, and inequality (2nd ed.). Routledge.

Ball, S. J. (2003). The teacher’s soul and the terrors of performativity. Journal of Education Policy, 18(2), 215–228. https://doi.org/10.1080/0268093022000043065;

Brown, W. (2015). Undoing the demos: Neoliberalism’s stealth revolution. Zone Books;

Cannistrà, M., Masci, C., Ieva, F., Agasisti, T., & Paganoni, A. M. (2022). Early-predicting dropout of university students: An application of innovative multilevel machine learning and statistical techniques. Studies in Higher Education, 47(9), 1935–1956. https://doi.org/10.1080/03075079.2021.2018415

Delogu, M., Lagravinese, R., Paolini, D., & Resce, G. (2024). Predicting dropout from higher education: Evidence from Italy. Economic Modelling, 130, 106583. https://doi.org/10.1016/j.econmod.2023.106583

Foucault, M. (2008). The birth of biopolitics: Lectures at the Collège de France, 1978–1979. Palgrave Macmillan;

Freire, P. (1970). Pedagogy of the oppressed. Continuum;

Giroux, H. A. (2014). Neoliberalism’s war on higher education. Haymarket Books;

Herodotou, C., Rienties, B., Hlosta, M., Boroowa, A., Zdrahal, Z., & Mangafa, C. (2020). The scalable implementation of predictive learning analytics at a distance learning university: Insights from a longitudinal case study. The Internet and Higher Education, 45, 100725. https://doi.org/10.1016/j.iheduc.2020.100725

Shmueli, G. (2010). To explain or to predict? Statistical Science, 25(3), 289–310. https://doi.org/10.1214/10-STS330; Douglas, H. (2009). Science, policy, and the value-free ideal. University of Pittsburgh Press.

Slaughter, S., & Rhoades, G. (2004). Academic capitalism and the new economy. Johns Hopkins University Press. Questi coprono: performatività e accountability (Ball); razionalità neoliberale (Brown); capitalismo accademico e trasformazione istituzionale (Slaughter & Rhoades).

Vaarma, M., & Li, H. (2024). Predicting student dropouts with machine learning: An empirical study in Finnish higher education. Technology in Society, 76, 102474.

Zanellati, A., Zingaro, S. P., & Gabbrielli, M. (2024). Balancing performance and explainability in academic dropout prediction. IEEE Transactions on Learning Technologies, 17, 2086-2099.

Zingaro, S. P., Del Zozzo, A., Del Bonifro, F., & Gabbrielli, M. (2021). Predictive models for effective policy making against university dropout. Form@re, 20(3), 165–175.

BRIDGING OR SURVEILLING? CONVERSATIONAL AI AND THE FUTURE OF KNOWLEDGE GATEKEEPING IN HIGHER EDUCATION

David Vagni (Institute for Research and Innovation in Biomedicine - Italian National Research Council (IRIB-CNR), Italy)

Conversational AI | Epistemic Equity | Knowledge Gatekeeping

The global knowledge network is structured by profound inequalities. Elite institutions, English-language journals, and internationally mobile researchers monopolize the bridge positions connecting disconnected intellectual communities (Burt, 2004; Wagner et al., 2015). These structural holes produce redundant discovery and systematic undervaluation of contributions from peripheral positions: what Fricker (2007) termed epistemic injustice at the network-structural level. Neoliberal governance intensifies this concentration: rankings reward existing prestige networks, publish-or-perish regimes favor scholars in high-connectivity clusters, and digital platforms for research management reify rather than challenge these hierarchies (Morgan et al., 2018). This paper argues that the technological conditions for this disruption already exist, and that it will occur regardless of whether the academic community engages with it. Conversational AI systems are acquiring persistent memory capable of spanning structural holes no human broker can reach: detecting deep convergences between traditions that share no surface vocabulary, across languages, disciplines, and institutional hierarchies. We call this the Artificial Weak Tie (AWT): an operator creating non-redundant bridging links between otherwise disconnected researchers. Unlike search engines or citation networks, the AWT operates in natural language, accessing pre-formal ideas that never reach the publication system. Two processes are distinguished: Search (matching on semi-public profiles) and Serendipity (novelty detection in private conversations, where the system recognizes that a clinical heuristic articulated in Swahili maps onto a formal model published in English). A proof-of-concept simulation demonstrates feasibility: six frontier large language models, evaluated blind on 21 cross-disciplinary domain pairs, achieved 79% mean accuracy at distinguishing genuine convergences from semantic pareidolia — false isomorphisms where surface similarity masks epistemic incompatibility — while statistical NLP methods performed at chance. The central contribution, however, is not technical but political. The same architecture that enables equitable bridging enables surveillance and extraction. A system mapping who is thinking what, where convergences emerge, and which ideas gain traction is simultaneously an equity instrument and a surveillance infrastructure. The difference is not architectural: it lies in the optimization objective and its governance. Designed to reduce brokerage concentration, protect attribution, and enforce granular consent, the system decentralizes the epistemic center. Under centralized corporate control, it shifts gatekeeping from Oxford and Harvard to Mountain View and San Francisco. The technology exists today; what does not yet exist is the cross-user integration and the governance framework. The insight that free communication across epistemic communities is constitutive of democracy — from Dewey's (1927) analysis of the public to Neurath's (1938) unified science as a translation infrastructure — finds in conversational AI the first technology capable of realization at scale, and simultaneously of perversion. The university sector faces a narrow window: engage with the design choices now — optimization objectives, consent protocols, oversight structures — or accept that the infrastructure will be built by commercial actors optimizing for extraction. The history of social media demonstrates that retrofitting equity after deployment does not work. Alignment, in this context, is not a policy aspiration but a falsifiable design property: a verifiable set of choices determining whether AI-mediated knowledge infrastructure serves democratic knowledge production or becomes the next mechanism of epistemic capture.

Burt, R. S. (2004). Structural holes and good ideas. American Journal of Sociology, 110(2), 349–399. https://doi.org/10.1086/421787

Dewey, J. (1927). The public and its problems. Holt.

Fricker, M. (2007). Epistemic injustice: Power and the ethics of knowing. Oxford University Press. https://doi.org/10.1093/acprof:oso/9780198237907.001.0001

Morgan, A. C., Economou, D. J., Way, S. F., & Clauset, A. (2018). Prestige drives epistemic inequality in the diffusion of scientific ideas. EPJ Data Science, 7(1), 40. https://doi.org/10.1140/epjds/s13688-018-0166-4

Neurath, O. (1938). Unified science as encyclopedic integration. In O. Neurath, R. Carnap, & C. Morris (Eds.), International encyclopedia of unified science (Vol. 1, No. 1, pp. 1–27). University of Chicago Press.

Wagner, C. S., Park, H. W., & Leydesdorff, L. (2015). The continuing growth of global cooperation networks in research: A conundrum for national governments. PLoS ONE, 10(7), e0131816. https://doi.org/10.1371/journal.pone.0131816

JUST GIVING? THE GROWING EMPHASIS ON PHILANTHROPY AND DONATIONS IN THE UK UNIVERSITIES SECTOR

Kirsty Finn (University of Manchester, United Kingdom)

donations philanthropy social good

The state of UK university finances continues to receive media and political attention (Gill, 2025). In brief, there are concerns around: institutional debt levels and risks of insolvency (Ward, 2025); the inability of institutions to cover the shortfalls of research grants (Hogan 2025); a new levy on international student fees (UUK, 2025); and the declining value of income from domestic tuition and rising staff costs (UUK 2025). At the same time, many UK universities have been prioritising income through philanthropy (Daly 2013), reflected in a 93 percent increase (to £1.5bn from 171k donors) in donations between 2012 and 2022 (Beney, Miller and Motion, 2023). In 2023, Professor Dame Sally Mapstone DBE FRSE – President of Universities UK – argued that universities' philanthropic income is 'more important than ever', emphasising notions of redistribution and social good with donations underpinning 'fundamental research' and 'capital projects that would not otherwise be viable'. (Beney, Miller and Motion, 2023) Whilst philanthropy is most often linked to positive outcomes in terms of teaching and research, there are also potential reputational costs and concerns about governance, transparency and integrity. The identities of major donors are often kept secret, and several UK universities have received large sums from foreign nationals linked to organisations investigated for corruption and oppression (Corderoy and Stockwell 2023). Most recently, it was revealed that the University of Edinburgh raised the equivalent of £30m from former students and donors with links to slavery, the plantation economy and exploitative wealth-gathering throughout the British empire (Carell and Osuh 2025). Although often presented as neutral and agnostic, philanthropy – particularly on a large scale – can operate to secure significant influence over welfare and social services (Webber, 2025) with donations embedded in broader asymmetrical power relations, that privilege the interests of some while silencing and marginalizing others (Levy et al. 2003). This undermines the assumed social good of philanthropy, blurring the lines between public and private interests through donations, and obscuring the potentially undemocratic nature of philanthropic income (Horvath and Powell 2016). Adding to this debate, we present early findings from a small research project funded by the Society for Research into Higher Education (2026-2027), which combines an analysis of publicly available information around the value of current donations to UK universities and their major donors, with stakeholder interviews. Our aim is to interrogate narratives of 'giving' to understand (1) the extent to which these are shaped by (and serve to reproduce) an implicit acceptance that public funding is unavailable or insufficient and, (2) how details of who donors might be, and why the might be donating, are framed by a vernacular that leans towards neoliberal, corporate interests. Our findings will be crucial for understanding the roles of universities in the 21st century and whether and how they are able to maintain their independence and commitment to democracy as a greater emphasis is placed on philanthropic giving.

Beney, A., Miller, N. and Motion, J. (2023) Accelerating ambitions: a decade of giving to higher education and how it informs the future. The CASE-MORE Philanthropy Report ISBN 978-0-9575275-4-6 (Digital edition)

Carrel, S. and Osuh, C. (2025) Edinburgh University had 'outsized' role in creating racist scientific theories, inquiry finds, the Guardian, 27 July 2025

Corderoy, J. and Stockwell, B. (2023) Revealed: £281m of secret cash poured into UK universities, Open Democracy 13 December 2023

Daly, S. (2013). Philanthropy, the new professionals and higher education: the advent of Directors of Development and Alumni Relations. Journal of Higher Education Policy and Management, 35(1), 21–33.

Gill, R. (2025). Securing the future of UK universities: why stability matters for growth, innovation and local economies. National Centre for Universities and Business, 4 August. https://www.ncub.co.uk/insight/securing-the-future-of-uk-universities-why-stability-matters-for-growth-innovation-and-local-economies/

Hogan, S. (2025). Research England official: universities could do 'less' R&D. Research Professional News. 18 June. https://www.researchprofessionalnews.com/rr-news-uk-universities-2025-6-research-england-official-universities-could-do-less-r-d/

Horvath, A. & Powell, W.W. (2016) Contributory or disruptive: Do new forms of philanthropy erode democracy? In R. Reich, C. Cordelli and L. Bernholz (eds), Philanthropy in Democratic Societies: History, Institutions, Values. Chicago, IL: University of Chicago Press, 87–122

Levy, D.L., Alvesson, M. & Willmott, H. (2003). Critical approaches to strategic management. In M. Alvesson and H. Willmott (eds), Studying Management Critically. London: Sage, 92–110.

Maclean, M., Harvey, C., Yang R. & Mueller F. (2021). Elite philanthropy in the United States and United Kingdom in the new age of inequalities. Int J Manag Rev. 23: 330–352. https://doi.org/10.1111/ijmr.12247

Universities UK (2025) The financial impact of government policy decisions on universities. 3 June. https://www.universitiesuk.ac.uk/latest/insights-and-analysis/financial-impact-government-policy

Webber, S. (2025). At the edges of the global philanthropic complex. Dialogues in Human Geography, 20438206251316018.

UNIVERSITY PRESSES AT THE CROSSROADS: OPEN ACCESS, NEOLIBERAL GOVERNANCE AND THE FUTURE OF ACADEMIC FREEDOM

Silvia Pezzoli (University of Florence, Italy) · **Donatella Selva** (Luiss Guido Carli) · **Andrea Girometti** (University of Urbino)

University Presses | Open Access | academic freedom

Taking Italian university presses and institutional service providers as a key analytical lens, the paper uses this field to interrogate the core question of the panel: how, under neoliberal governance, the Italian university system negotiates the challenges to academic freedom, equity, and critical thinking in a context reshaped by the changing ANVUR (Italian National Agency for the Evaluation of Universities and Research Institutes) evaluation system. Drawing on 14 in-depth interviews with directors and staff of 11 university presses and 3 institutional platforms, the contribution examines self-representations, organizational and economic models, and future visions in relation to open access, research evaluation, and artificial intelligence. The main research question is whether—and under which conditions—Italian university presses can still be understood as public infrastructures safeguarding academic freedom, equitable access to knowledge, and critical inquiry, or whether their development trajectories are being progressively realigned with market logics structuring research and scholarly publishing. Around this question, the paper develops three intertwined analytical axes: a) Tensions between ethical–political commitments to open access (often in diamond form) and economic and reputational sustainability within an evaluation regime still strongly oriented to ranked outlets; b) structural constraints—small size, underfunding, and work overload—and attempts to respond through the construction of (national vs. international) infrastructures (UPI—University Press Italiane, FedOAPress—Federico II Open Access Press, and Share—Scholarly Heritage and Access to Research, diamond hubs); c) the ambivalences opened up by generative AI regarding the reuse of open content, the protection of authorship, and the automation of editorial labor. Findings show, first, a wide spectrum of positions on open access, ranging from strongly principled diamond models fully supported by universities to more cautious strategies that foreground revenue risks, competition with commercial publishers, and the limited and often incoherent recognition of open access within ANVUR-driven evaluation and funding tools. Second, they highlight chronically under-resourced organizations that are pushed towards inter-university cooperation and shared platforms, while a robust national infrastructure for open publishing—envisaged in policy documents but not yet implemented—remains largely aspirational. Third, interviews depict generative AI as a double-edged development: explored as technical support, yet predominantly perceived as a threat in terms of uncontrolled reuse of content, weak license enforcement, and further opacity of intellectual labor. In this perspective, the everyday editorial practices of Italian university presses emerge as key sites where the question, 'Whose university is it?' 'is played out through the concrete tensions between performance-driven survival and the ethical mission of academic freedom, equity, and critical inquiry.

•Adema, J., & Moore, S. A. (2021). Scaling small; or how to envision new relationalities for knowledge production. Westminster Papers in Communication and Culture, 16(1), 27–45.

•Capano, G., Regini, M., & Turri, M. (2016). Changing governance in universities: Italian higher education in comparative perspective. London: Palgrave Macmillan.

•De Filippo, D., & Sastrón-Toledo, P. (2023). Influence of research on open science in the public policy sphere. Scientometrics, 128, 1995–2017.

•Di Donato, F. (2024). Verso una valutazione qualitativa della ricerca: principi e modelli. Quaderni di Sociologia, 95 (LXVIII), 99–124.

•Gadd, E. (2023). Books under threat: Open access publishing and the neo liberal academy. Area, 55(3), 681–688.

•Galimberti, P. (2026). Governing open science in the absence of national coordination: A longitudinal institutional case study. Ciência da Informação Express, 7.

•Ghamandi, D. S. (2018). Critical theory and open access. Journal of Librarianship and Scholarly Communication, 6(2).
•Giglia, E. (2024). Open Science e valutazione: non solo una questione di alternative. Quaderni di Sociologia, 95 (LXVIII), 125–153.
•Lo, L. S. (2025). Generative AI and open access publishing: A new economic paradigm. Library Trends, 73(3), 160–176.
•Parra Saiani, P. (2024). Sulle spalle di giganti di sabbia. La credibilità della ricerca scientifica e la trasformazione dell'editoria accademica. Quaderni di Sociologia, 95 (LXVIII), 155–182
•Peruginelli, G., & Faro, S. (2024). Diamond open access: A viable approach to scholarly communication. Symphonya. Emerging Issues in Management, (2), 66–74.
•Schlak, T., & Macklin, S. (2022). Open access overtaking academic library leadership: Staying ahead of the organisational dynamics an increasingly open future may bring. New Review of Academic Librarianship, 28(2), 117–124

I.13

Didactic Innovation, Participatory Education and Democratic Values in Higher Education

PANEL CONVENORS: Assunta Viteritti (Sapienza, Università di Roma, Italy)

PANEL KEYWORDS: Teaching Innovation, Transitions, Inequalities

The panel explores didactic innovation, participatory education, and democratic values in higher education, examining how educational practices and devices can foster participation, agency, and critical formation. The contributions address a range of themes: from learning democracy within rule of law development processes, with attention to the role of law schools and the limits of donor-driven reforms, to the evaluation of quality in online pedagogy laboratories for early childhood educators; from the transformation of academia through participatory research practices, with reference to the neurodiversity paradigm, to the PhD as a democratic device, investigated through a mixed-methods approach. Further contributions analyse the use of Photovoice in higher education to develop life skills, reflective participation, and democratic agency, the design of authentic tasks for an interdisciplinary competency-based model, and academic tutoring services as spaces for democratic participation and the empowerment of student tutors. Overall, the panel highlights how didactic innovation and participatory methodologies can contribute to strengthening democratic values and reimagining the university as an inclusive, reflexive, and transformative space.

THE PHD RESEARCH AS A DEMOCRATIC DEVICE: A QUANTITATIVE-QUALITATIVE SURVEY

Cristiano Zappa (Università Telematica eCampus Novedrate CO, Italy) · **Giulia Rocchi** (Università Telematica eCampus Novedrate CO, Italy)

PhD Programmes | Online Higher Education | Research

This study proposes to analyse and reflect on PhD programmes, starting from the peculiarity of the course established by eCampus Online Higher Education. The training includes two study pathways: Medium and Mediality and Applied Science for Well-being and Sustainability. The programmes are accessible in blended mode and integrate both theoretical and practical knowledge, in accordance with scientific rigour and multidisciplinarity (democracy) (Benvenuto, 2022; Spadafora, 2020). The aim of this study is to investigate the level of perceived engagement of PhD students in relation to their own research project, in order to develop the disposition towards critical thinking and acting as responsible citizens (researchers) (Cappa, 2014; Knowles, et. al., 2024; Viganò, 2025). The specificity of our research approach lies in the combination of tools and mixed methods (Trinchero, Robasto, 2025). Within this scenario, the topics and research problems are addressed through the integration of multiple approaches and methodologies. Consequently, the PhD programme represents the final stage of the academic career and is conceived as an opportunity, as well as a professional and cultural investment, requiring PhD students to adopt an ethical perspective in teaching and research, capable of countering and responding to the continuous challenges and transformations of technological and digital society (Ceruti, Bellusci, 2020). This survey aims to explore whether, and in what ways, the nature and structure of the two Higher Education programmes can sustain the aforementioned assumptions and mobilise the key competences and skills necessary for responsible and sustainable citizenship, enabling individuals to understand and address the complexity of the contemporary world.

Benvenuto, G., (a cura di) (2022). Aldo Visalberghi e la scuola di Dottorato consortile in Pedagogia sperimentale, Sapienza Università Editrice.
Ceruti, M., Bellusci, F., (2020), Abitare la complessità, Mimesis Edizioni, Milano-Udine.
Dewey, J. (a cura di) Cappa, F. (2014). Esperienza e educazione. Cortina Editore, Milano.
Dewey, J. (a cura di) Spadafora, G. (2020). Democrazia e educazione. Una introduzione alla filosofia dell'educazione, Anicia Roma.

Knowles, M., Holton III, E. F., Swanson, R. A. (2024). Quando l'adulto impara. Pedagogia e andragogia, FrancoAngeli
Trinchero, R., Robasto, D. (2019). I mixed methods nella ricerca educativa. Mondadori Education Milano.
Viganò, R. (2025). Ripensare il ruolo della ricerca educativa nei sistemi complessi. Education Sciences & Society: 1, 2025, 23-40.

PREPARING COMPETENT EARLY CHILDHOOD EDUCATORS: EVALUATING QUALITY IN ONLINE PEDAGOGY LABORATORY

Giulia Rocchi (Università eCampus, Italy) · **Maria Serena Rivetta** (Università eCampus, Italy)

Early Childhood Studies Track | Online Pedagogy Laboratories | Evaluation Questionnaire

The aim of this contribution is to present the evaluation questionnaire developed for the pedagogy laboratory offered within the Early Childhood curriculum of the Bachelor's Degree in Education and Training Sciences at eCampus University. It is situated within contemporary debates on the democratization of online higher education, with the goal of examining how assessment practices can be reconfigured as infrastructures of participation capable of fostering inclusive, collaborative, and sustainable academic cultures. Indeed, the research explores evaluation as a counter-narrative practice grounded in care, reflexivity, and the shared responsibility of educators and students. The tool, approved by the coordinator of the Bachelor's progamme (L-19) was designed to monitor and enhance the quality of learning in Early Childhood Pedagogy laboratories. The laboratory is conceived as a context in which experiential practice, collaborative inquiry, and critical reflection are central to the preparation of future educators (Mortari, 2017), and in which the co-construction of the learning environment can actively take place, thereby redistributing epistemic agency within online higher education. The questionnaire comprises three sections. The first is a demographic and contextual section that supports a more accurate interpretation of students' responses. The second section focused on investigating the relationship between theory and practice (analyse curricular coherence, teaching quality, the development of theoretical and practical competences, the value of collaborative work, and the professional engagement of the laboratory activities). The third section is dedicated to the online laboratory experience, exploring digital students' perceptions, and the potential of digital setting for experiential learning (work relational dynamics, development of an inclusivity attitude, and the potential of digitally mediated environments for experiential learning). In addition, the tool includes an open-ended question that allows for the collection of qualitative insights and suggestions. The thematic analysis conducted on these responses allows for an examination of the relevance of narrative practice work (Braun, Clarke, 2022), a premise that positions students not merely as respondents but as co-interpreters of educational processes. The design of the tool draws on models for evaluating university laboratory settings, such as the Laboratory Evaluation Questionnaire (QVL) developed for Primary Teacher Education by Felisatti et al. (2021), and aligns with broader evaluation approaches that promote quality, transparency, and student participation (Trinchero, 2013). The evaluation is framed as dialogic and formative; it strengthens students' relational, reflective, and socio-emotional competences, contributing to the development of life skills essential for participatory and reflexive democratic agency. At the same time, the guidance function provided by a professor through timely feedback can be considered a crucial factor in ensuring the legitimacy and sustainability of didactic practices and in fostering a deep and continuous teaching and learning process. The study contributes to reimagining university agency as an ecosystem of democratic practice, and the expected outcomes of the research conceptualize assessment as a form of infrastructuring. These analytic results can generate evidence to inform the continuous improvement of online laboratory activities and to strengthen a participatory evaluation model capable of supporting the professional development of future educators.

Braun, V., Clarke, V. (2022). Thematic Analysis. A pratical guide. London, Sage
Felisatti, E., Restiglian, E., Scaglia, E., Zuccoli, F., Gaetano, F., Bonelli, R. (2021). La progettazione del Questionario di Valutazione dei Laboratori (QVL) del Corso di laurea in Scienze della Formazione Primaria. Excellence and Innovation in Learning and Teaching, (2021/1).
Mortari, L. (2017). Educatori e lavoro di cura. Pedagogia Oggi, 15(2).
Restiglian, E. (2018). Valutazione della qualità nei servizi per l'infanzia: Sistemi e strumenti. Carocci.
Trinchero, R. (2013). Costruire, valutare, certificare competenze. Proposte di attività per la scuola: Proposte di attività per la scuola. Milano, FrancoAngeli.

PHOTOVOICE IN HIGHER EDUCATION FOR DEVELOPING LIFE SKILLS, REFLECTIVE PARTICIPATION AND DEMOCRATIC AGENCY

Chiara Bottaro (Unversità degli studi di Padova, Italy)

Photovoice | Life skills | Higher education

In the context of contemporary society's social, cultural and professional transformations, learning is increasingly recognised as an intentional, lifelong process that fosters autonomy, responsibility, critical thinking and active participation. This approach acknowledges the uniqueness of each individual and the complexity of their relationship with their surroundings (Di Rienzo, 2024; Nussbaum, 2014). From this perspective, universities play a pivotal role in supporting young adults as they navigate identity, intentionality, and responsibility. Education must evolve from merely transmitting disciplinary knowledge to developing life skills and fostering reflective, ethically responsible citizens and professionals who are committed to lifelong learning (Rumiati, 2023; Heckman & Kautz, 2012). In this framework, reflective capacity emerges as a key competence for the exercise of democratic agency, which is understood as individuals acting in a conscious, critical and responsible manner (Biasin, 2021). This need is particularly relevant in the current neoliberal context, where education is often reduced to immediately marketable skills aligned with labour market demands. This risks eroding the ethical, political and relational dimensions of university education. Consequently, we must question the type of individual and citizen the university should educate, someone capable of navigating complexity, taking responsibility, and exercising critical judgement when making personal and professional choices, while actively participating in democratic life (Mayo, 2007; Bauman, 2011). In this sense, life skills such as critical thinking, decision-making, responsibility-taking, and collaboration play a central role in personal development and exercising agency. Promoting these skills within higher education implies an approach to education that is oriented towards the holistic development of the individual (La Marca & Gulbay, 2018). In light of this theoretical framework, this paper presents the results of a teaching workshop based on the photovoice methodology. This workshop was implemented within a workshop-based pathway running alongside the university placement, involving 123 students enrolled on a Professional Education degree programme. The workshop was designed as an innovative teaching practice to foster authentic democratic participation and support the development of life skills and democratic agency. Students were asked to select a photograph representing the predominant emotion they experienced during their placement. The subsequent plenary session was structured around questions designed to encourage emotional recognition, collective interpretation and experiential resonance. This process promoted dialogue, exchange and reflection. Analysis of the experience shows that such a workshop can function as a pedagogical tool, transforming the university classroom into a space of democracy in action where participation is both a learning objective and a lived, observable experience. In conclusion, the paper reflects on the pedagogical and institutional conditions that enable such a practice, emphasising the university's role as a formative ecosystem that promotes life skills and supports young adults in developing a reflective and responsible adult identity.

Bauman, Z. (2011). Modernità liquida. Laterza.Biasin, C. (2016). Adultità, riflessione critica e apprendimento trasformativo. Metis, 6 (speciale" EDA nella contemporaneità"), 140-152.

Di Rienzo, P. (2024). Educazione e apprendimento degli adulti. Carocci.

Heckman, J. J., & Kautz, T. (2012). Hard evidence on soft skills. Labour economics, 19(4), 451-464.

La Marca, A., & Gülbay, E. (2018). Didattica Universitaria e sviluppo delle soft skills. Pensa Multi Media.

Mayo, P. (2008). Gramsci, Freire e l'educazione degli adulti. Carlo Delfino.

Nussbaum, M. C. (2014). Non per profitto. Perché le democrazie hanno bisogno della cultura umanistica. Il Mulino.

Rumiati, R. (2023). Soft skill: Cosa sono e perché sono importanti. Cortina Editore.

UNIVERSITY ACADEMIC TUTORING SERVICES AS SPACES FOR THE DEMOCRATIC PARTICIPATION AND THE EMPOWERMENT OF STUDENT TUTORS

Giovanni Moretti (Università Roma Tre Dipartimento Scienze della Formazione, Italy) · **Piervito Giovane** (Università Roma Tre Dipartimento Scienze della Formazione, Italy) · **Francesca Gabrielli** (Università Roma Tre Dipartimento Scienze della Formazione, Italy)

university academic tutoring | democratic participation | student empowerment

This contribution examines the strategic value of university academic tutoring services as educational devices capable of promoting democratic participation and empowerment not only among students who seek academic support, but also among senior students who serve as tutors. Starting from the assumption, widely supported in the literature, that peer tutoring fosters deep learning, motivation, and a sense of self-efficacy in both tutees and tutors (Topping, 1996, 2005; Roscoe & Chi, 2007), and in line with perspectives from democratic education and emancipatory pedagogy, which conceive learning as a social, dialogic, and transformative process (Dewey, 1916; Freire, 2008), this study highlights how peer tutoring contributes to the construction of participatory learning communities. Within such communities, students assume an active role in educational processes, co-construct and share knowledge, and experience authentic forms of democratic participation, thereby developing a sense of belonging and shared responsibility. In this way, universities emerge as spaces for the practice of active citizenship, where democracy and equity are promoted through collaborative practices and mutual recognition. In this context, the involvement of senior students in tutoring less experienced peers, which is encouraged by universities and their academic tutoring services, represents a form of distributed and democratic leadership that fosters the empowerment of student tutors and supports the development or consolidation of key competencies for lifelong learning, including communicative, organizational, and metacognitive skills. More specifically, the contribution presents the results of a study conducted within the academic tutoring service “S.Tu.Di.” of the Education Department of Roma Tre University. The research involved the analysis of tutor selection and training practices, the observation of tutoring activities, and a qualitative in-depth exploration through focus groups conducted with senior students engaged in the tutoring role. The objective is to assess the degree of democratic participation of student tutors promoted by the academic tutoring service under examination and to investigate their perceptions in terms of personal empowerment, agency, and the development of transferable skills. The findings provide useful indications for the design and consolidation of academic tutoring services oriented toward fostering active and democratic participation and promoting student empowerment, with the aim of enhancing the quality of the university learning experience.

Dewey, J. (1916). Democracy and education: An introduction to the philosophy of education. The Macmillan company.

Freire, P. (2008). Pedagogia della speranza: un nuovo approccio alla pedagogia degli oppressi (premessa e approfondimenti di A. M. A. Freire; traduzione italiana di F. Telleri). Edizioni Gruppo Abele.

Roscoe, R. D., & Chi, M. T. (2007). Understanding tutor learning: Knowledge-building and knowledge-telling in peer tutors’ explanations and questions. Review of educational research, 77(4), 534-574.

Topping, K. J. (1996). The effectiveness of peer tutoring in further and higher education: A typology and review of the literature. Higher education, 32(3), 321-345.

Topping, K. J. (2005). Trends in peer learning. Educational psychology, 25(6), 631-645.

AUTHENTIC TASKS IN HIGHER EDUCATION: TOWARDS AN INTERDISCIPLINARY MODEL FOR COMPETENCY-BASED DESIGN AND ASSESSMENT

Luciana Rossi (IUSVE, Italy) · **Maria Chiara Cianfriglia** (IUSVE, Italy) · **Pierangelo Bordignon** (IUSVE, Italy) · **Sonia Marcon** (IUSVE, Italy)

authentic task | University teaching | Competence-based education

This paper presents the first results of an ongoing research project on authentic tasks in university teaching. International and national literature conceptualises competence-based education as a paradigm centred on the integration of knowledge, skills, and action oriented dispositions in meaningful contexts, with particular emphasis on the transfer and mobilisation of resources (Castoldi, 2017; Mulder, 2017; European Commission, 2018). Within this framework, authentic tasks are recognised as key pedagogical and assessment devices: they engage students in complex performances grounded in real or plausible problems and evaluated through transparent criteria (Wiggins, 1990; Gulikers et al., 2004;

Castoldi, 2011). By requiring strategic decision-making and critical reflection, they foster student agency and responsibility in learning (Castoldi, 2020). Competence-based education is understood here as an instructional design approach aligning objectives, teaching methods, and assessment with the integrated mobilisation of resources to address meaningful tasks (Castoldi, 2017). An authentic task, accordingly, is defined as a situated performance requiring the integration and transfer of knowledge and culminating in an observable product assessed through shared rubrics (Castoldi, 2011; Wiggins & McTighe, 2005). This perspective is further enriched by the paradigm of Embodied Education, which frames learning as an embodied, situated, and relational process (Reeves et al., 2021; Singh, 2021). By emphasising experiential and contextual dimensions, this approach strengthens competence-based design and orients authentic tasks toward active engagement in both concrete and simulated environments. It also addresses key quality concerns identified in the literature, particularly the risk of "surface authenticity" and the need to ensure relevance and meaningfulness in assessment practices (Gravett, 2025; Villarroel et al., 2020). Despite their wide promotion in European primary and secondary education systems (European Commission, 2018), authentic assessment practices remain limited and uneven in higher education (Vlachopoulos & Makri, 2024; McArthur, 2022). Although the Bologna Process (1999) formally embedded a competence-based perspective within European Higher Education through comparable National Qualifications Frameworks, university assessment still often privileges knowledge reproduction or generic performance testing (Stankov & Heffernan, 2024), This occurs at the expense of authentic assessment conceived as situated, reflective, and socially meaningful, and evaluated according to professional or citizenship standards. Against this backdrop, the study investigates how and under what conditions authentic tasks can maintain a strong anchorage to competence-based education while fostering a genuinely formative approach. This approach must be capable of integrating conceptual abstraction with critical application to future professional contexts, in coherence with the Dublin Descriptors. The research pursues three interconnected aims: to identify the defining criteria of authentic tasks as formative and evaluative tools in university teaching; to analyse current university practices in order to highlight strategies and critical issues; and to develop an operational framework to support the design, review, and evaluation of authentic tasks across disciplinary domains. Methodologically, the study combines a systematic literature review with an empirical inquiry based on the analysis of university-level authentic tasks and semi-structured interviews with instructors. The comparison between theoretical and empirical findings is currently informing the development and validation of a structured checklist designed to ensure methodological rigour, clarity, usability, and adaptability across academic contexts.

Astori, C., & Bologna, G. (2015). Compito autentico: una sfida per diventare insegnante competente. In Las prácticas docentes en la formación de futuros profesores, 6, 213.

Baines, S., Chauhan, S., & Otermans, P. C. J. (2025). Students' perception of authentic assessment in higher education: Exploring the relationship between assessment preference and motivation in higher education. In Cogent Education, 12(1), 2441067.

Capobianco, R. (2023). Train newly hired teachers to assessment for learning with the authentic task. Formare i docenti neoassunti alla valutazione per l'apprendimento con i compiti autentici. In Q-TIMES Webmagazine, 15, 523-536.

Castoldi, M. (2011). La valutazione autentica. Carocci.

Castoldi, M. (2011). Valutare per competenze. In Verso le competenze: una bussola per la scuola (pp. 90-113). FrancoAngeli.

Castoldi, M. (2017). Didattica per competenze. Percorsi, strumenti, valutazione. Carocci.

Castoldi, M. (2018). Compiti autentici. Un nuovo modo di insegnare e apprendere. UTET.

Castoldi, M. (2020). Compiti autentici e valutazione delle competenze. Roma: Carocci.

Dicorato, M. (2022). Strumenti per la valutazione delle competenze. Dai compiti autentici alle rubriche valutative. In Imparare a valutare nella scuola primaria. Strumenti, teorie, pratiche (132-138). FrancoAngeli.

Ellerani, P. G. (2006). Per una valutazione «autentica». In Innovazione educativa, 2, 50-56.

European Commission. (2018). Council Recommendation on Key Competences for Lifelong Learning. Publications Office.

Giacomantonio, A., & Santanicchia, M. (2025). Lo sviluppo delle competenze chiave attraverso interventi individualizzati. In Lifelong Lifewide Learning, 23(46), 183-200.

Gravett, K. (2025). Authentic assessment as relational pedagogy. In Teaching in higher education, 30(3), 608-622.

Gulikers, J. T., Bastiaens, T. J., & Kirschner, P. A. (2004). A five-dimensional framework for authentic assessment.In Educational Technology Research and Development, 52(3), 67–86.

Jääskelä, P., Heilala, V., Kärkkäinen, T., & Häkkinen, P. (2020). Student agency analytics: learning analytics as a tool for analysing student agency in higher education. Behaviour & Information Technology, 40(8), 790–808.

Jääskelä, P., Poikkeus, A. M., Vasalampi, K., Valleala, U. M., & Rasku-Puttonen, H. (2016). Assessing agency of university students: validation of the AUS Scale. Studies in Higher Education, 42(11), 2061–2079.

Maccario, D. (2022). New assessment: valutare con compiti autentici. In Nuovo agire didattico, 79, 147-154.

McArthur, J. (2022). Rethinking authentic assessment: Work, well-being and society. In Assessment & Evaluation in Higher Education, 47(8), 1120–1132. https://doi.org/10.1080/02602938.2021.1992462

Mulder, M. (Ed.). (2017). Competence-based vocational and professional education. Springer.

Ravi, M., & Besharat, M. (2025). A holistic consideration of authentic assessments: Student perception of assessment design, delivery, flexibility and creativity. In European Journal of Engineering Education.

Reeves, T. & White, C. (2021). Embodied Instruction: An Exploration and Qualitative Comparison of Expression and Performance of Yoga Instruction. Frontiers in Education.

Singh, A. K. (2021). Embodied Education: A Pathway Towards More Integrated Learning .In Contemporary Education Dialogue, 18(2), 202-225.

Stankov, P., & Heffernan, T. (2024). Are exams authentic assessment? The case of economics. In Journal of Economic Education, 55(3), 225–239.

Tessaro, F. (2014). Compiti autentici o prove di realtà? In Formazione & insegnamento, 12(3), 77-88.

Villarroel, V., et al. (2020). Using principles of authentic assessment to redesign written examinations and tests. In Teaching in Higher Education, 25(6), 1–16.

Vlachopoulos, D., & Makri, A. (2024). Authentic assessment in higher education: A systematic literature review. In Studies in Educational Evaluation, 83, 101425. https://doi.org/10.1016/j.stueduc.2024.101425

Wiggins, G. (1990). The case for authentic assessment. In Practical Assessment, Research & Evaluation, 2(2), 1–3.

Wiggins, G., & McTighe, J. (2005). Understanding by design (2nd ed.). ASCD.

TEACHING POLITICALLY: AGAINST THE MYTH OF NEUTRAL EDUCATION

Tatiana Motterle Motterle (University of Padova, Italy)

feminist pedagogy | neutrality | positionality

Drawing on my experience as an adjunct professor in Sociology of Education within a Primary Education program, this contribution reflects on the possibilities and limits of practicing critical and feminist pedagogy in contemporary higher education. My position carries a particular reflexivity: the students I teach are themselves training to become teachers, which means that any pedagogical choices I make concern not only our shared classroom but also their future professional practice. In my lectures, I try to cultivate dialogical spaces that resist dominant logics, positioning myself in terms of class, gender, sexuality, pedagogical role, and personal and political experience. I draw on critical and feminist pedagogies that understand teaching as a political, situated, embodied, and relational practice (hooks, 1994; Freire, 1970; Lather, 1991; Lorde, 1984). My practice is often marked by frustration arising from the daily awareness of how neoliberal and managerial tendencies in higher education contribute to narrow possibilities for democratic engagement and dampen students' willingness to participate in open discussion (Brown, 2915; Ahmed, 2012). Structural and material conditions – dozens of regular attendees, in a classroom where chairs and desks are bolted to the floor – further constrain the creation of meaningful dialogical spaces and magnify asymmetries of power and voice. A further source of frustration concerns the emotional climate shaping students' experiences, their fear of speaking in public, of making mistakes, of being judged – another consequence itself of neoliberal academy (Ahmed, 2004; Boler, 1999; hooks, 2004). In response, I struggle to build a kind of safer space, while also inviting students to speak from their own standpoint, foregrounding partial perspectives, and making room for discomfort and dissent — particularly when addressing charged topics such as whiteness, racism, and sexism (Boler & Zambylas, 2003; Zambylas 2003). This sometimes requires departing from the syllabus or suspending the planned topic, which can provoke resistance and anxiety. Yet discontinuity and unpredictability are, I argue, integral to committed, dialogical teaching — and especially valuable for future teachers, for whom uncertainty and interruption will be part of everyday professional life. This approach also reveals a broader tension: attempts to practice "political teaching" and to foster critical professional self-awareness frequently clash with students' expectations, which are shaped by the internalized norms of the neoliberal university — efficiency, predictability, risk-aversion, and the outsourcing of judgment to metrics. Yet precisely here, small and situated pedagogical gestures can function as acts of resistance: naming one's positionality; negotiating shared norms for speaking and listening; reframing "error" as inquiry; and redesigning participation beyond physical and material constraints. This contribution articulates the tensions inherent in cultivating micro-spaces of resistance and democracy in higher education — navigating frustration and fear, both mine and my students', alongside moments of genuine connection and fulfillment.

Ahmed, Sara (2004). The Cultural Politics of Emotion. Routledge

Ahmed, S. (2012). On Being Included: Racism and Diversity in Institutional Life. Duke University Press.

Boler, M. (1999). Feeling Power: Emotions and Education. Routledge.

Boler, M. & Zembylas, M. (2003). "Discomforting Truths: The Emotional Terrain of Understanding Differences". In P. Trifonas (Ed.), Pedagogies of Difference: Rethinking Education for Social Justice. Routledge, pp. 110-136.

Brown, W. (2015). Undoing the Demos: Neoliberalism's Stealth Revolution. Zone Books.

Freire, Paulo (1974). Pedagogia do oprimido. Paz e Terra.

hooks, bell (1994). Teaching to Transgress: Education as the Practice of Freedom. Routledge.

hooks, bell (2004). Teaching Community: A Pedagogy of Hope. Routledge.
Lather, Patti (1991). Getting Smart: Feminist Research and Pedagogy With/In the Postmodern. Routledge.
Lorde, A. (1984). Sister Outsider: Essays and Speeches. Crossing Press.
Zembylas, M. (2015). “Emotion and Teacher Identity”. In Teachers and Teaching, 9(3), 213-238.

CONFERENCE STREAM

STREAM L

Ecologies, Ethics, and Posthuman Futures

7 panels · 54 papers

L.01

Building Peaceful, Just, and Democratic Societies through Transformative Education

PANEL CONVENORS: Claudia Pennacchiotti (Consiglio Nazionale Delle Ricerche, Italy); Luciana Taddei (Consiglio Nazionale Delle Ricerche, Italy); Adriana Valente (Consiglio Nazionale Delle Ricerche, Italy); Valentina Tudisca (Consiglio Nazionale Delle Ricerche, Italy)

PANEL KEYWORDS: social justice, Open science, transformative education

Open Science (OS) and Transformative Education have a substantial role on the path toward the realization of positive peace intended, according to Galtung and going beyond mere conflict absence, as the enhancement of more just, equal and harmonious societies. While the UNESCO 2021 Recommendation promotes OS for epistemic justice (Fricker, 2007), OS in practice risks reinforcing existing discriminations and power asymmetries (Leonelli, 2023). This occurs particularly when infrastructural cultural and methodological choices are non-neutral and perpetuate the dominance of Western, consolidated, preferably anglophone science (Valente, 2002, Fraser 2007). Transformative Education (TE), rooted in the necessity to activate transformative processes at societal and individual level (Bertoni Jovine, Biesta), provides an essential critical framework. By acting as a laboratory of democracy (Dewey) and an act of liberation through dialogue (Freire, Hooks just to refer to authors with different approachs), TE equips citizens with the critical awareness and ethical responsibility needed to navigate complexity. It contributes to mitigate OS risks by cultivating competences global citizenship capable of scrutinizing the evidence base and challenging biases. This convergence facilitates the necessary shift beyond traditional paradigms, promoting epistemic pluralism and valuing “situated knowledge” (Haraway). The goal is to move toward systems oriented to social impact (Beck et al., 2020) and shared responsibility, turning open knowledge into a catalyst for nonviolent conflict resolution. By integrating insights from science education, digital infrastructures, epistemology, and peace studies, this panel proposes reflections on the role that Open Science and Transformative Education may have in constructing a Culture of Positive Peace.

OPEN KNOWLEDGE, TRANSFORMATIVE EDUCATION AND TEXTBOOKS

Adriana Valente (CNR IRPPS, Italy) · **Valentina Tudisca** (CNR IRPPS, Italy) · **Silvia Caravita** (CNR IRPPS, Italy)

Openess | trasformative education | textbook analysis

Operating within the context of open knowledge is an essential prerequisite for transformative education, once we accept that the function of education is to combat common sense (Gramsci, 1975, Q. 12, p. 1535), as well as to transform the self, the external world and a truth that is often accepted passively (Bertoni Jovine, 1979). On these assumptions, the participation of each individual in the construction, sharing and questioning of knowledge, as a “membre producteur de l'humanité pensante”, to quote Paul Otlet (van Binsbergen, 1995, p. 153), becomes an essential condition. Openness can be understood as the drive to make the knowledge produced and stored by publishing systems and major digital platforms widely accessible. This meaning of accessibility can take on various meanings in terms of technology, language and cognition, in line with the principles of understandability, perceivability, operability and robustness, without, however, capturing the complexity and breadth of the concept of open knowledge. From our point of view, the dimension of open knowledge should go further and be intended as a frame aimed at allowing the widest possible participation not only in the use but also in the creation of “collective memories” (Valente, 2002, p. 152), recognising and expanding the base of subjects legitimised to intervene in the dynamics of knowledge construction and management. This meaning is closely linked to the frame of Post-Normal Science. The concept of openness is also taken up by Leonelli (2025) who, in comparing Popper's rational approach to openness, centered on the exchange of ideas and goods, with Berson's approach, focused on both intellectual and emotional connections between living beings, means the realisation of a fully open society as what makes inclusive morality possible, capable of promoting a creative imagination of the future, aspects that are central to a transformative conception of education. We can see elements of Arendt, Morin and Funtowicz in Leonelli's statement that “Openness pushes humans to go beyond their own experiences and perceptions, consider different ways of life, and foster the capacity to challenge and change one’s worldview, thus encouraging indeterminacy, instability, dynamism” (Leonelli 2025, p.7). With particular reference to educational contexts, these reflections can lead in different directions, from the identification of thematic and interdisciplinary in-depth study paths, to the promotion of participatory projects for the construction of open educational resources, to the analysis of the mechanisms that lead to a lack of or limited participation in the processes of knowledge construction and elaboration, as well as to the analysis of educational content, in terms of mainstream culture, disciplinary hegemony – in the various meanings in which Foucault speaks of discipline – dominant narrative frames, and stereotypical conceptions and representations. Our analysis (Valente et al.,

2022; Tudisca & Valente, 2024; Tudisca et al., 2024) starts from a particular cultural product, textbooks, with the aim of promoting transformative education (Valente & Tudisca, 2026) through the recognition of underlying power dynamics and the main narrative frames presented, as textbooks are both a medium and a device, according to Agamben (2006, p. 22).

Agamben,G. (2006). Che cos'è un dispositivo?, Nottetempo, 2006.

van Binsbergen, E. (1995). Le livre Universel, in Cent ans de l'Office International de Bibliographie, Editions Mundaneum, Mons.

Gramsci, A. (1975). Quaderni del carcere, a cura di Gerratana, V., Torino, Einaudi.

Bertoni Jovine, D. (2019). L'educazione democratica. Scritti scelti di pedagogia e didattica, a cura di Puglielli, E., Roma, Conoscenza.

Leonelli, S. (2025). Contrasting Visions of Inquiry for an Open Society: Henri Bergson and Karl Popper Between Humane and Rational Openness, Manuscript submitted for consideration on August 20, https://philsci-archive.pitt.edu/26292/1/BergsonPopperOpenSociety_preprint.pdf.

Valente, A. (2002). Riflessioni sull'agire comunicativo di Habermas e la comunicazione scientifica, in Valente, A. (ed.) Trasmissione d'elite o accesso alle conoscenze?, Franco Angeli.

Valente, A. & Tudisca, V. (2026). Ruolo della scienza e dell'educazione trasformativa per una cultura della pace, Welfare e Ergonomia, Supplemento1/2026 La ricerca come avanguardia della pace, S. Capasso, R. Falcone, C. Pennacchiotti, A. Valente (eds.), ed. FrancoAngeli, ISSN 2421-3691, ISSNe 2531-9817.

Valente, A., Tudisca, V., Caravita, S. (2022). The public discourse on immigration in Italian school textbooks, Mondi Migranti 1/2022, Franco Angeli Journals, pp.139-157, DOI:10.3280/MM2022-001008.

Tudisca, V. & Valente, A. (2024). Representation of Migrant Women in Textbooks - Insights from the Italian Context, in Menşure Alkiş Küçükaydin, Hakan Ulum, e Ömer Gökhan Ulum (eds.) Silencing Refugees' Voices in Educational Practices: Perspectives on School Textbooks, ed. Springer, e-book ISBN 978-3-031-73518-9, print ISBN 978-3-031-73517-2.

Tudisca, V., Caravita. S., Valente, A. (2024). Le migrazioni nei libri di testo italiani, in XXXIII Rapporto Immigrazione 2024. Popoli in cammino, Caritas Italiana e Fondazione Migrantes, Tau Editrice Srl, ISBN 979-12-5975-434-9.

MARGINS, VULNERABILITY, AND TRANSFORMATION: PHILOCTETES AND BELL HOOKS AS A PEDAGOGICAL LABORATORY FOR POSITIVE PEACE

Ilaria Santilli (Uniroma1, Italy) · **Altomare Distaso** (Uniroma1, Italy)

marginality | transformative education | myth

Starting from the theoretical framework of Transformative Education and the notion of positive peace (Galtung 2006), this contribution offers an interdisciplinary reflection, placing bell hooks' engaged pedagogy (hooks, 2020; Bianchi, 2022) in dialogue with the Greek myth of Philoctetes (Milani 1879). The analysis seeks to rethink the margin not as a mere space of exclusion, but as a critical site of awareness, ethical responsibility, and transformative potential (hooks, 2021), in line with Peace Studies (Bartolucci 2025). In hooks' pedagogy, the margin is ambivalent: a space of violence and silencing, but also of resistance, critical vision, and the construction of alternative and situated knowledge. This idea is juxtaposed with Philoctetes, a wounded and excluded hero whose isolation highlights the ethical contradictions of the community: without his voice and his wounded body, the collective endeavor cannot be realized. The ekphrasis by Philostratus (Imago 17), a Greek author of the second and third centuries A.C., translates this condition into image and narrative, transforming vulnerability into a device for ethical attention and creating a symbolic space where conflict can be observed, narrated, and discussed. This perspective connects with Galtung's TRANSCEND method (2008), which, through creative dialogue and the search for shared solutions, demonstrates how valuing the voices of excluded subjects (positioned at the margins of dominant epistemologies and thereby making visible the epistemic mechanisms through which exclusion is normalized) can transform relationships and conflicts (Galtung 2006; 2008). In this way, attention to the margins – both in the myth of Philoctetes and in hooks' pedagogy – becomes a practice of recognition and shared responsibility, contributing to the construction of a positive peace that goes beyond the mere absence of conflict by promoting equity and social transformation. In light of hooks' engaged pedagogy, this space becomes an educational laboratory for listening, empathy, and shared responsibility. The picture book Skin Again (hooks & Raschka, 2004) is proposed here as a narrative tool to deconstruct prejudices related to otherness, adopting a decolonial approach that, as Borghi (2020) notes, encourages the recognition and dismantling of power structures that perpetuate coloniality in knowledge, bodies and imaginaries (Burgio 2022).

Bartolucci, V. (2025). Le scienze per la pace. Mondadori.

Bianchi, L. (2022). Genere, razza e classe. Prospettiva engaged e intersezionalità negli albi di bell hooks. In F. Borruso, R. Gallelli & G. Seveso (a cura di), Dai saperi negati alle avventure della conoscenza: Esclusione ed emancipazione delle donne nei percorsi educativi fra storia e attualità (pp. 167–185). Unicopli.

Borghi, R. (2020). Decolonialità e privilegio: Pratiche femministe e critica al sistema-mondo. Meltemi.

Burgio, G. (2022). Pedagogia postcoloniale: Prospettive radicali per l'intercultura. FrancoAngeli.

Capra, A., & Floridi, L. (2025). Intervisuality. New approaches to Greek literature. De Gruyter.
Carley-Rizzuto, K. (2024). bell hooks and picture books: Equity in early childhood education. Early Years, 44(1), 161–172. https://doi.org/10.1080/09575146.2022.2104818
Freire, P. (2002). La pedagogia degli oppressi. EGA.
Frontisi-Ducroux, F. (1995). Du masque au visage. Flammarion.
Fricker, M. (2007). Epistemic injustice: Power and the ethics of knowing. Oxford University Press.
Galtung, J. (2006). La trasformazione dei conflitti con mezzi pacifici: Il metodo Transcend. Centro Studi Sereno Regis.
Galtung, J. (2008). Affrontare il conflitto. Trascendere e trasformare. Pisa University Press.
Grandi, W. (2013). L'Olimpo fanciullo. Tracce storiche di una pedagogia del mito tra educazione, narrazione e didattica [Children's Olympus. Historical traces of a myth's pedagogy between education, tales and didactics]. History of Education & Children's Literature, 8(1), 635–655.
Haraway, D. (1988). Situated knowledges: The science question in feminism and the privilege of partial perspective. Feminist Studies, 14(3), 575–599.
hooks, b., & Raschka, C. (2004). Skin again. LB Kids.
hooks, b. (2020). Insegnare a trasgredire: L'educazione come pratica di libertà. Meltemi.
hooks, b. (2023). Insegnare il pensiero critico: Saggezza pratica. Meltemi. Loraux, N. (1999). The mourning voice. Cornell University Press.
Milani, L. A. (1879). Il mito di Filottete nella letteratura classica e nell'arte figurata: studio monografico. Firenze.
Mirzoeff, N. (2002). The subject of visual culture: Introduction to plug-in theory. In N. Mirzoeff (Ed.), The visual culture reader (pp. 3–23; 111–115). Routledge.
Mitchell, W. J. T. (1994). Ekphrasis and the other. In W. J. T. Mitchell (Ed.), Picture theory: Essays on verbal and visual representation (pp. 151–181). University of Chicago Press.
Taplin, O. (2007). Pots and plays. Getty Publications.
Vernant, J.-P., & Vidal-Naquet, P. (1988). Myth and tragedy in ancient Greece. Zone Books.
Zizioli, E. (2017). Narrazioni decentrate. In M. Fiorucci, F. Pinto Minerva & A. Portera (a cura di), Gli alfabeti dell'intercultura. Edizioni ETS.

THE SYSTEM OF RESPONSIBILITIES DEMOCRACY IS NOT TAUGHT; IT IS LIVED IN MUTUAL CARE.

Marco Orsi (Università di Firenze) · **Sonia Claris** (Fondazione Senza Zaino, Italy) · **Giulia Zucchetto** (Fondazione Senza Zaino, Italy) · **Elisabetta Nannizzi** (Fondazione Senza Zaino, Italy)

Peace Democracy Responsibility

In the Senza Zaino movement, which is active in 800 schools in Italy, the System of Responsibilities (Orsi et al., 2016) is practiced daily. This system is directly connected to the values of Peace and Democracy. The theme of responsibility is, above all, the theme of care(Jonas, 1990). According to the sources, one is responsible for others and their growth even before oneself; therefore, the school has the mission to encourage students to take care of one another, including younger peers and those in difficulty (Doise and Mugny, 2016), by fostering contexts of resonance(Rosa, 2015). As a result, it is not considered necessary to introduce new subjects dedicated to citizenship, emotions, or relationships. The traditional structure of schooling often fuels individualism, as grades, assessments, textbooks, and even the physical layout of single-seat desks are designed for the individual. This environment can cause students to focus only on themselves, leading to a lack of community and the sense of growing together Claris, 2013). The System of Responsibilities, which involves specific tasks and commitments for students, makes the school a concrete community that generates opportunities for resonance relationships. This serves as an "antidote value" to prevent youth distress and prepares students for a future of Democracy, Peace, and Nonviolence From a systemic perspective of the Global Curriculum Approach (Orsi, 2016), this responsibility must also involve teachers and principals to build a professional community of care. Mutual aid among students must be mirrored by mutual aid among the adults within the school. Research (Hattie, Vivanet et al., 2016) indicates that such a responsible community is significant for the acquisition of democratic habits, helping to counter bullying, cyberbullying, violence, and individualistic behaviors.

Claris, S. (2013), Filosofia e pedagogia del dialogo. Roma: Armando
Doise, W., & Mugny, G. (2016). The Social Development of the Intellect (Vol. 10). London: Routledge, (ed work published 1984).
Jonas H. (1990). Il principio responsabilità. Torino: Einaudi (ed work published 1979).
Hattie J., Vivanet G., e al. (2016). Apprendimento visibile, insegnamento efficace. Metodi e strategie di successo dalla ricerca evidence-based. Trento: Erickson.
Orsi e al. (2016). A scuola senza zaino. Il metodo del curricolo globale per una didattica innovativa. Trento: Erickson.
Rosa H. (2019), Resonance. A Sociology of Our Relationship to the World. Cambridge: Polity Press (ed work published 2016).

PEACE EDUCATION IN INITIAL TEACHER TRAINING: CURRICULUM, INSTITUTIONAL PRACTICES AND PROFESSIONAL IDENTITY BUILDING

Sonia Castro Mallamaci (Scuola universitaria professionale della Svizzera italiana, Switzerland) · **Andrea Plata** (Scuola universitaria professionale della Svizzera italiana, Switzerland) · **Marco Lupatini** (Scuola universitaria professionale della Svizzera italiana, Switzerland)

peace education | teacher training | curriculum

Peace education is increasingly understood as a transformative set of cognitive, relational and ethical-political competencies needed to address conflict, polarisation and disinformation in contemporary democracies. Rather than defining peace as the absence of violence, current approaches emphasise the construction of just, inclusive and dialogical relationships (UNESCO, 2024; Prudenciano de Souza & Velez de Castro, 2025). This aligns with UNESCO's 2023 Recommendation on Education for Peace, Human Rights and Sustainable Development, which links peace education with human rights, global citizenship and sustainability and calls for systemic reforms (UNESCO, 2023). UNESCO's four transformative competencies—critical thinking, respect for diversity, belonging to a shared humanity and the planet, and peaceful conflict transformation—offer a framework for analysing initial teacher education and its ethical-relational dimensions. This contribution examines how peace education is conceptualised and enacted in the initial training of future primary teachers at a Swiss university of teacher education. The study analyses its presence across the formal curriculum, institutional initiatives and students' reflective work. The corpus includes: (1) 72 bachelor-level module descriptions (2024/25); (2) documentation from the 2025 International Democracy Day; (3) around forty student papers. Materials were analysed through qualitative content analysis using UNESCO's competencies as the analytical lens. Curricular analysis reveals an uneven distribution. Critical thinking is widely represented (70–80% of modules), while peaceful conflict transformation appears in 30–40%, mainly in practice-oriented modules. Respect for diversity and a sense of belonging to humanity and the planet are far less visible (six modules each) and rarely integrated into assessment tools. These findings concern formal documentation and do not capture hidden curriculum dimensions, a limitation noted in democracy education research (Plata et al., 2025). The Democracy Day functioned as an intensive pedagogical device, foregrounding the role of media in shaping representations of war and conflict. The plenary addressed images, propaganda and digital manipulation—including AI-generated deepfakes—thus linking peace education with critical media literacy (UNESCO, 2023). Students' collective outputs highlighted cooperation, memory, responsibility and dialogical conflict management, as well as challenges related to emotions, sensitive issues and classroom heterogeneity. Individual papers further explored these themes, focusing on language, non-violent communication, peer mediation and emotional regulation. Students also identified structural tensions, such as difficulties in assessing relational competencies and the perceived gap between school practices and a polarised public discourse. Overall, the findings show that peace education in initial teacher training operates as a cross-cutting domain shaping teachers' professional identity by intertwining critical thinking, conflict mediation, ethical responsibility and global awareness (Castro et al., 2025).

Castro, S., Lupatini, M., & Plata, A. (A cura di) (2025). Educare alla democrazia e alla pace. Riflessioni teoriche e pratiche a cent'anni dal Patto di Locarno. Dipartimento formazione e apprendimento / Alta scuola pedagogica, SUPSI

Plata, A., Castro Mallamaci, S., Lupatini, M., & Boaretto, G. (2025). Teacher Educators' Attentiveness To Democracy. An Exploratory Case Study At A Swiss University Of Teacher Education. In Scuola democratica (Ed.), Proceedings of the Third International Conference of the journal Scuolademocratica. Education and/for Social Justice. Vol. 2: Cultures, Practices, and Change (pp. 245-251). Associazione Per Scuola Democratica.

Prudenciano de Souza, C., & Velez de Castro, F. (2025). Is peace education out of style? Challenges and perspectives in contemporary educational contexts. Education Sciences, 15(10), Article 1293. https://doi.org/10.3390/educsci15101293

UNESCO. (2023). Recommendation on education for peace, human rights, international understanding, cooperation, fundamental freedoms, global citizenship and sustainable development. UNESCO. https://www.unesco.org/en/global-citizenship-peace-education/recommendation

UNESCO. (2024). Peace education in the 21st century. UNESCO. https://www.unesco.de/assets/dokumente/Bildung/01_Bildung_allgemein/Peace_Education_in_the_21st_Century.pdf

TOWARD POSITIVE PEACE THROUGH OPEN SCIENCE: TRANSFORMATIVE EDUCATION IN RESEARCH INFRASTRUCTURES - THE FOSSR CASE

Serena Fabrizio (CNR-IRCrES Research Institute on Sustainable Economic Growth, National Research Council of Italy, Rome, Italy) · **Claudia Pennacchiotti** (CNR-IRPPS Institute for Research on Population and Social Policies, National Research Council of Italy, Rome, Italy) · **Andrea Orazio Spinello** (CNR-IRCrES Research Institute on Sustainable Economic Growth, National Research Council of Italy, Rome, Italy)

research infrastructures | epistemic justice | transformative education

The relationship between science and society has been shaped by a long process of reflection unfolded through different phases, following a dialectical movement and alternating moments of democratization and exclusion (Valente, 2002; Neave, 2006). Within this trajectory, Open Science - OS (UNESCO, 2021) represents an attempt to make scientific processes more transparent, accessible, and collaborative, extending participation beyond academia to institutions and society at large. However, this aspiration may entail inherent pitfalls. While potentially representing an opportunity to provide marginalized individuals and communities with access to the data, infrastructures, and tools needed to address both local and global challenges (Bezuidenhout et al., 2020), it risks reproducing inequalities and existing asymmetries when infrastructural, cultural, and methodological choices remain unexamined, thereby reinforcing dominant knowledge paradigms (Leonelli, 2023; Fraser, 2007). For this reason, it is essential that OS, positioning itself at the intersection of Ziman's critique of post-academic and proprietary science and Galtung's conception of positive peace (Galtung, 2013), includes epistemic justice among its structural objectives (Fricker, 2007), thereby pursuing scientific pluralism and equitable access to knowledge. Research Infrastructures (RIs) have become one of the main settings through which OS is promoted and implemented, fostering new environments where collective process of knowledge co-creation may be hosted, and technical expertise may be integrated with contextual and situated knowledges (Funtowicz & Ravetz, 1993). RIs are defined as complex socio-technical ecosystems (ESFRI, 2020) in which knowledge production depends as much on human, social, and institutional relations as much on technological architectures, conceived as full-fledged actors (Latour, 1987). RIs are not neutral enablers of research but active participants in shaping epistemic possibilities and exclusions (Braidotti, 2022). In light of this, to effectively advance OS, RIs requires more than investments in technologies and facilities: they also demand a specific focus on the competences of researchers and infrastructure users (UNESCO, 2021; When et al., 2024). Such competences can no longer be limited to disciplinary expertise, but must also include ethical awareness, reflexivity, collaborative capacity, openness to epistemological diversity, and the ability to engage publics in scientific practices. From this perspective, training and lifelong learning acquire a fully transformative meaning (Mezirow, 1991; Sterling, 2001), aligning with the principles of the Transformative Education (TE), rooted in democratic and dialogical traditions. The convergence between OS and TE is particularly relevant in the pursuit of positive peace. Beyond the mere absence of conflict, positive peace entails the construction of more just, equal, and harmonious societies (Galtung, 2013). This contribution discusses training activities within the FOSSR RI, aimed at promoting OS in Social Science research. FOSSR developed a multilevel ecosystem connecting learning forms, audiences, and engagement levels into a coherent capacity-building strategy (Spinello & Fabrizio, 2025). The portfolio comprises foundational Online Training Courses introducing OS and FAIR principles; Participatory Sessions engaging participants in co-design and experiential learning; and Higher Education Programmes designed in collaboration with academic institutions. By enabling research environments with a commitment to transformative training, the FOSSR approach exemplifies how OS and TE can jointly contribute to building more democratic, and peaceful knowledge societies.

Bezuidenhout, L.M., Leonelli S., Kelly A. H., Rappert B., Beyond the digital divide: Towards a situated approach to open data, Science and Public Policy, Volume 44, Issue 4, August 2017, Pages 464–475, https://doi.org/10.1093/scipol/scw036

Braidotti, R. (2022). Posthuman feminism. SOPHOS, 291.

EC. (2024). European Charter for Access to Research Infrastructures: Principles and Guidelines for Access and Related Services.

ESFRI (2020) Making science happen. A new ambition for research infrastructure in the european research area. ESFRI White Book https://www.esfri.eu/sites/default/files/White_paper_ESFRI-final.pdf

Fricker, M. (2007). Epistemic injustice: Power and the ethics of knowing. Oxford University Press.

Funtowicz, S. O., & Ravetz, J. R. (1993). Science for the post-normal age. Futures, 25(7), 739–755.

Galtung, J., Fischer, D., & Fischer, D. (2013). Johan Galtung: Pioneer of peace research (Vol. 5). New York: Springer.

Latour, B. (1987). Science in action: How to follow scientists and engineers through society. Harvard University Press.

Latour, B. (2005). Reassembling the social: An introduction to actor-network-theory. Oxford University Press.

Mezirow, J. (1991). Transformative dimensions of adult learning. Jossey-Bass.

Neave, G. (2006). Redefining the Social Contract. Higher education policy, 19(3), 269-286.

Spinello, A. O., Fabrizio, S. (2025). Integrated capacity-building approach to address societal challenges through social science research infrastructures. Societal Impacts, 6, 100140. https://doi.org/10.1016/j.socimp.2025.100140.

Sterling, S. (2001). Sustainable education: Re-visioning learning and change. Green Books.

Wehn U, Ajates R, Mandeville C, Somerwill L, Kragh G, Haklay M. (2024) Opening science to society: how to progress societal engagement into (open) science policies. R. Soc Open Sci. 11: 231309. https://doi.org/10.1098/rsos.231309)

UNESCO. (2021). UNESCO Recommendation on Open Science. Paris: UNESCO.

Valente A et al. (2002). "Trasmissione d'élite, o accesso alle conoscenze? Percorsi e contesti della documentazione. FrancoAngeli ed.

ENGENDERING CITY AS A PRACTICE OF TRANSFORMATIVE EDUCATION

Chiara Belingardi (ISTC - CNR, Italy) · **Gabriella Esposito De Vita** (IRISS - CNR, Italy) · **Stefania Ragozino** (IRISS - CNR, Italy)

gender justice peace transformative education

In her seminal work on peace, Galtung (1969) defines peace as "absence of violence" and indicates that violence is also "structural," linking it with social injustice. This structural character is also reprised in the "Council of Europe Convention on preventing and combating violence against women and domestic violence" (2011), which identifies violence against women and gender-based violence as an outcome of historically unequal power relations between women and men. The practice presented in this proposal builds on these assumptions, applying them to our realm of work and research: cities and territories, which are a materialisation of power relationships. Our reflections have resulted in identifying structural violence in territories as deriving from the invisibility of women and other subjectivities in their urban experience (Matrix, 1984), which is considered minor with respect to the "mainstream" one, which corresponds to that of an adult, white, able-bodied male (Sandercock, 2004). The same occurs with women's projects, contributions, and proposals, which have been overlooked in the history of architecture and urban and territorial planning (Muxì, Orellana, 2022). Even if these critiques have a long tradition in feminist reflections on the city (Matrix, 1984), they still do not have space in education: architecture and urban planning are still taught as technical and therefore neutral. We saw that numerous solutions and proposals that come from a different view on cities and territories (Belingardi, Poli, Ragozino, 2025) are overlooked, as well as the virtuous experiences that come from an authentic listening of the territory (Esposito et al., 2025). To counterbalance this situation, we decided to establish a master's programme (a specialisation course for graduate students and professionals) to teach a different way to plan and design: "Gender Cities: Methods and Techniques of Urban and Regional Planning and Design." The course is now in its fourth year. It is organised by the University of Florence, in cooperation with the University of Trieste, the University of Naples Federico II, the University of Palermo,Sapienza University of Rome, the Politecnico of Bari, and the IRISS Institute of CNR. It is a practice of transformative education (Freire, 2002) and of freedom (hooks, 1994). The course is composed of eight teaching units that cover different topics such as genealogies, or the "herstory" of architecture and urbanism; geography and the observation of the territory and its inhabitants; a specific unit on intersectionality and exclusions; public and social services; commons and care; urban public policies; housing; and urban and regional planning and design. Three dimensions are embedded in the course: an international one, which means that scholars and professionals from other countries are involved, and some activities are carried out with them, such as seminars and workshops; a practical one, realised in numerous workshops and laboratories; and a social one, which involves visiting and interacting with civil society organisations, especially, but not limited to, feminist organisations and collectives.

C. Belingardi, D. Poli, S. Ragozino (2025). Prospettive femministe sulla città. Vivere insieme tra cura, ecologia e giustizia spaziale. Studi e Ricerche per l'Innovazione. Collana Consiglio Nazionale delle Ricerche. CNR Edizioni ISBN: 9788880808060.

Consiglio d'Europa (COE). (2011). Convenzione del Consiglio d'Europa sulla prevenzione e la lotta contro la violenza nei confronti delle donne e la violenza domestica. https://rm.coe.int/16806b0686

ESPOSITO G., PACE G., DALDANISE G., FATIGATI L., OPPIDO S., RAGOZINO S., VITTORIA M.P., ANZALONE E. (2025). Territori, Conflitti e Costruzione della Pace Urbana. Welfare e Ergonomia, Franco Angeli, ISSN 2421-3691 , ISSNe 2531-9817

Freire P. (2002). La pedagogia degli oppressi, Torino, EGA, ISBN 88-7670-434-5.

hooks b. (1994). Teaching to transgress: education as the practice of freedom. Routledge.

Matrix (1984). Making Space: Women and the Man Made Environment. Verso.

Muxí, Z., & Orellana, M. (2022). Acciones y propuestas para el hábitat urbano precario. In Hábitat precario urbano revisado desde la perspectiva de género e interseccionalidad (pp. 123-139). Ediciones SUR.

Sandercock, L. (2004). Verso cosmopolis. Città multiculturali e pianificazione urbana (Vol. 273). Edizioni Dedalo.

ALPHABETS OF PEACE IN WARTIME EDUCATION: SERVICE-LEARNING AS A TRANSFORMATIVE PEDAGOGY FOR UKRAINE'S RECOVERY

Ioana Zagrean (Lumsa University, Italy) · **Irene Culcasi** (Lumsa University, Italy) · **Maria Cinque** (Lumsa University, Italy)

education in emergencies | peace pedagogy | service-learning

Armed conflicts and protracted humanitarian crises profoundly reshape educational spaces, transforming schools into fragile yet crucial sites where protection, care, learning continuity, and democratic meaning intersect (INEE, 2010; UNESCO, 2021). In war-affected and emergency contexts, education cannot be reduced to a technical response to disruption; rather, it becomes a political and pedagogical terrain in which possibilities for peace, agency, and social reconstruction are negotiated (Freire, 1970; Galtung, 1969). In dialogue with the panel's focus on alphabets of peace as transformative devices, this contribution advances a pedagogical framework for peace-oriented education in emergency and conflict-affected schooling, drawing on the experience of the Erasmus+ project ServU – Service-learning in Higher Education for Ukraine's Recovery (2023-2026). Building on critical pedagogy and education-in-emergencies scholarship, this contribution conceptualizes peace education not as a standalone curriculum but as a plural set of situated competences – alphabets of peace – that structure educational practices under conditions of extreme constraint (Freire, 1970; Lederach, 1997). These alphabets are articulated along four interrelated dimensions: (1) relational literacy, encompassing dialogic practices, mediation, and nonviolent conflict management (Lederach, 1997); (2) civic–ethical literacy, oriented toward participation, reciprocity, and the recognition of education as a public good (UNESCO, 2021); (3) critical media literacy, addressing propaganda, disinformation, and the production of meaning in digitally saturated war contexts (Galtung, 1969); and (4) care-oriented literacy, grounded in trauma-sensitive, inclusive, and continuity-focused pedagogies that are central to education in emergencies (INEE, 2010). The ServU project provides an empirically grounded backdrop for this framework, illustrating how service-learning can be reconfigured as an institutional and pedagogical infrastructure connecting universities, schools, and local communities during wartime and recovery phases (Hoth de Olano et al., 2024). Within this perspective, this contribution highlights the role of higher education institutions as mediating actors capable of transforming solidarity-driven actions into reflexive, accountable, and educative practices. Service-learning is thus interpreted not merely as experiential pedagogy, but as a governance device that enables shared responsibility, collective learning, and democratic orientation across educational levels (Kenworthy & Opatska, 2023; UNESCO, 2021). From a methodological standpoint, this contribution reflects on forms of evidence and evaluation that are ethically sustainable in emergency settings, privileging formative assessment, qualitative documentation, and community feedback over extractive or outcome-driven models (INEE, 2010). Attention is given to the tensions between urgency and reflection, protection and participation, care and critique. By situating emergency schooling within broader debates on peace pedagogy and democratic education, this contribution argues that schools – even under conditions of war – can function as laboratories of peace, where alphabets of coexistence, critical awareness, and civic imagination are continuously rearticulated (Galtung, 1969; Lederach, 1997).

1.Freire, P. (1970). Pedagogy of the oppressed. Herder and Herder.
2.Galtung, J. (1969). Violence, peace, and peace research. Journal of Peace Research, 6(3), 167–191.
3.Hoth de Olano, C., Mykhailyshyn, O., Matiychuk, O., Cinque, M., Culcasi, I., Reynders, K., Knops, M.-A., do Nascimento Rocha, M., Bukreieva, D., Liuta, O., Krykliy, O., Zagrean, I., & Mirra, A. (2024). Service-learning pedagogy for community development during wartime and recovery: Guidelines. https://servu.ucu.edu.ua/storage/2025/06/Guidelines-ENG.pdf
4.INEE. (2010). Minimum standards for education: Preparedness, response, recovery. Inter-Agency Network for Education in Emergencies.
5.Kenworthy, A. L., & Opatska, S. (2023). Teaching during war in Ukraine: Service-learning as a tool for facilitating student learning and engagement during times of uncertainty and crisis. Journal of Management Education, 47(4), 417–439. https://doi.org/10.1177/10525629231166695
6.Lederach, J. P. (1997). Building peace: Sustainable reconciliation in divided societies. United States Institute of Peace Press.
7.ServU Erasmus+ project (2023-2026). Service-learning in Higher Education for Ukraine's Recovery. ERASMUS-EDU-2023-CBHE. https://servu.ucu.edu.ua/en/
8.UNESCO. (2021). Reimagining our futures together: A new social contract for education. UNESCO.

EDUCATING FOR PEACE IN TIMES OF WAR: TRANSFORMATIVE EDUCATION IN THE MOVIMENTO DI COOPERAZIONE EDUCATIVA AND ITS JOURNAL

Valentina Marconi (Movimento di Cooperazione Educativa, Italy) · **Alberto Speroni** (Movimento di Cooperazione Educativa, Italy) · **Raffaella Maggiolo** (Movimento di Cooperazione Educativa, Italy) · **Giovanna Cagliari** (Movimento di Cooperazione Educativa, Italy) · **Domenico Campana** (Movimento di Cooperazione Educativa, Italy)

Transformative education | Movimento di Cooperazione Educativa | Peace Education

The pedagogical and cultural journal of the Movimento di Cooperazione Educativa (Educational Cooperation Movement) is written by teachers for teachers. It is not a teaching guide; it is meant for both educational research and teacher training, allowing professional development alongside personal growth within a social and political context. We pair the exchange of practices with articles that intertwine academic and pedagogical knowledge—tales from the classroom with tales from the society. The journal is, for us, a collective device for transformative education in adults. In a recent issue, we asked ourselves and the authors: what is the meaning of education when war becomes a permanent scenario? Amidst war, education and school take on the role of a space for political and cultural resistance, aimed at defusing its symbolic, narrative, and institutional premises. War is a cultural climate entering into schools through media, social networks and homes. When a young girl asks, "Is World War III about to break out?", war is no longer distant. It is already an educational experience. In the interview with Domenico Quirico, a critical point that we share emerged: do not hide the causes of wars from children. Protecting them does not mean lying or simplifying until emptying things of meaning, but rather supporting them toward understanding. If war is also a cultural invention—and not inscribed in our DNA, as Telmo Pievani notes—then in school that construction can be challenged. And perhaps, as suggested by Zournazi and Marcon, hope is not naive optimism, but a political practice of "positive peace", which is not merely the absence of war, but the construction of justice and social conditions that make coexistence possible. The Movimento di Cooperazione Educativa has a long term experience of transformative education that seeks to contribute to the building of a culture of peace. By transformative education, we do not mean just a set of teaching methods, but a critical process that impacts on the daily coexistence in the classroom. In our practices, cooperation is not a technique, but a pedagogical principle. The shared construction of rules, decision-making processes and responsibility, the use of research as a learning practice constitute devices through which democracy is exercised, not simply presented in lectures. Listening is not a teaching strategy, but an epistemic recognition. Even conflict is embraced in a transformative perspective. Conflict becomes an opportunity for revising one's certainties and a shared definition of the "us". A culture of peace is therefore not an additional content, but a daily form of experienced coexistence, in which the role of language as a common ground for mutual agreement and understanding is pivotal. "It is the language that makes us equal" still holds true today for the new citizens coming from every continent who inhabit our classrooms and our schools.

Cooperazione-Educativa Volume 74, Numero 4, Dicembre 2025

L.02

Ecological Narratives and Biodiverse Education: Reimagining Worlds Through Critical Pedagogy

PANEL CONVENORS: Andrea Galimberti (University of Milano-Bicocca, Italy); Monica Guerra (University of Milano-Bicocca, Italy); Letizia Luini (University of Milano-Bicocca, Italy); Greta Persico (University of Milano-Bicocca, Italy); Monica Guerra (Università di Milano-Bicocca, Italy); Gabriella Calvano (Università di Bari, Italy)

PANEL KEYWORDS: Ecological Narratives, Critical Pedagogy, Imaginaries

Ecological and climate crises are also crises of imagination. Dominant narratives about nature and sustainability-shaped by anthropocentrism, techno-solutionism, green colonialism, and individualism-inform educational practices and limit the ability to envision alternative relationships with the living world. This panel explores the constitutive power of narratives in ecological education, critically questioning mainstream imaginaries that naturalize specific power relations. The stories we tell about the climate crisis are never neutral: they produce realities, shape subjectivities, and distribute responsibilities. The discussion investigates which ecological narratives circulate in educational contexts and how nature, territories, and non-human species are represented in curricula and materials. It also highlights emerging counter-narratives rooted in educational practices, local cultures, Indigenous epistemologies, feminist and postcolonial perspectives. Narrative and multimodal pedagogical approaches are viewed as spaces for critical awareness, emotional elaboration (in response to eco-anxiety and ecological grief), and the development of transformative agency. The panel seeks to explore how pedagogy can become a tool to deconstruct dominant imaginaries and foster new ecological and political imaginaries through storytelling, arts, and participatory practices. It welcomes theoretical and empirical contributions addressing educational narratives, narrative and critical pedagogies, participatory storytelling, decolonization of environmental and sustainability education, ecological emotions, and the role of literature and the arts in cultivating ecological consciousness and imagination for justice.

FOSTERING THE ECOLOGICAL SELF THROUGH A PLACE-BASED COUNCIL OF ALL BEINGS IN ENVIRONMENTAL EDUCATION

Stavroula Stoumpou (University of Thessaly, Greece) · **Irida Tsevreni** (University of Thessaly, Greece)

Council of All Beings | deep ecology | environmental education

The paper explores the implementation of the “Council of All Beings” (Fleming & Macy, 1988) as an experiential and ecocentric practice of environmental education for school-aged children. Rooted in the philosophical movement of Deep Ecology, which conceptualizes the human–nature relationship in terms of equality, this tradition articulates the formation of the ecological self as an expanded form of subjectivity that transcends narrowly defined human boundaries and is constituted through relational engagement with the nonhuman world (Naess, 1988). In parallel, it foregrounds the significance of embodied, narrative, and ritual forms of participation in cultivating ecological consciousness (Bragg, 1996; Ohlsson, 2025). The Council of All Beings was implemented in a primary school in the Pelion region of Greece, situated within an agro-forestry ecosystem of high biodiversity, and involved 10-year-old students. Children were invited to engage with the local nonhuman beings. Through the integration of ritual and drama-based techniques, processes of identification, empathy, and ethical proximity toward the nonhuman world were fostered. The educational process included inquiry into the local natural environment, the adoption of roles representing non-human beings and entities, symbolic representation through mask-making, and the convening of the council across three phases. The intervention concluded with collaborative creative writing and theatrical performance. The findings, derived from students’ reflective responses and the qualitative analysis of their narratives, indicate the emergence of a critical awareness of anthropogenic intervention in local ecosystems and the vulnerabilities imposed upon nonhuman beings. Concurrently, strong expressions of biophilia (Wilson, 1984), strengthened sense of place (Gruenewald, 2003), and a reconfiguration of their relationship with nonhuman others (Bogan, 2012) emerged. Overall, the results suggest that the Council of All Beings can function as a place-based pedagogical approach that supports a transition from anthropocentric toward ecocentric forms of ecological citizenship, contributing to the early formation of ecological subjectivity within primary education.

Bogan, M. B. (2012). Using a Council of Beings to ascertain student understanding of the relationship between sense-of-place and environmental sustainability. US-China Education Review A, 3, 309–318.

Bragg, E. A. (1996). Towards ecological self: Deep ecology meets constructionist self-theory. Journal of Environmental Psychology, 16(2), 93–108.

Flemming, P., & Macy, J. (1988). Guidelines for a Council of All beings Workshop. In Seed, J., Macy, J., Fleming, P., & Naess, A. (1988). Thinking Like a Mountain: Towards a Council of All Beings. Philadelphia: New Society Publishers.

Gruenewald, D. (2003). Foundations of place: A multidisciplinary framework for place-conscious American Educational Research Journal, 40(3), 6 19654.

Macy, J., & Brown, M. Y. (2014). Coming Back to Life: The Updated Guide to the Work That Reconnects. Gabriola Island, BC: New Society Publishers.

Naess, A. (1988). Self Realization: An Ecological Approach to Being in the World. In Seed, J., Macy, J., Fleming, P., & Naess, A. Thinking Like a Mountain: Towards a Council of All Beings. Philadelphia: New Society Publishers.

Ohlsson, H. (2025). Ecologizing the self in contemporary ritual practices. Journal for the Study of Religion, Nature and Culture, 19(3).

Wilson, E. O. (1984). Biophilia. Cambridge, MA: Harvard University Press.

DOCUMENTING BIODIVERSITY IN EARLY CHILDHOOD OUTDOOR EDUCATION: ARTISTIC AND VISUAL PRACTICES FOR ECOLOGICAL UNDERSTANDING

Letizia Luini (Università degli Studi di Milano-Bicocca, Italy)

Biodiversity education | outdoor documentation | visual methods

Developing ecological awareness in childhood requires educational practices capable of fostering attentive encounters with the living world (Meier, 2020). In outdoor contexts, the ways experiences are observed, recorded and revisited play a crucial role in shaping how children understand natural environments and the life's diversity they host. Documentation practices can function as pedagogical devices supporting observation, interpretation and meaning-making processes (Dardanou & Karlsen, 2023) in relation to biodiversity. This contribution offers a theoretical and methodological reflection on outdoor documentation through visual-expressive tools (Moula et al., 2022), with particular attention to nature sketching and photographic practices in early childhood education. Drawing on literature from environmental education and visual methodologies, the reflection explores how multimodal documentation (Luini, 2025) can sustain children's engagement with natural environments and support emerging understandings of biodiversity. Research on drawing in educational contexts highlights how nature sketching can act as a cognitive tool that slows down observation and deepens attention (Monteira et al., 2022). When children attempt to represent plants, animals or environmental elements through drawing, their gaze repeatedly returns to the observed subject, encouraging them to notice details, textures and structural differences that might otherwise remain unnoticed. Such processes can support recognition of variation within and between species, an important dimension of understanding biodiversity. Studies analysing children's drawings of gardens, plants or local environments show that prolonged outdoor experiences can lead to increasingly detailed representations and a greater diversity of organisms depicted (Zaballa et al., 2021). Differences in the number and variety of plants represented, attention to morphological features and the use of colours related to ecological processes have been interpreted as indicators of children's developing knowledge of the living world. In addition to drawing, photography can function as a complementary tool for documenting outdoor experiences. Photographic documentation allows children to capture fleeting moments, relationships between organisms, seasonal changes and spatial configurations of environments that might otherwise be difficult to retain (Ardoin et al., 2014). When revisited collectively, photographs can become mediators for dialogue and reflection, supporting children in articulating observations and interpretations about the environments they explore. In some cases, research approaches such as photo-elicitation or photovoice may further enrich these processes, yet photography can serve as a medium for recording and discussing encounters with biodiversity (Walimbe, 2025). From a methodological perspective, integrating drawing, photography and narrative reflection within outdoor educational experiences may create multimodal documentation processes that value diverse forms of expression and participation. Such practices are particularly relevant in early childhood settings, where visual languages allow children to communicate perceptions and understandings not yet fully articulated through verbal language. Overall, the contribution suggests that visual documentation practices can support forms of slow, situated engagement with biodiversity, enabling children to notice diversity in everyday environments and construct meanings about living systems through observation, representation and dialogue. By fostering attentive ways of seeing the living world, these practices may contribute to the development of early ecological sensibilities and nuanced understandings of relationships between humans and the plurality of life forms.

Ardoin, N. M., DiGiano, M., Bundy, J., Chang, S., Holthuis, N., & O'Connor, K. (2014). Using digital photography and journaling in evaluation of field-based environmental education programs. Studies in Educational Evaluation,41, 68-76.

Dardanou, M., & Karlsen, B. (2023). Children's participation in documentation processes in local outdoor spaces. Journal of Childhood, Education & Society, 4(3), 249-260.

Luini, L. (2025). Photovoice con bambine e bambini: Un approccio per ascolti sensibili e dialoghi multimodali. FrancoAngeli.

Meier, D. R. (2020). Nature Education and the Power of Inquiry, Documentation, and Reflection. InNature Education with Young Children(pp. 31-50). Routledge.

Monteira, S. F., Jiménez-Aleixandre, M. P., & Martins, I. (2024). Cultural semiotic resources in young children's science drawings.Cultural Studies of Science Education,19(2), 295-315.

Moula, Z., Palmer, K., & Walshe, N. (2022). A systematic review of arts-based interventions delivered to children and young people in nature or outdoor spaces: Impact on nature connectedness, health and wellbeing.Frontiers in psychology,13, 858781.

Walimbe, S., Nandineni, R., & Rege, S. (2025). Exploring Children's Connections to Nature Through Photovoice in School Environments.MAJ-Malaysia Architectural Journal,7(3), 284-299.

Zaballa, I., Merino, M., & Villarroel, J. D. (2021). Children's Pictorial Expression of Plant Life and Its Connection with School-Based Greenness.Sustainability,13(9), 4999.

FROM TREESENSE TO FEELING WITH PLANTS: EARLY INSIGHTS FROM A PLANT-BASED REFLECTIVE DIARY IN TEACHER EDUCATION

Beate Christine Weyland (Free University of Bolzano, Italy)

plant based education | biophilia | reflective diary

This paper presents early insights from an ongoing educational research project that explores how plant-centred reflective practices can support more relational, biodiverse, and world-based forms of education. The work originated in Treesense, a European project developed with product designer Secil Ugur Yavuz, and later evolved into the reflective diary and publication Sentire con le piante. Since 2022, the diary has been administered to student teachers in Primary Education and to in-service educators and teachers; between 2022 and 2025, more than 200 diaries were collected. The diary accompanies participants through a gradual process of attention, observation, drawing, photography, imagination, and autobiographical writing. In the first phase, participants are invited to choose and observe a tree over time; in the second, they develop a parallel relationship with a houseplant. In the final sections, they are asked to shift perspective and imagine how the tree or plant might perceive human beings, what it might say, and how it might interpret gestures of care, neglect, haste, or attention. This imaginative decentring seeks to challenge anthropocentric habits of perception and to foster forms of interspecies empathy and biophilic connection (Kellert & Wilson, 1993; Barbiero & Berto, 2021; Jones, 2020). The presentation discusses the first recurring patterns emerging from the initial analysis of the corpus. Preliminary findings suggest that the diary functions as a pedagogical device for slowing down perception, strengthening observational attention, and eliciting emotional, ecological, and autobiographical reflection. Participants often move from a descriptive stance to a relational one: plants are no longer treated as passive background or decorative objects, but as living presences, companions, witnesses, and sometimes teachers. This shift resonates with recent pedagogical work on education and nature, outdoor and ecological learning, and the need to cultivate more attentive relationships with the living world (Guerra, 2015; Antonietti, Bertolino, Guerra, & Schenetti, 2022). The diaries also reveal memories, attachments, and affective resonances linked to plants, suggesting that plant-based practices may help counter what Wandersee and Schussler (1999) famously termed plant blindness. The use of reflective writing is especially relevant here: journals can support formative learning by making experience observable, narratable, and open to interpretation (Moon, 2006; Bolton & Delderfield, 2018). At the same time, the vegetal perspective emerging from the diaries connects with current reflections in plant studies and environmental humanities, which invite us to reconsider plants as dynamic, communicative, and world-making beings (Marder, 2013; Viola, 2021). Overall, the project suggests that learning with plants can foster an educational shift from studying nature as an external object to experiencing oneself as part of an interdependent community of life. In this sense, a simple reflective diary can open aesthetic, narrative, and ecological pathways in teacher education, helping participants reimagine education as a practice of attention, reciprocity, and coexistence across species. It also confirms the value of combining observation with imagination: not as an escape from knowledge, but as a way of widening it through sensorial, emotional, and ethical involvement. Such practices may enrich teacher education by integrating scientific attention, narrative inquiry, and more-than-human responsibility.

Antonietti, M., Bertolino, F., Guerra, M., & Schenetti, M. (Eds.). (2022). Educazione e natura. Fondamenti, prospettive, possibilità. Milano: FrancoAngeli.

Barbiero, G., & Berto, R. (2021). Introduzione alla biofilia. La relazione con la natura tra genetica e psicologia. Roma: Carocci.

Bolton, G., & Delderfield, R. (2018). Reflective practice: Writing and professional development (5th ed.). London: SAGE.

Guerra, M. (Ed.). (2015). Fuori. Suggestioni nell'incontro tra educazione e natura. Milano: FrancoAngeli.
Guerra, M. (2024). Taccuino per un luogo. Pagine per una ricerca quotidiana. Mantova: Corraini Edizioni.
Jones, L. (2020). La specie solitaria. Perché abbiamo bisogno della natura. Milano: Edizioni Ambiente.
Kellert, S. R., & Wilson, E. O. (Eds.). (1993). The biophilia hypothesis. Washington, DC: Island Press.
Marder, M. (2013). Plant-thinking: A philosophy of vegetal life. New York: Columbia University Press.
Moon, J. A. (2006). Learning journals: A handbook for reflective practice and professional development (2nd ed.). London: Routledge.
Viola, A. (2021). Flower power. Le piante e i loro diritti. Torino: Einaudi.
Wandersee, J. H., & Schussler, E. E. (1999). Preventing plant blindness. The American Biology Teacher, 61(2), 82–86.
Weyland, B., Righetto, C., & Pietracupa, S. (2024). Sentire con le piante. Milano: Guerini.
Weyland, B. (2025). Edugreen. Fare scuola con le piante. Per una nuova coesistenza educativa. Milano: Guerini Scientifica.

THE LOSS OF BIODIVERSITY AS A HYPEROBJECT. IMPLICATIONS FOR A WORLD-BASED EDUCATION

Andrea Galimberti (University of Milano-Bicocca, Italy)

hyperobjects | systemic thinking | ecosemiotics

The current eco-climatic crisis, made evident by the "intrusion of Gaia" (Stengers, 2013) into public debate, calls for a profound revision of the paradigms through which humanity interprets its position in the world. In this context, the category of "hyperobjects" (Morton, 2013) offers a particularly significant interpretative key for understanding phenomena such as global warming, biodiversity loss, and ocean acidification. These phenomena cannot be understood simply as natural "catastrophes"; rather, they appear as entities distributed across spatial and temporal scales that radically exceed human experience. They are ubiquitous, viscous, and nonlocal, manifesting themselves only through perceptual and cognitive fragments. This condition produces a profound epistemological and ontological disorientation, since it dissolves the illusion of a clear separation between the human and the non-human and compels us to recognize that humanity lives "within" planetary processes that exceed its capacity for control and representation (Id, 2018). In such a scenario, education is confronted with a decisive challenge: to rethink its fundamental categories and to overcome a long anthropocentric tradition that has conceived education as a process of emancipation from the natural or animal dimension. Yet attempts to decentre the human may generate new aporias. On the one hand, reductive forms of naturalism risk dissolving the specificity of the human within an impersonal natural order; on the other, processes of anthropomorphization project typically human characteristics onto natural entities (Chiurazzi, 2021). The question thus becomes how to rethink the relationship between the human and the non-human in ways that acknowledge both interdependence and difference. In this direction recent pedagogical reflections (Oliverio, 2024) have proposed extending the notion of world-centred education (Biesta, 2021) to encompass the complex web of relations that includes other "companion species" (Haraway, 2016). From this perspective, a dialogue with theoretical fields such as biosemiotics (Hoffmeyer, 2008) and ecosemiotics (Maran, 2020) may prove particularly fruitful. The idea that processes of signification traverse the entirety of living systems suggest the possibility of fostering experiences capable of making perceptible the web of connections that constitutes the living world (Galimberti, 2024; Luini et al., 2025). In this way, the encounter with hyperobjects does not merely produce anxiety or paralysis; rather, it becomes an opportunity to develop new forms of ecological sensitivity and to initiate a process of re-composing a shared common world.

Biesta G.J.J. (2021), World-centred Education: A View from the Present, Routledge, New York-London.
Chiurazzi G. (2021), Seconda natura. Da Lascaux al digitale, Rosenberg & Sellier, Torino.
Galimberti A (2024), Pensiero sistemico in educazione. Contesti, confini, paradossi, FrancoAngeli, Milano.
Haraway D. (2016). Staying with the Trouble. Making Kin in the Chthulucene, Duke University Press, Durham, NC.
Hoffmeyer J., ed. (2008), A Legacy for Living Systems: Gregory Bateson as a Precursor for Biosemiotic Thinking, Springer Verlag, London.
Luini L., Persico G., Galimberti A., Guerra M., a cura di (2025), Incontrare la biodiversità. Una proposta metodologica interdisciplinare, FrancoAngeli, Milano.
Maran T. (2020), Ecosemiotics.The Study of Signs in Changing Ecologies, Cambridge University Press, Cambridge.
Morton T. (2013), Hyperobjects, University of Minnesota Press, Minneapolis (trad. it.: Iperoggetti, Nero, Roma 2018b).
Morton T. (2018), Being ecological, Penguin Books, London (trad. it.: Noi esseri ecologici, Laterza, Bari-Roma, 2018a).
Oliverio S. (2024), "Pedagogie del mondo comune: inclusione e sostenibilità oltre la logica del progresso?" Pedagogia oggi, 22(2): 119-127.
Stengers I. (2013), Au temps des catastrophes. Résister à la barbarie qui vient, Editions La Découverte, Paris

DEVELOPING CLIMATE CHANGE AWARENESS WITHIN THE CONTEXT OF GLOBAL CITIZENSHIP EDUCATION. THE VENICE LAGOON AS A LABORATORY: A CASE STUDY

Giovanna Barzanò (Indipendent researcher, Italy) · **Simonetta Boscolo Nale** (IC Sottomarina Sud Chioggia) · **Maria Grazia Giovanna Chillemi** (Università Roma Tre) · **Pasqualina Morzillo** (WWF Italia) · **Matteo Quarta** (Accademia di Arti e Nuove Tecnologie) · **Silvia Rova** (International Centre for Climate Change Research and Studies) · **Maria Beatrice Ligorio** (Università degli Studi di Bari)

Global Citizenship Education | Climate Change | Multimedia Communication

"Che clima che fa..." is an educational project focused on climate change, involving some 20 teachers and 150 students (primary and lower secondary) in three schools situated in the Venice Lagoon area, belonging to the national school network Rete di Dialogues for Futures (retedialogues.it).The project aims to engage participants both cognitively and emotionally, transforming students into "proactive researchers" through learning paths that acquire and share awareness of the climate crisis and potential solutions. Different aspects of the Venice Lagoon are explored to discover how they change, and how this can be documented with communication technologies. Learning environments are created where schools act as bridges between experts and local communities. Moving beyond a strictly scientific approach, “Che clima che fa” tackles the often-neglected social, cultural, and emotional dimensions of climate change. It seeks to devise activities which allow to better understand how eco-anxiety and the feelings of helplessness or discomfort young people often face operate and can be prevented. The main goals of the project are the development of: - awareness on how young students experience climate change and how they can position themselves in a constructive way. - teaching tools to integrate climate education into the curriculum - strategies that enhance students’ agency in becoming global citizens and taking active, informed roles in their communities - experiences that make students authors of messages to their community - initiatives to engage families and the local territory and create a widespread "educational ecosystem." Three integrated learning approaches are adopted: - Place-Based Education (PBE) that emphasizes the connection between learning and the specific physical location where students and teachers live. Here students are engaged cognitively, emotionally, and physically by using their local community and environment (in this case, the lagoon area) as a "living laboratory." Students become proactive researchers of their own local culture and ecology, applying abstract scientific concepts to real-world local challenges. - Trialogical Learning Approach (TLA) a Finnish approach assuming that learning is most effective when students work together to build something useful that has impact beyond the classroom. Here learning involves interactions between teachers, students, and a "shared object" (product). In the project, students and teachers work with experts to create multimedia messages to share with peers and the community, illustrating their scientific findings and laboratory experiences in the Lagoon. - Action Research, an operational perspective where teaching is combined with ongoing observation and the use self-reflective tools by teachers and students. By reflecting on the dynamics of the learning process as it happens, educators can develop new tools and strategies to improve. Meanwhile new knowledge is made available for practitioners and researchers on how things occur in a challenging context such as that of environmental education and climate change education. Within the framework described above the case study explores the actions enacted and sheds light on the processes elicited, on teachers and students’ reactions and feelings from the field. Hints are offered for research developments and replications.

Bandura, A. (1994). “Self-efficacy” In Ramachaudra, V.S. (Ed.). Encyclopedia of Human Behaviour 4. 71-81. Cambridge US: Academic Press

Bandura, A. (2006). “Towards a psychology of human agency”, Perspectives on Psychological science.

Barzanò, G., Amenduni, F., Cutello, G., Lissoni, M., Pecorelli, C., Quarta, R. & Ligorio,M. B. (2020). When the place matters: moving the classroom into a museum to re-design a public space. Frontiers in Psychology.11. https://doi.org/10.3389/fpsyg.2020.00943

Catanzaro, M., & Collin, P. (2023). “Kids communicating climate change : learning from the visual language of the SchoolStrike4 Climate protests” Educational Review, 75(1),932. https://doi.org/10.1080/00131911.2021.1925875

Efrat E. (2022). Climate change education: the problem with walking away from disciplines, Studies in Science Education, 58:2, 231-264, https://doi.org/10.1080/03057267.2021.2011589

Karsgaard, C. & Davidsonb, D. (2021). “Must we wait for youth to speak out before we listen? International youth perspectives and climate change education”, Educational Review, https://doi.org/10.1080/00131911.2021.1905611

Koskela, I.M. & Paloniemi, R. (2023). “Learning and agency for sustainability transformations: building on Bandura’s theory of human agency”, Environmental Education Research, 29:1, 164-178, : https://doi.org/10.1080/13504622.2022.2102153

Kumar , P. , Sahani, J.,Rawat, N., Debele, S.,Tiwari , A.,Mendes Emygdio, A.P., Abhijith K. V., Vina Kukadia, V. , Holmes, K. & Pfautsch, S. (2023). “Using empirical science education in schools to improve climate change literacy” Renewable and Sustainable Energy Reviews, vol.178, https://doi.org/10.1016/j.rser.2023.113232

Mothershed, K., & Stilwell, M. D. (2025). Building Environmental Stewards: The Power of PlaceBased Education in Gulf Coast Marine Literacy.The Journal of Marine Education, 40(1), pp. 14–23. DOI: https:// doi.org/10.5334/cjme.128

Nusche, D., Fuster Rabella, M. & Lauterbach, S. (2024). "Rethinking Education in the Context of Climate Change: Leverage Points for Transformative Change" OECD Education Working Paper No 307 https://dx.doi.org/10.1787/f14c8a81-en

Olsena, E.K., Lawson, F.D., McClainc, L. R., & PlummeraHeads, J.D., (2024). "Heads, hearts, and hands: a systematic review of empirical studies about eco/climate anxiety and environmental education", Environmental Education Research vol. 30, 12, 2131–2158, https://doi.org/10.1080/13504622.2024.2315572

Paavola, S., & Hakkarainen, K. (2014). "Trialogical approach for knowledge creation" In: Tan S.C., So, H.J. & Yeo, J. (Eds) Knowledge creation in education. 53-73. Singapore: Springer Singapore.

Pinkala, P., (2023). " Anxiety and the Ecological Crisis: An Analysis of Eco-Anxiety and Climate Anxiety",Sustainability, vol, 20 (19) https://doi.org/10.3390/su12197836

Poutney, R. (2025). "'Let's talk about the weather': The activist curriculum and global climate change education", British Educational Research Journal, 00, 1-16, https://doi.org/10.1002/berj.4122

Rousell, D & Cutter-Mackenzie-Knowles, A (2020). "A systematic review of climate change education: giving children and young people a 'voice' and a 'hand' in redressing climate change". Children's Geographies, 18 (2). pp. 191-208. ISSN 1473-3277, https://doi.org/10.1080/14733285.2019.1614532

Sansone, N., Cesareni, D., & Ligorio, M. (2016). "The trialogical learning approach to innovate teaching". Italian Journal of Educational Technology, 24(2)

Scardamalia, M., & Bereiter, C. (2021). "Knowledge building: Advancing the state of community knowledge, In Cress, U., Roset, C., Friend-Wise, O., & Oshima, J. O. (Eds.), International handbook of computer-supported collaborative learning (pp. 261–279).Springer.

UNESCO (2024a). "Education and climate change, learning to act for people and planet", ISBN: 9789231006869 , https://doi.org/10.54676/GVXA4765

UNESCO (2024b). "Green school quality standard: greening every learning environment" , Parigi, UNESCO, https://doi.org/10.54675/LOCX2930

Yemini, M., Engel, L. & Simon A.B. (2025). "Place-based education – a systematic review of literature", Educational Review, 77(2), 640-660, https://doi.org/10.1080/00131911.2023.2177260

PROBLEMATISING EDUCATION FOR SUSTAINABLE DEVELOPMENT: CRITICAL AND DECOLONIAL APPROACHES TO RETHINK TEACHER PROFESSIONALISM

Marta Ilardo (Department of Education Studies "Giovanni Maria Bertin", Italy) · **Marta Salinaro** (Department of Education Studies "Giovanni Maria Bertin", Italy)

Teacher Professionalism | Education for Sustainable Development | Critical Pedagogy

This contribution advances and deepens the reflections developed in a previous study conducted within the three-year research project PON Green (2022–2025), "The Ecological Challenge: Innovative Educational Practices". The earlier contribution reconstructed the principal trajectories of national and international debates on teacher professionalism in education for sustainable development (ESD) (Ilardo & Salinaro, 2023). Building on that groundwork, the current study shifts the analytical focus and it advances a critical examination of the conceptual and normative architectures that currently shape ESD, expanding the analysis beyond existing frameworks. Drawing on decolonial prospective (Stain et al., 2023) and critical pedagogy (Giroux, 1983), the contribution analyses the epistemological assumptions embedded in dominant sustainability discourses, with particular attention to competency-based models in secondary education. The study develops two interrelated lines of inquiry. Firstly, the proposal reconsiders the reference frameworks guiding education for sustainable development, with particular attention to competency-based models and their normative implications. Secondly, it addresses the ongoing debate on sustainability competencies and their impact on the construction of teachers' professional identity. The analysis conceptualizes competencies as historically and culturally situated formations, embedded within specific configurations of power and value systems, and examines their contextual and normative dimensions. This reflection is conducted through an intercultural and critical perspective that understands the ecological question as intrinsically intertwined with diversity, inclusion, global justice, and transnational interdependencies, within European educational contexts shaped by colonial legacies and multicultural configurations (Nijhawan, 2024; Stein et al., 2020). Within this framework, this critical reorientation carries significant implications for how teacher professionalism is conceptualised and implemented (Singh et al., 2025). If sustainability education is embedded within historically situated regimes of knowledge and power, then teachers cannot be positioned merely as neutral implementers of predefined competencies. Instead, they are called to mediate plural epistemologies and engage reflexively with the normative assumptions embedded in policy frameworks. From this perspective, the critical frameworks adopted in this contribution perform a dual function. Analytically, they illuminate the tensions and contradictions of ESD policies and competency discourses. Practically, they inform transformative interventions in teacher education and school practice, linking sustainability competencies to intercultural dialogue and climate-related emotions (Butler, 2025; Voşki et al., 2024; Vercammen et al., 2023).

Butler, C.D. (2025). Eco-anxiety, climate change and the 'bottom billion': a plea for better understanding, BMJ Mental Health 2025; 28, 1–3.

Giroux, H. A. (1983). Theory and resistance in education: A pedagogy for the opposition. Bergin & Garvey.

Ilardo, M., Salinaro, M. (2023). The Green Skills of Secondary School Teachers: Overview of Issues and Pedagogical Approaches in Sustainability Education = Le competenze green delle insegnanti della scuola secondaria: ricognizione sulle tematiche e gli approcci pedagogici in materia di sostenibilità. Formazione & insegnamento, 21(3), 65-73.

Minoia P., Castro-Sotomayor J. (2024) Education and socioenvironmental justice in the pluriverse: decolonial perspectives, Globalizations, 21(2), 303-312.

Nijhawan, S., 2024, Decolonising education for sustainable development (ESD): The case of the German conceptual framework for secondary schools, Journal of social science education, 2024, vol. 23 (4), 1-22.

Singh, P., Heck, D., Heimans, S., & Ambrosetti, A. (Eds.). (2025). Decolonising teacher education. Springer.

Vercammen, A., Wray, B.,Crider, Y. S., Belkin, G., & Lawrance, E. (2023). Eco-anxiety and the influence of climate change on future planning is greater for young US residents with direct exposure to climate impacts, 24 May 2023, PREPRINT (Version 1) available at Research Square.

Stein S., Andreotti A., Suša R., Ahenakew C., Čajková T. (2020), From "education for sustainable development" to "education for the end of the world as we know it", Educational Philosophy and Theory, 1-14.

Stein S., Andreotti V., Susa R., Ahenakew C., Huni Kui N., Tremembe M., Taylor L., Siwek D., Duque C., Cardoso C., Calhoun B., Amsler S., D'Emilia D., Cajkova T., Oliveira da Silva Huni Kui S., Bowness E., McIntyre A. (2023). Beyond colonial futurities in climate education. Teaching in Higher Education, 28(5), 987-1004.

Voşki, A., Wong-Parodi, G., & Ardoin, N. M. (2024). Eco-emotions as the planetary boundaries: framing human emotional and planetary health in the global environmental crisis. The Lancet Planetary Health, 8.

MAPS AS COUNTER-NARRATIVES: DOCUMENTING ECOLOGICAL RELATIONSHIPS THROUGH PARTICIPATORY MAPPING IN ENVIRONMENTAL EDUCATION

Letizia Luini (Università degli Studi di Milano-Bicocca, Italy)

counter-mapping | ecological education | participatory cartography

Ecological crises are increasingly understood as being shaped by dominant narratives about nature, territory, and human-environment relationships. These narratives are not only articulated through discourse but also embedded in representational practices that influence how environments are perceived, documented, and taught in educational contexts. Among these practices, maps occupy a particularly powerful position: historically associated with processes of territorial control, abstraction, and colonial ordering (MacDonald, 2024), cartographic representations have contributed to producing authoritative ways of seeing and organising space (Hirt, 2022). Within educational settings, maps are often introduced primarily as technical instruments for orientation and spatial accuracy. Such uses may inadvertently reproduce a detached and objectifying relation to environments, positioning learners as observers of static spaces to be decoded, measured, and mastered. In response to these concerns, this contribution proposes a theoretical and methodological reflection on mapping practices in ecological and outdoor education, drawing on insights from critical cartography, children's geographies, and participatory research (Lanouette et al., 2024). The contribution argues that maps can be reinterpreted as documentation devices capable of capturing situated experiences of place. When mapping is approached as a process rather than as the production of a correct representation, maps become personal narrative artefacts that document how environments are encountered, remembered, and interpreted through lived experience. In outdoor and place-based educational contexts, maps produced by children and young people often integrate spatial references with memories, emotions, encounters with human and more-than-human beings, and questions emerging from exploration (Somerville, 2013). From this perspective, mapping becomes a way of documenting not only spatial elements but also the relational and affective dimensions of ecological learning. This shift opens a connection with counter-mapping traditions (Ingold, 2011) that challenge dominant cartographic imaginaries by foregrounding alternative perspectives and situated knowledges. While counter-mapping has often been associated with indigenous, activist, and community-based practices, similar principles can inform educational contexts in which learners are invited to produce their own maps of places they inhabit and explore. In these situations, mapping can function as a pedagogical practice that makes visible the plurality of ways in which environments are experienced and interpreted. The contribution also reflects on the role of educators in facilitating such practices. When maps are treated as open-ended documentation processes rather than evaluative products, they can support plural interpretations of place and challenge adult-centred epistemic hierarchies. This creates space for children's perspectives to emerge as meaningful forms of knowing, while recognising their agency (Clark, 2011) in inter-

preting and narrating relationships with local ecologies. By framing maps as documentation tools within a counter-mapping perspective, this contribution suggests that mapping practices in ecological education can help deconstruct dominant spatial imaginaries and foster more relational ways of understanding different environments.

Clark, A. (2011). Multimodal map making with young children: Exploring ethnographic and participatory methods. Qualitative Research, 11(3), 311–330.
Hirt, I. (2022). Indigenous mapping: reclaiming territories, decolonizing knowledge. In B.Debarbieux and I. Hirt (Eds.) The politics of mapping (pp. 155-185). Wiley.
Ingold, T. (2011). Being alive: Essays on movement, knowledge and description. Taylor and Francis. Loften, A. & Vaughan-Lee, E. (2019, December 2). Counter mapping. Emergence Magazine.
Lanouette, K., Van Wart, S., & Parikh, T. S. (2025). Participatory digital mapping, dynamic data, and children's emergent science argumentation about local socio-ecological systems. Journal of Science Education and Technology, 34, 215–235.
MacDonald, J. (2024). Getting there from here: Mapping as a process for relationship renewal. Canadian Journal of Environmental Education, 26, 82-101.
Somerville, M. (2013). The nature/cultures of children's place learning maps. Global Studies of Childhood, 3(4), 407–417.

THE PRACTICE OF THE GAZE AS AN ECOLOGICAL POSTURE: TOWARDS AN EDUCATION BASED ON RECIPROCITY BETWEEN SUBJECTS AND THE WORLD

Monica Guerra (Università di Milano-Bicocca, Italy)

Observation | Documentation | Reciprocity

This contribution explores the practice of observation not as a passive act, but as an active pedagogical and research tool aimed at fostering ecological postures (Guerra, 2019). Through experimentation and documentation - at the intersection of scientific rigor and aesthetic sensitivity (Guerra, 2020) - the act of observing is transformed into a relational framework that allows the "other" (whether human or non-human) to manifest in its own alterity. Recalling Mary Oliver's poetic triad ("pay attention, be astonished, tell about it", in Oliver, 2008), this approach outlines an educational posture where vivid attention becomes the premise for authentic ecological dwelling. The objective is to present observation as an exercise of slow looking (Tishamn, 2018) and in deep listening capable of unsettling the already known, promoting an education based on reciprocity and vital participation in the world. These are pivotal elements for a World-based Education that values the biodiversity of contexts and experiences (Persico, Guerra, Galimberti, eds., 2024; Luini, Persico, Galimberti, Guerra, eds. 2025). Exercising the gaze and giving back the experience through documentation—understood as a research device that transforms the encounter with the other into an open narrative—means inhabiting a framework of reciprocity that creates space for the biodiversity of both subjects and phenomena.

Guerra, M. (2019). Le più piccole cose. L'esplorazione come esperienza educativa. FrancoAngeli.
Guerra, M. (2020). Nel mondo. Pagine per un'educazione aperta e all'aperto. FrancoAngeli.
Luini, L., Persico, G., Galimberti, A., Guerra, M. (eds.) (2025). Incontrare la biodiversità. Una proposta metodologica interdisciplinare. FrancoAngeli.
Oliver, M. (2008). Red Birds. Beacon Press.
Oliveros, P. (2005). Deep listening. La pratica sonora di una compositrice. Timeo, 2023.
Persico, G. Guerra, M., Galimberti, A. (eds.) (2024). Educare per la biodiversità. Approcci, ricerche e proposte. FrancoAngeli.
Tishman, S. (2018). Slow Looking. The Art and Practice of Learning Through Observation. Routledge.

BIOZINE: NARRATING ECOLOGICAL RELATIONSHIPS THROUGH A COLLECTIVE FANZINE

Greta Persico (Università degli Studi di Milano Bicocca, Italy)

Fanzine | ecological narratives | creative methods

This contribution proposes a pedagogical analysis of the process involved in the creation of a fanzine produced by a group of students enrolled in the Bachelor's Degree in Educational Sciences at the end of the course Environmental Pedagogy, held at the Department of Human Sciences for Education "Riccardo Massa" at the University of Milano-Bicocca. In this context, the fanzine is conceived as a tool for reflection and expression through which students can rework their learning experiences and articulate their own perspectives. At the same time, it is understood as a method for producing counter-narratives around ecological issues, with particular attention to outdoor education and biodiversity, approached from a

gender-sensitive perspective. Historically rooted in grassroots cultural practices, fanzines have functioned as spaces for the circulation of alternative knowledge, often giving voice to marginalized groups and subcultures. In this sense, the fanzine becomes both an individual and collective device of visibility and expression. The possibility of combining different expressive languages—such as collage, personal and borrowed writings, sketches, and textures—transforms the page into an experimental aesthetic space where students can explore composition, balance, and style. The creation process unfolds through several phases in which individual productions are progressively reworked through overlaps with others' contributions, the transformation of proportions, and the selection of paper types, formats, and colors. In this layered process, the collective narrative gradually takes shape. Elements often considered imperfections—such as errors, distortions, or unexpected results—are instead valued as meaningful components of the creative process, contributing to the aesthetic and expressive richness of the final artifact. Through printed reproductions and the superimposition of visual layers, graphic experimentation allows for shifts in perspective and the emergence of a stratified narrative. From a pedagogical perspective, the creation of a fanzine can therefore be understood as a practice that fosters democratic participation, relational learning, and education to consent, while dynamically negotiating the tensions between ethics and aesthetics, the individual and the collective, and the personal and the political.

Galimberti A. (2024) Pensiero sistemico in educazione. Contesti, confini, paradossi. FrancoAngeli
Ciaponi F. (2024) Fanzine Culture. Flacowski
Guerra M. (2020) Nel mondo. FracoAngeli
Persico G., Guerra M., Galimberti A., (2024). Educare per la biodiversità. Approcci, ricerche, proposte.

THE FIREFLIES OF ORAL TRADITION

Silvestro Malara (Università Mediterranea degli studi di Reggio Calabria, Italy)

Fireflies | oral tradition | education

This abstract seeks to explore the persistence of fascism in the Pasolinian sense, understood as a pervasive and totalizing phenomenon that continues to permeate contemporary society (Pasolini, 2015). From this perspective, fascism cannot be confined to its historical manifestation in the twentieth century; rather, it survives as a diffuse cultural form operating within languages, social practices, and symbolic structures of late modernity. In this context, particular attention is devoted to the metaphor of the "fireflies," introduced by Pasolini as an emblem of a resilient and sensitive humanity capable of preserving forms of resistance in the face of the progressive erosion of identities and the growing cultural homogenization that characterize contemporary societies. This symbolic image is intertwined with a broader ecological and political urgency: the need to safeguard humanity's material and immaterial heritage and traditions. Such heritage should be understood not merely as a repository of the past, but as a living resource for the construction of the future. From this perspective, the protection of cultural heritage emerges as a crucial safeguard for the demilitarization of the world, of language, and of individual life, in accordance with the founding principles promoted by international organizations devoted to cultural cooperation (UNESCO, 1946). Within this framework, the sciences of education and training assume a central and strategic role. They represent a privileged domain through which critical, imaginative, and relational capacities can be cultivated among new generations. Education cannot therefore be reduced to the mere transmission of knowledge; rather, it contributes to the formation of reflective and responsible subjectivities capable of interpreting the complexities of the present and envisioning alternative futures. In this sense, educational sciences constitute a key field for the development of democratic awareness and for the promotion of pedagogical practices oriented toward ethical responsibility and civic engagement. Didi-Huberman (2010), reinterpreting Benjamin's thought (2014) and critically engaging with Pasolini's reflections, identifies in the fragile yet persistent light of images a concrete possibility for connecting the "Already-been" and the "Now." This temporal relation restores historical depth to the present and enables the future to be infused with genuine political agency. Images, much like the metaphorical fireflies, persist despite the overwhelming glare of technological and media overexposure, opening spaces for symbolic resistance and critical reflection. Marchetti (2022) further develops this perspective by emphasizing the distinctive role of oral tradition in human civilization. Narration, orality, and oraliture represent fundamental roots of human evolution, linking contemporary

societies—marked by a crisis of narration—to early symbolic expressions such as the cave paintings of Chauvet. Within this perspective, educational sciences are called upon to preserve and renew the narrative dimension of human experience, recognizing storytelling as a fundamental pedagogical device for identity construction and cultural transmission.

1)Benjamin, W. (2014). L'opera d'arte nell'epoca della sua riproducibilità tecnica. Torino: Einaudi.
2)Didi-Huberman, G. (2010). Come le lucciole. Una politica delle sopravvivenze. Torino: Bollati Boringhieri
3)Marchetti, L. (2022). Sulla tradizione orale. Il mito, il pianto, il canto. Milano: Mimesis.
4)Pasolini, P.P. (2015). Scritti corsari. Milano: Garzanti.
5)UNESCO, (1946). https://www.mim.gov.it/documents/20182/4394634/2.%20Costituzione-UNESCO.pdf

L.03

Ecologies of Education and Democracy in Posthuman Times: More and Less-than-human Troubles

PANEL CONVENORS: Alessandro Ferrante (Università Milano-Bicocca, Italy); Andrea Galimberti (Università Milano-Bicocca, Italy); Maria Benedetta Gambacorti-Passerini (Università Milano-Bicocca, Italy)

PANEL KEYWORDS: Posthuman, Ecology, More-than-human

We live in posthuman times in which social, educational and political issues are connected with human and non-human entanglements; an era in which the categories inherited from the humanist and anthropocentric tradition require a thorough review. These assumptions raise new questions about what it means today to live in democratic societies in terms of issues such as social justice, inclusion, collective participation in decision-making processes, our relationship with techno-science, and the protection of the ecosystems of which we are a part. Starting from these premises, education plays an important and strategic role in promoting a renewed vision of democracy in the posthuman condition through dialogue with different theoretical perspectives that allow us to reconsider contexts and practices in an ecological sense. From this point of view, we are witnessing a significant paradigm shift. In this scenario, it is necessary to problematize educational discourses and practices both with regard to the possibility of extending the focus to a more-than-human world in a postanthropocentric vision, and, on the other side, in relation to the need to face the continuous degradation of living beings that reduces them to marginalized, excluded and therefore less-than-human otherness. We welcome proposals about (but not limited to) these topics: - Critical reflections on epistemological, ethical, and political assumptions embedded in more and less-than-human troubles in education; - The contribution of ecological paradigms in supporting the democratization of educational events in posthuman times; - Education between social and environmental justice; - Education and ecological transition: socio-political and cultural issues.

THE TERRESTRIAL CONDITION: PROMOTING TRANSPERSONAL CONSCIOUSNESS THROUGH THE ECO-THEATRE LABORATORY

Elisabetta Villano (University of Salerno, Italy) · **Paola Martino** (University of Salerno, Italy)

democracy · necropolitics · theatre laboratory

Without yielding to the temptation to frame posthumanism merely as a pacified cosmology of relational co-belonging, this contribution seeks to demonstrate how the interconnections between the human and the non-human, when captured and governed through logics of frontierization, may turn into architectures of domination, and how the theatre laboratory, in conjunction with ecopedagogical thought, can become a tool of resistance. Becoming Black of the world, brutalism, nanoracism and necropolitics reveal how modernity has produced a durable cartography of the less-than-human. In the age of the world's combustion, of the exit from the climatic niche, of the triumph of computational reason and of lives deemed minuscule, Mbembe asserts the urgency – given the shift from the human condition to the terrestrial condition – of a new nomos of the Earth and a new planetary consciousness, one that goes beyond the rights of the people, historically intertwined with conquest and appropriation, and opens instead to the rights of the living and to "an integral community that embraces all living beings" (2024, p. 177). To the biotope state, which is ecofascist by definition, immune and closed, Mbembe contrasts the earthly community. By dismantling the founding assumption of the modern order ("In the beginning was the fence" as he states following Schmitt), Mbembe opens up the possibility of thinking democracy as a practice of cohabitation of the common. Proceeding from this, the research will seek to integrate Mbembe's perspective with the pedagogical practice of the eco-theatre laboratory, seen as capable of resisting the museification of experience and, at the same time, of opening spaces for sensitive cohabitation with the more-than-human. Reframed through an

ecological lens, the theatre laboratory – a phenomenological network of co-participation and co-creation – emerges as a form of applied theatre, i.e. a fabric of performative practices outside the mainstream, based on the ensemble and inhabiting the margins, which fosters immediate reflection on the present through shared experiences and knowledge. In this sense, through the analytic-reflective and creative-imaginative framing of environmental realities, as well as by interrogating material ecologies within collective performative geographies, the eco-theatre laboratory becomes a space for the pedagogical cultivation of a transpersonal consciousness. Moving beyond anthropocentric dichotomies and understanding transformation as a concrete possibility, this consciousness is a perceiving embodied awareness that learns and acts within relationships, that displaces itself and opens to the other within expanded ecosystems, creating better versions of the world that overturn existing structures of domination. At the intersection of animal, cultural, post-human, and performance studies, the eco-theatre laboratory practice, by fostering learning with rather than from, charts paths that reveal the epistemological limits of Western knowledge and cultures, captured in their complicity with neoliberal policies, and simultaneously promotes the exploration of alternative heuristic approaches by engaging with indigenous sciences that centres living as an interconnectedness among beings. It also encourages the participation of a fully integrated, active audience and the creation of networks and communities of spirit within utopian spaces of a just coexistence with the planet.

Alexandowicz C., Fancy D. (eds.) (2021). Theatre Pedagogy in the Era of Climate Crisis. New York: Routledge.

Bennett J. (2023). Materia vibrante. Un'ecologia politica delle cose. Palermo: Timeo.

Budriesi L. (2022). Performare la natura: dal dispositivo rappresentazionale al 'teatro delle specie'. Tra pratica e teoria in Donna Haraway, Una Chaudhuri e Marta Cuscunà. In: "Comunicazioni sociali", 3, 386-405.

Cappa F. (2016). Formazione come teatro. Milano: Raffaello Cortina.

Cardone S. (2020). Breviario di Pedagogia Teatrale. Napoli: Editoriale Scientifica.

Chauduri U. (2016a), The Fifth Wall. Climate Change Dramaturgy. Online resource (retrieved February 8th, 2025, from https://howlround.com/fifth-wall).

Chauduri U. (2016b). The Stage Lives of Animals. Zooesis and Performance. London: Routledge.

Chauduri U., Enelow S. (2014). Research Theatre, Climate Change, and the Ecocide Project. Basingstoke-New York, Palgrave MacMillan.

Ferrante A. (2016). Materialità e azione educativa. Milano: FrancoAngeli.

Mbembe A. (2016). Critica della ragione negra. Como-Pavia: Ibis.

Mbembe A. (2022). Nanorazzismo. Il corpo notturno della democrazia. Bari-Roma: Laterza.

Mbembe A. (2023). Brutalismo. Bologna: Marietti.

Mbembe A. (2024). Necropolitica. Bologna: ombre corte.

Mbembe A. (2024). La comunità della Terra. Bologna: Marietti.

Neelands J. (2009). Acting together: Ensemble as a democratic process in art and life. In: "Research in Drama Education: The Journal of Applied Theatre and Performance", 14 (2), 173-189.

Pelling M. (2010). Adaptation to Climate Change. From Resilience to Transformation. New York: Routledge.

Prendergast M., Saxton J. (eds.) (2016). Applied Theatre. International Case Studies and Challenges for Practice. Bristol – Chicago: Intellect Ltd.

IMMANENT RELATIONALITY AND ECODIDACTICS: A HEURISTIC RESEARCH ON MATERIAL LATENCIES AND SUBJECTIVE ASSEMBLAGES IN THE SHORT STORY "THE VELDT"

Raffaella Carmen Strongoli (Università degli Studi di Catania, Italy)

Ecodidactics | Built pedagogy | Rhizomatic mappings

In the current Anthropocene scenario (Crutzen & Stoermer, 2000), the ontology of being is reconfigured as a relational and rhizomatic event (Marchesini, 2018), in which subjectivity emerges as a dynamic process of hybridization with animal and technological alterity, understood as essential co-evolutionary partners. Consistent with the systemic approach (Bateson, 1972), intelligence is decoupled from anthropocentric exclusivity and investigated as an emergent and distributed property within cognitive assemblages (Hayles, 2017), where reflective activity arises from the symbiotic interaction among biological dimensions, technological circuits, and environmental contexts. Against this theoretical background, this contribution presents the findings of a pedagogical research project conducted in a university setting. The study aims to deconstruct human exceptionalism through a critical revision of the educational categories inherited from the humanist tradition (Braidotti, 2013), adopting ecodidactics as a paradigm of situated inquiry (Strongoli, 2021). The research analyzes educational materiality (Barone, 1997) not as a mere background, but as an actor endowed with symmetrical agency (Callon & Latour, 1992), capable of acting upon subjects and shaping their experience. Through the concept of the

"educating space," the classroom setting is considered a complex dispositif (Massa, 1992) and is analyzed through Ray Bradbury's short story The Veldt (1950). The story is adopted as a heuristic tool to explore procedural latencies (Massa, 1992). Bradbury's "nursery" is understood as a dimension of built pedagogy (Monahan, 2002) that educates independently of the subjects' will, revealing how technology operates a transformation of subjectivity toward a "becoming-machine" (Ferrante, 2025). The research seeks to document the students' perceptual "species leap" toward a post-personal and pre-individual subjectivity (Marchesini, 2018) through the production of rhizomatic mappings. These graphic artifacts function as devices that reveal what appears dormant within the material structures of the school, transforming the classroom into a relational learning environment (Strongoli, 2023).

•Barone, P. (1997). La materialità educativa. L'orizzonte materialista dell'epistemologia pedagogica e la clinica della formazione. Unicopli.
•Bateson, G. (1972). Steps to an Ecology of Mind. Chandler Publishing.
•Braidotti, R. (2013). The Posthuman. Polity Press.
•Callon, M., & Latour, B. (1992). Don't Throw the Baby Out With the Bath School! In A. Pickering (Ed.), Science as Practice and Culture. The University of Chicago Press.
•Crutzen, P. J., & Stoermer, E. F. (2000). The 'Anthropocene'. IGBP Newsletter, 41, 17-18.
•Ferrante, A. (2025). Intelligenze postumane. Educare e divenire-macchina. Paideutika, 42, 55-72.
•Hayles, N. K. (2017). Unthought. The Power of the Cognitive Nonconscious. University of Chicago Press.
•Marchesini, R. (2018). Eco-ontologia. L'essere come relazione. Safarà.
•Massa, R. (Ed.). (1992). La clinica della formazione. Un'esperienza di ricerca. FrancoAngeli.
•Monahan, T. (2002). Flexible Space & Built Pedagogy. Inventio, 4(1), 1-19.
•Strongoli, R. C. (2021). Verso un'ecodidattica. Tempi, spazi, ambienti. Pensa MultiMedia.
•Strongoli, R. C. (2023). Ambienti relazionali di apprendimento. Pedagogia Oggi, 21(1), 287-293.
•Strongoli, R. C. (2024). Spazi educanti e strutture latenti della materialità. In P. Barone, G. Cucuzza, & A. Ferrante (Eds.), Ecologie della materia (pp. 112-120). FrancoAngeli.

INTERRUPTION AND CONNECTION: MOVEMENTS FOR A DEMOCRATIC EDUCATION

Chiara Buzzacchi (Università degli Studi di Milano-Bicocca, Italy) · **Guendalina Cucuzza** (Università degli Studi di Milano-Bicocca, Italy)

Interruption | Connection | Democratic education

The ecological paradigm proposes an open conception of human subjectivity in which the boundaries separating us from alterity, whether human, animal, plant, or artificial, become thresholds of mutual exchange that enable practices of conjugation. In order to understand the trajectories of subjectivation, it is essential to question the ways in which exchange with the other-than-self occur, problematizing the concept of the threshold as a nodal point of heterogeneous and highly complex dynamics. Taking Gert Biesta's pedagogy of interruption and sociomaterial theories in education as a reference point, this contribution aims to reflect on the processes that characterize the threshold space, reinterpreting them in terms of a constant alternation between interruption and interconnection and focusing on how the interplay between these two movements shapes the becoming of subjects. From this perspective, it becomes crucial for pedagogy to consider how such interaction might be configured to promote the democratization of educational processes and individual learning paths. Reinterpreting the concept of threshold in the light of Biesta's thinking, it can be understood as an event in which an interruption occurs, meaning a discontinuity that calls on the individual to respond, allowing subjectivity to come into being. The exchange at stake is between humans, as the 'other' to whom one must respond is human. Sociomaterial theories allow us to reinterpret Biesta's concept of interruption within the broader construct of networks. The network, as contextual and situated, may also be considered an event in which not only humans but also non-humans actively participate, both as internal referents, i.e., co-actors in the dynamics of exchange, and as external referents, i.e., bearers of interests with respect to the dynamics activated. From this perspective, thresholds can be identified as those (potentially infinite) nodes within the network where different forms of alterity interact, undergoing processes of interruption — understood as an encounter with what is other-than-self — interconnection, and transformation. In this sense, interruption and interconnection are co-implicated, since the condition of possibility for the latter is to go through the encounter with alterity. A further point of convergence between Biesta's perspective and sociomaterial approaches concerns the unpredictability of interaction. The configuration that interruption assumes, as well as the quality of the interconnections activated, cannot be defined a priori but are expressed on a contextual basis, also giving space to

creative and unexpected forms of existence. Starting from here, this contribution aims to question these dynamics, explore how they occur in widespread education and intentionally designed educational processes, paying attention to the articulation and quality of the connections activated. Such an exploration might helpo to critically interpret the educational events taking place in order to understand how to redesign them to promote democratic education. In this sense, recognizing both humans and non-human entities as active referents – both internal and external to the educational process – giving rhythm to interruptions in order to activate new connections, leaving space for emerging subjectivities without imposing predetermined trajectories, may represent promising pedagogical moves to promote subjectivation, shared responsibility, and the emergence of democratic thinking.

Biesta, G. (2023). Oltre l'apprendimento: un'educazione democratica per umanità future (C. C. Montà, Ed.). FrancoAngeli.
Fenwick T. J. and Edwards R. (2010). Actor-Network Theory in Education. Routledge, London.
Ferrante A. (2016). Materialità e azione educativa. FrancoAngeli, Milano.
Ferrante A., Galimberti A. e Gambacorti-Passerini M. B. (2022). Ecologie della formazione. Inclusione, disagio, lavoro. FrancoAngeli, Milano.
Mortari L. (2020). Educazione ecologica. Laterza, Roma-Bari.
Pinto Minerva F. e Galelli R. (2004). Pedagogia e post-umano. Ibridazioni identitarie e frontiere del possibile. Carocci, Roma.

CRITICAL TRANSFEMINIST POSTHUMANISM IN EDUCATION: DECONSTRUCTING HIERARCHIES FOR ECOLOGICAL AND DEMOCRATIC PEDAGOGIES

Chiara Borelli (University of Bologna, Italy)

Critical transfeminist posthumanism | Ecological education | Intersectionality

This contribution argues that a critical transfeminist posthuman approach is essential for educational theory and practice if ecological paradigms are to be adopted in ways that are genuinely democratic and socially transformative. While current educational discourses increasingly invoke inclusion, sustainability, and justice, these concepts often remain rhetorically affirmed while the hierarchical structures that sustain exclusion and domination are left intact. Building on critical posthuman and transfeminist perspectives, the contribution aims to problematize the humanist-anthropocentric model that has historically universalized a partial figure of the "human" (white, Western, male, cisgender, heterosexual, able-bodied, bourgeois) while relegating other human and non-human entities to subordinate or less-than-human positions. From this perspective, education cannot be understood only as a human-centered process of formation; rather, it must be rethought as a sociomaterial, relational, and ecological field shaped by power, bodies, technologies, spaces, and more-than-human entanglements. The central claim is that deconstructing hierarchies – between human and non-human, center and margin, expert and learner, normalized and marginalized subjectivities – is a necessary condition for an ecological educational paradigm. However, posthuman and neomaterialist turns in education are not sufficient on their own if they do not explicitly address the power relations, oppressions, and asymmetries (gendered, racialized, classed, ableist, speciesist, colonial) that organize educational institutions and practices. For this reason, a critical transfeminist orientation is crucial: it foregrounds positionality, situated knowledges, and epistemic justice, while exposing the myth of neutrality in educational research and practice. The presentation therefore proposes an intersectional lens, in which social and environmental justice are inseparable. A critical transfeminist posthuman pedagogy makes it possible to rethink educational relationships beyond a paternalistic view of inclusion and beyond an anthropocentric perspective on sustainability, moving toward non-oppressive, interdependent, and mutualistic forms of coexistence. In this sense, an ecological-posthuman-transfeminist turn in education is not only a matter of environmental content or policy adaptation, but of epistemological, ethical, and political transformation that starts from the materiality of everyday relationships within educational settings. By connecting posthuman critique, transfeminist epistemologies, and intersectional justice, the contribution offers a framework for reimagining education as a practice of shared vulnerability, distributed agency, and more-than-human responsibility.

Balzano, A. (2024), Eva virale. La vita oltre i confini di genere, specie e nazione, Milano: Meltemi.
Barone, P., Cucuzza, G. & Ferrante, A. (a cura di) (2021), Ecologie della materia. Educazione e materialità nello scenario contemporaneo, Milano: FrancoAngeli.
Barone, P., Ferrante, A. & Sartori, D. (a cura di) (2014), Formazione e post-umanesimo. Sentieri pedagogici nell'età della tecnica, Milano: Edizioni Libreria Cortina.

Borghi, R. (2020), Decolonialità e privilegio, Milano: Meltemi.

Braidotti, R. (2014), Il postumano. Vol. 1. La vita oltre l'individuo, oltre la specie, oltre la morte, Roma: DeriveApprodi.

Braidotti, R. (2023), Il postumano. Vol. 3. Femminismo, Roma: DeriveApprodi.

Burgio, G. (2022), Pedagogia postcoloniale. Prospettive radicali per l'intercultura, Milano: FrancoAngeli.

Ferrante, A. (2014), Pedagogia e orizzonte post-umanista, Milano: LED.

Ferrante, A. & Orsenigo, J. (a cura di) (2017), Dialoghi sul postumano. Pedagogia, filosofia e scienza, Milano: Mimesis.

Ferrante, A. & Sartori, D. (2016), "From Anthropocentrism to Post-humanism in the Educational Debate", in Relations. Beyond Anthropocentrism, vol. 4, n. 2, pp. 175-194.

Foucault, M. (1976), Sorvegliare e punire. Nascita della prigione, Torino: Einaudi.

Haraway, D.J. (2023 [1991]), "Saperi situati: la questione della scienza nel femminismo e il privilegio di una prospettiva parziale", in D.J. Haraway, Manifesto cyborg. Donne, tecnologie e biopolitiche del corpo, Milano: Feltrinelli, pp. 103-134.

Harding, S. (1992), "Rethinking Standpoint Epistemology: What is 'Strong Objectivity?'", in The Centennial Review, vol. 36, n. 3, pp. 437-470.

hooks, b. (2020), Insegnare a trasgredire. L'educazione come pratica di libertà, Roma: Meltemi.

hooks, b. & Nadotti, M. (2020), Elogio del margine / Scrivere al buio, Napoli: Tamu.

Kopnina, H. (2020), "Education for the future? Critical evaluation of education for sustainable development goals", in The Journal of Environmental Education, vol. 51, n. 4, pp. 280-291, https://doi.org/10.1080/00958964.2019.1710444.

Maina-Okori, N. B., Koushik, J. R. & Wilson, A. (2018), "Reimagining intersectionality in environmental and sustainability education: A critical literature review", in The Journal of Environmental Education, vol. 49, n. 4, pp. 286-296, https://doi.org/10.1080/00958964.2017.1364215.

Pescarmona, I., Sità, C. & Bove, C. (2023), "Riconoscersi situati: posizionamenti, dinamismi di potere e tensioni epistemologiche nella ricerca educative", in Pedagogia e Vita, vol. 81, n. 2, pp. 32-44.

Pinto Minerva, F. (2008), "Umano. Post-umano. Per una pedagogia del soggetto mutante", in E. Colicchi (a cura di), Il soggetto nella pedagogia contemporanea, Roma: Carocci, pp. 129-140.

Pinto Minerva, F. & Gallelli, R. (2004), Pedagogia e post-umano. Ibridazioni identitarie e frontiere del possibile, Roma: Carocci.

Santoemma, I. (2021), "Haraway con Barad. Per un neomaterialismo postumanista", in L. D'Angelo, G. Pozzoni & L. Pinzolo (a cura di), Nuovo Materialismo, Milano: Mimesis, pp. 139-158.

Santoemma, I. (2024), "Posthuman Turn. Genealogie e differenze del Postumanesimo", in C. Bernava & G. De Fazio (a cura di), Soglie della visibilità. Ecologie, consumi e sensibilità, Senigallia: Ventura Edizioni, pp. 99-132.

Spivak, G. C. (1988), "Can the subaltern speak?", in C. Nelson & L. Grossberg (eds.), Marxism and the interpretation of culture, Urbana: University of Illinois Press, pp. 271–313.

Strongoli, R. (2024), "Pedagogia ecofemminista meridiana. Decolonizzazioni e intersezionalità educative", in Educational Reflective Practices, n. 1, pp. 164-177, https://doi.org/10.3280/erp1-2024oa18298.

TOWARDS THE DEMOCRATISATION OF EDUCATIONAL PROCESSES: THE ENTANGLEMENT OF PEDAGOGICAL REFLECTION, TECHNOLOGICAL DEVELOPMENT AND ECOLOGICAL THINKING

Maria Brembilla (Università degli Studi di Bergamo)

Mixed social ecologies | Epistemology of complexity | Ecological thinking

According to Edgar Morin (2015), the crisis of education depends on the broader crises of civilisation, society and democracy that we are experiencing, and in turn contributes to them. The entanglement of social, political and cultural events, articulated across interconnected local and global nodes, together with coexistence within a hybrid network – composed of humans, non-humans, artefacts, discourses and heterogeneous languages and sustained by rapid and unpredictable technoscientific developments – unfolds against a backdrop of epochal climate change, global conflicts and new forms of deprivation. In what terms can we speak today of the democratisation of educational processes? Within this framework, the contribution explores the constraints and possibilities of technological devices in educational settings. It emphasises the epistemological assumptions that underlie not only their use but, above all, their narration, and argues for the inseparability of technological, pedagogical and ecological reflection. Bruno Latour (2008) states that those who think that in the future we will be more connected to others and will have to interact with an increasing number of ever more hybrid beings are not modern. He recalls that, in the Western tradition, becoming modern meant conforming to a world unified by science, technology and economics, under the assumption of limitless progress and an extractive stance towards planetary resources. By contrast, humanity today faces the challenges of complexity (Bocchi, Ceruti, 2025), which demand a vision of reality that is no longer simplistic or homogenising but capable of holding together multiple levels of description, mindful of the vital interdependencies that bind the world's inhabitants – human and non-human alike – and open to the idea that their histories are increasingly entangled with those of other entities in co-evolutionary relations. If sites of education are continually redefined through the unique and material encounter of biographies and ideas, technologies – by becoming embedded in these intersections – contribute to the transformation of cognitive experience through circular and recursive relations, generating mixed social ecologies (Damiano, 2020). Embodying

particular visions and epistemologies, technological devices can foster scientific, ethical and social inquiry into the human condition. Democratic education must be cultivated by attending to the meanings that emerge within these unprecedented ecosystems, where the idea of accumulating knowledge in order to govern reality may lead to the use of new devices according to the same instrumental logics. A shift towards ecological thinking for a sustainable and equitable future becomes possible when technological presences are interpreted as opportunities to revisit underlying premises and as elements that move beyond immobilising and alienating forms of instruction, enabling participation, activation and engagement.

Alessandri G., Didattica e tecnologie: intersezioni. Complessità, coding, robotica educativa, Editoriale Anicia, 2014.
Bateson G., Verso un'ecologia della mente, Adelphi Edizioni, 1976.
Bocchi G., Ceruti M. (a cura di), La sfida della complessità, Mimesis, 2025.
Boella L., Per amore del mondo. L'ecologia e la nuova condizione umana, Lit Edizioni, 2025.
Croce M., Bruno Latour, DeriveApprodi, 2020.
Ceruti M., Il tempo della complessità, Raffaello Cortina, 2018.
Damiano L., Mente, robot ed ecologie sociali miste. Per un'epistemologia sperimentale dei robot sociali, «Sistemi intelligenti», 1 (2020).
Damiano L., Unità in dialogo. Un nuovo stile per la conoscenza, Mondadori, 2009.
Dumouchel P., Damiano L., Vivere con i robot. Saggio sull'empatia artificiale, Raffaello Cortina Editore, 2019.
Galimberti A., Pensiero sistemico in educazione. Contesti, confini, paradossi, FrancoAngeli, 2024.
Gallese V., Morelli U., Cosa significa essere umani? Corpo, cervello e relazione per vivere nel presente, Raffaello Cortina Editore, 2024.
Latour B., Disinventare la modernità, Elèuthera, 2008.
Maturana H., Varela F., L'albero della conoscenza. Le radici biologiche della conoscenza umana, Mimesis Edizioni, 2024.
Morin, E., Il metodo. L'identità umana. Raffaello Cortina, 2002.
Morin E., Insegnare a vivere. Manifesto per cambiare l'educazione, Raffaello Cortina, 2015.
Papert S., Mindstorms. Children, Computers and Powerful Ideas, Basic Books, 1980.
Rivoltella P.C., Rossi P.G., Il corpo e la macchina. Tecnologia, cultura, educazione, Editrice Morcelliana, 2019.

FROM HUMANISM TO THE PLURIVERSE: RETHINKING EDUCATION FOR MULTISPECIES DEMOCRACY IN MORE-THAN-HUMAN WORLDS

Giusi Boaretto (Libera Università di Bolzano-Bozen, Italy) · **Michele Cagol** (Libera Università di Bolzano-Bozen, Italy)

More-than-human education | Multispecies democracy | Pluriverse

The ecological crisis is increasingly recognized as one of the defining conditions of contemporary life. Climate change and ecosystem degradation—documented by the Intergovernmental Panel on Climate Change (2023)—are not only environmental challenges but social and cultural phenomena that exacerbate global inequalities and question the epistemological foundations of modern societies. At the same time, the crisis is reshaping subjective experience: research highlights climate-related emotional responses such as eco-anxiety and eco-guilt (Agoston et al., 2022), pointing to a growing awareness of the vulnerability and interdependence that bind human and non-human life. These developments challenge education to rethink its role in a world where ecological instability and socio-environmental injustice are intertwined. This paper argues that many educational responses to the ecological crisis remain constrained by implicit humanist assumptions that position the human subject as the central reference point of educational thought and practice. While such perspectives have historically contributed to emancipatory projects, they risk reproducing anthropocentric frameworks that obscure the relational entanglements through which life on Earth is constituted. The ecological crisis therefore calls for a deeper pedagogical reorientation capable of decentring the human and rethinking education within more-than-human worlds. To address this challenge, the paper develops a theoretical dialogue between posthumanist and relational approaches to education. A first pillar of this framework is the concept of agential realism elaborated by Karen Barad (2007), which conceptualizes reality as constituted through processes of intra-action among human and non-human entities. From this perspective, matter and meaning are inseparable, and educational practices can be understood as material-discursive processes that participate in shaping the worlds we inhabit. Learning environments, bodies, technologies, and ecological systems thus become co-constitutive elements of educational processes. This relational perspective is further developed through the notion of the pluriverse proposed by Arturo Escobar (2018). The pluriversal horizon emphasizes the coexistence of multiple forms of world-making grounded in radical interdependence and challenges the universalizing logic of modernity. Thinking education from the pluriverse opens the possibility of engaging with diverse ecological

knowledges and situated practices that foreground reciprocity, relationality, and care in organizing human and more-than-human life. The pedagogical implications of these perspectives are explored in dialogue with the idea of world-centred education developed by Gert Biesta (2021), which conceives education as a space where subjects encounter the world and are called into responsible relation with what exceeds their own interests. Within this framework, education becomes an ethical and political practice oriented toward responsibility for a fragile world. Building on these insights, the paper proposes multispecies democracy as a pedagogical horizon for rethinking education in more-than-human worlds. Rather than referring only to institutional arrangements, multispecies democracy is approached as a cultural and educational project aimed at expanding the boundaries of political imagination and ethical concern beyond the human. By foregrounding relationality, vulnerability, and interdependence, this perspective invites educators to reconfigure pedagogical practices that acknowledge the entangled destinies of human and non-human communities, opening pathways for addressing the ecological crisis while confronting the social inequalities shaping life in the Anthropocene

Agoston, C., Urb, R., Nagy, B., Csaba, B., Kovary, Z., Kovacs, K., Varga, A., Dúll, A., Monus, F., Shaw, C.A., & Demetrovic, Z. (2022). The psychological consequences of the ecological crisis: Three new questionnaires to assess eco-anxiety, eco-guilt, and ecological grief. Climate Risk Management, 37, 100441. 10.1016/j.crm.2022.100441

Barad, K. (2007). Meeting the Universe Halfway: Quantum Physics and the Entanglement of Matter and Meaning (2nd edition). Duke University Press.

Biesta, G. (2021). World-Centred Education: A View for the Present. Routledge.

Escobar, A. (2018). Designs for the Pluriverse: Radical Interdependence, Autonomy, and the Making of Worlds. Duke University Press.

IPCC, 2023: Climate Change 2023: Synthesis Report. Contribution of Working Groups I, II and III to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change [Core Writing Team, H. Lee and J. Romero (eds.)]. IPCC, Geneva, Switzerland, 184 pp., doi: 10.59327/IPCC/AR6-9789291691647.

PEDAGOGICAL REFLECTIONS FOR THE ANTHROPOCENE: CO-EXISTING AND EDUCATING IN TIMES OF ECOLOGICAL JUSTICE

Cristina Delgado Vintimilla (York University, Canada)

Pedagogy | More-than-human relations | Educational futures

This presentation explores how pedagogical research practices that attend to the more-than-human can generate pedagogical experiences capable of destabilizing dominant and normative epistemologies, activating pedagogical worlds that make possible alternative and less anthropocentric relations. Drawing on experiences developed through pedagogical and interdisciplinary projects, the presentation outlines an emergent research praxis that moves across social pedagogy, community knowledges, children's ecological imaginaries, and artistic experimentation, explicitly refusing the anthropocentric assumptions that often underpin contemporary educational research. Inspired by the decolonial thought of Silvia Rivera Cusicanqui, the presentation begins from the understanding that knowledge is always situated, tense, and in motion: a ch'ixi space in which heterogeneous worlds can coexist without being reduced to a forced synthesis. From this perspective, knowledge is not a stable object to be extracted or translated, but an ongoing relational process that resists capture by colonial, developmentalist, or extractivist frameworks. Pedagogical research is thus conceived as a living ecology of relations, within which human, more-than-human, material, and historical forces come together to shape what can be perceived, known, and made meaningful. The reflection is grounded in post-qualitative and posthuman research, understood not as a theoretical-methodological trend but as a creative departure from representational traditions that privilege language and the human subject as primary sites of meaning. This shift makes it possible to attend to the affective, material, and relational dimensions that traverse pedagogical experience, recognizing the active role of territories, bodies, elements, and more-than-human forms of life in processes of learning. Through selected examples of project-based processes, the presentation argues that pedagogical practices oriented by a posthumanist perspective are essential for imagining pedagogical futures capable of honoring and responding to the complexity of the times we collectively inhabit. Such futures are not designed in advance, but cultivated through practices that nurture a relational responsibility toward the earth and more-than-human life.

Cusicanqui, S. R. (2023). A Ch'ixi world is possible: Essays from a present in crisis. Lines.

L.05

Living together, Co-Governing, Becoming: More-than-Human Futures for Democracy in Education

PANEL CONVENORS: Francesca Peruzzo (University of Birmingham, United Kingdom); Paolo Landri (Cnr – Iriss)

PANEL KEYWORDS: governance, becoming, technologies

This panel interrogates the democratic implications of more-than-human education governance in a period of accelerating technoscientific transformation (Landri and Peruzzo, 2026 forthcoming). It challenges the persistent anthropocentrism underpinning dominant accounts of education governance, arguing that governing processes are now enacted through dense assemblages of human actors, digital infrastructures, algorithms, platforms, data systems, and ecological materialities (Hayles, 2023; Gulson et al, 2021). Posthuman perspectives, we suggest, are essential for understanding how AI, robotics, datafication, and platformisation are reconfiguring democratic learning, ethical responsibility, and civic participation. The panel examines how more-than-human governance redistributes agency, authority, and responsibility in hybrid educational environments where humans do not simply govern technologies and nonhuman entities but increasingly co-govern with them. The discussion will address: (1) the political ecologies of digital governance, in which public–private infrastructures and Big EdTech actors shape the conditions of educational democracy; (2) the affective atmospheres generated by algorithmic systems, rankings, and AI-driven pedagogies, and their consequences for participation, consent, and resistance; and (3)the ambivalent symbioses that emerge among learners, educators, technologies, and planetary resources, symbioses that may entrench extractivist, inequitable logics or foster convivial, sustainable futures. Mobilising post-anthropocentric and new materialist analytics, the panel reframes democratic education as a more-than-human project embedded in contested sociotechnical and ecological assemblages. It argues that sustaining democracy in education requires not a defence of human exceptionalism but a politics of coexistence, care, and response-ability across human and nonhuman agents. The panel positions this reorientation as both analytically urgent and politically generative for reimagining education's democratic futures.

FROM PLATFORM EXTRACTIVISM TO MORE-THAN-HUMAN CO-GOVERNANCE: ECOSYSTEMIC THIRD MISSION, TEACHER AGENCY AND TERRITORIAL COHESION IN SOUTHERN SALENTO (ITALY)

Corrado Russo (CNR IMAA, Italy)

Education Governance | Territorial Cohesion | Digital Citizenship

This paper addresses how the teaching profession is being reshaped by platformisation, datafication and algorithmic governance in the current perma-polycrisis, where economic instability, democratic fatigue and ecological stress intersect. In marginal and inner-peripheral territories, digital transformation does not simply "modernise" education: it can operate as an extractive governance assemblage that captures value upward (data, attention, labour and resources), compresses local agency, and repositions teachers as compliance-driven executors. To conceptualise this condition, the paper mobilises the notion of Digital Mining Neo-Elitarism (DMN) as a soft extractive regime in which human actors co-govern with nonhuman agents (platform interfaces, interoperability standards, learning analytics dashboards, metrics, and infrastructural constraints). The core claim is that educational democracy depends on how we govern with technologies, not merely on how we teach through them. The study reframes Universities' and Research Institutions' Third Mission (TM) as a more-than-human governance project: a democratic and redistributive infrastructure capable of enabling collective problem-framing, capability-building, and access to cohesion resources. In this view, the proposed Territorial Cohesion Ecosystem (TCE) functions as a counter-extractive, generative arrangement that redistributes agency and responsibility across teachers, third-sector organisations, local administrations, and public knowledge infrastructures. ECT is further anchored in a quintuple-helix orientation (government, economy, environment, research, citizenship) and is interpreted as a form of horizontal subsidiarity between pedagogy and politics, where democracy is both a curricular aim ("learning for democracy") and an organising principle of educational processes ("democracy for learning"). Empirically, the paper reports a longitudinal action-research intervention in Southern Salento (Apulia, Italy) involving 70 teachers from three Comprehensive Institutes, alongside third-sector organisations, municipalities, and research actors connected to CNR infrastructures. The intervention unfolded through three phases—activation, co-planning, and organisation—supported by governance devices such as Territorial Educational Pacts and Community Observatories. Methodologically, the study combines: Needs Mapping within Action Community Learning (deep listening oriented to social justice); participatory

design (GOPP and World Café) for co-defining objectives and responsibilities; qualitative tools (focus groups, observation, questionnaires) to surface situated impacts such as teacher burnout and platform-related workload; and a research–training pathway aligned with DigiCompEdu 3.3. Findings show a shift in professional posture: teachers increasingly reframed digital competence as democratic agency, moving from "executors" to agency architects who interrogate platform constraints, redesign learning toward participation and dialogic pedagogy, and foreground ethical responsibility. At ecosystem level, ECT-supported facilitation contributed to the institutionalisation of collaboration (pacts, observatories), clearer role distribution, and improved capacity to mobilise cohesion resources. A tangible indicator was the production of teacher-designed action plans and the translation of co-design outputs into concrete project artefacts (plans, pacts, funding applications). Finally, the opening of CNR research infrastructures to communities—including learners in educational poverty—reconfigured infrastructures as knowledge commons, enabling hybrid learning environments and new conditions for civic participation. The paper contributes a transferable framework for counter-extractive co-governance in education, while noting limitations related to single-context evidence and the persistence of governance atomism; future work should develop explicit social-justice indicators and test replicability across inner-peripheral territories.

Benali, M., & Mak, P. (2022). A comparative analysis of international frameworks for teachers' digital competences. International Journal of Education and Development using Information and Communication Technology (IJEDICT), 18(3), 195–209.

Decuypere, M., Grimaldi, E., & Landri, P. (2021). Introduction: Critical studies of digital education platforms. Critical Studies in Education, 62(1), 1–16. https://doi.org/10.1080/17508487.2020.1866050

Holloway, J., & Lewis, S. (2022). Governing teachers through datafication: Physical–virtual hybridity and language interoperability in the management of Australian schooling. Journal of Education Policy, 37(4), 541–562. https://doi.org/10.1080/02680939.2020.1832888

Landri, P. (2018). Digital governance of education: Technology, standards and Europeanization of education. Bloomsbury Academic. https://doi.org/10.5040/9781350006423

Manfreda, A. (2021). Il modello Action Community Learning come framework per la promozione delle comunità e l'innovazione sociale sostenibile. Nuova Secondaria, 1, 337–347. ISSN 1828-4582

Manfreda, A. (2024). Mappatura dei bisogni educativi: Questioni metodologiche e casi di studio. L'Harmattan ITALIA, Torino. ISBN-13: 978-8878924895

Nichols, T. P., & Dixon-Román, E. (2024). Platform governance and education policy: Power and politics in emerging edtech ecologies. Educational Evaluation and Policy Analysis, 46(2), 309–328. https://doi.org/10.3102/01623737231202469

Russo, C. (2024). The Value of participative planning for a new school generating inclusive territories. Lifelong Lifewide Learning, Vol. 21, n. 44, pp. 126-137. Firenze: Edaforum. https://doi.org/10.19241/lll.v21i44.860

Russo, C. (2025). Building the Ecosystem of Territorial Cohesion among Pedagogy and Politics for tackling educational Poverty and fostering Digital Human Rights in marginal communities at depopulation risk. Nuova Secondaria, Vol. 9, Anno XLII, pp. 341-355. Roma: Studium. ISSN 1828-4582.

Russo, C., Colazzo, S., Ratta, M. (2025). Enhancing Digital Citizenship Awareness through Participatory Mobilization of Marginal Communities in South Salento. Italian Journal of Health Education, Sports and Inclusive Didactics. Roma: EUR. https://doi.org/10.32043/gsd.v9i1.1335

Ryan, S. V., von der Embse, N. P., Pendergast, L. L., Saeki, E., Segool, N., & Schwing, S. (2017). Leaving the teaching profession: The role of teacher stress and educational accountability policies on turnover intent. Teaching and Teacher Education, 66, 1–11. https://doi.org/10.1016/j.tate.2017.03.016

Williamson, B., Gulson, K. N., Perrotta, C., & Witzenberger, K. (2022). Amazon and the new global connective architectures of education governance. Harvard Educational Review, 92(2), 231–256. https://doi.org/10.17763/1943-5045-92.2.231

AUTOMATING KNOWLEDGE THROUGH GENERATIVE AI? FOREGROUNDING MORE-THAN-HUMAN INFRASTRUCTURES IN HIGHER EDUCATION

Magda Pischetola (University of Copenhagen, Denmark)

Generative AI in Higher Education | More-than-human infrastructures | Knowledge automation

The article analyses contemporary narratives circulating in Danish universities guidelines, reports, and teacher training courses holding the promises of Generative AI (genAI) for knowledge systems automation, problematising the implications of these promises for the future of Higher Education. It draws on the concept of infrastructure theorised by Science & Technology Studies scholars, which refers tolayered, imbricated sociotechnical assemblages built into a system to provide for its smooth functioning – that is, an invisible 'system of substrates' (Star, 1999). The article seeks to expand this definition of infrastructure towards the inclusion of a more-than-human perspective in its conceptualisation. Being attentive to such a 'non-anthropocentric ontology of infrastructures' (Barua, 2021), in fact, can provide a relational analytic for grasping how infrastructures furnish 'substrates' for the university digitalisation agenda, and more specifically on what grounds the narrative about knowledge automation has been constructed. Our analysis of more-than-human infrastructures includes: (i) public–private actors' joint collaborations, where the lobbying of Big Tech, edtech companies, and data-extractive businesses is foregrounded; (ii) space-times of new academic practices with genAI (e.g. learning

management systems with automated platform functionalities, computer labs where AI is naturalised as a 'tool' to speed up students' academic work, or courses for teachers' professional development where genAI is anthropomorphised as 'sparring partner'); (iii) affective atmospheres generated by institutional expectations of upskilling for teachers and students alike; (iv) informal relational systems supporting the functioning of formal governance mechanisms (e.g. cultural norms and values, taken-for-granted assumptions, meanings, scripts, status differentiators, incentives, rewards, etc.); and (v) 'field configuring events' (Hinings et al., 2017), such as seminars, conferences, festivals, and courses on 'responsible' uses of genAI. The analysis shows how the recent transition of Danish universities toward general acceptance of genAI tools for any purpose, including academic exams, can be understood as the last frontier of more-than-human infrastructural work that has established, also retrospectively, institutionalised techno-visions supporting the need for digitalisation – and increasingly automation – of knowledge practices. These results are put in dialogue with broader analyses of how 'computing the incomputable' (Parisi, 2016) has historically transformed the grounds of how both knowledge and cognition are conceived, making invisible the probabilistic nature of machine learning 'reasoning' and the selection of certain epistemologies over others. In conclusion, we argue that this more-than-human infrastructuring of the digitalisation agenda has contributed to conceiving academic knowledge as a set of finite outputs, learning as an efficient and linear process driven by the logic of speed (Atkinson & Flanagan, 2024), and research practices as optimised patterns' extrapolation, anticipation, and modelling (Grimaldi, 2025). These aspects urge us to reflect on the need to reconfigure university practices for sustaining democratic futures.

Atkinson, P., & Flanagan, T. (2024). Humanities on demand and the demands on the humanities: between technological and lived time. Studies in philosophy and education, 43(2), 143-160

Barua, M. (2021). Infrastructure and non-human life: A wider ontology. Progress in human geography, 45(6), 1467-1489.

Grimaldi, E. (2026). The Epistemic Space of Digital Education Governance: An Archaeological Perspective on Data, Automation and the Promise of Perfection. In Thinking with Michel Foucault in Educational Leadership. Methodological and Conceptual Challenges (pp. 255-283). Bloomsbury Publishing.

Hinings, C. R., Logue, D., & Zietsma, C. (2017). Fields, institutional infrastructure and governance. The Sage handbook of organizational institutionalism, 163-189.

Parisi, L. (2016). Automated thinking and the limits of reason. Cultural Studies? Critical Methodologies, 16(5), 471-481.

Star, S. L. (1999) The ethnography of infrastructure. American Behavioral Scientist, 43(3): 377–39.

MORE-THAN-HUMAN EDUCATION GOVERNANCE AND AI: ANALYTICAL TOOLS FOR POLICY

Francesca Peruzzo (University of Birmingham, United Kingdom) · **Paolo Landri** (CNR, Naples)

more-than-human | AI | new materialisms

Education governance is increasingly reorganised through artificial intelligence, data infrastructures and automated decision-making. Instead of treating AI as an instrument that enhances human policy rationality, this paper adopts a more-than-human approach to analyse how platforms, algorithms and data reconfigure agency, cognition and accountability across education systems. Building on Science and Technology Studies and new materialisms (Barad, 2007; Lemke, 2021; Massoumi, 2002; Whatmore, 2013) and education policy research on datafication and computational governance (Williamson, 2017; Gulson, Sellar & Webb, 2022), we operationalise three analytical tools (post-anthropocentrism, symbiosis and affectivity) to examine how AI participates in governing beyond the human. Contemporary policy debates remain largely framed through human-centric categories such as fairness, efficiency and transparency (Selwyn, 2022), which presume that technology either supports or distorts human judgement. A more-than-human perspective instead treats governance as emerging from entanglements of humans, datasets, infrastructures, legal dispositifs and computational forms of cognition (Parisi, 2019; Hayles, 2014). AI does not simply execute policy decisions, instead it generates classifications and predictive logics that shape institutional futures and subjectivities. In this sense, governance is enacted through sociomaterial assemblages rather than located in human actors (Landri, 2018). We deploy three empirical vignettes from England and Italy illustrate this shift, examining first the 2020 A-level grading algorithm in England, which was designed to standardise results after exam cancellations but disproportionately downgraded students from historically underperforming schools, thus reproducing structural inequalities embedded in training data (Williamson & Piattoeva, 2019). In a second vignette we analyse the Italian algorithm allocating temporary teachers through automated ranking. This algorithm was introduced as a solution to bureaucratic inefficiency, but the system produced mismatches, labour

insecurity and legal disputes. The third vignette instead contrasts these extractive configurations with IAQOS, a community-trained neighbourhood AI developed in Rome (Iaconesi & Persico, 2021). Through participatory design and open-source infrastructures, residents and students collectively shaped the system's knowledge base. Across the three cases, AI governance appears as a cognitive-affective formation rather than a neutral technical layer. Algorithms mobilise affects, including anger, anxiety, trust and attachment that reorganise institutional legitimacy and democratic participation. A more-than-human approach does not reproduce techno-solutionism instead it provides analytical tools to map heterogeneous agencies and to distinguish extractive assemblages from participatory and convivial ones. In doing so, it contributes to Critical EdTech Studies by reframing AI governance as a democratic and relational problem, aligned with ongoing debates on datafication, privatisation and the futures of education policy (Selwyn, 2022; Williamson et al., 2024).

Haraway, D. J. (2016). Staying with the Trouble. Making Kin in the Chtulucene. Duke University Press.

Iaconesi, S., & Persico, O. (2021). When my child is AI. Learning and experiencing through AI outside the school: the experiences of a community AI. QTimes – Webmagazine, 13(1), 174–192. https://www.qtimes.it/?p=when-my-child-is-ai-learning-and-experiencing-through-ai-outside-the-school-the-experiences-of-a-community-ai

Barad, K. (2007). Meeting the universe halfway: Quantum physics and the entanglement of matter and meaning. Durham: Duke University Press.

Gulson, K. N.; Sellar, S, and Webb, P.T. (2022). Algorithms of Education: How Datafication and Artificial Intelligence Shape Policy. Minneapolis, London: University of Minnesota

Hayles N. K. (2014) Cognition everywhere: The rise of the cognitive nonconscious and the costs of consciousness. New Literary History 45(2).

Hayles, N. K. (2023). Technosymbiosis: Figuring (Out) Our Relations to AI. In J. Browne, S. Cave, E. Drage, & K. McInerney (A c. Di), Feminist AI: Critical Perspectives on Algorithms, Data, and Intelligent Machines (p. 1-18). Oxford: Oxford University Press. https://doi.org/10.1093/oso/9780192889898.003.0001

Landri, P. (2018). Digital governance of education. Technology, Standards and Europeanization of Education. London: Bloomsbury Publishing

Lemke, T. (2021). The Government of Things. Foucault and the New Materialisms. New York: New York University Press

Massumi, B. (2002). Movement, affect, sensation: Parables for the virtual. Durham, NC: Duke University Press.

Parisi, L. (2019). Critical Computation: Digital Automata and General Artificial Thinking. Theory, Culture & Society, 36(2) 89–121

Selwyn, N. (2022). The future of AI and education: some cautionary notes. European Journal of Education, 57, 620-631, DOI: 10.1111/ejed.12532

Whatmore, S. J. (2013). Earthly Powers and Affective Environments: An Ontological Politics of Flood Risk. Theory, Culture & Society, 30(7-8), 33-50.

Williamson, B. (2017). Big Data in Education: The digital future of learning, policy and practice. London: Sage

Williamson, B. & Piattoeva, N. (2019) Objectivity as standardization in data-scientific education policy, technology and governance, Learning, Media and Technology, 44(1), 64-76, DOI: 10.1080/17439884.2018.1556215

Williamson, B., Molnar, A., & Boninger, F. (2024). Time for a pause: Without effective public oversight, AI in schools will do more harm than good. Boulder, CO: National Education Policy Center. Retrieved [16/03/2025] from http://nepc.colorado.edu/publication/ai

"I'M DESPERATELY SEEKING THE ANSWER, PLEASE HELP ;) <3": EMERGING KNOWLEDGE IN A SOCIOMATERIAL ANALYSIS OF A FACEBOOK GROUP OF SPECIAL EDUCATION TEACHERS

Camila Moyano Dávila (Departamento de Sociología, Universidad de Chile, Chile) · **Juan de Dios Oyarzún** (Pontificia Universidad Católica de Valparaíso) · **Francisca Gallegos Jara** (Departamento de Sociología Universidad Alberto Hurtado,) · **Gabriela Rebagliati Meersohn** (Center for Advanced Research in Education (CIAE), Institute of Education, University of Chile.) · **Ismael Tabilo Prieto** (Family Science School, Universidad Finis Terrae/Facultad de Ciencias Sociales, Universidad Alberto Hurtado)

Digital communication · special needs education · governance

This chapter aims to examine how knowledge about the learning of students with special educational needs emerges in a Facebook group of special education teachers that was analyzed for six months. The global massification of social networks (SN) and interactive pages, coupled with the importance of networking and collaboration in educational innovation processes has led to various studies on the importance of communities formed in—and through—SN in education and teacher training. However, studies on the use of social networking in teaching communities have not problematized what is being produced as pedagogical knowledge and its relation with contextual governance. Instead, they focus on the human use of these networks and see digital communities as eminently human groups. In this chapter, a sociomaterial approach was applied that assumes human agency and agency of the digital environment, which allows us to take the digital seriously, giving it its own agency and enabling us to analyze human and digital interaction as a particular space of production. This grants us to understand why in these spaces, which we will call assemblages, particular forms of pedagogical knowledge emerge and how it relates to the given governance. In this respect, the results of the paper indicate that knowledge appears in an uncritical way in the assemblage of the human and the digital and it is circulated d as neutral and overwhelming affections, and as the governance marketisatione. In short, the group functions as a reposit-

ory of desires, emotions, doubts, information, and pedagogical material, which demonstrates the overload that teachers experience in their work and relation to institutional material and, at the same time, how this overload requires multiple responses to achieve success without problematizing what is shared.

Addi-Raccah, Audrey and Miri Yemini. 2018. "What is up? Parental Whatsapp discussion groups in diverse educational settings in Israel". Multicultural Education Review 10(4):310-326

Altınay, Fahriye, Zehra Altınay, and Nesrin Menemenci. 2013. "Practice Of Connectivism As Learning Theory: Enhancing Learning Process Through Social Networking Site (Facebook)." Gaziantep University Journal of Social Sciences: Technology Special Issue 12(2):243-252.

Barab, Sasha A. 2003. "An Introduction to the Special Issue: Designing for Virtual Communities in the Service of Learning." The Information Society 19(3):197-201.

Barad K. 2007. Meeting the Universe Halfway: Quantum Physics and the Entanglement of Matter and Meaning. Durham/London: Duke University Press.

Belmar, Guillem and Maggie Glass. 2019. "Virtual communities as breathing spaces for minority languages: Re-framing minority language use in social media." Adeptus 14:1-24.

Birgin, Alejandra. 2020. "Emergencia y pedagogía: la cuarentena en los institutos de formación docente." Pp. 182-200 in Pensar la educación en tiempos de pandemia: entre la emergencia, el compromiso y la espera, edited by Inés Dussel, Patricia Ferrante, and Darío Pulfer. Buenos Aires: UNIPE.

Callon, Michael (Ed.). 1998. The laws of the markets. Oxford: Willey-Blackwell.

CEPAL and UNESCO. 2020. Informe COVID-19: La educación en tiempos de la pandemia del COVID-19. Santiago: Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura.

Charlton, Patricia, George Magoulas D. and Diana Laurillard. 2012. "Enabling creative learning design through semantic technologies". Technology Pedagogy and Education 21(2):231-253.

Chugh, Ritesh and Umer Ruhi. 2018. "Social media in higher education: A literature review of Facebook". Education and Information Technologies 23(2): 605-616.

Cipagauta, Marisol E., Yendy V. Castellanos, and Monica A. Bautista. 2020. "Connecting Teachers: A Virtual Environment for Networking and Innovation". European Journal of Teaching and Education. 2(1):18-30.

Decuypere, Mathias. (2019). "STS in/as education: where do we stand and what is there (still) to gain? Some outlines for a future research agenda" Discourse: Studies in the Cultural Politics of Education, 40(1): 136-145, DOI: 10.1080/01596306.2018.1549709

Decuypere, Mathias and Maarten Simons. 2016. "Relational thinking in education: Topology, sociomaterial studies, and figures". Pedagogy, Culture & Society, 24(3):371–386.

Edwards, Richard. 2009. "Introduction: Life as a Learning Context?". Pp 1-14 in Rethinking Contexts for Learning and Teaching, edited by Richard Edwards, Gert Biesta, and Mary Thorpe. London: Routledge.

Ekoc, Arzu. 2014. "Facebook Groups as a Supporting Tool for Language Classrooms". Turkish Online Journal of Distance Education 15(3):18-26.

Erwin, Sean. 2015. "Living by Algorithm: Smart Surveillance and the Society of Control". Humanities and Technology Review 34:28–69.

Fardoun, Habib, Daniyal Alghazzawi, Sebastián López, Víctor M. R. Penichet, and Jose A. Gallud. 2012. "Online Social Networks Impact in Secondary Education". International Workshop on Evidence-Based Technology Enhanced Learning Pp.37-45). Berlin: Advances in Intelligent and Soft Computing.

Fenwick, Tara and Richard Edwards. 2010. Actor-Network Theory in Education. London: Routledge. https://doi.org/10.4324/9780203849088

Fenwick, Tara and Richard Edwards. 2016. "Exploring the impact of digital technologies on professional responsibilities and education". European Educational Research Journal 15(1):117-131.

Foucault, M. 1991. Governmentality. In G. Burchell, C. Gordon, & P. Miller (Eds.), The Foucault Effect: Studies in Governmentality (pp. 87–104). Chicago, IL: The University of Chicago Press.

Gavilanes, D. G., & Pin, L. A. (2023). Estrategias para la enseñanza de los estudiantes con necesidades educativas especiales. Revista Científica Multidisciplinaria Ogma, 2(1), 1-10. https://doi.org/10.69516/7d6gg952.

Gilroy, Connor and Ridhi Kashyap. 2021. "Digital Traces of Sexualities: Understanding the Salience of Sexual Identity through Disclosure on Social Media". Socius: Sociological Research for a Dynamic World 7:1-18. https://doi.org/10.1177/23780231211029499

Gunawardena, Charlotte, Mary Beth Hermans, Damien Sanchez, Carol Richmond, Maribeth Bohley, and Rebekah Tuttle. 2009. "A Theoretical framework for building online communities of practice with social networking tools". Educational Media International 49(1):1-25.

Gutiérrez, Luis. 2012. "Conectivismo como teoría de aprendizaje: conceptos, ideas, y posibles limitaciones". Revista Educación y Tecnología 1:111-122.

da Cunha Junior, Fernando R., Bert van Oers, and Michalis Kontopodis. 2016. "Collaborating on Facebook: Teachers Exchanging Experiences Through Social Networking Sites". Cultura-Historical Psychology 12(3):290-309.

da Cunha Junior, Fernando R., Claudia van Kruistum, and Bert van Oers. 2016. "Teachers and Facebook: using online groups to improve students' communication and engagement in education". Communication Teacher 30(4):228-241.

Ishartiwi, I., Handoyo, R. R., Prabawati, W., & Suseno, A. (2023). The individualized instruction application for personal-social skills of students with intellectual disabilities. Cakrawala Pendidikan: Jurnal Ilmiah Pendidikan, 42(2). https://doi.org/10.21831/cp.v42i2.49240

Kalelioglu, Filiz. 2017. "Using Facebook as a Learning Management System: Experiences of Pre-Service Teachers". Informatics in Education 16(1):83-101.

Lattino, F., Tafuri, F., & Saraiello, E. (2023). The challenges of special pedagogy in inclusion processes. Educational Reflective Practices, 2.

Latour, Bruno. 1984. "The Powers of Association". The Sociological Review, 32(1):264–280. https://doi.org/10.1111/j.1467-954X.1984.tb00115.x

Latour, Bruno. 2007. Reassembling the social: An introduction to Actor-Network-Theory. London: Oxford University Press.

Lemke, T. 2014. New Materialisms: Foucault and the 'Government of Things'. Theory, Culture & Society 0(0): 1–23.

Lindh, Maria and Jan Nolin. 2016. "Information We Collect: Surveillance and Privacy in the Implementation of Google Apps for Education". European Educational Research Journal 15(6):644–663. https://doi.org/10.1177/1474904116654917

MacKenzie, Donald, Fabian Muniesa, and Lucia Siu. 2007. Do economists make markets? Princeton: Princeton University Press.

Meishar-Tal, Hagit, Gila Kurtz, and Efrat Pieterse. 2012. "Facebook Groups as LMS: A Case Study." The International Review of Research in Open and Distributed Learning 13(4):33-48.

Nespor, Jan. 2004. "Educational scale-making". Pedagogy, Culture & Society 12(3):309–326. https://doi.org/10.1080/14681360400200205

Pereyra, Ana. 2020. "Viejas y nuevas desigualdades educativas. Desafíos emergentes a la formación docente". Pp. 125-136 in Pensar la educación en tiempos de pandemia: entre la emergencia, el compromiso y la espera, edited by Inés Dussel, Patricia Ferrante, and Darío Pulfer. Buenos Aires: UNIPE.

Pi, Shih-Ming, Chen-Huei Chou, and Hsiu-Li Liao. 2013. "A study of Facebook Groups members' knowledge sharing". Computers in Human Behaviour 29(5):1971-1979.

Salganik, Matthew J. 2018. Bit by bit: Social research in the digital age. Nueva Jersey: Princeton University Press.

Schroeder, Jacob and Thomas J. Greenbowe. 2009. "The Chemistry of Facebook: Using Social Networking to Create an Online Community for the Organic Chemistry Laboratory". Innovate: Journal of Online Education 5(4).

Sclater, Niall. 2008. "Web 2.0, Personal Learning Environments and the Future of Learning Management Systems". EDUCAUSE Research Bulletin 13:2-13.

Sellar, S., & Lingard, B. 2018. "International large-scale assessments, affective worlds and policy impacts in education". International Journal of Qualitative Studies in Education, 31(5), 367–381. https://doi.org/10.1080/09518398.2018.1449982

Siemens, George. 2004. "Connectivism: A Learning Theory for the Digital Age". International Journal of Instructional Technology and Distance Learning. Retrieved from: http://www.itdl.org/Journal/Jan_05/article01.htm.

Shen, B. (2015). An empirical study on influencing factors of knowledge sharing in virtual learning community. The Open Cybernetics and Systemics Journal, 9(1), 2332-2338.

Sloep, Peter and Adriana Berlanga. 2011. "Redes de aprendizaje, aprendizaje en red". Comunicar 37:55-64.

Spinoza, B (1996). Ethics. London: Penguin Books

Sørensen, Eric. 2009. The Materiality of Learning: Technology and Knowledge in Educational Practice. Cambridge: Cambridge University Press.

Srirat, Kesinee. 2014. "Using Facebook group to facilitate teaching English for everyday communication". Pp. 5-10 in The 2014 WEI International Academic Conference Proceedings. Budapest: Chiang Mai Rajabhat University.

Thompson, Terrie Lynn. 2012. "I'm deleting as fast as I can: Negotiating learning practices in cyberspace". Pedagogy, Culture & Society, 20(1):93–112. https://doi.org/10.1080/14681366.2012.649417

Tinmaz, Hasan. 2012. "Social Networking Websites as an Innovative Framework for Connectivism". Contemporary Educational Technology 3(3):234-245.

Tzivinikou, S., & Papoutsaki, K. (2016). Studying Teaching Methods, Strategies and Best Practices for Young Children with Special Educational Needs. Early Child Development and Care, 186(6), 1-14.

Vuorikari, Riina, Yves Punie, Romina Cachia, Christine Redecker, Yiwei Cao, Ralf Klamma, Cuaong Pham, Kamakshi Rajagopal, S. Fettter, Peter Sloep, and V. Garoia. 2012. Teacher Networks. Today's and tomorrow's challenges and opportunities for the teaching profession. Spain: Imagen&Textos.

Wang, Qiyun and Zhiping Lu, Z. 2012. "A case study of using an online community of practice for teacher's professional development at a secondary school in China". Learning, Media & Technology 37(4):1-18.

Wang, Qiyun, Huay Lit Woo, Choon Lang Quek, Yuqin Yang, and Mei Liu.2012. "Using the Facebook group as a learning management system: An exploratory study". British Journal of Educational Technology 43(3):428-438.

Wasserman, Egoza and Yaffa Zwebner. 2017. "Communication between Teachers and Parents using the Whatsapp Application". International Journal of Learning, Teaching and Educational Research 16(12):1-12

Williamson, Ben. 2017. "Learning in the 'platform society': Disassembling an educational data assemblage". Research in Education, 98(1):59–82. https://doi.org/10.1177/0034523717723389

Wong, Luang-Hsiang, Ching Sing Chai, and Guat Poh Aw. 2017. "Seamless Language Learning: Second Language Learning with Social Media". Comunicar 25(50)9-20.

Woolgar, Steve. 1990. "Configuring the User: The Case of Usability Trials". The Sociological Review 38(1):58–99. https://doi.org/10.1111/j.1467-954X.1990.tb03349.x

WHAT IS AT STAKE? THE AMBIVALENCE OF PRODUCTIVITY IN THE AI-MEDIATED UNIVERSITY

Lia Volpe (Sapienza University of Rome, Italy)

University | LLMs | Epistemology

This paper examines generative artificial intelligence, and particularly Large Language Models (LLMs), as epistemic infrastructures reshaping contemporary academic knowledge production. Situating the analysis within the broader transformation of universities - marked by performance metrics and pervasive technological integration - the study investigates how AI-mediated research practices intersect with questions of epistemic trust and the organization of academic work. Drawing on Science and Technology Studies, epistemology, sociology of science and computer science, in this paper AI is framed as a sociotechnical system, navigating between overly enthusiastic technodeterminism and ideological rejection. First of all, we need to consider how LLMs, unlike human cognition, operate through large-scale statistical pattern recognition, generating their outputs through probabilistic correlations learned from vast data corpora; there is no access to semantic understanding, intentionality, causal reasoning or contextual judgment. For this reason, what appears as coherence is often the surface effect of statistical regularity rather than grounded comprehension, not considering LLMs structural vulnerabilities, such as susceptibility to data poisoning, sensitivity to prompt framing and generation of plausible but incorrect statements. As these systems become embedded in core research practices - literature synthesis, hypothesis articulation, methodological design - two different dynamics emerge. First of all, if traditional academic "trust" is rooted in identifiable authorship, accountability and shared epistemic norms - necessitating agents capable of reflexivity and commitment - LLMs, by contrast, cannot assume responsibility for their claims, nor can they participate in the normative space of reasons that structures scientific debate. Secondly, if LLMs intervene directly on the rhythms of

research - compressing tasks into near-instantaneous outputs - they carry significant consequences for the quality and depth of scientific work, because they could foster a culture of “epistemic impatience”, in which speed becomes a proxy for productivity and depth is sacrificed in favour of output volume. This dynamic is further reinforced by the institutional pressures already shaping contemporary universities - publish-or-perish logics and competitive funding regimes - which find in AI-mediated acceleration a seemingly natural ally. These processes reveal not only an epistemological challenge, but also a structural tension: the tools celebrated as researchers' “assistants” may erode the epistemic foundations upon which scientific knowledge is built and sustained. These architectural and institutional tensions demand a calibrated response. Rather than advocating wholesale adoption or rejection, this paper argues for flexible regulatory frameworks preserving human oversight and responsibility, alongside concrete practices - such as disclosure of AI use and verification protocols - to rebuild trust in AI-mediated research environments. Equally important is how the growing integration of LLMs may itself offer an opportunity to critically interrogate the neoliberal turn of the contemporary university: by making visible the tensions between this system and the epistemic request for genuine scientific production, these tools show what is at stake when productivity displaces knowledge as the constitutive horizon of academic life.

Bai, H. (2022). The epistemology of machine learning. Filosofija. Sociologija, 33(1), 40-48.
Biggio, B., Nelson, B., & Laskov, P. (2012). Poisoning attacks against support vector machines. arXiv preprint arXiv:1206.6389.
Bijker, W. E., Hughes, T. P., & Pinch, T. J. (Eds.). (1987). The social construction of technological systems: New directions in the sociology and history of technology. MIT Press.
Bredeis, K., Bruni, A., Janda, V., & Schubert, C. (2014, September 14-16). Design, interaction, and technologically dense environments: Methodological challenges to entangled work practices. Workshop at the University of Technology, Berlin.
Breiman, L. (2001). Statistical modeling: The two cultures (with comments and a rejoinder by the author). Statistical Science, 16(3), 199-231.
Bruni, A., & Parolin, L. L. (2014). Dalla produzione automatizzata agli ambienti tecnologicamente densi: La dimensione sociomateriale dell'agire organizzativo. Studi Organizzativi, 16(1), 7-26.
Burton, S., & Bowman, B. (2022). The academic precariat: Understanding life and labour in the neoliberal academy. British journal of sociology of education, 43(4), 497-512.
Carlini, N., Jagielski, M., Choquette-Choo, C. A., Paleka, D., Pearce, W., Anderson, H., ... & Tramèr, F. (2024, May). Poisoning web-scale training datasets is practical. In 2024 IEEE Symposium on Security and Privacy (SP) (pp. 407-425). IEEE.
Cattaneo, M., Meoli, M., & Signori, A. (2016). Performance-based funding and university research productivity: The moderating effect of university legitimacy. The Journal of Technology Transfer, 41(1), 85-104.
Conroy, G. (2023). How ChatGPT and other AI tools could disrupt scientific publishing. Nature, 622(7982), 234-236.
Diakopoulos, N. (2013). Algorithmic accountability reporting: On the investigation of black boxes. Tow Center for Digital Journalism, Columbia Journalism School.
Eren, M. E., & Perez, D. M. (2025). Rethinking science in the age of artificial intelligence. arXiv (Cornell University).
Freiman, O., & Miller, B. (2020). Can artificial entities assert? In The Oxford handbook of assertion (pp. 415-436).
Gu, X., & Krenn, M. (2025). Forecasting high-impact research topics via machine learning on evolving knowledge graphs. Machine Learning: Science and Technology, 6(2), 025041.
Hayes, S., & Jandrić, P. (2014). Who is really in charge of contemporary education? People and technologies in, against and beyond the neoliberal university. Open Review of Educational Research, 1(1), 193-210.
Jones, M. L. (2018). How we became instrumentalists (again). Historical Studies in the Natural Sciences, 48(5), 673-684.
Joyce, K., Smith-Doerr, L., Alegria, S., Bell, S., Cruz, T., Hoffman, S. G., ... & Shestakofsky, B. (2021). Toward a sociology of artificial intelligence: A call for research on inequalities and structural change. Socius, 7.
Kitchin, R. (2019). Thinking critically about and researching algorithms. In The social power of algorithms (pp. 14-29). Routledge.
Knuth, D. E. (1997). The art of computer programming, Volume 1: Fundamental algorithms. Addison-Wesley.
Koskinen, I. (2024). We have no satisfactory social epistemology of AI-based science. Social Epistemology, 38(4), 458-475.
Kowalski, R. (1979). Algorithm = logic + control. Communications of the ACM, 22(7), 424-436.
Kurita, K., Michel, P., & Neubig, G. (2020). Weight poisoning attacks on pre-trained models. arXiv preprint arXiv:2004.06660.
Lipton, Z. C. (2018). The mythos of model interpretability: In machine learning, the concept of interpretability is both important and slippery. Queue, 16(3), 31-57.

Loru, E., Nudo, J., Di Marco, N., Santirocchi, A., Atzeni, R., Cinelli, M., Cestari, V., Rossi-Arnaud, C., & Quattrociocchi, W. (2025). The simulation of judgment in LLMs. Proceedings of the National Academy of Sciences, 122(42).

Magaudda, P., & Neresini, F. (2020). Gli studi sociali sulla scienza e la tecnologia. Il Mulino.

Maslej, N., Fattorini, L., Perrault, R., Gil, Y., Parli, V., Kariuki, N., ... & Oak, S. (2025). Artificial intelligence index report 2025.

McCarthy, J. (2007). What is artificial intelligence? Stanford University.

Natale, S., & Ballatore, A. (2020). Imagining the thinking machine: Technological myths and the rise of artificial intelligence. Convergence, 26(1), 3-18.

Naveed, H., Khan, A. U., Qiu, S., Saqib, M., Anwar, S., Usman, M., ... & Mian, A. (2025). A comprehensive overview of large language models. ACM Transactions on Intelligent Systems and Technology, 16(5), 1-72.

Pasquinelli, M. (2025). Nell'occhio dell'algoritmo: Storia e critica dell'intelligenza artificiale. Carocci Editore.

Proudfoot, D. (2011). Anthropomorphism and AI: Turing's much misunderstood imitation game. Artificial Intelligence, 175(5-6), 950-957.

Raiaan, M. A. K., Mukta, M. S. H., Fatema, K., Fahad, N. M., Sakib, S., Mim, M. M. J., ... & Azam, S. (2024). A review on large language models: Architectures, applications, taxonomies, open issues and challenges. IEEE Access, 12, 26839-26874.

Ross, S., & Savage, L. (2021). Work reorganization in the neoliberal university: A labour process perspective. The Economic and Labour Relations Review, 32(4), 495-512.

Russell, S., & Norvig, P. (2016). Artificial intelligence: A modern approach. Prentice-Hall.

Sarker, I. H. (2021). Machine learning: Algorithms, real-world applications and research directions. SN Computer Science, 2(3), 160.

Searle, J. R. (1980). Minds, brains, and programs. Behavioral and Brain Sciences, 3(3), 417-457.

Siciliano, B., & Khatib, O. (Eds.). (2016). Springer handbook of robotics. Springer.

Soldaini, L., Kinney, R., Bhagia, A., Schwenk, D., Atkinson, D., Authur, R., ... & Lo, K. (2024, August). Dolma: An open corpus of three trillion tokens for language model pretraining research. In Proceedings of the 62nd Annual Meeting of the Association for Computational Linguistics (Volume 1: Long Papers) (pp. 15725-15788).

Souly, A., Rando, J., Chapman, E., Davies, X., Hasircioglu, B., Shereen, E., Mougan, C., Mavroudis, V., Jones, E., Hicks, C., Carlini, N., Gal, Y., & Kirk, R. (2025). Poisoning attacks on LLMs require a near-constant number of poison samples. arXiv.

Sourati, J., & Evans, J. A. (2023). Accelerating science with human-aware artificial intelligence. Nature Human Behaviour, 7(10), 1682-1696.

Star, S. L. (1999). The ethnography of infrastructure. American Behavioral Scientist, 43(3), 377-391.

Vallor, S. (2024). The AI mirror: How to reclaim our humanity in an age of machine thinking. Oxford University Press.

Wang, H., Fu, T., Du, Y., Gao, W., Huang, K., Liu, Z., Chandak, P., Liu, S., Van Katwyk, P., Deac, A., Anandkumar, A., Bergen, K., Gomes, C. P., Ho, S., Kohli, P., Lasenby, J., Leskovec, J., Liu, T. Y., Manrai, A., Marks, D., ... & Zitnik, M. (2023). Scientific discovery in the age of artificial intelligence. Nature, 620(7972), 47-60.

Wiley. (2025a, February). ExplanAItions 2024: The evolution of AI in research [Report].

Wiley. (2025b, November). ExplanAItions 2025: The evolution of AI in research [Report].

Woolgar, S. (1991). The turn to technology in social studies of science. Science, Technology, & Human Values, 16(1), 20-50.

Xu, F., Uszkoreit, H., Du, Y., Fan, W., Zhao, D., & Zhu, J. (2019, September). Explainable AI: A brief survey on history, research areas, approaches and challenges. In CCF International Conference on Natural Language Processing and Chinese Computing (pp. 563-574).

Yan, B., Li, K., Xu, M., Dong, Y., Zhang, Y., Ren, Z., & Cheng, X. (2024). On protecting the data privacy of large language models (LLMs): A survey. In 2024 International Conference on Meta Computing (ICMC) (pp. 1-12). IEEE.

Zhang, D., Maslej, N., Brynjolfsson, E., Etchemendy, J., Lyons, T., Manyika, J., ... & Perrault, R. (2022). The AI index 2022 annual report. arXiv:2205.03468.

Zhang, Y., Khan, S. A., Mahmud, A., Yang, H., Lavin, A., Levin, M., Frey, J., Dunnmon, J., Evans, J., Bundy, A., Dzeroski, S., Tegner, J., & Zenil, H. (2025). Exploring the role of large language models in the scientific method: From hypothesis to discovery. npj Artificial Intelligence, 1(1).

Zyphur, M. J., & Pierides, D. C. (2020). Making quantitative research work: From positivist dogma to actual social scientific inquiry. Journal of Business Ethics, 167, 49-62.

MORE-THAN-HUMAN EDUCATION GOVERNANCE AND RADICAL DEMOCRACY

Paolo Landri (CNR-IRISS, Italy)

More-than-Human | Governance | Democracy

Education and democracy are under threat worldwide. The conservative turn, the decline of the power of the UN, the crisis of the EU, the genocide in Gaza, the war in Ukraine and Iran, and climate change are giving rise to a global polycrisis in which democracy is seen more as a constraint than a means to provide solutions to the complexities of our time. In that scenario, education is oriented toward the priorities of digital capitalism and the conservative agenda, thereby undermining the link with democracy. How to renew the relationship between education and democracy? How to reinforce a link that has been so important for the field of education studies, and for the onto-epistemology of modern education? In that paper, we address these important questions by engaging with the concept of more-than-human education governance (Landri & Peruzzo, 2026). The idea of more-than-human draws attention to the complex cognitive-affective assemblage of humans and nonhumans that emerges in the governance of education. The growing entanglements among humans, technologies and materials constitute a significant shift in the materiality of governance in education systems. Datafication, platformization, the rapid diffusion of generative AI and the experimentation with robots have made education policy and practice technologically dense and affectively charged. Numbers, rankings, apps, platforms, digital identities and software are now the constant companions of teachers, principals, students, parents, and policymakers. The multiplication of agencies in education governance intersects with the theory of radical democracy (Latour, 2004; McDonnell, s.d.; Ranciere, 2004). Radical democracy invites an extension of equality and liberty, considering democracy not a state, but an open-ended process in which the ‘demos’ of democracy is expanded to many, and even to non-humans. Radical democracy assumes conflict and dissensus as key and ineradicable aspects of politics, challenging existing asymmetries, hierarchies, and elites. Similarly, more-than-human education governance sees the entanglements between humans and nonhumans far from frictionless and distinguishes between parasitic and mutual relationships, favouring the unfolding of convivial and joyful intertwinements between agencies. It therefore contrasts with the current depoliticisation and juridification of education by renewing the link between education and democracy through grassroots and participatory environments.

Landri, P., & Peruzzo, F. (2026). AI and Education: A more-than human approach to education governance. In Palgrave Handbook of Science and Technology Studies in Education. Gourlay, Lesley et al.

Latour, B. (2004). Politics of Nature. How to Bring the Sciences Into Democracy. Harvard University Press.

McDonnell, J. (2024). Revisiting Rancière’s ‘radical democracy’ for contemporary education policy analysis. Educational Philosophy and Theory, 1–11. https://doi.org/10.1080/00131857.2024.2341856

Mouffe, C. (2005). On the political. Verso.

Ranciere, J. (2004). The politics of aesthetics. The distribution of the sensible. Continuum.

L.06

Porous Educational Landscapes: Interdisciplinary Approaches to Democratic Spaces

PANEL CONVENORS: Beate Christine Weyland (Free University of Bolzano, Faculty of Education); Simona Galateo (Free University of Bolzano, Faculty of Education); Katharina Tielsch (Technische Universität Wien – Architektur und Raumplanung)

PANEL KEYWORDS: Co-design, Democratic Educational Landscapes, Spatial Porosity

Creating new educational landscapes means moving beyond the traditional notion of school as a closed and hierarchical space, toward environments that are open, dynamic, and porous – capable of fostering democratic relationships and inclusive learning processes. Drawing on Richard Sennett's notion of porous boundaries and recent research on threshold pedagogies, we understand porosity as the spatial capacity to enable fluid exchanges between formal and informal learning, between school and community, and between disciplines – resisting the compartmentalization that characterizes traditional educational institutions. This panel explores how the interaction between pedagogy, architecture, and design can generate educational spaces that actively enable participation and agency. EDENSPACES, an interdisciplinary master's program developed at the Free University of Bozen-Bolzano, exemplifies this approach: a co-design laboratory where students, researchers, and professionals collaborate to envision sustainable, flexible environments that extend the concept of school into the community and the territory. In dialogue with the TRANSFORMER project at TU Vienna, which uses co-creative approaches and interdisciplinary methods to focus on the topic of climate and energy in and around a formerly vacant building, the panel will highlight how educational and civic spaces can overlap to address ecological and social challenges. Through theoretical contributions and case studies, the panel will examine how materiality and spatiality can shift from instruments of control to mediums of emancipation: flexible learning environments, co-designed outdoor classrooms, and maker spaces that embody democratic values through their very configuration. The goal is to outline principles for designing democratic educational landscapes deeply connected to civic life.

DEMOCRACY NEEDS SPACE: POROSITY AND PARTICIPATION IN EDUCATIONAL LANDSCAPES

Petra Regina Moog (Sophia::Academy, Germany)

Educational landscapes | Porous space | Democratic participation

Contemporary debates on democratic educational landscapes increasingly emphasize openness, porosity, and participation, particularly in relation to the overlapping of educational, civic, and ecological spaces. Schools are no longer understood solely as bounded institutions, but as part of wider landscapes in which learning, social interaction, and democratic practices are negotiated across spatial and institutional borders. Yet these debates often remain tied to architectural form or programmatic intention, while the processes through which democratic agency actually emerges in everyday educational practice remain under-theorized. This paper proposes an ecological reading of educational space, understanding educational landscapes not as static or bounded entities, but as living systems whose democratic quality depends on their capacity for access, adaptation, and continuous transformation across spatial scales. Against this backdrop, the paper draws on a learning design framework originally developed in constructionist learning (Papert, 1980) and later expanded in the context of creative learning (Resnick, 2017). Recently translated into the field of pedagogical architecture (Moog, 2026), the framework is here situated within debates on porosity, open systems, and democratic participation, and used as an analytical lens to examine how educational landscapes can actively enable democratic practices rather than merely accommodate them. Drawing on open systems theory (von Bertalanffy, 1968), educational landscapes can be understood as porous configurations in which boundaries between spaces, actors, and practices remain negotiable rather than fixed.Porosity does not primarily refer to architectural openness, but to the capacity of spatial arrangements and development processes to enable exchange between formal and informal learning, between school and community, and between different forms of knowledge and expertise. Democratic participation emerges under these conditions as a situated practice produced through access, negotiation, and shared responsibility over time. Participatory school development processes make these dynamics visible where spatial transitions are jointly designed, shared zones support multiple uses, and pupils, teachers, and other stakeholders engage in real spatial decisions with tangible consequences. Research on participatory school building highlights how such processes foster democratic learning and agency (Zenke, 2020). Studies on innovative learning environments further emphasize that the robustness of such spaces depends on sustained participation and alignment between educational vision and spatial practice (Frelin & Grannäs, 2021). Work on

pedagogical architecture underlines the importance of a shared language between pedagogy and design for maintaining participatory processes across professional and institutional boundaries (Weyland, 2017). This understanding of educational landscapes as porous and open systems connects to broader theoretical discussions on urban and spatial openness (Sennett, 2018) and resonates with current European research on educational transformation, such as the CLEAR project (2025). More recent contributions further frame schools as places of dwelling rather than fixed institutions, foregrounding long-term inhabitation and everyday practice as central to democratic educational landscapes (Weyland & Sigillo, 2025). Rather than presenting a new empirical case, the paper synthesizes insights from participatory school development practice and contemporary research to propose a transferable analytical perspective. It argues that democratic educational landscapes emerge where spatial porosity and participatory processes intersect, enabling education to be experienced as a shared, negotiated, and continuously evolving democratic practice.

von Bertalanffy, L. (1968). *General system theory: Foundations, development, applications*. George Braziller.

CLEAR Project Consortium. (2025). CLEAR – Compass of learning environments by active re-use. Erasmus+ Programme, Key Action 2: Cooperation Partnerships for Innovation. Erasmus+ Project Results Platform.

https://erasmus-plus.ec.europa.eu/projects

Frelin, A., & Grannäs, J. (2021). Designing and building robust innovative learning environments. Buildings, 11(8), 345.

https://doi.org/10.3390/buildings11080345

Moog, P. R. (2026). Beyond digital making: Extending “low floor, high ceiling, wide walls” to the design of learning environments. In press. INTED 2026 Conference.

Papert, S. (1980). Mindstorms: Children, computers, and powerful ideas. Basic Books.

Resnick, M. (2017). Lifelong kindergarten: Cultivating creativity through projects, passion, peers, and play. MIT Press.

Sennett, R. (2018). Building and dwelling: Ethics for the city. Farrar, Straus and Giroux.

Weyland, B. (2017). Pedagogy and architecture in action: The power of a common language. Ricerche di Pedagogia e Didattica, 12(3), 149–168.

https://doi.org/10.6092/issn.1970-2221/7642

Weyland, B., & Sigillo, B. (2025). Dwelling schools: Between pedagogy and architecture. Peter Lang.

Zenke, C. T. (2020). Baukulturelle Bildung und Partizipation in schulischen Bauprozessen. kubi-online.

https://www.kubi-online.de/artikel/baukulturelle-bildung-partizipation-schulischen-bauprozessen

BEYOND THE IVORY TOWER: POROUS EDUCATIONAL LANDSCAPES AS DEMOCRATIC PRACTICE AT TU WIEN

Karin Katharina Tielsch (Vienna University of Technology, Austria)

Climate Change Adaptation | Transdisciplinarity | Student Ambassadors

This paper explores the concept of "porous educational landscapes" through the lens of two innovative projects at TU Wien: Transformer and Cultural Collisions. Both initiatives tackle the urgent societal challenge of climate change adaptation by creating democratic spaces for exchange between higher education, schools, and the public. The core of this analysis focuses on how traditional institutional boundaries are bridged through transdisciplinary collaboration and peer-to-peer mediation. A key element in both projects is the involvement of university students who, within their curriculum, develop and facilitate educational modules. This approach transforms students into role models and ambassadors, bridging the gap between complex scientific research and the lived experience of children and adolescents. The projects represent two distinct yet complementary formats of "porous" learning: While Cultural Collisions functions as an interactive exhibition featuring various stations where students engage with scientific and artistic perspectives on climate change, The Transformer acts as a laboratory, providing hands-on formats that encourage experimental learning and technical empowerment. The "porosity" of these landscapes is manifested on three levels: Transdisciplinary Synergy: Collaboration occurs among students from diverse academic backgrounds and between university facilitators and school teachers, blurring the lines of traditional expertise. Methodological Sensitization: By utilizing hands-on laboratory work and exhibition-based learning, pupils are empowered to participate in democratic discourses regarding climate resilience. Institutional Openness: The projects dissolve the "ivory tower" of the university, carrying scientific discourse into the public sphere and directly into the everyday environment of schools. The contribution reflects on the potential of these formats to foster a democratic culture of learning. It demonstrates how involving young adults as mediators not only enhances their own sense of agency but also strengthens the engagement and self-efficacy of the next generation in the face of the climate crisis.

Bildung für nachhaltige Entwicklung in der Hochschullehre, source: https://www.hochn.uni-hamburg.de/-downloads/handlungsfelder/lehre/hoch-n-leitfaden-bne-in-der-hochschullehre.pdf, 24.02.2026

https://transformer.project.tuwien.ac.at/

https://www.tuwien.at/cultural-collisions

BEYOND THE SCHOOL: TRAINING SPATIAL POROSITY ACROSS PEDAGOGY, ARCHITECTURE, AND NATURE. THE CASE OF EDENSPACES

Simona Galateo (Free University of Bolzano, Italy) · **Beate Weyland** (Free University of Bolzano, Italy)

Spatial porosity | interdisciplinary training | democratic educational landscapes

The notion of educational landscapes today extends far beyond the school. Alongside formal educational institutions, a growing number of community organisations, cultural associations, and civic initiatives are developing their own educational programmes as drivers of social connection and collective value: neighbourhood houses, community gardens, cultural hubs, hybrid indoor-outdoor spaces operating in the interstices of the contemporary city as genuine third spaces (Galateo, 2024). In these settings, education is not an ancillary service but a structural element, and the quality of the space in which it unfolds becomes a political question: space is never neutral, and its material configuration either enables or inhibits democratic relationships, participation, and agency (Weyland & Galateo, 2023). Contemporary educational landscapes cut across built environments, open spaces, threshold zones, and spatial configurations designed to dissolve the boundary between inside and outside. This is the porosity between space and society that Sennett (2018) describes, the spatial capacity to sustain fluid exchanges between formal and informal learning, between school and community, between disciplines. Yet designing and transforming such environments demands competences that remain siloed across separate fields. Educators, architects, landscape designers, product designers, and ecologists each operate with their own tools and vocabularies, with few opportunities for genuine cross-disciplinary dialogue. This fragmentation is increasingly untenable. What is needed is both a professional figure capable of working across these domains and a training model that is itself porous. EDENSPACES, a second-level master's programme launched in 2025 at the Free University of Bozen-Bolzano and the first of its kind in Italy, was established to develop precisely this figure. The curriculum weaves together pedagogy, architecture, landscape, design, botany, and ecology within a programme built around intensive residential sessions that combine lectures, co-design workshops, field visits, and collaborative project work. This immersive format is rooted in sustained, situated dialogue among students, scholars, and practitioners from diverse backgrounds. The choice of residential intensives is not a matter of logistics but of pedagogy: porosity between disciplines requires shared time, common physical spaces, and the opportunity to unlearn the boundaries of one's own field. The first cohort of 20 students confirms the nature of the demand: 16 come from architecture, engineering, design, or communication, and only 4 from education sciences. These figures point to a strong demand for pedagogical competences among spatial professionals, and equally to the need to make the field more accessible to those working in education. From the earliest sessions of the programme, a collective taxonomy of educational landscapes took shape, spanning school gardens to urban squares, corridors to neighbourhood houses, coastal parks to museums: categories that overlap and cross-pollinate, porous by definition. It is precisely this permeability that demands a perspective capable of holding together the scale of nature, the scale of construction, and the scale of social relations, rendering any monodisciplinary approach inadequate. This paper presents the rationale, structure, and early evidence from EDENSPACES, arguing that training professionals capable of operating across disciplinary boundaries is a necessary condition for the democratic transformation of educational landscapes, within and beyond the school.

Weyland B., Sigillo B. (2025). Dwelling schools. Between Pedagogy and Architecture. Oxford: Peter Lang. Open Access.

Galateo, S. (2024). “Terzi spazi. Dalla rigenerazione, avamposti verdi per la comunità educante”. In B. Weyland & G. Boaretto (Eds.), Nuovi Paesaggi Educanti. Intrecci generativi tra natura e cultura. Edizioni Junior.

Sennett, R. (2018). Building and Dwelling: Ethics for the City. Allen Lane.

Weyland, B., & Galateo, S. (2023). Atelier Scuola. Edizioni Junior.

FROM WASTE TO WORKSHOP: UPCYCLING AS A POROUS INFRASTRUCTURE FOR DEMOCRATIC ENGINEERING EDUCATION

Alexander Pichlhöfer (Research Unit of Ecological Building Technologies, Institute of Material Technology,Building Physics and Building Ecology, Faculty of Civil and Environmental Engineering, Vienna University of Technology, Austria) · **Bianca-Maria Köck** (Research Unit of Process Systems Engineering, Institute of Chemical, Environmental and Bioscience Engineering, Faculty of Technical Chemistry, Vienna University of Technology, Austria)

upcycling | material pedagogy | porous education

This contribution explores how low-cost upcycling practices can function as material infrastructures for democratic engineering education. Within the Transformer project at TU Wien, an interdisciplinary outreach and co-creation initiative addressing climate and energy challenges, discarded office folders, plastic packaging, and other waste materials are shaped into furniture, inflatable mechanisms, and experimental prototypes. Rather than relying on specialized equipment and conventional purpose-designed workshop materials, these workshops deliberately employ materials that are commonly perceived as trash. Drawing on Richard Sennett's notion of porous boundaries in urban and social systems (Sennett, 2018), such material choices dissolve boundaries between formal engineering education and everyday life. By bringing everyday materials into structured workshops, informal experimentation and formal learning begin to overlap. By working with low-value materials, participants experience engineering not as a distant, high-tech discipline, but as an accessible practice grounded in experimentation and improvisation. (1) Threshold Accessibility: Upcycled materials reduce financial and psychological barriers, creating liminal spaces of experimentation that resonate with the concept of threshold learning (Meyer & Land, 2003). Engineering principles become approachable through hands-on exploration rather than abstract instruction. (2) Material Emancipation: Objects designed for disposal are reconfigured as tools of agency. This shift resonates with emancipatory pedagogical traditions that emphasize active transformation over passive consumption (Freire, 1970), finds contemporary expression in democratic education theories foregrounding agency and subjectification (Biesta, 2017), and aligns with socio-material approaches that understand learning as entangled with material practices (Fenwick et al., 2011). (3) Reframing Engineering Practice: By working with discarded and low-value materials, participants encounter engineering as a process of exploration rather than precision and control. The absence of expensive equipment and predefined outcomes shifts attention from technical perfection to iterative experimentation. Engineering thus appears not as an exclusive high-tech discipline, but as an accessible civic practice grounded in creativity, responsibility, and collective problem-solving. Through these practices, Transformer extends engineering education beyond the laboratory into civic and everyday contexts. Upcycling becomes not only a sustainability strategy, but a pedagogical approach that embodies democratic values through material practice. In line with research on maker education as a democratizing force in technical learning (Blikstein, 2013; Martin, 2015), such low-threshold environments contribute to the creation of porous educational landscapes where technical knowledge, ecological responsibility, and civic participation intersect.

Biesta, G. J. J. (2017). The rediscovery of teaching. Routledge.
https://doi.org/10.4324/9781315617612

Blikstein, P. (2013). Digital fabrication and "making" in education: The democratization of invention. In J. Walter-Herrmann & C. Büching (Eds.), FabLabs: Of machines, makers and inventors (pp. 1–21). Transcript Verlag.

Fenwick, T., Edwards, R., & Sawchuk, P. (2011). Emerging approaches to educational research: Tracing the socio-material. Routledge.

Freire, P. (1970). Pedagogy of the oppressed. Continuum.

Martin, L. (2015). The promise of the maker movement for education. Journal of Pre-College Engineering Education Research, 5(1), 30–39.
https://doi.org/10.7771/2157-9288.1099

Meyer, J. H. F., & Land, R. (2003). Threshold concepts and troublesome knowledge: Linkages to ways of thinking and practising. In C. Rust (Ed.), Improving student learning – Theory and practice ten years on (pp. 412–424). OCSLD.

Sennett, R. (2018). Building and dwelling: Ethics for the city. Farrar, Straus and Giroux.

DIALOGICAL PROCESSES AND THE CO-DESIGN OF POROUS EDUCATIONAL LANDSCAPES IN HIGHER EDUCATION

Cornelia Dinsleder (University of Teacher Education Lucerne, Switzerland) · **Ulrich Kirchgässner** (University of Teacher Education Lucerne, Switzerland) · **Eliya Pagelli** (University of Teacher Education Lucerne, Switzerland)

Dialogue | Learning spaces | Higher Education

A central problem in university planning lies in the limited involvement of students and other user groups. Long planning cycles, institutional hierarchies, disciplinary compartmentalization, and the indeterminacy of future needs often hinder meaningful participation. Spatial planning risks reproducing hierarchical structures and traditional seminar rooms shaped by surveillance, standardization, and fixed seating arrangements rather than enabling democratic agency and student-centred learning. Our guiding question is therefore: How can universities become “future-fit” by fostering permeability both in their planning processes and in their architectural outcomes? How can dialogical formats and participatory practices contribute to creating changeable, adaptable educational landscapes? Drawing on Richard Sennett’s concept of porous boundaries and theories of dialogical education (e.g., Rogers’ notion of self-actualization, Roger 1983), we argue that permeability must first be cultivated socially before it can manifest architecturally. Porous educational landscapes emerge through dialogical cultures that enable interdisciplinary collaboration and empower those affected by spatial decisions. Moving from participation as consultation toward participation as dialogue transforms planning into a co-creative learning process. These theoretical reflections are grounded in interconnected projects such as LEA – Learning Environment Applications, 2020 - 2023 and HESD – Higher Education Space Development, 2024 – 2026 at the university of teacher education in Lucerne. Within the own Campus development for the future location of Lucerne University of Teacher Education in Switzerland we supported the implementation of a structured participation concept. Student participation was embedded into credited workshops. Inspired by Barcamp formats and structured through Ruth Cohn’s (1984) Theme-Centered Interaction model, dialogical workshops linked individual needs, social interaction, and spatial design questions. A key methodological innovation was the “Social Dimensions Mapping” approach, combining organizational constellation methods (MAST) with group-dynamic models of proximity/distance and continuity/change (Berdelmann et al 2016, 113-116). Findings from our ongoing HESD research project on the systematic analysis of teaching and learning space development in Switzerland, Germany, and Denmark complement this participatory work. Using videography, document analysis, and interviews, we examined innovative didactic–spatial configurations such as inquiry-based learning workshops, active-learning seminar rooms, and interdisciplinary innovation labs. Success factors identified in the study were directly integrated into the co-development of open teaching and learning areas at PH Lucerne and PH Schaffhausen. Taken together, these projects demonstrate that porous educational landscapes are not merely architectural outcomes but the result of dialogical planning cultures, empirical analysis, and iterative co-design. We therefore propose conceiving the university as a heterogeneous and evolving educational landscape characterized by spatial diversity, adaptability, and continuous transformation.

Berdelmann, K.; Dinsleder C. ; Kirchgässner U. et al. (2016). Schularchitektur im Dialog. Bern: hep.

Cohn, Ruth C. (1984). Von der Psychoanalyse zur themenzentrierten Interaktion. Von der Behandlung einzelner zu einer Pädagogik für alle. Stuttgart: Klett-Cotta.

Ninnemann, K. (2018). Innovationsprozesse und Potentiale der Lernraumgestaltung an Hochschulen - Die Bedeutung des dritten Pädagogen bei der Umsetzung des ›Shift from Teaching to Learning‹. Waxmann: Münster, New York.

Rogers, Carl R. (1983). Therapeut und Klient: Grundlagen der Gesprächspsychotherapie. Fischer: Frankfurt a.M.

Sennett, Richard (2018). Building and Dwelling: Ethics for the City. München: Penguin.

EDUCATIONAL LANDSCAPES AND URBAN RESILIENCE: REIMAGINING SCHOOLS AS SOCIO-ECOLOGICAL NODES. THE CASE OF SAVONA

Alessandro Frigerio (Politecnico di Milano, Italy)

educational landscape | school courtyards | urban resilience

The relationship between educational practices, architecture and open spaces has been explored for more than a century. Well-known pedagogical approaches developed by Froebel, Montessori, Pizzigoni and Steiner emphasized the importance of nature and outdoor environments in supporting children's cognitive, physical and social development, opening a broader reflection on the spatial dimension of learning. During the twentieth century, this debate intensified with the spread of the principles of the modern movement and influenced the architectural and pedagogical discourse on school design in the post-war period (Rogers, 1960; Buzzi and Polo, 1960). Despite these theoretical advancements and the typological evolution of school complexes, the current situation in Italy is still characterized by a widespread condition of poor-quality school open spaces. Schoolyards are often poorly integrated with indoor environments and rarely connected with pedagogical programmes, limiting their potential as places for learning, social interaction and well-being. The Covid-19 pandemic made these shortcomings even more evident, reopening the debate on the importance of outdoor environments within educational systems and on the role that school open spaces can play in supporting more resilient forms of education and urban life (Sabbadini et al., 2011; Mirchandani and Wright, 2015; Fianchini, 2017; Dessì and Piazza, 2020; Belloni and Manganaro, 2022). In this context, school open spaces can be reconsidered as strategic components of broader socio-ecological infrastructures. Rather than residual areas within school complexes, they can become catalysts for ecosystem services, environmental awareness and active learning practices, contributing to the construction of educational landscapes where formal, informal and experiential learning processes intersect. The paper discusses the case of the city of Savona, where the Territorial Strategy for Sustainable Urban Development co-financed by the European Regional Development Fund identified school open spaces as key components of a broader urban regeneration strategy. Starting from an integrated urban, environmental and socio-economic analysis that involved local stakeholders and civil society, the strategy proposes a reorganization of public spaces and urban heritage through a constellation of punctual landscape interventions aimed at activating a socio-ecological network capable of mitigating environmental and social vulnerabilities while strengthening territorial resilience. Within this framework, two pilot projects – one located in a central school and the other in a peripheral neighbourhood – explore the transformation of schoolyards into biodiversity gardens and environmental awareness spaces for active learning, play and social interaction, while fostering their integration with surrounding public spaces and ecological networks. By re-signifying schoolyards as civic nodes and experiential learning environments, the project reframes schools as socio-ecological infrastructures within the urban landscape. The paper discusses the methodological approach underlying this process and identifies key landscape design criteria addressing aesthetic-formal, ecological-environmental and pedagogical-functional dimensions, contributing to the broader debate on educational landscapes and resilient urban environments.

Belloni F., Manganaro E. (2022) Scuole-schulen-schools-écoles-escuelas, in "FAM", 56

Buzzi Ceriani F., Polo G. (1960) L'evoluzione dell'architettura scolastica negli ultimi quarant'anni, in "Casabella", 245, 1960

Cicconcelli C. (1960) L'edilizia scolastica italiana prima del piano decennale, in "Casabella", 245

Dessì V., Piazza A. (2020), La scuola è in cortile: strategie e buoni esempi per valorizzare il cortile scolastico, Milano, UNA Press

Fianchini M. (ed) (2017) Rinnovare le scuole dall'interno. Scenari e strategie di miglioramento per le infrastrutture scolastiche, Maggioli Editore, Santarcangelo di Romagna

Mirchandani N., Wright S. (2015), Future Schools: innovative design for existing and new building, RIBA Publishing

Rogers E. N. (1960) Opinioni sulla XII Triennale, in "Casabella", 243

Sabbadini S., Valera A., Brasacchio, C. (2011), Aule verdi all'aperto. Il giardino di scuola per educare all'ambiente, Bologna, EMI, 2011

SCHOOL AS A COMMON GOOD: A POROUS PLANT NURSERY LINKING ARCHAEOLOGY, NATURE AND COLLABORATIVE ART IN TARANTO

Bruna Sigillo (Free University of Bozen, Italy) · **Teresa Gargiulo** (Istituto Comprensivo Alessandro Volta di Taranto)

Permeable landscapes | Architecture and Pedagogy | School as a Plant Nursery

Can a lightweight, nature-based design transform a school into a community plant nursery, reclaiming a neglected heritage as a common good? This proposal addresses this central question by focusing on the relationship between a school building and the Archaeological Park of the Greek Walls (Pierre Wuilleumier) in Taranto, which it overlooks. Located in a city severely affected by industrial pollution, the park represents a vital green lung and a small urban forest with over a thousand trees capable of CO2 absorption. However, this 5th-century BC Spartan archaeological site currently suffers from neglect, a lack of informational signage, and urban decay. The project proposes an interdisciplinary approach—integrating pedagogy, architecture, contemporary art, and nature—to reimagine the school as a community hub and a gateway to the park. Adopting the concept of porous educational landscapes, the school transcends its traditional walls to serve as a catalyst for outdoor learning and civic engagement. In this context, the school is conceived as a plant nursery: a place where new democratic relationships and environmental awareness are cultivated, mirroring the "Green Belt" initiative aimed at purifying urban air. The interdisciplinary design can utilize lightweight exhibition systems to create a "threshold" between the institutional space and the archaeological site. This solution facilitates fluid exchanges, transforming the park into a functional extension of the classroom. To activate this space, the project incorporates collaborative art, inspired also by the philosophy of Hervé Tullet. By engaging students and citizens in co-creative processes, such as the "Expo Idéale", the project challenges stereotypes of isolated talent and promotes an inclusive environment where the creative process itself becomes a tool for social justice. The school, acting as a plant nursery, becomes the park's guardian, providing the necessary "pedagogical tool" to make archaeological ruins accessible and understandable to the public. Ultimately, this research demonstrates how interdisciplinary dialogue between pedagogy and architecture can transform materiality from an instrument of control into a medium of emancipation. By reclaiming the Greek Walls as an active place of learning and art, the school strengthens its role as a common good, demonstrating that even in contexts marked by industrial crisis, porous design can foster a sustainable and democratic future for the entire "educating community".

DE CARLO, Giancarlo. 2018. La piramide rovesciata. Architettura oltre il ’68, a cura di De Pieri, Filippo. Macerata: Quodlibet

FAIFERRI, BARTOCCI, PUSCEDDU. Innovative Learning Spaces. List, Trento, 2018. ISBN 8899854408FRODEMAN, Robert. 2017. The Oxford handbook of Interdisciplinary. Oxford: University Press.

HUGHES, FRANZ, WILLIS. School spaces for Student Wellbeing and Learning. Springer Nature, Singapore, 2019. ISBN 9789811360923

INGOLD, Tim. Ecologia della cultura. Meltemi, Milano, 2001. ISBN 9788869162091

MALLGRAVE, Henry Francis. 2015. L’empatia degli spazi. Milano: Raffaello Cortina.

MONDAINI, Gianluigi. Spazio e formazione. Edilstampa, Roma, 2018. ISBN 8878641324

PALOMA, Filippo Gomez. Embodiment& School. Pensa Multimedia, Lecce, 2020. ISBN 9788867607648

SIGILLO, Bruna. Coccapani Planetary Garden. A transgenerational, common, possible learning space. UOU scientific journal #01, 84-91. ISSN: 2697-1518. https://doi.org/10.14198/UOU.2021.1.08

TULLET, H. La fabbrica dei colori. I laboratori di Hervé Tullet. Milano: L'Ippocampo, 2016.

VAN DER LINDEN, S. Hervé Tullet: il genio dell'infanzia ritrovata. In La fabbrica dei colori. Milano: L'Ippocampo, 2016.WEYLAND, Beate, STADLER-ALTMANN, GALLETTI, PREY. Scuole in movimento. Progettare insieme tra pedagogia, architettura e design. Franco Angeli, Milano, 2019. ISBN 9788891792426

THE THICKNESS OF THE BORDER. LANDSCAPE DESIGN AS PEACE INFRASTRUCTURE

Angela Palmitessa (Università Sapienza, Italy)

Transboundary Landscapes | Peace Parks | Ecotone

This contribution explores landscape design as a tool for spatial mediation and as a form of peace infrastructure within transboundary border contexts, considering peace parks as emblematic devices of this practice. Borders are often drawn at geopolitical scales and historically conceived as mechanisms of separation, surveillance, and control, operating according to logics that interrupt spatial continuity, fragment ecological systems, and reinforce political divisions between neighboring territories. In contrast to this paradigm, the paper proposes an alternative interpretation through the

ecological concept of the ecotone, a transitional zone where different ecosystems meet and interact. Rather than understanding the boundary as a thin line of separation, the ecotone suggests a relational thickness: a dynamic spatial condition marked by high levels of interaction, overlap, and transformation. Within this perspective, borders can be reinterpreted as spaces of encounter where the interaction between systems generates complexity, adaptability, and continuous evolutionary potential. Engaging with the non-immunitarian perspectives highlighted in the call for papers, approaches that challenge the idea of space as a protective enclosure designed to exclude difference, landscape design is framed here as a practice capable of operating in continuity with existing conditions while enabling the adaptive transformation of territories disturbed or fragmented by frontier infrastructures. Rather than reinforcing barriers, landscape interventions may act as mediating frameworks that reconnect divided environments and encourage cooperative spatial practices. Through the analysis of selected border landscapes and parks developed in proximity to transboundary areas, the contribution investigates how public spaces and landscape projects can transform territories traditionally characterized by infrastructural transit and geopolitical control into environments of interaction and shared stewardship. These sites, often located along former military zones, demilitarized corridors, or heavily regulated borderlands, possess ecological and spatial characteristics that can be reactivated through design strategies oriented toward openness and coexistence. By integrating ecological restoration, public accessibility, and symbolic reconciliation, such projects may support new forms of cross-border dialogue and shared territorial identities. In this sense, landscape architecture emerges as a mediating discipline operating across environmental, spatial, and cultural dimensions, redefining spaces of division as platforms for coexistence, environmental regeneration, and democratic spatial practices. The landscape project thus becomes not only a design intervention but also a cultural and political act capable of fostering new imaginaries of cooperation and collective belonging across geopolitical boundaries.

Agamben, Giorgio. Quando la casa brucia. Macerata: Giometti & Antonello, 2020;
Kang, Han. Nella notte più buia il linguaggio ci chiede di cosa siamo fatti. A cura di Milena Zemira Ciccimarra. Traduzione di Lia Iovenitti. Milano: Adelphi, 2025;
Trías, Eugenio. Filosofía del límite. Barcelona: Ediciones Destino, 1991;
Czerniak, Julia, and George Hargreaves. Large Parks. Princeton Architectural Press, 2007;
Swatuk, Larry A. Confronting the Elephant in the Room: Peace Parks in Theory and Practice. In R.A. Matthew, E. Nizkorodov, C. Murphy (Eds.), Routledge Handbook of Environmental Security. Routledge;
Swatuk, Larry A. Peace Parks Conservation and Conflict;

LAND ART AS A PEDAGOGICAL LANGUAGE FOR SUSTAINABILITY IN EARLY CHILDHOOD EDUCATION: PLACE, COMMUNITY, AND EMBODIED LEARNING

Michela Bongiorno (INDIRE, Italy) · **Alessia Rosa** (INDIRE, Italy)

Land Art | Sustainability | ECEC

The relationship between children and the natural environment represents one of the most generative terrains for early childhood education, yet sustainability is still too often approached as a declarative value rather than a lived experience. This contribution proposes Land Art as a pedagogical language capable of fostering the understanding of sustainable ways of living from an experiential and place-based perspective, with particular attention to early childhood education and care (ECEC) contexts. The theoretical framework draws on embodied and situated learning (Rivoltella, 2013), grounding the proposal in the conviction that values such as sustainability can only be genuinely understood and shared through direct, immersive engagement with the environment. This perspective recalls the experiential approach of Patrick Geddes — Scottish biologist, sociologist and pioneer of regional and urban planning — whose expression "Vivendo discimus — by living we learn" (Kitchen, 1975) anticipates many of the principles that today inform place-based education and active citizenship pedagogy. Land Art is mobilised here not merely as an artistic reference but as a transdisciplinary and transversal practice. Originating in the 1960s in parallel with the rise of environmental awareness, it develops art within and through the environment, reclaiming and re-signifying space through collective and inclusive processes of environmental care. This bottom-up dimension opens educational processes to dynamic and overlapping relationships between learners, environment, and community, linking pedagogical experience to democratic engagement with place. The acquisition of an observational and exploratory gaze (central to Land Art practice) aims to reconstruct children's sense of place

belonging in terms of civitas, and to unclose that genius loci (Brusa Pasquè, 2020) that is necessary to shape more open, participatory, and sustainable educational practices. The foundational principles of Land Art find a particularly fertile common ground in young children's ways of exploring the world through all five senses, making ECEC contexts a privileged site for this kind of educational experience. These theoretical assumptions are explored through a qualitative case study involving three 0-6 services distributed across the Italian territory. Participants include teachers, educators, and a local community representative for each context, whose perspectives are gathered through semi-structured observation and interview tools. Data will be analysed through the identification of meaning aggregations, allowing for the emergence of recurring patterns and situated interpretations of how Land Art practices intersect with sustainability education, community belonging, and spatial re-signification in early childhood settings. The contribution aims to offer both a theoretical elaboration and an empirically grounded reflection on the potential of Land Art as a tool to act local and think global, connecting educational innovation, environmental awareness, and civic participation from the earliest years of life.

Bianchi, G., Pisiotis, U., & Cabrera Giraldez, M. (2022). GreenComp: The European sustainability competence framework (Publications Office of the European Union). European Commission. https://doi.org/10.2760/13286

Brusa Pasqué, E. (2020). Genius Loci: to save the landscape. AND Rivista Di Architetture, Città E Architetti, 38(2). Recuperato da https://and-architettura.it/index.php/and/article/view/411

Chellini, C., & Rosa, A. (Eds.). (2024). Arte e creatività nella scuola italiana: Teorie, progetti, prospettive. Carocci

Geddes, P. (2012). Cities in evolution: An introduction to the town planning movement and to the study of civics (Classic Reprint). London: Forgotten Books

Kitchen, P. (1975). Patrick Geddes: A biographical essay. Built Environment Quarterly, 1(1), 61

Rivoltella, P. C. (2013). Fare didattica con gli EAS. Episodi di apprendimento situati. Brescia: La Scuola

DESIGNING POROUS MULTISPECIES EDUCATIONAL LANDSCAPES: AN INTERDISCIPLINARY STUDY ACROSS PEDAGOGY, ARCHITECTURE, AND DESIGN

Giusi Boaretto (Libera Università di Bolzano-BozenItaly)

Educational Landscapes | Interdisciplinary Design | Multispecies Conviviality

The social, ecological, and spatial inequalities that increasingly characterize contemporary educational contexts call for a critical reconsideration of how educational spaces are conceived, organized, and inhabited. Within this perspective, this contribution presents an ongoing research project situated at the intersection of ecopedagogy, ecological education, and new materialist approaches. It builds on the premise that educational environments should not be understood merely as containers of learning, but rather as relational ecosystems in which human subjects, materials, spaces, plants, and other living beings actively co-participate in educational processes (Barad, 2007; Haraway, 2016; Murris, 2022). The research, currently under development within a postgraduate Master's programme dedicated to the design of educational environments at the intersection of pedagogy, architecture, and design, explores how an interdisciplinary pedagogical pathway can foster the development of competencies oriented toward the design of educational spaces that are accessible, shared, and inclusive for all living beings. The project adopts a perspective grounded in ecological justice and multispecies conviviality. The theoretical framework integrates contributions from critical ecopedagogy (Freire, 1968/2018; Misiaszek, 2020) and transformative approaches to sustainability education (Sterling, 2001; Wiek et al., 2011). Methodologically, the study is designed as an exploratory case study with a qualitative orientation, complemented by elements of mixed methods (Yin, 2017; Guetterman & Fetters, 2018). The case is represented by a course within the Master's programme conceived as a privileged setting for observing the emergence of interdisciplinary learning processes among pedagogy, architecture, and design. The educational pathway is structured in a blended format and includes dialogic lectures, case study analysis, design workshops, and in-person discussion sessions. Within this environment, students are invited to develop proposals for green curricula and spatial-material devices capable of activating meaningful relationships between the human and the more-than-human world. Data collection will involve multiple sources, including the analysis of design artefacts produced during the course—such as conceptual maps, curriculum proposals, spatial concepts, and educational devices—as well as individual reflective journals documenting transformations in educational imaginaries, professional perspectives, and representations of the relationship between education, space, and the more-than-human world. Data analysis will follow an interpretive thematic approach focusing on the development of ecological, design-oriented, and

collaborative competencies. The study aims to contribute to current debates on the role of higher education in fostering innovative practices of educational design oriented toward multispecies conviviality, reimagining educational environments as spaces of cohabitation, care, and shared responsibility

Barad, K. (2007). Meeting the Universe Halfway: Quantum Physics and the Entanglement of Matter and Meaning (2nd edition). Duke University Press.

Freire, P. (2018). La pedagogia degli oppressi. GruppoAbele. (edizione originale, 1968)

Guetterman, T. C., & Fetters, M. D. (2018). Two Methodological Approaches to the Integration of Mixed Methods and Case Study Designs: A Systematic Review. American Behavioral Scientist, 62(7), 900-918. https://doi.org/10.1177/0002764218772641

Haraway, D. J. (2016). Staying with the trouble. Making kin in the chthulucene. Duke University Press.

Misiaszek G.W. (2020). Ecopedagogy. Critical Environmental Teaching for Planetary Justice and Global Sustainable Development. Bloomsbury.

Murris, K. (2022). Karen Barad as Educator. Agential Realism and Education. Springer.

Sterling, S. (2001). Sustainable Education: Re-Visioning Learning and Change. Green Books.

Wiek, A., Withycombe, L., & Redman, C. L. (2011). Key competencies in sustainability: a reference framework for academic program development. Sustainability Science, 6, 203–218. https://doi.org/10.1007/s11625-011-0132-6

Yin, R. K. (2017). Case Study Research and Applications: Design and Methods (6th edition). Sage.

L.07

Rethinking Care and Learning Within the Posthuman Turn

PANEL CONVENORS: Ludovica Rubini (University of Trieste); Assunta Viteritti (Sapienza University of Rome); Letizia Zampino (University of Trento); Jesse Bazzul (University of Regina, Canada)

PANEL KEYWORDS: Posthuman care and learning, Algorithmic accountability, Human-robot collaboration

The rapid diffusion of artificial intelligence (AI) technologies and advanced robotics within educational and healthcare systems is reshaping institutional practices, redistributing power, and redefining concepts of care, teaching and medical expertise. Adaptive learning, robotic surgery and algorithmic decision-making represents examples of non-human actors embedded in clinical and learning environments. This panel explores how educational institutions and healthcare systems can engage with these transformations and contribute to envisioning a democratic future of care within an emerging posthuman context. From a science and technology studies (STS) perspective, we consider AI-based technologies and robotics as sociomaterial assemblages that affect organizational routines, professional cultures, and daily interactions. We welcome theoretical, empirical, and methodological contributions addressing topics such as: Critical data practices and ethical awareness in healthcare training and medical education; Professional authority and autonomy within hybrid environments (e.g., clinical or leaning robot collaboration). AI-based technologies within higher education, healthcare systems and welfare environments; Accountability when errors or outcomes are produced by the entanglement of human and non-human agents in diagnosis or assessment. Care and learning as practice enacted, perceived, and reshaped by screens, sensors, robotics and algorithms.

IMAGINING A RELATIONAL ETHICS OF BECOMING AT THE HEART EDUCATION

Jesse Bazzul (University of Regina, Canada)

Ethics | Becoming | Posthumanism

Education has always straddled two relatively stable foundational narratives or ethical orientations. While these ethical orientations can be described in a number of ways, together they have to do with the agonistic opposition between the reproduction of knowledge and societal interests of a dominant culture/power versus the freedom to experiment and transform societies. Hannah Arendt (2006) perceived the complexity of this problem in her insistence of both conserving a shared inherited world for children, whilst recognizing the unavoidable natality of educatio—in that all children begin (in) this world anew and will inevitably innovate and change the world. While it is difficult to resolve this relational tension at the heart of education, it remains the case that education scholars have not fully grappled with what this means for a more vibrant and complex educational ethics that is well situated to engage our shared ecological crisis and growing authoritarianism with both courage and joy. One hopeful aspect is that such an ethics must ultimately emerge from educational settings, because ethics lies at the very heart of the discipline and practice of education (Bazzul 2023). No other discipline or field of practice engages ethics as much as education. This presentation will outline a work in progress that attempts to situate a vital ethics of becoming as a viable alternative for education writ large. Drawing from the work of Gilles Deleuze and Felix Guattari (1988), along with other sociomaterialist thinkers such as Manuel Delanda and Rosi Braidotti, this presentation outlines a repositioning of an intensive relation ethics in ontological terms. The paper/presentation will first

do this by stressing the important opposition between morality and ethics—one that directly applies to the opposition Hannah Arendt outlines—where one is based largely in acts of comparison to an already established code, and the other a much more comprehensive inquiry into how educators might facilitate an enabling ethics of becoming. The presentation elucidates some ethico-ontological concepts from the work of Deleuze and Guattari (1988) such as Bodies without Organs (BwO), planes of consistency, and the articulation of strata to demonstrate that the more-than-human ethics necessary to survive our ecological crisis and bring about a more joyous society is also a question of collectively composing a relational ethical-scape through education. The educator's role is to set the conditions for intensive relations and processes of becoming—a kind of becoming that ultimately cannot be privatized or restricted to human relations. This involves practices of creative composition and identifying strategic assemblages of resistance against forces of domination and control (Delanda 2016). The discipline and practice of education must take seriously its longstanding and important relation to ethics, as it is here that questions of being and becoming are encountered most intensely, comprehensively, and directly. Possibilities for ethical experimentation will be discussed.

Arendt, H. (2006). The crisis in education. Between past and future, 170-193.
Bazzul, J. (2023). An intense calling: How ethics is essential to education. University of Toronto Press.
DeLanda, M. (2016). Assemblage theory. Edinburgh University Press.
Deleuze, G., & Guattari, F. (1988). A thousand plateaus: Capitalism and schizophrenia. Bloomsbury publishing.

MINOR INFRASTRUCTURES: ETHICS AND WORLD-MAKING IN EARLY CHILDHOOD EDUCATION

Emily Ashton (University of New Brunswick, Canada) · **Nancy van Groll** (Capilano University, Canada) · **JoAnna Rickard** (University of New Brunswick, Canada)

early childhood education · ethics · infrastructures

We write within a geopolitical moment characterized by resurgent authoritarianisms, extractive capitalism, ecological precarity, and forms of disaster nationalism that mobilize crisis to consolidate power (Seymour, 2024). These formations reorganize life through overt political regimes and infrastructures that standardize and dominate in the name of protection and stability. Early childhood education (ECE) is one of the first institutional sites where such logics are introduced and rehearsed. In response, we propose three minor infrastructures—archive, mycelium, and cordage—as ethical conditions for shared world-making in ECE. While Manning (2016) theorizes the minor gesture as a virtual and processual force, we extend the minor into the domain of infrastructure, rethinking it beyond state-led "major" systems tied to territorial consolidation, developmental logics, and social standardization. This reorientation brings into focus subtle and often overlooked networks of solidarity that sustain life in humble yet transformative ways. Following Murphy (2013), infrastructures are understood as constellations of relations that draw human and more-than-human worlds together into "patterned conjectures" (p. 10), distributing capacities for action, obligation, and care. In contrast to major infrastructures, minor infrastructures cultivate conditions that hold space for the unruly, emergent, and affective (Deleuze & Guattari, 1987). The archive, drawing on Povinelli (2011), is approached as both a site of memory and an ongoing process of world-making. Beyond institutional repositories, the archive becomes a living pedagogical practice that transmits histories of struggle and survival and delineates the contours of collective imagination. As a minor infrastructure, it unsettles nationalist mythologies and re-situates children within contested histories, opening ethical relation as a "continual variation on experience" (Manning, 2016). The mycelial figure names subterranean infrastructures of exchange, entanglement, and decomposition. Thinking with fungal networks interrupts ethical frameworks that privilege coherence, scalability, and control by attending to the infrastructures through which ideas become perceptible, knowable, and actionable. Following Yusoff's (2013) account of the "politics of sense," this infrastructure invites ethical relations that remain contingent and accountable to the more-than-human worlds children already inhabit. Finally, cordage materializes solidarity as a doing: a process of twisting and binding. Cordage names the slow, repetitive, collective labour through which fragile strands become tensile structures. Drawing on Hunt-Hendrix and Taylor's (2024) account of solidarity as a world-changing practice that must continually be built and rebuilt, cordage foregrounds how collective capacity emerges through

tension, care, and repetition in ECE. Such practices cultivate forms of shared endurance that exceed individualized models of responsibility. In the larger paper, we develop archive, mycelium, and cordage as minor infrastructures that reframe ethics as an infrastructural practice grounded in the relational labour through which shared worlds are sustained and remade (Benjamin, 2024; Berlant, 2016; Maynard & Simpson, 2022). Given the constraints of a conference presentation, this talk focuses on the archive, tracing how living pedagogical practices of memory and story in ECE participate in making world-sustaining—or world-ending—ethical relations at the intersection of the pedagogical and the political.

Berlant, L. (2016). The commons: Infrastructures for troubling times. Environment and Planning. D, Society & Space, 34(3), 393-419. https://doi.org/10.1177/0263775816645989

Benjamin, R. (2024). Imagination: A manifesto. Duke University Press.

Deleuze, G., & Guattari, F. (1987). A thousand plateaus: Capitalism and Schizophrenia (B. Massumi, Trans.). University of Minnesota Press

Hunt-Hendrix, L. & Taylor, A. (2024). Solidarity: The past, present, and future of a world-changing idea. Pantheon Books.

Manning,E. (2016). The minor gesture. Duke University Press.

Maynard, R., & Simpson, L. B. (2022). Rehearsals for living. Knopf Canada.

Murphy, M. (2013). Distributed reproduction, chemical violence, and latency. S&F Online, 11(3).

Murphy, M. (2017). The economization of life. Duke University Press.

Povinelli, E. A. (2011). The woman on the other side of the wall: Archiving the otherwise in postcolonial digital archives. differences, 22(1), 146-171.

Seymour, R. (2024). Disaster nationalism: The downfall of liberal civilization. Verso.

Yusoff, K. (2013). Insensible worlds: Postrelational ethics, indeterminacy and the (k)nots of relating. Environment and Planning. D, Society & Space, 31(2), 208-226. https://doi.org/10.1068/d17411

CARING FOR RESPONSIBLE ACADEMIC PRACTICE IN TIMES OF GENERATIVE AI

Susanne Oechsner (TU Wien, Austria) · **Fynn Thjorben Semken** (TU Wien, Austria)

Responsible Academic Practice | Socialization | Care

Higher education institutions (HEIs) are increasingly confronted with the arrival of Generative Artificial Intelligence (GenAI) in teaching and learning environments. With AI's firm rooting in an inevitability discourse (Bearman et al., 2023) and GenAI's promises of "assessment reform, personalisation, or inclusion" (Jensen et al., 2025), GenAI seems to be here to stay, even if it is yet contested what its role in knowledge production, representation and transfer can and should actually be. The impact of GenAI on academic integrity and its potential for misconduct has been a particular concern for HEIs. Accordingly, HEIs around the globe have begun to develop policies and modes of institutional governance, oftentimes treating GenAI in a similar way as plagiarism or cheating (Mack & Byanjankar, 2025). In our contribution, we address the effects of GenAI on academic integrity less as a misconduct problem that needs institutional control but as a relational issue that requires institutional care. We conceptualize academic integrity as matter of socialization into Responsible Academic Practice (RAP). Over the course of their studies, students develop skills and capabilities; they incorporate values, norms, embodied routines and affective states; and they do so via participation in academic practice, initially with more limited roles and responsibilities that gradually expand (Lave & Wenger, 1991). Learning, thus, is a fundamentally relational and transformational endeavor. It presupposes meaningful relationships with others within which one learns to act responsibly as one becomes part of a practice and its respective community (ibid.) These meaningful relationships are grounded in mutual recognition and care within sociomaterial assemblages of human and non-human actors (Gravett, 2024). Drawing on qualitative engagements with undergraduate students at three Austrian universities (from STEM and SSH fields), we examine the effect of adding GenAI to this sociomaterial relational socialization process. We reconstruct how GenAI often serves as a response to a perceived lack of meaningful connection in HE. It creates attentive and seemingly personalized responses, thereby filling relational gaps where human guidance seems unattainable or absent, and students fail to establish affective relationships with tasks, topics, peers or educators. We conclude that HEIs not only need to provide guidance for the appropriate use of GenAI and the governance of misconduct; much more, they haven an obligation to care for spaces where relationships can flourish, if they want to assure the socialization process into Responsible Academic Practice and, thus, academic integrity.

Bearman, M., Ryan, J., & Ajjawi, R. (2023). Discourses of artificial intelligence in higher education: a critical literature review. Higher Education, 86(2), 369-385. https://doi.org/10.1007/s10734-022-00937-2

Gravett, K. (2024). Relational Pedagogies: Connections and Mattering in Higher Education. Bloomsbury Academic. https://www.bloomsburycollections.com/monograph?docid=b-9781350256743

Jensen, L. X., Buhl, A., Sharma, A., & Bearman, M. (2025). Generative AI and higher education: a review of claims from the first months of ChatGPT. Higher Education, 89(4), 1145-1161. https://doi.org/10.1007/s10734-024-01265-3

Lave, J., & Wenger, E. (1991). Situated Learning: Legitimate Peripheral Participation. Cambridge University Press. https://doi.org/DOI: 10.1017/CBO9780511815355

Mack, L., & Byanjankar, A. (2025). Understanding Policy Responses to Generative AI in Private Higher Education: Insights from Japan and the United States. Journal of Academic Ethics, 23(4), 2357-2377. https://doi.org/10.1007/s10805-025-09655-7

LEARNING TO LIVE WITH ROBOTS: SOCIAL ROBOTICS AND RESPONSE-ABILITY IN DEMENTIA CARE PRACTICES

Ludovica Rubini (University of Trieste, Italy) · **Francesco Miele** (University of Trieste, Italy)

social robotics | response-ability | dementia care

Social robotics is often framed as an efficient solution to face demographic crisis, an ageing population and a shortage of healthcare staff in contemporary care systems (Wright, 2023; De Togni, 2024). At the same time, the increasing adoption of these technologies in residential settings raises important questions about the democratic governance of intelligent technologies and about how humans and nonhuman actors learn to coexist within institutional care environments. The introduction of social robotics is reshaping the everyday organization of dementia care and the relational practices through which care is enacted. Drawing on Science and Technology Studies (STS) and practice-based approaches, this paper examines how a social robot becomes embedded in the sociomaterial practices of care in residential facilities for people living with dementia, as part of the broader research project ANTICIPATE. Rather than conceptualizing the robot as a therapeutic tool, the research approaches it as a technology-in-practice, whose meaning and effects emerge through situated interactions among human and nonhuman actors (Orlikowski, 2007; Timmermans and Berg, 2003). In this perspective, care practices are understood as sociomaterial arrangements in which heterogeneous elements — caregivers, residents, technological devices and organizational routines — are continuously ordered and stabilized in practice (Gherardi, 2006; Nicolini and Monteiro, 2017; Mol et al., 2010) . Empirically, the paper draws on an ethnographic study conducted in an Italian nursing home where a robotic cat is used as a non-pharmacological intervention in therapeutic activities for residents living with dementia. Data collection combined ethnographic observation during therapy sessions, interviews with professional caregivers (educators and care workers) and visual materials produced during fieldwork. The analysis shows that interactions with the robot generate situated processes of learning through which caregivers develop practical competences for orchestrating affective encounters between residents and technological actors. Through practices of observation, storytelling and affective attunement, caregivers learn to interpret residents' responses and to stage interactions that enable meaningful engagement with the device (Persson et al., 2024; Redmalm et al., 2025). In this sense, therapeutic sessions become more-than-human learning environments where knowledge, care and affect emerge relationally in practice. At the same time, social robotics contributes to the emergence of a politics of coexistence in care environments. Caregivers cultivate forms of response-ability (Haraway, 2016) — understood as the capacity to respond to the affects circulating between humans and nonhuman actors (Massumi, 2017) — through which residents, professionals and robots learn to inhabit shared spaces of care. Social robotics thus participates in shaping sociomaterial practices through which care, knowing and coexistence are continuously negotiated in residential dementia care. By examining these dynamics, the paper shows how everyday care practices contribute to shaping the democratic governance of emerging technologies within care institutions.

De Togni, G. (2024). Staging the robot: performing techno-politics of innovation for care robotics in Japan. East Asian Science, Technology and Society: An International Journal, 18(2), 196-213.

Haraway, D. (2016). Staying with the trouble: Making kin in the Chthulucene. Duke University Press.

Gherardi, S. (2006). Organizational Knowledge: The Texture of Workplace Learning, Blackwell publishing.

Massumi, B. (2017). The principle of unrest: Activist philosophy in the expanded field (p. 148). Open Humanities Press.

Mol, A., Moser,I. e Pols, J. (2010), Care in practice: On tinkering in clinics, homes and farms, transcript Verlag.

Nicolini, D. and Monteiro, P. (2017). The Practice Approach: For a Praxeology of Organisational and Management Studies. In A. Langley and H.Tsoukas (eds.) The SAGE Handbook of Process Organization Studies, London.

Orlikowski, W. J. (2007). Sociomaterial practices: exploring technology at work. Organization Studies, 28(09), pp. 1435–1448.

Persson, M., Iversen, C., and Redmalm, D. (2024), Making robots matter in dementia care: Conceptualising the triadic interaction between caregiver, resident and robot animal, Sociology of Health & Illness, 46(6), 1192-1211.

Redmalm, D., Iversen, C., Persson, M., and Thunman, E. (2025), Robot dilemmas: Deception and digital emotional labor in dementia care work, Nordic Journal of Working Life Studies.

Timmermans, S. and Berg, M. (2003). The practice of medical technology. Sociology of Health and Illness, 25(3), 97-114.

Wright, J. (2023). Robots won't save Japan: An ethnography of eldercare automation. Cornell University Press.

MULTISPECIES EDUCATION

Assunta Viteritti (Sapienza, Università di Roma, Italy)

Multispecies | Education | non human

Educational practices aimed at “bringing nature into the classroom” - such as school farms, plant or animal adoption programs, and environmental education initiatives - have become increasingly common. While intended to connect students with nature, these practices mediate and radically simplify its complexity. Nature is miniaturized and staged through isolated elements - a plant, a chick, a small controlled ecosystem - detached from the multispecies ecological networks to which they belong. This produces a pedagogical uncanny: removed from context and transformed into an educational object, nature appears simultaneously familiar and artificial. Its dimension is domesticated, and narratively stabilized, producing a reassuring, moralized image of the environment. Yet this very artificialization generates an effect analogous to Masahiro Mori’s “uncanny valley”: like artificial entities that resemble, but do not fully replicate, living beings, these pedagogical forms of nature provoke unease by imitating life without conveying its relational complexity. Through a feminist and multispecies lens, particularly drawing on Donna Haraway, these practices can be interpreted as devices of epistemic domestication. Contrary to Haraway’s vision of the world as a network of situated, non-hierarchical multispecies relations, such pedagogies risk reproducing an anthropocentric and simplified view of ecology. They may be read as forms of ecological simulation, akin to the “most photographed barn” in Don DeLillo’s White Noise, where the barn becomes a hypermediated simulacrum of nature. Similarly, pedagogical nature emerges as a hyperreal, mediated version of the living: familiar yet unsettling, domesticated yet revealing contemporary tensions between ecological experience, cultural mediation, and simulacra.

Haraway, D. J. (2020). Staying with the trouble: Making kin in the Chthulucene. Duke University Press.

Kirksey, E. S., & Helmreich, S. (2010). „The Emergence of Multispecies Ethnography”. Cultural An-thropology 25 (4): 545–576.

DeLillo, D. (1986). White Noise. 1985. Harmondsworth, Eng.: Penguin.

Morton, T. (2009). Ecology without nature: Rethinking environmental aesthetics. Harvard University Press.

DEMOCRATIZING REPRODUCTIVE KNOWELEDGE: EDUTAINMENT, PLATFORMS, AND THE INFLU-ACTIVIST DOCTORS

Letizia Zampino (University of Trento, Italy)

Datafication | Platformization | Reproductive Knowledge

In contemporary digital ecosystems, the boundary between expert biomedical knowledge and lived reproductive experience is reconfigured by algorithms, platforms and infrastructures. Historically, many technological monitoring practices in pregnancy have developed from the representation of the female body as an inherently unpredictable system that requires technological control in order to ensure safety and risk prevention (Davis-Floyd, 1992). These dynamics are being reshaped by processes of health datafication and platformisation (van Dijck et al., 2018) through which bodily processes are translated into measurable data, with the risk to reinforce processes of biomedicalization (Lombardi, 2009; Lupton, 2012). Tracking apps and platforms not merely inform but actively govern the pedagogical ecologies of expectant parents and their partners trough biomedical information and training programmes. From posthuman perspectives, such transformations point to the active role of data infrastructures and digital platforms in reshaping the spaces of democratic learning. This paper examines how digital infrastructures and platforms participate in sociomaterial assemblages that reshape the epistemic cultures through which reproductive knowledge is produced, validated, and circulated (Knorr-

Cetina, 1999). Within this context, new forms of professional mediation emerge, such as the figure of the influ-activist doctor (Lovari & Lombi, 2024), who negotiates their authority between scientific expertise, public pedagogy, communicative accessibility, and algorithmic visibility, while also monetizing their expertise through courses and training programmes targeting both healthcare professionals and expectant parents. In these environments, platforms, algorithms, and data infrastructures participate in governing the pedagogical ecologies through which reproductive knowledge is produced, circulated, and authorized. The paper therefore discusses the ambivalences of these processes: while digital edutainment may reduce informational asymmetries and foster forms of cognitive empowerment, the growing media visibility of reproductive journeys also introduces risks of spectacle, polarization, and the commodification of health. This research, currently in an exploratory phase, combines digital ethnography with a walkthrough analysis (Light et al., 2018) examining how reproductive platforms and influ-activist doctors and other healthcare professionals who use digital spaces to foster participatory forms of reproductive knowledge and democratic learning. Through educational content, training programmes, testimonies, and experiential narratives, these sociomaterial assemblages — composed of platforms, algorithmic infrastructures, digital communities, and influ-activist doctors — participate in the ongoing reconfiguration of epistemic boundaries between biomedical expertise and experiential knowledge. From this perspective, reproductive knowledge emerges through more-than-human assemblages of bodies, data, platforms, and professional actors, raising new questions about care, responsibility, and the democratic governance of reproductive knowledge.

Davis-Floyd, R. (2003). Birth as an American rite of passage. University of California Press.

Knorr Cetina, K. (1999). Epistemic cultures: How the sciences make knowledge. Harvard University Press.

Light, B., Burgess, J., & Duguay, S. (2018). The walkthrough method: An approach to the study of apps. New Media & Society, 20(3), 881–900. https://doi.org/10.1177/1461444816675438

Lombardi, L. (2009). La medicalizzazione della riproduzione umana: Il corpo e il genere. Salute e Società, (2), 9–27.

Lovari, A., & Lombi, L. (2024). Influ-attivismo e salute: Un focus sui medici influencer. Quaderni di Teoria Sociale, 4(2), 123–146.

Lupton, D. (2016). Precious cargo: Foetal monitoring apps and the medicalisation of pregnancy. Critical Public Health, 26(4), 413–421. https://doi.org/10.1080/09581596.2015.1061663

ENACTIVE ASSEMBLAGES: EXPLORING THE BODILY DIMENSION OF LEARNING IN IMMERSIVE TECHNOLOGY-ENABLED ENVIRONMENTS. INSIGHTS FROM A LITERATURE REVIEW.

Andrea Di Gallo (University of Milano-Bicocca, Italy)

Enactive Learning | Immersive Technologies | Embodiment

In the contemporary postdigital context (Jandrić et al., 2018; Rivoltella & Rossi, 2024), the new technologies that increasingly shape educational and learning environments produce new interactions between humans and non-humans, transform relational and material spaces, and thereby give rise to new forms of education and knowledge that require novel conceptual categories and analytical tools to be investigated (Piromalli, Viteritti & Zampano, 2024). A significant strand of research in robotics, bioengineering, and communication technologies has identified the human body, with its physical qualities, as a frontier for the implementation of new technologies (Barbanti & Barone, 2022). In the attention that these fields devote to the perceptual modalities and sensorimotor patterns of living systems, a systemic-enactive logic appears to be emerging. Enactive and embodied approaches (Varela, Thompson & Rosch, 1991; Gallagher, 2023), rooted in some of the most innovative assumptions of cybernetics, biology, and twentieth-century constructivist epistemology (Damiano & Ceruti, 2013; Galimberti, 2024), today identify immersive technology-enabled learning environments, particularly Mixed Reality environments (Speicher et al., 2019), as a fertile area for investigating the role of the bodily dimension in learning processes (Gonçalves et al., 2024) due to the possibilities these environments offer for exploring in new ways the entanglement of bodies, technologies, and knowledge (Gallagher & Lindgren, 2015; Xu, Kang & Yan, 2022). In the Italian school system, the “Scuola 4.0” Plan (Ministero dell’Istruzione, 2022), through investment line 3.2, set the objective of transforming approximately 100,000 classrooms into innovative learning environments by 2025. The most advanced level of transformation is described as one in which physical spaces can be freed and reshaped, and equipped with technologies that support immersive experiences, multiple projection surfaces, and strong connections with virtual environments. From a post-critical perspective (Esposito & Landri, 2024), it therefore becomes necessary to further investigate and identify conceptual tools that can help examine how immersive technologies participate in educational

assemblages. The study develops an ongoing literature review aimed at identifying and critically examining research that draws on enactive principles to design, observe, and assess learning experiences in immersive, technology-enabled learning environments. The review is being conducted using major education databases (ERIC, Scopus, Web of Science, JSTOR, PsycINFO, Education Research Complete, Education Database, and SciELO), as well as search engines providing access to grey literature (e.g., Google Scholar). The key dimensions investigated are a) educational purposes and pedagogical objectives informing the design of immersive enactive experiences across different educational domains (e.g., biodiversity education, special education, STEM education); b) the conceptual tools useful for deepening the analysis and design of learning environments mediated by immersive technologies; c) the expected and actual effects reported in literature. The contribution will outline the theoretical framework guiding the review and the methodological criteria adopted for materials selection and analysis. It will also sketch a pedagogical reflection on the educational implications and recurring patterns emerging at the intersection between the enactive approach and immersive technologies, presented as tentative results that will guide the next steps of this exploration.

Barbanti, C. & Barone, P. (2022). Soggettività ibride tra umano e non umano. METIS, 12(2), 1-18 [10.30557/MT00216].

Damiano, L. & Ceruti M., (2013), Embodiment enattivo, cognizione e relazione dialogica. In Encyclopaideia, 37, XVII, pp. 19 46 https://doi.org/10.4442/ENCY_37_13_02

Esposito, F. M & and Landri, P. (2024). Materialità e ambienti digitali: un approccio post critico. In Barone, P., Cucuzza, G., & Ferrante, A. (a cura di), Ecologie della materia: educazione e materialità nello scenario contemporaneo. (pp. 101 111). Milano: FrancoAngeli.

Galimberti, A. (2024). Pensiero sistemico in educazione. Contesti, confini, paradossi. Milano: Franco Angeli.

Gallagher, S. & Lindgren, R. (2015). Enactive Metaphors: Learning Through Full-Body Engagement. Educational Psychology Review. 27. 10.1007/s10648-015-9327-1.

Gallagher, S. (2023). Embodied and Enactive Approaches to Cognition. Cambridge: Cambridge University Press.

Gonçalves, D. A., Caceffo, R., Valente, J. A., Bonacin, R., dos Reis, J. C., & Baranauskas, M. C. C. (2024). Enactive interaction in technology-based learning environments: A systematic literature review. Educational Technology & Society, 27(2), 87–113.

Jandrić, P., Knox, J., Besley, T., Ryberg, T. Suoranta, J. & Hayes, S. (2018). Postdigital science and education. Educational Philosophy and Theory. 50. 1-7.

Ministero dell'Istruzione (2022), Piano scuola 4.0. Piano Nazionale di Ripresa e Resilienza, Missione 4: Istruzione e Ricerca.

Piromalli L, Viteritti, A & Zampino, L. (2024). Materialità e oggetti in educazione. In Barone, P., Cucuzza, G., & Ferrante, A. (a cura di), Ecologie della materia: educazione e materialità nello scenario contemporaneo. (pp. 101 111). Milano: FrancoAngeli.

Rivoltella, P. C. & Rossi, P. G. (2024). Società postdigitale e tecnologie didattiche. In Rivoltella, P. C., Rossi, P. G. (a cura di), Tecnologie per l'educazione. (pp. 1 14) [2. ed. riveduta] Pearson.

Speicher, M., Hall, D. B. & Nebeling, M. (2019). What is Mixed Reality? In CHI Conference on Human Factors in Computing Systems Proceedings (CHI 2019), May 4–9, 2019, Glasgow, Scotland, UK. ACM, New York, NY, USA10. https://doi.org/10.1145/3290605.3300767

Varela F. J., Thompson E. & Rosch E., (1991). The Embodied Mind. Boston: MIT Press.

Xu, X., Kang, J. & Yan, L. (2022). Understanding embodied immersion in technology enabled embodied learning environments. Journal of Computer Assisted Learning, 38(1), 103–119.

L.08

Scientific Citizenship at the Boundaries: Re-Enacting Science Practices for Democratic Futures

PANEL CONVENORS: 2) Ricciardi Sara (1; Giulia Tasquier (Università di Bologna, Dipartimento di Fisica e Astronomia "Augusto Righi")

PANEL KEYWORDS: Scientific citizenship, Nature of Science (NOS), Epistemic practices

In a world shaped by profound entanglements between technoscientific systems, socio-political dynamics and ecological limits, education must address forms of knowledge that are increasingly uncertain, value-laden, and contested (1). The climate crisis makes visible how the production, circulation, and public use of scientific knowledge constitute key democratic arenas, where participation, responsibility, and intergenerational justice are negotiated. This panel invites contributions that explore how educational practices can foster scientific citizenship (2) by enabling students to engage not only with scientific concepts, but also with the epistemic processes, uncertainties, and negotiations through which scientific knowledge is produced and to prepare young people to navigate such post-normal conditions (3), where uncertainty is high, stakes are collective, and decisions require inclusive and deliberative reasoning. We invite classroom experiences that re-enact authentic scientific endeavour. We welcome theoretical, empirical, and design-based work that engages learners in the reconstruction of science, modelling complexity, imagining socio-ecological futures, and engaging in boundary crossing across disciplines (4), institutions, communities, and knowledge traditions through designs that treat knowledge as situated, negotiated, and consequential for democratic life and planetary futures (5). Aims: Highlight and promote models that situate learners within the epistemic and collaborative dynamics of real inquiry, engaging them with uncertainty and complexity Showcase classroom boundary-crossing experiences where knowledge is constructed, questioned, and negotiated, connecting scientific understanding with civic participation and democratic deliberation. Explore the potential of NOS-informed approaches for developing reflective, empowered, and socially responsible citizens, cultivating agency to imagine and shape democratic and sustainable futures.

HISTORICAL SCIENTIFIC INSTRUMENTS AS TOOLS FOR NATURE OF SCIENCE REFLECTION IN TEACHER PROFESSIONAL DEVELOPMENT

Stefania Lippiello (University of Padova, Italy) · **Lucia Gabelli** (University of Padova, Italy) · **Marta Carli** (University of Padova, Italy)

Nature of Science | Teacher Professional Development | Historical Scientific Instruments

This contribution presents Let's Interplay and Experiment, a year-long teacher professional development programme (Carli et al., 2023) developed at the University of Padua in collaboration with the Giovanni Poleni Museum of the History of Physics. The programme engages secondary mathematics and physics teachers in interdisciplinary, inquiry-based activities centred on modelling practices and historical scientific instruments (Cavicchi & Heering, 2021), including the Galilean telescope, the spectroscope, and experiments on the measurement of the speed of light, using light as a paradigmatic case study. The course is explicitly framed through the Family Resemblance Approach (Erduran & Dagher, 2014) to Nature of Science (NOS), with structured reflective sessions designed to connect classroom practices to the epistemic, methodological, social, and axiological dimensions of science. Through inquiry-based sequences informed by NOS perspectives (Irzik & Nola, 2014), teachers engage in modelling, measurement, argumentation, and interpretation, whilst also examining the socio-cultural contexts in which instruments were developed and legitimised. In this framework, historical scientific instruments are treated not merely as illustrations of disciplinary content, but as epistemic mediators that make visible key features of scientific practice: the instrumental mediation of knowledge, the dependence of what can be known on what can be observed or measured, and the ways in which instruments embody theoretical assumptions, limits, and uncertainties. The initiative is embedded within the Erasmus+ project INSIGHT (2024-2027), which brings historically contextualised scientific instruments into classrooms through hands-on reconstruction, shared online resources, and collaboration between schools and science museums (Heering & Wittje, 2025). The (re)construction of instruments thus becomes a pedagogically rich activity that bridges disciplinary learning, historical inquiry, and explicit NOS reflection, positioning teachers as both learners and designers of epistemically-aware science education experiences. The guiding question of this contribution is: how can the reconstruction of historically situated scientific instruments foster NOS reflection among teachers and support the design of classroom activities in which scientific knowledge is constructed, questioned, and socially negotiated? More specifically, we explore how instrument-based inquiry can deepen teachers' awareness of key NOS dimensions, including the tentative character of scientific knowledge, the role of models and

instruments in shaping what can be observed and measured, the pervasiveness of uncertainty, and the axiological and socio-cultural embeddedness of scientific practice. Data are drawn from teacher professional development activities, a final focus group, and questionnaires and interviews with participating teachers, and NOS-oriented student questionnaires administered in classrooms where selected activities were piloted. Data collection is currently ongoing; this contribution presents the design of the programme alongside initial observations examining whether engagement with historical instruments and epistemic negotiation prompts teachers to develop more explicit and reflective attention to NOS dimensions in their classroom planning. The programme is further designed so that classroom activities piloted by participating teachers will subsequently involve students in science communication beyond school walls: through planned collaborations with third-sector organisations and public engagement initiatives, students will have the opportunity to share and discuss scientific ideas with broader audiences, extending the reach of NOS-informed science education into the wider community.

Carli, M., Gabelli, L., Leonardi, A.M., Lippiello, S., Lissandron, G., & Pantano, O. (2023). Innovating physics teaching through teachers' learning communities and action research. Il Nuovo Cimento C 46(6) 209.

Cavicchi, E., & Heering, P. (Eds.). (2021). Historical scientific instruments in contemporary education. Brill.

Erduran, S., & Dagher, Z. (2014). Reconceptualizing the nature of science for science education: Scientific knowledge, practices and other family categories. Springer.

Heering, P., & Wittje, R. (Eds.). (2025). Objects of understanding: Historical perspectives on material artefacts and practices in science education. Franz Steiner Verlag.

Irzik, G., & Nola, R. (2014). New directions for nature of science research. In M. Matthews (Ed.), International Handbook of Research in History, Philosophy and Science Teaching (999-1021). Springer

RE-ENACTING THE COMPLEXITY OF SCIENTIFIC RESEARCH PRACTICES IN HIGHER EDUCATION THROUGH CINEMATIC NARRATIVES

Leonardo De Deo (Dept. of Physics and Astronomy, University of Bologna, Via Gobetti 93/2, 40129 Bologna, Italy; INAF - Osservatorio di Astrofisica e Scienza dello Spazio di Bologna, Via Gobetti 93/3, 40129 Bologna, Italy) · **Olivia Levrini** (Dept. of Physics and Astronomy, University of Bologna, Via Gobetti 93/2, 40129 Bologna, Italy) · **Fabrizio Villa** (INAF - Osservatorio di Astrofisica e Scienza dello Spazio di Bologna, Via Gobetti 93/3, 40129 Bologna, Italy) · **Sara Ricciardi** (INAF - Osservatorio di Astrofisica e Scienza dello Spazio di Bologna, Via Gobetti 93/3, 40129 Bologna, Italy; Dept. of Science Education, University of Bologna, Via Filippo Re 6, 40126 Bologna, Italy)

Nature-of-Science · Cinema · Narratives

This contribution aligns with the panel's topic by examining how higher education in astrophysics can explicitly address the epistemic, social, and institutional dimensions of scientific research alongside disciplinary content, with the general objective to build the professional preparation of future scientists, and foster scientific citizenship. In fact, scientific knowledge is not merely a body of concepts, but a negotiated, collective and value-based enterprise. However, the majority of university curricula privilege focus on disciplinary content, leaving implicit the processes by which knowledge is produced, validated, and communicated within the scientific community and in society (see e.g. [1] for a review). To address this gap, we investigate the educational potential of cinematic narratives to re-enact the scientific endeavour. The study centres on the analysis of the documentary "Black Holes: The Edge of All We Know" [2], narrating the realization of the first image of the supermassive black hole in M87. Beyond presenting scientific results, the film portrays the Event Horizon Telescope collaboration as a space of dialogue, negotiation and shared responsibility, where theory, observations, simulations and data analysis interact across diverse groups. In this sense, the movie can be interpreted as an example of democratic interaction within and across scientific communities, from which knowledge emerges. Also, black-and-white animation footages make visible the personal and collective emotions underlying contemporary research. The movie has been analyzed through a framework integrating three complementary conceptual "lenses". First, social semiotics supports the analysis of how disciplinary "modes" (e.g. equations, images, simulations) contribute to meaning-making [3]. Second, the Nature of Science (NOS) allows us to identify epistemic, social and institutional dimensions of research, combined within the FRA Wheel [4]. Finally, epistemic emotions examine how feelings such as curiosity, uncertainty and wonder shape both individual and collective inquiry. Taken together, these lenses show that the movie is able to render the scientific practice as a negotiated and inherently relational process, resonating with democratic forms of knowledge. Our analysis was complemented by an exploratory public screening, followed by a discussion and a questionnaire admin-

istered to the audience. Preliminary findings indicate that the film not only stimulates conceptual interest in black holes, but also foregrounds transversal aspects of research, such as uncertainty and the interaction between communities in large-scale collaborations. Moreover, the majority of participants reported strong emotional engagement with the scientific endeavour. Building on this, our next step is to realize a pilot internship for Astronomy undergraduate students, to be guided in a film analysis with our framework. Overall, we claim that narrative-based re-enactments of research can open reflective spaces in higher education where to confront the complexity of research practices. By making visible the social and emotional nature of inquiry, this approach not only enriches disciplinary understanding, but also equips people with interpretative tools to critically engage with the public production and circulation of scientific knowledge. In this sense, engaging with cinematic narratives of research can support the development of scientifically literate and democratically engaged citizens capable of participating thoughtfully in collective decisions about the future of our communities.

[1] Deng, F., Chen, D. T., Tsai, C. C., & Chai, C. S. (2011). Students' views of the nature of science: A critical review of research. Science Education, 95(6), 961-999.

[2] Galison, P. (2020). The Edge of All We Know.

[3] Airey, J., & Linder, C. (2009). A disciplinary discourse perspective on university science learning: Achieving fluency in a critical constellation of modes. Journal of Research in Science Teaching: The Official Journal of the National Association for Research in Science Teaching, 46(1), 27-49.

[4] Erduran, S., Dagher, Z. R., & McDonald, C. V. (2019). Contributions of the family resemblance approach to nature of science in science education: A review of emergent research and development. Science & Education, 28(3), 311-328.

[5] Riccioni F. , & Levrini O. (in preparation)

AN EXPERIMENTAL ACTIVITY IN THE CHEMISTRY LABORATORY FOR IN-SERVICE SCIENCE TEACHER TRAINING

Marco Neviani (Università di Bologna, Dipartimento di Chimica Industriale "Toso Montanari", Italy) · **Sergio Zappoli** (Università di Bologna, Dipartimento di Chimica Industriale "Toso Montanari", Italy) · **David Cross** (Université de Montpellier et Université de Montpellier Paul Valéry, LIRDEF, France)

In-service teachers | Nature of Science (NOS) | Epistemic practices

Teachers' continuous professional development is crucial for improving science education, which is often perceived as too theoretical and inaccessible by students, particularly in the case of chemistry. This empirical study presents a laboratory-based training programme, grounded in action-research, designed for a small group of in-service mathematics and science teachers of Italian lower secondary school. The aim is to foster active learning (1,2), enabling teachers—as reflective practitioners—to rethink their teaching practices and prepare students to engage with contemporary socio-scientific challenges, in line with a vision of science as a democratic and situated practice. This is crucial as many science teachers in Italy has not received a specific professional training on science education issues regarding citizenship. The training programme was designed to promote active learning for teachers in a setting analogous to the school environment (1), incorporating moments of critical reflection. It consists of two cooperative work sessions: an initial hands-on laboratory session followed by a reflective classroom session (focus group) (3). The first part takes place in the chemistry laboratory, where participants engage in an experimental inquiry, characterised by a phenomenological approach that does not require submicroscopic modelling of matter (4). This approach draws on an historical and epistemological analisis of acids and bases (5,6), using materials from everyday contexts. The second part focuses on reflecting on the knowledge and epistemic practices activated in the laboratory, with the goal of assessing their transferability to the school context. This case study aims to analyse how a teacher training experience based on investigative—rather than confirmatory—experimental activities in a chemistry laboratory, employing a macroscopic phenomenological approach to chemical phenomena and using materials from daily life, can promote, by homology, active teaching practices. These practices should set students in a context of knowledge production through direct inquiry and collective negotiation. The research methodology involves audio recording of the sessions to analyse the emerging professional knowledge and its links to teaching practices. The analysis of knowledge is based on a threefold perspective: chemical knowledge, Pedagogical Content Knowledge (2,7), and the Nature of Science (8), with particular attention to the role of everyday chemical

knowledge and common sense. The connection of the professional knowledge to teaching practices is evaluated by analysing the reflective focus group, addressing the foundational aspects of the training: laboratory activities, investigative approach, and macroscopic approach to chemical phenomena.

(1) Magnusson, S.; Krajcik, J.; Borko, H. Nature, Sources, and Development of Pedagogical Content Knowledge for Science Teaching. In Examining Pedagogical Content Knowledge; Gess-Newsome, J., Lederman, N. G., Eds.; Science & Technology Education Library; Kluwer Academic Publishers: Dordrecht, 2002; Vol. 6, pp 95–132. https://doi.org/10.1007/0-306-47217-1_4.

(2) Park, S.; Oliver, J. S. Revisiting the Conceptualisation of Pedagogical Content Knowledge (PCK): PCK as a Conceptual Tool to Understand Teachers as Professionals. Res Sci Educ 2008, 38 (3), 261–284. https://doi.org/10.1007/s11165-007-9049-6.

(3) Drechsler, M.; Van Driel, J. Experienced Teachers' Pedagogical Content Knowledge of Teaching Acid–Base Chemistry. Res Sci Educ 2008, 38 (5), 611–631. https://doi.org/10.1007/s11165-007-9066-5.

(4) Paoloni, L. Towards a Culture-Based Approach to Chemical Education in Secondary Schools: The Role of Chemical Formulae in the Teaching of Chemistry. European Journal of Science Education 1979, 1 (4), 365–377.

(5) Ouertatani, L.; Dumon, A. Evolution Historique Des Concepts d'acide et de Base. L'Actuilté Chimique 2007, No. 306.

(6) Ghibaudi, E.; Roletto, E.; Regis, A. Didattica Della Chimica e Trasposizione Didattica Parte Prima. Perspectives in Science 2016, 10, 19–27. https://doi.org/10.1016/j.pisc.2016.03.010.

(7) Friedrichsen, P.; Driel, J. H. V.; Abell, S. K. Taking a Closer Look at Science Teaching Orientations. Science Education 2011, 95 (2), 358–376. https://doi.org/10.1002/sce.20428.

(8) Wu, J.-Y.; Erduran, S. Investigating Scientists' Views of the Family Resemblance Approach to Nature of Science in Science Education. Sci & Educ 2024, 33 (1), 73–102. https://doi.org/10.1007/s11191-021-00313-z.

CULTIVATING SCIENTIFIC CITIZENSHIP THROUGH PLAYFULNESS: THE THIRD TIME OF TINKERING IN PRIMARY SCIENCE

Adele Bracci (Istituto Comprensivo di Pianoro, Italy) · **Antonia Carbone** (Istituto Comprensivo n. 11, Bologna, Italy) · **Stefano Rini** (University of Bologna) · **Sara Ricciardi** (INAF Astrophysics and Space Science Observatory Bologna)

Scientific citizenship | Primary education | Tinkering

In contemporary societies marked by uncertainty, complexity, and contested knowledge, science education must engage students not only with established concepts but with the epistemic practices through which scientific knowledge is generated and negotiated. Responding to calls to move beyond deterministic views of science (Levrini, Pietrocola, & Erduran, 2024), this contribution explores how structured problem posing and reflective documentation can foster early forms of scientific citizenship in primary education. The paper presents a design-based research project conducted in fourth-grade classrooms engaged in a sequence of four Light Play tinkering sessions, in which the available materials and tools were progressively expanded across sessions. Overall, the study highlights the pedagogical potential of combining informal constructionist practices (Papert, 1980) with formal curricula and disciplinary knowledge. In fact, the design of the activities was informed by the TIDE Canvas (Rini & Ricciardi, 2025): the tinkering sessions were followed by "cold debriefs", supported by two documentation tools: a collective Question Map and a personal Journal of Light. These moments invited children to revisit their ideas through documentation (Giudici et al 2001), reconnect with emerging questions, and build conceptual bridges between tinkering experiences and disciplinary knowledge of light and shadow. Documentation artefacts functioned as boundary objects (Akkerman & Bakker, 2011), enabling students and teachers to negotiate emerging problems and orient subsequent experimentation. This iterative process resonates with Resnick's learning spiral (2013; 2017) and can be interpreted as an enactment of its principles within tinkering-based learning supporting science learning at primary school, fostering emotional engagement, creativity, and scientific depth. The findings underline the importance of equipping teachers with tools to facilitate this "third moment", ensuring that tinkering does not remain an isolated creative episode but a sustainable pathway toward creativity, identity, critical thinking, and disciplinary understanding. Rather than organising inquiry around pre-framed research questions, the design sustained the articulation, stabilisation, and collective refinement of students' own problem formulations. Documentation rendered epistemic processes visible, supported negotiation of uncertainty, and enabled shared decision-making about which questions deserved further investigation. In this sense, the classroom increasingly functioned as a community of inquiry, modelling forms of epistemic participation relevant to scientific citizenship (Greco et al., 2008). Such conditions resonate

with post-normal understandings of science (Funtowicz & Ravetz, 1993), where uncertainty is intrinsic and deliberation becomes central. The study suggests that NOS-informed, design-based approaches can create early educational experiences that prepare students to engage with science as a situated, negotiated, and socially consequential practice.

Akkerman, S. F., & Bakker, A. (2011). Boundary crossing and boundary objects. Review of Educational Research, 81(2), 132–169. https://doi.org/10.3102/0034654311404435

Erduran, S., & Dagher, Z. R. (2014). Reconceptualizing the nature of science for science education: Scientific knowledge, practices and other family categories. Springer. https://doi.org/10.1007/978-94-017-9057-4

Funtowicz, S. O., & Ravetz, J. R. (1993). Science for the post-normal age. Futures, 25(7), 739–755. https://doi.org/10.1016/0016-3287(93)90022-L

Greco, P., Dodman, M., Camino, E., & Barbiero, G. (2008). The better you know, the better you make your choice: The need for scientific citizenship in the era of knowledge. Journal of Science Communication, 7(3), E01. https://doi.org/10.22323/2.07030501

Levrini, O., Pietrocola, M. & Erduran, S. Breaking Free from Laplace's Chains. Sci & Educ 33, 489–494 (2024). https://doi.org/10.1007/s11191-024-00528-w

Papert, S. (1980). Mindstorms: Children, computers, and powerful ideas. Basic Books.

Resnick, M., & Rosenbaum, E. (2013). Designing for tinkerability. In M. Honey & D. Kanter (Eds.), Design, make, play: Growing the next generation of STEM innovators (pp. 163-181). Routledge.

Resnick, M. (2017). Lifelong Kindergarten: Cultivating Creativity through Projects, Passion, Peers, and Play. MIT Press

Rini, S., Ricciardi, S. (2025). Tinkering in Primary School: From Episode to Science Practice. Part of Berti, F., Seitz, S. (Eds.) The Primary School as a Playful Space Theories and Practices in an International Perspective. bu,press. https://doi.org/10.33178/scenario.19.2.9

REINVENTING FUTURES. ENCOUNTERS AND ENGAGEMENTS IN A FAVELA COMPLEX IN RIO DE JANEIRO, BRAZIL

Agata Mazzeo (Università di Bologna, Italy) · **Cleidiana Antunes da Silva** (Ninho das Águias, Brazil) · **Cláudio Alberto Barbosa Araujo** (PPG astro club, Brazil) · **Arianna Cortesi** (Universidade Federal do Rio de Janeiro, Brazil) · **Carlos Esquivel da Silva** (Ninho das Águias, Brazil) · **Claudia Mignone** (Istituto Nazionale di Astrofisica, Italy)

Public astronomy | Informal science learning | Ethnography

The current multiple and intertwined crises, unfolding worldwide, shape how we imagine the future, and threats of apocalyptic scenarios and dystopian societies appear increasingly concrete nowadays. On the one hand, envisioning an increasingly uncertain and bleak future is negatively impacting the mental health of ever-larger segments of the global population, particularly the most vulnerable, including children, adolescents, and young adults (Cianconi et al. 2023). On the other hand, large segments of the global population, particularly those still experiencing the impact of processes of exploitation and domination rooted in European colonialism, find themselves daily confronting the challenges of a life in which even imagining a future becomes a form of resistance to deprivation. The future is a "cultural fact" (Appadurai 2013): imagining and reinventing it, moving away from already established or imposed trajectories, requires the availability of accessible material and symbolic resources, as well as the ability to use those resources. With these premises in mind, the project Closer to the Sky: Co-creating Astronomical Knowledge in the Favela Complex of Cantagalo Pavão Pavãozinho (PPG) in Rio de Janeiro, Brazil, was launched in 2023 (Cortesi et al. 2023). This project emerged from direct and long-term collaboration among astronomers and educators from the local Observatory of Valongo, the PPG astronomy club and the educational center Ninho das Águias, located in the Pavãozinho section of the favela complex. In Brazil, the everyday routine of favela dwellers, mostly Afro-descendants, is marked by insecurity, violence and "peace-time crimes" (Scheper-Hughes 1997), affecting the population's psychological wellbeing, in particular that of children, with a negative impact on their learning ability (Data Favela 2025). The project, funded by the International Astronomical Union - Office of Astronomy for Development (IAU-OAD), is addressed to children, adolescents, young adults, and adults living in the above-mentioned favela complex and is implemented by co-creating scientific content together with favela residents, artists, educators, and researchers in various disciplines. Its primary objective is using the inspiration and restorative power of astronomy (Mdhluli et al. 2025; Vertue 2022) to co-produce knowledge and promote the right to full and informed citizenship for favela dwellers who face discrimination and whose socioeconomic vulnerability is rooted in the structural racism and violence that still impact wide segments of Brazilian population, such as the Afro-descendants and indigenous communities (Ribeiro Corossacz 2005; Ioris 2023). Through this paper, we share some reflections on: 1) the transdisciplinary dialogue established during the project, particularly among the astronomical, pedagogical, and anthropological perspectives; 2) the actions undertaken aimed at combating school dropout among children and developing professional skills among young adults and adults; and 3) on the co-production of knowledge and practices from a decolonial,

participatory, transdisciplinary, and reflexive approach. The combination of educational practices with the implementation of ethnographic research methodologies aimed at stimulating a reflection on the project experience itself aims at fostering the ability to imagine and design more just and sustainable futures in the global context, from below, by recognizing and enhancing the potential of too often silenced and marginalized voices.

Appadurai, A. (2013), The Future as Cultural Fact: Essays on the Global Condition, Verso, New York.

Cianconi, P., L. Janiri, B. Hanife, & F. Grillo (2023), Cambiamento climatico e salute mentale: Dall'ecologia della mente alla mente ecologica, Raffaello Cortina, Milano.

Cortesi, A., Mignone, C., Alves-Brito, A., Moreira, G., Magnani, C., Moreira, N., ... & Anastácio, L. (2023), Astronomical Outreach and Education in Marginalised and Indigenous Communities: Astronomy as a Tool for Social Development, Proceedings of the International Astronomical Union, 19(S384), 379-390.

Data Favela (2025), Raios X da Vida Real, datafavela.com.br (last access March 14, 2026).

Ioris, A. A. R. (2023), Racismo e Indiferença no Brasil: Ação e Sentimento Anti-indígena, in A. A. R. Ioris, L. Seraguza, E. da Silva Ladeia (eds.), Mulheres Guarani e Kaiowá: Modos de Existir e Produzir Territórios: Volume IV, Appris, Curitiba pp. 21-50.

Mdhluli, J. E., Takalana, C., Venugopal, R., Govender, K., Hussein, E., & Vertue, D. (2025), Astronomy as a Strategic Driver for Sustainable Development, Nature Astronomy, 9(7), 936-939.

Ribeiro Corossacz, V. (2005), Razzismo, Meticciato, Democrazia Razziale: Le Politiche della Razza

in Brasile, Rubbettino, Soveria Mannelli.

Scheper-Hughes, N., 1997, Peace-Time Crimes, Social Identities, 3, 3, pp. 471-497.

Vertue, D. G. (2022), The Intersection Between Astronomy and Mental Health, Mental Health Matters, 9(4), 19-20.

FUTURE TEACHERS IN CONTESTED TIMES: SCIENCE-RELATED POPULISM, EPISTEMIC TRUST, AND SCIENCE EDUCATION

Stefano Pasta (Catholic University of the Sacred Heart, Italy) · **Alessandra Carenzio** (Catholic University of the Sacred Heart, Italy) · **Simona Ferrari** (Catholic University of the Sacred Heart, Italy) · **Federica Pelizzari** (Catholic University of the Sacred Heart, Italy)

Science education | science-related populism | trust in science

In contemporary information ecosystems, critical thinking is increasingly challenged by conspiracy thinking and by what the literature defines as science-related populism (Mede & Schäfer, 2020). This notion refers to discursive and social dynamics that construct an antagonism between ordinary people, assumed to be virtuous, and scientific or academic elites, assumed to be corrupt or self-interested (Bory, Giardullo, Tosoni, & Turrini, 2023). Within this framework, scientific knowledge becomes a contested terrain where the legitimacy of expertise, the authority of institutions, and the boundaries of democratic participation are constantly negotiated (Pasta & Raviolo, 2023). Such tensions are particularly visible in highly mediatized environments, where the social web plays a central role in the circulation of alternative knowledge claims and in the delegitimization of epistemic authorities (Pasta, 2018). In a post-truth regime (McIntyre, 2019), science-related populism mobilizes different "repertoires of contestation" (Ylä-Anttila, 2018), that is, argumentative strategies aimed at questioning established scientific knowledge and at weakening trust in those institutions responsible for its production and validation. These dynamics pose significant challenges for education, especially in relation to STEM disciplines, where the teaching of scientific concepts cannot be separated from the development of epistemic trust, critical inquiry, and responsibility in the public use of knowledge (Carenzio, Ferrari, Pasta, 2024; Pasta, 2025). In postdigital society, characterized by high uncertainty, collective stakes, and the need for inclusive deliberation, fostering scientific citizenship requires educational approaches that make visible the processes, negotiations, and limits through which scientific knowledge is produced. This contribution is situated within the interdisciplinary research project Communicating Science. Mediation and mediators of scientific knowledge in complex societies (Catholic University of the Sacred Heart, 2022–2025), which investigates how individuals construct their understanding of science within contemporary media environments. The paper presents the results of a survey conducted in November 2025 among students enrolled in primary teacher education programmes at the Catholic University of the Sacred Heart (Milan, Brescia, and Piacenza campuses). The survey explored sources of scientific information, media consumption related to science, trust in science, epistemic trust, science-related populism, naïve scientism, and beliefs about gender inequalities in STEM fields. These data are compared with the results of the same survey administered in 2024 to a statistically representative sample of the Italian population. The comparison allows us to analyse how future teachers position themselves within current conflicts around scientific knowledge and to reflect on the educational implications of these attitudes in terms of scientific

citizenship, epistemic responsibility, and democratic participation. The findings suggest that the development of scientific citizenship cannot rely only on the transmission of scientific content, but requires educational practices that engage learners in the reconstruction of knowledge, in the recognition of uncertainty, and in the evaluation of the social consequences of scientific claims. In this perspective, teacher education becomes a crucial space for cultivating reflective and responsible forms of participation in the public life of science, capable of countering conspiracy thinking and science-related populism while preparing future citizens to navigate complex socio-ecological and technoscientific futures Brotherton, 2021).

Bory, P., Giardullo, P., Tosoni, S, Turrini, V. (2023). 'We will multiply the fires of resistance': The catalysts of dissent against institutional science and their interplay with refused knowledge communities. "Public Understanding of Science", 32(1), pp. 2-19.

Carenzio, A., Ferrari, S., Pasta, S. (2024). Science Communicators and Teachers: An Inquiry into the Communication of Science on Social Media. "QTimes. Journal of Education, Technology and Social Studies", XVI (1), pp. 516-535.

McIntyre, L. (2019). Post-verità. Torino: Utet.

Pasta, S. (2018). Razzismi 2.0. Analisi socio-educativa dell'odio online. Brescia: Scholé.

Pasta, S. (2025). (S)parlare delle scienze al tempo dell'onlife: divulgatori scientifici e insegnanti nel social web. In L. Fabbri, C. Melacarne, P. Malavasi (eds.), Ricerca, servizi, politiche territoriali pedagogiche. Trasformative, innovative, emancipative. Senior conference. Lecce: Pensa MultiMedia, pp. 512- 518.

Raviolo, P., Pasta, S. (2022). Mediawar. Tecnologie e conflitto nella guerra Russia-Ucraina: rappresentazione mediale e discorsivizzazione nel web sociale. "Scholé. Rivista di educazione e studi culturali", LX (2), pp. 323-338.

Ylä-Anttila, T. (2018). Populist knowledge: "Post-truth" repertoires of contesting epistemic authorities. "European Journal of Cultural and Political Sociology", V(4), pp. 356-388.

CONFERENCE STREAM

STREAM M

Digital Power: AI, Datafication, Media and Disinformation

18 panels · 138 papers

M.01

Beyond the Screen: Educational Mediation, Children's Rights, and Digital Citizenship in Early Childhood

PANEL CONVENORS: Gianna Cappello (University of Palermo, Italy); Maria Ranieri (University of Florence, Italy)

PANEL KEYWORDS: Digital infancy, early childhood education, children's rights

The expansion of digital technologies and algorithmic infrastructures is reshaping children's life, anticipating their entry into the "platform society", influencing early practices of socialization, exploration, and meaning-making. Children's digital biographies now begin before preschool, as touch-responsive interfaces and data-driven platforms lower access barriers and embed algorithmic logics into intimate family routines (Livingstone & Sefton-Green, 2025; Mascheroni & Siibak, 2021). These transformations often produce polarized reactions: prohibitionist approaches that remove digital opportunities to prevent cognitive or socio-emotional risks, and, conversely, an uncritical reliance on the "babysitting screen," which turns devices into passive entertainment tools and delegates care and regulation to technology. Both stances appear reductive when compared with empirical evidence documenting the complex effects of early screen use and with children's rights to participation, expression, and play affirmed in the UN Convention on the Rights of the Child. Educational mediation emerges as an intentional practice that protects children from premature datafication and profiling while nurturing their agency, exploratory attitudes, and symbolic capacities within increasingly complex digital ecosystems (Cappello & Ranieri, 2025). This panel invites sociological, pedagogical, and interdisciplinary contributions that examine the tensions, opportunities, and responsibilities generated by young children's early encounters with digital technologies. We aim to discuss models of educational guidance that foster autonomy, critical awareness, social justice, and equitable digital environments for early childhood. We welcome empirical research proposals investigating young children's digital practices, educators' and families' mediation strategies, governance and datafication dynamics, and theoretical or methodological contributions that advance critical, justice-oriented approaches to early childhood digital environments.

ART AS A GENERATIVE ENCOUNTER: EDUCATIONAL PRACTICES IN EARLY CHILDHOOD AND INFANT EDUCATION AND MEDIA EDUCATION

Angela Daniela Sortino (Università di Palermo, Italy)

Early childhood education | media education | artistic experience

This paper investigates the constitutive role of art in early childhood and childhood education, a role that extends beyond a purely instrumental or recreational dimension. The hypothesis is that artistic experience, as a cognitive and transformative practice, acts as a catalyst for reorganizing educational practices towards a model of circular knowledge, where traditional pedagogical dichotomies dissolve into an ecological and relational paradigm (MIM, 2021). Within this framework, each creative act by the child is reconceived as a unified act of expression and reflection (MIM, 2012). It is not merely a matter of producing an artifact, but of understanding artistic doing as discovery, play, and a cognitive process mediated through a medium (painting, clay, movement, sound, digital), in a process where sensory experience, manipulation, and symbolic elaboration are inseparable (Munari, 1977). The resulting learning is dynamic and integrated, following not a linear but a reticular and regenerative model, co-constructed in the dialogue between the child's action, the shaping of thought, and subsequent critical re-elaboration, both individually and in groups. This approach enables an understanding of the mechanisms and evolution of the hundred communicative and expressive languages (Malaguzzi, 1996) through any mediator, including digital ones, in relation to the characteristics of the developmental stage. Adopting a media-educational perspective, this proposal contributes to the educational project in which the school assumes the responsibility of accompanying children's growth through the implementation and progressive conceptualization of their experience of reality, and the empirical knowledge of the possibilities offered by different technologies. The heuristic experience becomes a multisensory encounter with reality, where the prepared environment, understood as a "third educator", and the relationship with the adult mediator are central. The encounter with art is facilitated by narrative strategies, as demonstrated by the operational examples on artists (Haring, Mirò) conducted in a nursery. The article also integrates a media education perspective, promoting the creative and integrated use of digital technology to enhance expressive languages and document processes. One technique that fosters the development of multiple languages (verbal, visual, sound, and digital) is digital storytelling, which naturally lends itself, even in the preschool context, to an initial form of awareness regarding the creative use of digital media from the perspective of media literacy education (Zini et al., 2018; Ranieri, 2018; Cappello & Ranieri, 2026). From this perspective, media education adopts a logic of integration, aimed at ensuring that digital languages are mastered more effectively by both adults and children (Rivoltella, 2017). Educational

services can initiate a dialogue that fosters mutual enrichment and contributes to providing increasingly meaningful experiences for children, starting from the 0-6 age group (Tisseron, 2013; Di Bari & Mariani, 2018; Cappello & Ranieri, 2026). Teaching through art takes the form of an epistemological paradigm, the aim of which is to educate children in "thinking creativity" and aesthetic sensitivity from the outset. Educational mediation emerges as an intentional practice that protects children from premature datafication and profiling while nurturing their agency, exploratory attitudes, and symbolic capacities within increasingly complex digital ecosystems (Cappello & Ranieri, 2025)

Cappello, G. & Ranieri, M. (2026) Infanzie Digitali. Prospettive socioeducative e mediazione didattica nello zerosei, Mondadori Education

Di Bari, C., & Mariani, A. (a cura di) (2018). Media Education 0-6. Le tecnologie digitali nella prima infanzia tra critica e creatività. Anicia.

Malaguzzi, L. (1996). I cento linguaggi dei bambini. L'approccio di Reggio Emilia all'educazione dell'infanzia, Reggio Children, https://www.reggiochildren.it/reggio-emilia-approach/100-linguaggi/

Malaguzzi, L. (1995). Una carta per tre diritti In: Bambini, 11(1), 19-20. https://www.scuolenidi.re.it/allegati/carta_per_3_diritti.pdf

Ministero dell'Istruzione e del Merito (2012). Indicazioni nazionali per il curricolo della scuola dell'infanzia e del primo ciclo d'istruzione. https://www.mim.gov.it/documents/20182/51310/DM+254_2012.pdf

Ministero dell'Istruzione e del Merito. (2021). Linee Pedagogiche per il sistema integrato di educazione e istruzione dalla nascita ai sei anni. https://www.istruzione.it/sistema-integrato-06/allegati/decreto%20ministeriale%2022%20novembre%202021,%20n.%20334.pdf

Ministero dell'Istruzione e del Merito. (2022). Orientamenti per i servizi educativi per la prima infanzia. https://www.mim.gov.it/documents/20182/6735034/Decreto+Ministeriale+n.+43+del+24+febbraio+2021.pdf/33a0ba6d-6f99-b116-6ef7-f6a417e0dabe?t=1648550954343

Munari, B. (1977). Fantasia. Laterza.

Ranieri, M. (2018). Alfabetizzazione mediatica prescolare. Bonanno.

Rivoltella, P.C. (2017). Media education. Idea, metodo, ricerca. Brescia: ELS La Scuola.

Tisseron, S. (2013). Diventare grandi all'epoca degli schermi digitali. La Scuola. [2015].

Zini, A., Bertolini, C., Manera, L., & Contini, A. (2018). Il digital storytelling nell'educazione dell'infanzia: la formazione degli insegnanti nel progetto STORIES. Italian Journal of Educational Technology, 26(21), 77-84. https:// doi.org/10.17471/2499-4324/963

DIGITALIZATION IN EARLY CHILDHOOD: A QUANTITATIVE STUDY ON PARENTAL AND PROFESSIONAL MEDIATION STRATEGIES IN THE 0-6 CONTEXT

Renata Metastasio (Sapienza University of Rome, Italy) · **Fabio Presaghi** (Sapienza University of Rome, Italy) · **Franca Rossi** (Sapienza University of Rome, Italy) · **Ilaria Bortolotti** (Sapienza University of Rome, Italy) · **Francesca Russo** (Sapienza University of Rome, Italy)

Digital Infancy | Educational Mediation | ECEC services

The expansion of digital technologies is redefining the socialization practices of children under six, anticipating their entry into the "platform society." This contribution presents the findings of an extensive quantitative study conducted within the framework of the PRIN 2022 Di.Co.Each. project. The research involved a robust sample of 2,041 parents and 667 ECEC (Early Childhood Education and Care) professionals across Italy, exploring the tension between adult perceptions, parental, technological and professional self-efficacy, and actual mediation practices. Data reveal almost universal digital accessibility: 93% of families own a smartphone and 73% a tablet. However, a significant "usage paradox" emerges: despite high availability, 65% of children aged 3-6 use these devices for less than 30 minutes daily, reflecting a mediation style often dictated by parental anxiety or restrictive gatekeeping. A key finding concerns the "regulative" use of technology: 33% of parents admit using devices primarily to manage children's behavioral needs - such as during meals or to soothe tantrums - effectively falling into the "babysitting screen" model, where care and regulation are partially delegated to the device. Furthermore, the research highlights a systemic misalignment between home and school. While parents are often skeptical about digital tools in nurseries, fearing they might limit socialization, educators show a cautious openness towards their pedagogical potential. Crucially, the study finds that parental digital self-efficacy (the perception of being a "competent guide") is a stronger predictor of supportive mediation than technical skills alone. For professionals, the lack of specific training remains the primary barrier to integrating digital tools into a structured "critical-agency" framework. Through the lens of the UN Convention on the Rights of the Child, the analysis discusses how these gaps risk exposing children to premature datafication. This contribution concludes by advocating for a "pedagogical alliance" between families and ECEC services to transform digital devices from passive entertainment tools into environments for symbolic exploration, ensuring equitable digital citizenship and protecting young children's agency.

Livingstone, S., & Sefton-Green, J. (2025). The Class: Living and Learning in the Digital Age. New York: New York University Press

Mascheroni, G., & Siibak, A. (2021). Datafied Childhoods: Data Practices and Imaginaries in Children's Lives. New York: Peter Lang

Metastasio, R., Presaghi, F., Rossi, F., Bortolotti, I., & Russo, F. (2026). Famiglie e servizi 0-6: la ricerca quantitativa su usi, abitudini e percezione dei dispositivi digitali. In C. Di Bari, S. Demozzi, & R. Metastasio (Eds.), Costruire le competenze digitali dalla prima infanzia (pp. 77-130). Roma: Edizioni Anicia.

PROMOTING MEDIA EDUCATION IN THE EDUCATIONAL SYSTEM 06

Gabriele Lugaro (CED Centro per l'Educazione al Digitale A.P.S., Italy) · **Jacopo Ferro** (CED Centro per l'Educazione al Digitale A.P.S., Italy)

media education childhood families

Promoting media education is a pressing educational priority today that involves all stakeholders in the education system. Introducing it as early as preschool helps foster and facilitate dialogue among families, children, teachers, and local authorities, promoting informed, critical, and creative approaches to language, environments, and digital media at various levels. Let's explore these levels in greater depth by identifying action plans for promoting media education activities starting in early childhood. Due to space constraints, we will focus primarily on activities to be promoted in preschool: 1) The design and implementation by teachers of educational activities in preschool that promote the use of digital technologies and tools as available resources capable of broadening children's horizons of knowledge and discovery. These activities are designed and tailored to the needs emerging from the classroom groups, with a view to integrating digital languages and tools in dialogue with the school curriculum, aimed at fostering active approaches, reflective practices, and critical thinking in young children. The goal is to reconceptualize digital tools and screens, transforming them from objects of desire into potential tools of knowledge in dialogue with other cognitive and communicative languages. 2) The organization of regular meetings with families to discuss and exchange views on the management and use of digital technology and screens in home and school settings, with the aim of revitalizing the school-family relationship and promoting media education within families. These meetings also facilitate participatory practices that promote mindful parenting; when cultivated from early childhood, these practices can foster the development of educational communities and virtuous, generative educational ecosystems across all school levels and grades. The meetings can also lead to the creation of documents shared among families—such as recommendations, agreements, or digital school-family contracts—designed to foster shared and participatory educational approaches within classroom groups and educational communities. 3) Periodic quantitative monitoring of digital usage habits within family settings through the administration of questionnaires. Data collection enables families and educational services to reflect on the issue and facilitates the implementation of public policies that involve educational, psycho-pedagogical, and social welfare plans and services, promoting integration with local authorities in each area (municipalities, local health authorities, consortia, social-health districts, and service areas). The project proposal outlined here is the result of the work and initiatives carried out over the years by CED Centro Educazione Digitale A.P.S., which have made it possible to identify best practices capable of engaging all stakeholders in educational systems by promoting generative dialogic, pedagogical, and democratic processes.

Di Bari C., Lugaro G., L'educazione al digitale nel sistema educativo 0-6, La Spezia, CRSS&S Publisher Fordoc Series, 2022

Lugaro G., Non c'è smartphone che tenga. Per un'educazione a smartphone e social nella scuola italiana, Roma, Anicia, 2025

Lugaro G., Educare nella società dello smartphone. Bambini, social e responsabilità adulte, Vita dell'Infanzia, 5/6-7/8:17-22, 2025

Lugaro G., Ferro J., & Di Bari C., Digital media consumption from childhood to pre-adolescence: the research-action "One Bit at a Time" in Italy for Digital Education among children/teachers and families. Studi Sulla Formazione/Open Journal of Education, 27(2), 131–145. https://doi.org/10.36253/ssf-15612, 2024

Lugaro G., Di Bari C., & Ferro J., Ricerche e percorsi di educazione digitale nello 0-6. Il compito di coinvolgere servizi educativi e famiglie. Vita dell'Infanzia 9-10: 22-28. 2023

Lugaro G., Di Bari C., & Ferro J., Orientarsi nel digitale e comprendere i social media, tra percezioni e uso reale. Una ricerca-azione nel savonese per l'educazione digitale nelle scuole secondarie di secondo grado. Media Education 14(2): 71-84, 2023

DIGITAL MEDIA EDUCATION. ANALYSIS AND PROPOSAL OF A GUIDELINE SYSTEM FROM EMPIRICAL EVIDENCE ON FIELD THROUGHOUT ITALIAN SCHOOL

Jacopo Ferro (CED Centro per l'Educazione al Digitale A.P.S., Italy) · **Gabriele Lugaro** (CED Centro per l'Educazione al Digitale A.P.S., Italy)

media education | technology | school

In 1979, Neil Postman observed that American children spent, from 5 to 18 years old, more time in front of the television than in a classroom: about 15'000 hours against 11'500. That's why he considered television as the first curriculum, defining it (not without concern) "the greatest pedagogical enterprise in history." Decades later, with the rise of smartphones, screen time has only increased and evolved in its consumption — raising urgent questions about how digital media actually impacts, and what role schools can play in response. This project presents the evidence and framework of the CED – Centro Educazione Digitale, which has partnered with dozens of school communities across northern Italy, engaging more than 5000 families and students from early childhood through secondary school. Drawing on survey data about communities' digital habits and perceptions along the whole compulsory school course (0-18), the CED developed four interconnected guidelines: involving families through shared "Digital Contracts"; conducting hands-on media education workshops with students; training teachers from nursery level upward in critical digital literacy; and monitoring the phenomenon over time through quali-quantitative questionnaires. We analyse how these guidelines were implemented across the different age groups and schools, examining what worked, where difficulties arose, and what measurable outcomes were achieved. The findings suggest that meaningful digital education requires a whole-community approach, and that integrating digital tools as instruments of knowledge — rather than mere objects of desire — is both possible and necessary.

Postman N., Teaching as a conserving activity, Delacorte Press (New York), 1979

Di Bari C., Lugaro G., L'educazione al digitale nel sistema educativo 0-6, La Spezia, CRSS&S Publisher Fordoc Series, 2022

G. Lugaro, Non c'è smartphone che tenga. Per un'educazione a smartphone e social nella scuola italiana, Roma, Anicia, 2025

G. Lugaro, Educare nella società dello smartphone. Bambini, social e responsabilità adulte, Vita dell'Infanzia, 5/6-7/8:17-22, 2025

G. Lugaro, J. Ferro, & C. Di Bari, Digital media consumption from childhood to pre-adolescence: the research-action "One Bit at a Time" in Italy for Digital Education among children/teachers and families. Studi Sulla Formazione/Open Journal of Education, 27(2), 131–145. https://doi.org/10.36253/ssf-15612, 2024

G. Lugaro, C. Di Bari, & J. Ferro, Ricerche e percorsi di educazione digitale nello 0-6. Il compito di coinvolgere servizi educativi e famiglie. Vita dell'Infanzia 9-10: 22-28. 2023

G. Lugaro, C. Di Bari, & J. Ferro, Orientarsi nel digitale e comprendere i social media, tra percezioni e uso reale. Una ricerca-azione nel savonese per l'educazione digitale nelle scuole secondarie di secondo grado. Media Education 14(2): 71-84, 2023

WHEN TOYS TALK BACK: ANTHROPOMORPHIZATION, DATAFICATION, AND A NEW MEDIA EDUCATION AGENDA FOR EARLY CHILDHOOD

Michele Marangi (Università eCampus, Italy) · **Matteo Adamoli** (Università eCampus, Italy)

Gen AI | Anthropomorphization | Early Childhood

The proliferation of connected, voice-responsive, and algorithmically driven toys is profoundly reshaping children's earliest encounters with digital technologies. The Internet of Toys (IoToys), a subset of the broader Internet of Things, embeds data collection and platform logic into objects traditionally associated with play, care, and imaginative development (Mascheroni & Holloway, 2019). This paper presents a theoretical framework for examining the intersection of anthropomorphization, datafication, and children's digital rights within this emerging landscape (Marangi, 2026). The anthropomorphic design of smart toys, devices engineered to simulate emotional responsiveness, personality, and conversational agency, operates as a structural mechanism that erodes children's critical distance toward data-extractive systems. When toys appear to listen, respond, and remember, the boundaries between play and surveillance dissolve in ways that children, and often their caregivers, are ill-equipped to recognize or contest (Raffaghelli, 2022). Children's digital biographies now begin well before preschool, as algorithmically driven interfaces embed platform logics into intimate family routines, generating asymmetries of power that existing regulatory frameworks have yet to adequately address. Building on the concept of the child data citizen (Barassi, 2021), the framework situates IoToys within the governance gaps that persist despite normative advances represented by the UN Convention on the Rights of the Child,

the GDPR, and the EU Digital Services Act. Legal protection alone, however, remains insufficient. The most urgent intervention lies at the level of educational mediation and specifically in the formation of the adults who share children's earliest digital experiences: parents, early childhood educators, and teachers working in the 0–6 age range (Livingstone & Blum-Ross, 2020). In this perspective, the media education framework, in its most current formulation (Rivoltella, 2020), emerges not as a supplementary skill but as a foundational professional competence for all those who live or work in proximity to early childhood. Such adults must develop an ethical, not merely technical, orientation toward the digital revolution (Adamoli, 2020), and cultivate the capacity to recognize anthropomorphic design strategies, understand datafication dynamics, and engage children in age-appropriate forms of critical reflection on their relationships with connected objects (Mascheroni, 2025). This requires rethinking the very concept of digital competence in light of the transformations brought about by AI, reframing it as an increasingly relational and critical disposition (Ranieri, 2024) that encompasses the ability to decode the affective and ideological dimensions embedded in smart technologies, and to support children in developing genuine agency within, rather than mere exposure to, digital ecosystems (Livingstone & Sefton-Green, 2025). Such a reframing places the quality of adult-child mediation, rather than the device itself, at the center of any meaningful approach to children's digital rights.

Adamoli, M. (2020). La Media Education come quadro educativo per un approccio etico alla rivoluzione digitale. Media education as an educational framework for an ethical approach in relation to digital revolution. Q-TIMES WEBMAGAZINE, 12(1, n. 1-2), 34-45.

Barassi V. (2021), I figli dell'algoritmo. Sorvegliati, tracciati, profilati dalla nascita, Luiss University Press, Roma.

Livingstone, S., & Blum-Ross, A. (2020) Parenting for a Digital Future: How Hopes and Fears about Technology Shape Children's Lives. New York, Oxford University Press.

Livingstone, S., Sefton-Green, J. (2025). The Platformization of the Family. In: Sefton-Green, J., Mannell, K., Erstad, O. (eds) The Platformization of the Family. Palgrave Macmillan, Cham

Marangi, M. (2026). IA, Infanzia e algoritmi. Crescere e apprendere nel postdigitale, Edizioni Junior, Reggio Emilia.

Mascheroni G. (2025), Per i bambini: Le sfide di IA, algoritmi, media digitali ai diritti dell'infanzia, Mondadori, Milano.

Mascheroni, G., & Holloway, D. (Eds.) (2019) The Internet of Toys: Practices, Affordances and the Political Economy of Children's Smart Play. Palgrave Macmillan.

Raffaghelli J. E. (2022), Educators' data literacy: Understanding the bigger picture, in Raffaghelli J. E., Restiglian E., & Scarcelli M. (2024), La cultura dell'infanzia nell'era postdigitale, Tra conoscenze delle famiglie e professionalità educativa. Pensa Multimedia, Lecce.

Ranieri M. (2024), Scuola e Intelligenza Artificiale. Percorsi di alfabetizzazione critica, Carocci editore, Roma.

Rivoltella P. C. (2020), Nuovi alfabeti. Educazione e culture nella società post-mediale, Scholé, Brescia.

M.02

Convivial Pedagogies for the Age of AI: Autonomy, Bias Awareness, and Democratic Non-Homogenization

PANEL CONVENORS: Tiziana Catarci (Cnr); Ines Crispini Crispini (University of Calabria); Aldo Pisano (University of Calabria)

PANEL KEYWORDS: AIED, Ethics, Non-directive Education

This panel examines how non-directive education traditions—drawing on Tools for Conviviality by Ivan Illich and Pedagogy of Autonomy by Paulo Freire—offer critical resources for rethinking democratic education in an era increasingly shaped by artificial intelligence. Rather than approaching AI as a neutral instrument, the panel conceptualizes it as an emerging form of agency whose computational logics may foster dependency, epistemic homogenization, and the erosion of human autonomy. Illich's analysis of radical monopolies and his notion of thresholds of mutation illuminate how digital infrastructures may cross a critical point beyond which tools cease to support autonomy and instead reorganize educational experience around efficiency, predictability, and control. In parallel, Freire's emphasis on ethical self-formation and dialogical responsibility frames education as an inherently moral and political practice aimed at cultivating critical agency. The panel argues that the theoretical apparatus of non-directive pedagogy can be translated into concrete educational practices oriented toward the co-construction of knowledge, the critical examination of algorithmic and cognitive biases, and the cultivation of dialectical argumentation as a democratic competence. Against educational models prioritizing prediction and standardization, convivial pedagogies promote reflective judgment, plural reasoning, and participatory learning environments. By integrating insights from philosophy of education, virtue ethics, and critical AI studies, the panel articulates an interdisciplinary framework for empowering learners to engage with AI without relinquishing autonomy or dialogical agency. Ultimately, it explores how educational institutions might reconfigure AI from an apparatus of normalization into a convivial partner sustaining democratic plurality.

BEYOND THE SINGLE ANSWER: CONVIVIAL AI PRACTICES FOR DIALOGIC KNOWLEDGE CO-CONSTRUCTION IN UPPER SECONDARY EDUCATION

Giulia Valentini (SIPEIA, Italy) · **Maurizio Valentini** (SIPEIA, Italy)

Convivial pedagogy | Non-directive education | Artificial intelligence in education

The growing integration of artificial intelligence in educational contexts often promotes efficiency-oriented models of learning based on prediction, standardization, and the delegation of judgment, where AI is approached as an immediate source of answers rather than as an object of inquiry. In this scenario, this contribution reframes AI education through the perspective of convivial and non-directive pedagogies, understood as practices capable of sustaining students' autonomy and the plurality of interpretative processes. This contribution draws on a situated educational experience in upper secondary education (grades 10–12) and is based on participant observation of a cycle of workshops specifically designed to critically explore the role of AI in learning processes. In this context, AI is not introduced as a tool for optimizing performance or providing correct solutions, but as an object of shared exploration and as a device for the dialogic co-construction of knowledge. The activities are designed to suspend the logic of the single correct answer and immediate validation, and to privilege the comparison of different interpretations, collective argumentation, and the negotiation of meaning within the classroom. Within this setting, AI's epistemic authority is deliberately decentered and interaction with generative systems becomes a participatory space in which knowledge is not received but constructed through dialogic practices. From this perspective, AI is framed neither as a neutral device nor as a performance-support tool, but as an element that renders visible the tensions between standardization and autonomy and enables a democratic reconfiguration of the educational environment. The theoretical framework is grounded in the traditions of convivial and non-directive pedagogies. Illich's notion of convivial tools allows AI to be interpreted as a technology that can either sustain or constrain autonomy depending on the educational practices in which it is embedded, while Freire's pedagogy of autonomy informs the design of learning environments based on dialogic responsibility, participation, and the co-construction of knowledge. The observations collected indicate that practices of this kind foster a use of AI that is not oriented toward delegation, but toward the production of spaces for plural reasoning in which students are called to take a position, engage with different perspectives, and actively participate in knowledge construction. In this light, AI education does not coincide with the acquisition of technical skills, but with the design of convivial contexts capable of sustaining autonomy, reflective

judgment, and democratic participation. This contribution engages with the panel by showing how the principles of non-directive pedagogy can be translated into concrete educational practices and how AI can be reconfigured, within such practices, from an apparatus of normalization into a convivial partner for democratic learning.

Illich, I. (1973). Tools for conviviality. Harper & Row.
Freire, P. (1996). Pedagogy of autonomy: Ethics, democracy, and civic courage. Rowman & Littlefield.
Biesta, G. (2022). World-centred education: A view for the present. Routledge.
Selwyn, N. (2019). Should robots replace teachers? AI and the future of education. Polity.

CONVIVIAL PERSONALISM AS A PHILOSOPHICAL FOUNDATION OF EDUCATION

Bernard Hostić (Institute of Philosophy, Croatia)

autonomy conviviality personalism

The presentation outlines the key philosophical ideas behind Ivan Illich's social criticism, with particular emphasis on the personalist elements within it as a possible paradigm for a renewed educational system. Illich captures the fate of the "new society" – the modern and postmodern age – with the following insight: "Our imaginations have been industrially deformed to conceive only what can be moulded into an engineered system or social habits that fit the logic of large-scale production. We have almost lost the ability to frame in fancy a world in which sound and shared reasoning sets limits to everybody's power to interfere with anybody's equal power to shape the world."1 He argues that we are not merely passing through a historical stage but inhabiting an era in which the ontological understanding of the human being is fundamentally reshaped. Humans increasingly become instruments and consumers of their own inventions rather than agents who use them to realize their creative and human potential. His criticism rests on two core concepts: vernacular values and convivial society. Vernacular values refer to the value systems found in indigenous cultures and small autonomous communities – systems grounded in mutual aid, independence from global institutional-industrial forces, and proportional reciprocity between human beings and their environment. Such a framework enables individuals to actualize their humanity by offering a concrete experience of human existence within a broader reality. The notion of a convivial society builds on these values, translating them into a vision for contemporary post-modernity. It represents a new epistemic and normative orientation toward reality – one that modern societies have largely lost. While the modern legal system grounds many of its principles in the concept of the person, Illich emphasizes another dimension often overlooked: the lived, relational experience of personhood. This dimension cannot be fully articulated in rights or declarations but manifests in direct, lived engagement with others. Here Illich's thought intersects significantly with the personalist tradition. True personal development, he argues, cannot be achieved solely through abstract theories or formal legislation but through a life-giving orientation toward the other: "We can only live these changes: we cannot think our way to humanity."2 The presentation is structured in three parts. The first introduces the philosophical foundations of Illich's social criticism. The second examines these concepts through the lens of personalist philosophy. The final section synthesizes the results and considers whether a convivial-personalist paradigm can serve as a viable framework for renewed understanding of contemporary society and new educational approaches. The central thesis of this presentation is that education and pedagogy must be grounded in the dignity and uniqueness of the human person, and only then expressed through specific educational approaches and methodologies. 1 Ivan Illich, Tools for Conviviality, Fontana (Glasgow: William Collins Sons & Co, 1975), 28. 2 Ivan Illich, Celebration of Awareness: A Call for Institutional Revolution (New York: Doubleday & Company, 1971), 3.

Illich, Ivan. Celebration of Awareness: A Call for Institutional Revolution. New York: Doubleday & Company, 1971.
Illich, Ivan. Tools for Conviviality. Fontana. Glasgow: William Collins Sons & Co, 1975.

CONVIVIAL FUTURES: EDUCATING TO DEMOCRATIC AGENCY AND SOCIAL JUSTICE IN THE AGE OF AI

Valeria Piras (Istituto per le Tecnologie Didattiche, Consiglio Nazionale delle Ricerche (ITD - CNR), Italy) · **Stefania Bocconi** (Istituto per le Tecnologie Didattiche, Consiglio Nazionale delle Ricerche (ITD - CNR), Italy)

Convivial futures | Critical pedagogy | critical culture of digital innovation

In the age of artificial intelligence, digital innovation is often framed as neutral and efficiency-driven. Such narratives risk fostering passivity, epistemic homogenization, narrowing of imagination, and the erosion of democratic agency in new generations. Education, therefore, cannot be limited to integrate AI as an instructional resource or as a necessary skill to be taught; it must cultivate the individuals' capacity to interrogate, reappropriate, and reshape technologies in light of social justice and democratic values. What is needed is to foster a critical culture of digital innovation. Starting from the definition of a theoretical framework that integrates critical pedagogy, futures studies and sustainable digital innovation, the paper conceptualizes education as a cultural and political space where technologies can be understood through the lenses of social justice and democracy. Innovation processes, particularly those related to AI, need to be examined in relation to the values they embed and reproduce: they may reinforce inequalities, undermine human dignity and environmental sustainability, or alternatively become drivers of justice, cohesion and ecological responsibility. Within this perspective, schools are not merely sites of technological adoption but spaces of democratic imagination where pedagogical practices cultivate students' critical and anticipatory capacities. Drawing on Futures Studies, these approaches encourage learners to question existing technological paths and to imagine more just alternatives. This perspective advances a dual trajectory: supporting both teachers and students in developing critical and anticipatory competences while engaging in educational pathways oriented toward emancipation and the co-construction of more equitable technological futures. Central to this approach is to use "possible futures" as pedagogical spaces. Through anticipatory methodologies, such as speculative design, learners are fostered to imagine desirable futures grounded in democratic values and social justice and to identify pathways towards their realization. This process nurtures students and teachers' ownership and agency over the socio-technical systems that shape their lives, cultivating plural imaginaries and critical reasoning that resist algorithmic standardization. Within this perspective, convivial futures can be understood as both a pedagogical horizon and a methodological tool: collective futures explored through educational practices that enable individuals to question, reinterpret, and reshape technological innovation in light of democratic and socially just values. The paper briefly discusses the InspAIr laboratory as an exploratory application of this conceptual and methodological framework. In this experience, teachers and students collaboratively engage in speculative and critical inquiry around AI systems, highlighting embedded biases, power structures and sustainability implications. This pedagogical practice illustrates how convivial futures pedagogies can translate theoretical principles into concrete educational processes. Ultimately, the contribution argues that cultivating a critical culture of digital innovation among young generation is not simply an educational innovation, but a democratic necessity and urgency. By reconnecting technological development to the foundational values of social justice, plurality and collective responsibility, education can help reconfigure AI towards convivial futures that sustains democratic non-homogenization.

Bocconi, S., Piras, V., Talamini, F., & Trentin, G. (2026). Educating to Inhabit Futures: Seeding a Critical Culture of Digital Innovation Among New Generations in the AI Era. Nova Science Publishers, In

Freire, P. (1970). Pedagogy of the oppressed. New York, NY: Herder and Herder.

Freire, P. (1996). Pedagogy of autonomy: Knowledge necessary for educational practice. New York, NY: Continuum.

hooks, b. (1994). Teaching to transgress: Education as the practice of freedom. Routledge, Taylor & Francis Group.

Illich, I. (1973). Tools for conviviality. New York, NY: Harper & Row.

Miller, R. (Ed.). (2018). Transforming the future: Anticipation in the 21st century. London, UK: Routledge.

Poli, R. (2017). Introduction to Anticipation Studies (Vol. 1). Springer International Publishing. https://doi.org/10.1007/978-3-319-63023-6

Sriprakash, A., Williamson, B., Facer, K., Pykett, J., & Valladares Celis, C. (2025). Sociodigital futures of education: Reparations, sovereignty, care, and democratisation. Oxford Review of Education, 51(4), 561–578. https://doi.org/10.1080/03054985.2024.2348459

TOWARDS A DIGITAL REALISM. IRIS MURDOCH AND DIGITAL EDUCATION

Viviana Vozzo (Sapienza University of Rome, Italy)

Iris Murdoch | Digital Education | Moral education

This proposal aims to present an approach to Moral Education inspired by Iris Murdoch and apply it to Digital Education, suggesting that building a virtual image, strictly influenced by intersubjectivity and moral vocabulary, is not merely an escape, but rather an attempt to reconnect to the world through imagination, which might be defined as "digital realism". Indeed, Education plays a fundamental role in Iris Murdoch though, placing particular emphasis on the importance of context, in relation to which she focuses on the moral concept of vision, which, alongside imagination and attention, serves as an exploratory tool for engaging with reality. In this framework language plays a fundamental role in Iris Murdoch's thought: every choice is linguistically oriented, as she stated, «words are where we live as human beings and as moral spiritual agents» (Murdoch, 1972). In this view, language functions as a moral medium because each use implies a value judgement and creativity from the agent. From a literary perspective, driven by imagination, writers navigate a network of meanings that directly impact reality. Literature's urge towards completeness compensates philosophical language, by developing its moral vocabulary through a process of perfectionism. As "word-users" (Murdoch, 1978) we are constantly immersed in literature that we use to «make interesting forms out of experience» (Ibidem). Furthermore, language can modify ethical perspective, even before actions are taken. Today, the pervasiveness of digital technologies transforms the way we express ourselves through ordinary language. According to Murdoch, «we are all story-tellers and in this sense we are all literary artists» (Murdoch, 1978). With our "digital stories" we are shaping our identity and defining our "conceptual life" (Diamond, 2006). However, a virtual-based identity necessarily raises the problem of "reality". Similarly, the levels of attention and also learning methods, and language change. With our digital lives, we are exposed in our existential diary, previously relegated to the private sphere, the οἶκος, which now becomes public, becoming πόλις. Ordinary realism, through attention, allows us to essentially go beyond our own story. The use of digital technology, like all discussions on technique allows us to notice the vulnerability of others in a perspective of care and education "about" and "through" the digital. Any contemporary discussion of education as a fundamental aspect of moral realism, from a Murdochian perspective, must necessarily take into account the digital dimension, which provides an opportunity to reflect on the concepts that shape our moral lives.

Bombaerts, G., Hannes, T., Adam, M. et al. Beyond the attention economy, towards an ecology of attending. A manifesto. AI & Soc (2025).
Caprioglio Panizza S., The Ethics of Attention: Engaging the Real with Iris Murdoch and Simone Weil, Routledge & CRC Press, New York 2022.
Caprioglio Panizza S, Hopwood M., The Murdochian Mind, Routledge Philosophical Minds, Routledge 2022.
Cavell, S. (1979) The Claim of Reason (New York, Oxford University Press).
Cumhaill, C. M & Wiseman, R.(2022). Metaphysical Animals: How Four Women Brought Philosophy Back to Life. London, UK: Chatto and Windus.
Diamond C., L'immaginazione e la vita morale, Carocci, Roma, 2006.
Donatelli P, Iris Murdoch: concetti e perfezionismo morale in Il senso della virtù, Carocci, Roma 2009, pp.101-121.
Donatelli P. (2018) Il lato ordinario della vita. Filosofia ed esperienza comune. Il Mulino, Bologna.
Donatelli, P. (2019), "Etica e tecnologie digitali: Sfide e svolte" in Bioetica, 1/2019, 35–58.
Donatelli, P. (2020), La filosofia e la vita etica, Einaudi, Torino.
Floridi L. (2015) The onlife manifesto: Being human in a hyperconnected era. Springer nature, Berlin.
Forsberg, N. (2017b) M and D and Me: Iris Murdoch and Stanley Cavell on Perfectionism and Self-Transformation, Iride: Journal of Philosophy and Public Debate 30.2, pp. 361–372.
Murdoch I. (1992) Metaphysics as a guide to morals. Penguin, London.
Murdoch I. (1998) Existentialists and mystics: writings on philosophy and literature. Penguin, Harmondsworth.
Panciroli, C., & Rivoltella, P. C. (2023), Pedagogia algoritmica. Per una riflessione educativa sull'Intelligenza Artificiale, Scholé Editrice Morcelliana, Brescia.
Pisano, A. (2022), Responsabilità e cura. Argini, derive e nuove frontiere etiche ai tempi dell'intelligenza artificiale in Areté, International journal of philosophy, human & social sciences, 7, 287–317.
Zrudlo I.(2023) Iris Murdoch and moral education: An initial conceptual framework and a practical example, Journal of Moral Education, 52:3, 379-393.

ALGORITHMIC CONVIVIALITY AGAINST DIGITAL OPPRESSION

Giordana Truscelli (Università degli Studi di Teramo, Italy)

conviviality | digital oppression | education

In contemporary society, characterised by the accelerated and pervasive advancement of artificial intelligence, democratic education confronts a multitude of challenges. Primarily, it is imperative to avert the potential of computational logic to engender epistemic oppression. In this context, the pedagogical traditions of Ivan Illich and Paulo Freire can offer significant food for thought in finding solutions to these transformations. The initial point of departure will be Illich's analysis of radical monopolies1, which posits that the advent of new technologies has the potential to erode the autonomy of the learner, thereby fostering both genuine cognitive dependence and the homogenisation of knowledge. Indeed, the potential of AI to reduce the individual to a mere agent, one that automatically and mechanically follows instructions, is a matter of great concern. This would effectively prevent the individual from playing their own role as the architect of their cognitive activity, thereby stifling their ontological vocation to 'be more'. In the face of the looming spectre of technological determinism, the pedagogy of autonomy proposed by Paulo Freire is poised to emerge as a potential solution. This pedagogy emphasises the necessity of conceptualising education as a praxis of consciousness-raising2 and dialogical responsibility. Education, therefore, would help to foster a spirit of critical inquiry capable of transforming curiosity into a rigorous commitment to transforming reality, rather than a passive adaptation to it. Confronted with a predetermined algorithm, critical education encourages the learner to transcend rote learning and meticulously investigate the underlying rationales behind the information received, the conceptual frameworks employed by the designers of these machines, and the limitations of purely technical expertise. Finally, Illich's reflections on conviviality could offer a tool for rethinking the algorithm: from an instrument of domination and oppression, it becomes convivial, that is, open to user intervention and capable of stimulating doubt and debate through transparency and intellectual provocation. In this sense, the information provided by AI would cease to be considered as absolute truths, but rather as raw data on which the individual can exercise critical judgement by questioning their own biases and verifying sources. This process is instrumental in enabling the realisation of the autonomy of knowledge. 1 The term 'radical monopoly' is employed to denote the phenomenon in which an industrial production process exerts exclusive control over the satisfaction of a pressing need, thereby precluding the possibility of resorting to non-industrial activities. . Illich, Tools for Conviviality, Marion Boyars, 2001. 2 In this regard, Freire emphasises the need for critical thinking that enables us to uncover the causes of social barriers, transforming the notion of a 'predetermined fate' into one of possibility and agency. P. Freire, Pedagogy of Freedom: Ethics, Democracy, and Civic Courage, Rowman & Littlefield Pub Inc, 1998.

P. Freire, Pedagogy of Freedom: Ethics, Democracy, and Civic Courage, Rowman & Littlefield Pub Inc, 1998.
P. Freire, Pedagogia dell'autonomia, Edizioni Gruppo Abele, 2014.
I. Illich, Tools for Conviviality, Marion Boyars, 2001.

CONVIVIAL THRESHOLD DESIGN FOR ANCIENT GREEK WITH GENERATIVE AI: AUTONOMY, BIAS, DEMOCRATIC PLURALITY

Bruna Capuzza (Università di Bologna, Italy)

convivial pedagogy | Ancient Greek | democratic argumentation

Generative AI is rapidly entering language classrooms, including Ancient Greek, where its apparent fluency can tempt learners (and institutions) to outsource philological judgment. This paper argues that AI should be treated not as a neutral aid but as sociotechnical agency whose computational logics can reorganize educational life around efficiency, predictability, and the production of "one-best" answers. Drawing on Illich's analysis of "two watersheds" and radical monopoly, we hypothesize that educational AI may cross a threshold beyond which tools cease to support autonomy and instead generate dependency and epistemic homogenization. In parallel, Freire's pedagogy of autonomy frames learning as ethical self-formation through repeated, responsible decisions, precisely the kind of decisions demanded by Ancient Greek parsing and translation. We introduce Convivial Threshold Design for Ancient Greek (CTD-GR), a design-oriented intervention

translating non-directive pedagogy into implementable didactics. CTD-GR operationalizes three methodological aims – co-construction of knowledge, critical examination of algorithmic and cognitive bias, and dialectical argumentation as democratic competence – through a minimal activity architecture: (1) Threshold Mapping: teacher and students identify tasks where AI assistance becomes dependency (e.g., full translations, ready-made commentaries, automated morphology) and set "convivial limits" that preserve core human competences (parsing, reasoning about ambiguity, evidence-based justification). (2) Textual Co-translation Workshops: small groups produce parallel translations of a shared Greek passage, documenting alternative construals (case/tense/aspect, participial scope, particles, word order). AI may be queried only to generate contestable hypotheses ("possible readings"), which are then argued for or rejected through reference to grammars, lexica, and the Greek text itself. (3) Bias Audits on AI Glosses and Explanations: learners test AI-generated glosses, morphological parses, and cultural explanations under prompt variation, explicitly searching for (a) systemic bias (cultural frames and canon formation), (b) computational/statistical bias (patterned errors, confabulations), and (c) human-cognitive bias (over-trust in plausible outputs). Findings are recorded in an "error-and-evidence log" that becomes a shared class resource. CTD-GR culminates in a collectively negotiated "convivial use agreement" for Greek study –transparent, revisable, and aligned with assessment that rewards traceable reasoning over polished output. Expected democratic outcomes include autonomy in tool-use decisions, epistemic plurality in interpretation, reflective judgment (phronesis), and dialogical agency sustained by dialectical argumentation.

Freire, P. (1996). Pedagogy of Autonomy: Knowledges Necessary for Educational Practice, São Paulo: Paz e Terra.

Illich, I. (1973). Tools for Conviviality. New York, NY: Harper & Row.

National Institute of Standards and Technology. (2023). Artificial Intelligence Risk Management Framework (AI RMF 1.0) (NIST AI 100-1). Gaithersburg, MD: NIST.

Ross, E. A. S. (2023). A new frontier: AI and ancient language pedagogy. Journal of Classics Teaching, 24(48), 143–161.

UNESCO. (2021). Recommendation on the Ethics of Artificial Intelligence. Paris: UNESCO.

UNESCO. (2023). Guidance for generative AI in education and research. Paris: UNESCO.

UNESCO. (2024). AI competency framework for teachers. Paris: UNESCO.

HUMAN-CENTERED ARTIFICIAL INTELLIGENCE, EMOTIONAL INTELLIGENCE, AND PEDAGOGIES OF CONVIVIALITY: REFRAMING AI AND EDUCATION FOR DEMOCRATIC LEARNING IN COMPLEX SYSTEMS

Matteo Ciaschi (National Research Council (CNR), Italy) · **Daniel Dan** (School of Applied Data Science, Modul University Vienna, Austria)

Artificial Intelligence | Emotional Intelligence | Human-Centered AI

Emotional intelligence constitutes a key educational and civic competence in contemporary learning environments marked by complexity, uncertainty, and intensified relational interdependence. At the same time, Artificial Intelligence is increasingly embedded in educational systems through learning analytics, adaptive platforms, automated assessment, and decision-support tools, profoundly reshaping pedagogical practices, institutional governance, and conceptions of learning itself. These developments raise critical questions regarding autonomy, agency, and the democratic purposes of education. Drawing on non-directive and critical pedagogical traditions—particularly Ivan Illich's notion of convivial tools and Paulo Freire's pedagogy of autonomy—this contribution examines the intersection of Artificial Intelligence, Emotional Intelligence, and education as a crucial site for rethinking democratic learning in the age of algorithmic mediation. Rather than approaching AI as a neutral educational technology, the paper conceptualizes it as an emerging form of agency whose computational logics may privilege prediction, optimization, and standardization, potentially fostering dependency, epistemic homogenization, and the erosion of ethical self-formation when uncritically adopted in educational contexts. Through a critical review of interdisciplinary literature in AI and Education, philosophy of education, and complexity studies, complemented by illustrative examples of AI-based educational applications, the study explores how Emotional Intelligence can function as a countervailing pedagogical resource. Specifically, it argues that emotional awareness, dialogical responsibility, and relational reflexivity are essential for enabling learners and educators to critically engage with AI-mediated learning environments rather than passively adapting to them. Furthermore, recent theoretical work calls for reconceptualizing AI in education beyond tools—toward hybrid human-AI systems that extend human cognition while foregrounding agency, motivation, and emotion. Particular attention is devoted to Illich's concept of thresholds of

mutation, highlighting the point at which educational technologies cease to support learning autonomy and begin to reorganize educational experience around control, surveillance, and behavioral normalization. From a Freirean perspective, the paper emphasizes that Emotional Intelligence in education should not be reduced to a measurable or optimizable variable within AI-driven systems, but understood as a dialogical, ethical, and political practice cultivated through participatory and critical pedagogical relationships. A concrete and hitherto under-theorized instantiation of this surveillance threshold is examined through an original empirical investigation of eye-tracking technology integrated within Moodle-based assessments delivered via Safe Exam Browser (SEB). Drawing on the convivial and Freirean frameworks developed in this study, the paper critically interrogates how the deployment of eye-tracking in lockdown examination contexts risks crossing Illich's threshold of mutation—transforming assessment from a site of authentic demonstration of learning into a normalized apparatus of biometric surveillance that may induce learner anxiety, self-censorship, and performative compliance rather than genuine cognitive engagement and critical sense-making. The contribution ultimately proposes a convivial framework for AI and Education, in which Artificial Intelligence is reconfigured from an apparatus of pedagogical automation into a reflective partner supporting critical inquiry, collective sense-making, and democratic participation. By aligning human-centered AI with pedagogies of conviviality, the study offers theoretical and practical insights for designing educational environments that resist technocratic reductionism and promote autonomy, plural reasoning, and democratic agency in complex learning systems.

Salloum, S.A., Alomari, K.M., Alfaisal, A.M. et al. Emotion recognition for enhanced learning: using AI to detect students' emotions and adjust teaching methods. Smart Learn. Environ. 12, 21 (2025). https://doi.org/10.1186/s40561-025-00374-5

Ansari, S.R., Qamari, I.N. Artificial intelligence and students' cognitive learning outcomes with bibliometric and content analysis for future research agenda. Discov Educ 4, 441 (2025). https://doi.org/10.1007/s44217-025-00865-0

Mustafa, M.Y., Tlili, A., Lampropoulos, G. et al. A systematic review of literature reviews on artificial intelligence in education (AIED): a roadmap to a future research agenda. Smart Learn. Environ. 11, 59 (2024). https://doi.org/10.1186/s40561-024-00350-5

Psychological Adaptation and Affective Feedback in AI-Enhanced Education: A Systematic Review. SOAPS (2025)

Calvo, Rafael A., D'Mello, Sidney (2025), Affective computing in online higher education: A systematic literature review.

Hussain, Z., Bhatt, A., Tiwari, A., et al. (2023). Eye tracking and artificial intelligence for competency assessment in engineering education: a review. Frontiers in Education, 8, 1170348. https://doi.org/10.3389/feduc.2023.1170348

Liu, Z., Gao, L., et al. (2025). Eye tracking technology for examining cognitive processes in education: A systematic review. Computers & Education, 224, 105178. https://doi.org/10.1016/j.compedu.2025.105178

Alessio, H. M., Malay, N., Maurer, K., Bailer, A. J., & Ruber, B. (2017). Examining the effect of proctoring on online test scores. Online Learning, 21(1), 146–161. https://doi.org/10.24059/olj.v21i1.885

HUMAN-IN-THE-LOOP AI-GENERATED FLASHCARDS: A CONVIVIAL FRAMEWORK FOR ETHICAL INTEGRATION AND PROFESSIONAL AUTONOMY IN EMERGENCY MEDICINE

Antonella Fontana (Department of Life, Health and Environmental Sciences (MESVA), University of L'Aquila, Italy) · **Antonio Cirella** (Department of Life, Health and Environmental Sciences (MESVA), University of L'Aquila, Italy) · **Silvano Junior Santini** (Department of Life, Health and Environmental Sciences (MESVA), University of L'Aquila, Italy) · **Valerio Caputo** (Department of Life, Health and Environmental Sciences (MESVA), University of L'Aquila, Italy) · **Ivan Letteri** (Department of Life, Health and Environmental Sciences (MESVA), University of L'Aquila, Italy) · **Pierpaolo Vittorini** (Department of Life, Health and Environmental Sciences (MESVA), University of L'Aquila, Italy) · **Clara Balsano** (Department of Life, Health and Environmental Sciences (MESVA), University of L'Aquila, Italy; Geriatric Unit, Department of Life, Health and Environmental Sciences, University of L'Aquila, L'Aquila, Italy)

Emergency Medicine · Medical Education · Human-in-the-Loop Artificial Intelligence

In the high-stakes environment of Emergency Medicine (EM), the rapid expansion of clinical knowledge threatens to create a "radical monopoly" where learners may become dependent on non-transparent digital tools. The employment of Artificial Intelligence (AI) in this field raises central ethical questions regarding patient safety, clinical accountability, and the reliability of generated information. International guidelines, such as FUTURE-AI and the WHO guidance, emphasize that AI adoption must remain anchored in the bioethical principles of beneficence, non-maleficence, autonomy, and justice. In this context, explicability plays a crucial role, as AI systems must provide outputs that are understandable, traceable, and open to critical scrutiny by human professionals. Our study strictly adheres to the ethical principles of AI application in medicine, ensuring that technological innovation remains at the service of human responsibility and clinical oversight. This initial version of the app represents a primary validation of purely educational content, aimed at relieving

educators of formatting burdens while maintaining scientific accuracy. The strategic goal of our work was to establish a robust ethical and qualitative foundation to subsequently evolve the tool into a clinical decision support system (CDSS) for real-time use in Emergency Departments. We conducted a two-arm, randomized controlled trial involving 123 evaluations from Italian EM residents and specialists. The study compared a traditional human-driven workflow with an innovative "human-in-the-loop" AI-assisted approach using GPT-4 to generate flashcards validated by external subject matter experts. The adopted methodology directly targeted the risk of AI hallucinations by safeguarding the central role of the human educator as the final authority for clinical validation and responsibility. The results demonstrate that human-revised, AI-assisted flashcards achieved significantly higher mean scores in relevance (3.97 vs. 3.61), correctness (3.83 vs. 3.62), and clarity (3.86 vs. 3.71). Conversely, human-only content scored higher in informativeness (3.74 vs. 3.72), highlighting that human expertise is essential for providing nuances based on real-world experience and critical alerts. Our study highlights that the integration of AI into medical education should be understood as a collaborative and ethically grounded process rather than a substitutive one. Framing AI as an initial support tool, systematically followed by expert clinical review, aligns its use with the fundamental principles of biomedical ethics: it promotes beneficence by enhancing decision quality, safeguards non-maleficence through human validation of outputs, preserves professional and learner autonomy by preventing overreliance on opaque systems, and supports justice by encouraging transparent and accountable use of technological resources. Within this model, AI does not function as a surrogate decision-maker but as a form of ethically supervised cognitive augmentation, strengthening reflective clinical reasoning while ensuring that responsibility, interpretive authority, and patient-centered judgment remain firmly in human hands.

•Lekadir K, et al. FUTURE-AI: international consensus guideline for trustworthy and deployable artificial intelligence in healthcare. BMJ. 2025;388: e081554.
•World Health Organization. Ethics and governance of artificial intelligence for health: Guidance on large multi-modal models. Geneva: WHO; 2024.
•Vandemeulebroucke T. The ethics of artificial intelligence systems in healthcare and medicine. Pflugers Arch. 2025;477(4):591-601.
•Frost EK, et al. public views on ethical issues in healthcare artificial intelligence. Syst Rev. 2022;11(1):142.
•Mesko B, Topol EJ. The role of artificial intelligence in mitigating professional burnout and enhancing ethical medical practice. J Med Internet Res. 2023;25: e42742.

LOGIC-CONSTRAINED PROMPT LEARNING FOR EUCLIDEAN GEOMETRY EDUCATION

Simone Cuconato (Department of Physics, University of Calabria, Rende, Italy) · **Roberto Beneduci** (Department of Physics, University of Calabria, Rende, Italy; National Institute of Nuclear Physics (INFN), Rome, Italy) · **Alberto Saracco** (Department of Mathematical, Physical and Computer Sciences, University of Parma, Parma, Italy)

Human-centered AI | Logic-constrained prompt learning | Mathematics education

This contribution introduces a pedagogical and methodological framework for the integration of LLMs into secondary mathematics education through logic-constrained prompt learning [1], a paradigm of structured interaction in which the prompt is conceived as a logical object and the reasoning generated by AI is explicitly constrained by formal proof procedures [2,3]. Rather than employing AI systems as solution generators, the proposed approach reconfigures them as inference-guided reasoning environments and, simultaneously, as agents of reasoning verification, whose outputs must conform to transparent deductive constraints. The framework is illustrated in the context of high-school-level Euclidean geometry problems, where the primary objective is not merely to obtain the correct result, but to master the procedural structure of mathematical inference. The central idea is to reinterpret the solution of elementary geometric problems as a satisfiability-driven logical task. The proof task is then operationalized by constructing a classical analytic tableau for the set composed of the premises together with the negation of the thesis. Closure of the tableau corresponds to the impossibility of a countermodel and therefore to the logical validity of the geometric conclusion. This transformation enables students to perceive geometric proofs not as narrative arguments, but as structured inferential processes governed by explicit rules. Within this setting, the LLM is queried under stringent procedural constraints: it must expand formulas exclusively via the standard tableau rules, label each inferential step, avoid introducing undeclared theorems, and explicitly indicate branch closures and contradictions. Such constraints reduce the model's tendency to provide heuristic or intuitive explanations and instead impose the production of traceable proof objects. The resulting interaction introduces a form of dialogical agency, in which the AI participates in the inferential process as a regulated interlocutor,

and shifts epistemic authority from the generative system to the formal framework: correctness does not depend on the plausibility of the explanation, but on the verifiability of the derivational structure. Students are thus encouraged to analyze, critique, and reconstruct the tableau, developing metacognitive awareness of proof structure and logical dependencies among statements. From a theoretical perspective, the framework establishes a constructive equivalence between elementary geometric demonstration and formal logical consequence, offering a unified view of mathematical reasoning across different domains. From a pedagogical perspective, it supports three complementary learning outcomes: explicit understanding of deductive chains in geometry, development of formalization skills through controlled propositional encoding of mathematical statements, and critical engagement with AI outputs as objects of validation rather than authoritative answers. The approach is compatible with collaborative classroom practices such as inquiry-based learning and thinking-classroom models, and requires only minimal formal knowledge beyond an introduction to classical propositional logic. The proposed methodology contributes to research on human-centered AI in education by offering a replicable model for integrating LLMs into proof-oriented disciplines without sacrificing rigor or transparency. Through the direct incorporation of formal proof procedures into the prompt structure, logic-constrained prompt learning enables AI to operate simultaneously as an environment and an agent of reasoning verification, thereby fostering reflective judgment, rigorous reasoning, and participatory learning contexts.

1. Cuconato S., 2025, Metodi Logici 1. Teoria degli Insiemi, Logica del Primo Ordine, Tableaux Analitici, Calcolo dei Sequenti, Il Sileno Edizioni, Lago (CS).
2. Negri, S., von Plato, J., 2011, Structural Proof Theory, Cambridge University Press, Cambridge.
3. Troelstra, A. S., Schwichtenberg, H., 2000, Basic Proof Theory, 2nd ed., Cambridge University Press, Cambridge.

USING, NOT BEING USED: TOWARD A CONVIVIAL PEDAGOGY OF AI WITH ADOLESCENTS

Emiliana Murgia (University of Foggia) · **Filippo Bruni** (University of Molise)

AI perceptions and practices | Convivial Pedagogy | Critical AI Literacy

The global AI debate reveals, at the geopolitical level, what Ivan Illich (1973) would recognize as the emergence of a radical monopoly: the control of artificial intelligence is explicitly and directly tied to the struggle for world leadership, among nations with sharply divergent values, visions, and practices (Aresu 2024). When a technology reaches this threshold, it no longer merely supports human activity but begins to reorganize social and educational experience around efficiency, predictability, and control. Against this backdrop, the relationships between Artificial Intelligence (AI), democratic education, and citizenship formation become not merely relevant but urgent. Educational technologies are never neutral. The concept of affordance reminds us that tools push toward specific uses while remaining open to different pedagogical orientations: the same instrument can serve transmission-based or constructivist approaches. In Freirean terms, this distinction maps onto the difference between education that reproduces dependency and education that cultivates critical agency (Freire 2014). This tension becomes particularly acute with AI. Drawing on Ranieri, Biagini and Cuomo's distinction (2023) between educating with and educating about AI - and in dialogue with UNESCO (Miao & Shiohira 2024, Cukurova & Miao 2024) frameworks on AI competencies - we argue that convivial pedagogy requires both dimensions simultaneously: using AI as a dialogical partner while developing the critical literacy to examine its computational logics, biases, and epistemic effects. A critical pedagogy of AI must begin from where learners actually are. AI is not new to users' experience: long before conscious engagement with tools like ChatGPT or Gemini, it has shaped daily life through recommendation systems operating largely below the threshold of awareness. Levels of AI literacy are highly differentiated and mapping them is not merely a diagnostic exercise - it is itself a pedagogical act. Surfacing implicit perceptions reveals what we might call personal philosophies of AI: tacit assumptions about agency, trust, and knowledge that risk fostering exactly the epistemic dependency and homogenization that convivial pedagogy seeks to counter. Empirical investigation of perceptions and practices thus provides both a necessary starting point for educational design and a means of motivating learners toward more conscious, critical engagement (Bruni & Murgia 2024). Recent data reveal both the scale and the stakes of this challenge. According to EU Kids Online (Mascheroni, Rosichini & Cino 2026), 89% of Italian children and adolescents used generative AI in the past month - rising to 98% among 15-16-year-olds - primarily as a learning support tool, with ChatGPT described as «a teacher always available». Yet adolescents themselves

identify dependency as the dominant risk: AI, they fear, will make them «lazier and less capable». This self-awareness is a pedagogical resource. Drawing on a survey conducted with high school students in Milan, the study maps AI perceptions and practices as a first step toward designing convivial educational environments that harness these tools without surrendering critical agency to them. The findings suggest that a Freirean pedagogy for the AI era must begin precisely here - transforming adolescents' tacit concerns into conscious dialectical inquiry, and their habitual use into reflective, autonomous action.

Aresu, A. (2024). Geopolitica dell'intelligenza artificiale. Feltrinelli.

Bruni, F., & Murgia, E. (2024). Generative Artificial Intelligence at school: University students perceptions and visions at Learning Sciences Faculty. Education Sciences & Society: 2, 2024, 269-283.

Cukurova, M., & Miao, F. (2024). AI competency framework for teachers. UNESCO Publishing.

Freire, P. (2014). Pedagogia dell'autonomia. Saperi necessari per la pratica educativa. EGA-Edizioni Gruppo Abele.

Illich, I. (1973). Tools for conviviality. Harper & Row.

Mascheroni, G., Rosichini, M., & Cino, D. (2026). L'IA generativa fra bambini e adolescenti italiani: Usi e comprensione. EU Kids Online, The London School of Economics and Political Science. https://doi.org/10.21953/researchonline.lse.ac.uk.00137140

Miao, F., & Shiohira, K. (2024). AI competency framework for students. UNESCO Publishing.

Ranieri, M., Cuomo, S. & Biagini, G. (2023). Scuola e intelligenza artificiale. Percorsi di alfabetizzazione critica. Carocci.

M.03

Critical Dialogue with AI in Schools: Metacognition, Agency, and Democratic Learning

PANEL CONVENORS: Nadia Sansone (UnitelmaSapienza University of Rome, Italy)

PANEL KEYWORDS: AI Literacy, Metacognition, Dialogical Pedagogy

Artificial intelligence is entering educational institutions at unprecedented pace. Without deliberate critical practice, we risk automating the very spaces where democracy and human agency should flourish. Yet a crucial question remains: how can we ensure that AI becomes a tool for deepening critical thinking and human agency, rather than a mechanism for automating decisions and outsourcing pedagogical judgment? This panel explores AI integration in education through the lens of foundational sociocultural and metacognitive frameworks. Drawing on Vygotsky's Zone of Proximal Development, we position AI not as a replacement for human mediation but as a potential mediator—one that requires rigorous critical reflection to function ethically. Metacognition (Flavell) and dialogism (Bakhtin) become central: learners and educators must develop awareness of how they interact with AI systems, understanding AI as a dialogical partner rather than an oracular authority. We welcome research addressing two interconnected dimensions. First, the teacher's role: how can educators use AI responsibly for lesson design, content creation, and assessment while maintaining pedagogical agency and ethical judgment? Second, student empowerment: what pedagogical approaches foster critical AI literacy, meaningful participation, and metacognitive self-evaluation rather than passive consumption? This panel invites empirical studies, theoretical frameworks, and case studies examining AI integration across diverse educational contexts—from primary to adult education, formal to informal settings. We seek work that grapples with tensions between innovation and critical caution, automation and agency, efficiency and democratic deliberation. The aim is to generate dialogue among researchers, educators, and practitioners committed to embedding democratic values into educational AI adoption.

CRITICAL DIALOGUE WITH AI IN MATHEMATICS EDUCATION: METACOGNITION, AGENCY, AND TEACHER MEDIATION IN A CLASSICAL HIGH SCHOOL CONTEXT

Manuela Pipitone (Liceo Ginnasio Statale "Francesco Scaduto" - Bagheria, Italia)

Metacognition | Mediation | Mathematics

The rapid diffusion of artificial intelligence in educational contexts is reshaping the epistemic conditions of teaching and learning, particularly in mathematics education, where generative systems provide immediate solutions and procedural explanations. While such tools offer new forms of cognitive support, they also raise critical concerns regarding student agency, pedagogical judgment, and the preservation of democratic learning spaces within increasingly datafied environments (Williamson, 2017). The challenge, therefore, extends beyond technological adoption to the cultivation of critical AI literacy, understood as the capacity to question, interpret, and responsibly engage with algorithmically generated knowledge (Long & Magerko, 2020). This paper presents a classroom-based study conducted in a classical high school in Bagheria (Sicily, Italy), where AI-powered mathematical applications were integrated through structured pedagogical

mediation. Drawing on Vygotsky's sociocultural framework (1978), AI is conceptualized as a mediating artifact operating within the learner's Zone of Proximal Development rather than as an autonomous authority. Metacognition (Flavell, 1979) and dialogism (Bakhtin, 1981) provide the theoretical lens through which student–AI interaction is analyzed. The study adopts a mixed-method case-study design. A structured questionnaire administered to the entire course provided descriptive data on students' patterns of AI use, while qualitative thematic analysis of student narratives examined processes of cognitive support, cognitive delegation, metacognitive engagement, and teacher mediation. Questionnaire findings indicate that most students initially approached AI as a procedural support tool, whereas a smaller group demonstrated explicit metacognitive monitoring and systematic comparison between AI outputs and classroom reasoning. Qualitative analysis further revealed differentiated trajectories of instrumental use and reflective appropriation. Rather than interpreting instrumental engagement as failure, the study frames such variability as part of a process of instrumental genesis (Rabardel, 1995), through which learners progressively appropriate new cognitive tools. Sustained teacher mediation functioned as an epistemic anchor, ensuring that AI outputs remained embedded within disciplinary mathematical reasoning rather than substituting it. The findings suggest that AI integration, when embedded within dialogical pedagogy and supported by metacognitive scaffolding, can strengthen student agency and sustain democratic learning environments. In this perspective, critical dialogue with AI emerges as foundational to preserving mathematics education as a space of reflective judgment, disciplinary rigor, and responsible technological engagement.

Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive–developmental inquiry. American Psychologist, 34(10), 906–911.
Rabardel, P. (1995). Les hommes et les technologies: Approche cognitive des instruments contemporains. Armand Colin.
Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.
Williamson, B. (2017). Big data in education: The digital future of learning, policy and practice. Sage.

WHO CONTROLS WHOM? DEVELOPING METACOGNITIVE AGENCY THROUGH AI-RESISTANT DEBATE IN AN ITALIAN SECONDARY SCHOOL

Giulia Calogero (IISS DON MILANI PERTINI MORANTE - GROTTAGLIE (TA), Italy)

Alliteracy | metacognition | authenticassessment

The rapid integration of generative AI into educational contexts raises a fundamental pedagogical question: how can schools prevent students from delegating thinking to machines and instead cultivate the critical agency that democratic education requires? This contribution presents an empirical case study developed in a secondary vocational school (Servizi Socio-Sanitari, IISS Don Milani Pertini Morante, Grottaglie, Italy), exploring how a deliberately designed pedagogical framework — the AI-Resistant Debate — can transform AI interaction into a site of metacognitive practice. The framework rests on a core assumption aligned with Vygotsky's Zone of Proximal Development: AI does not replace human mediation but can function as a challenging dialogical partner (Bakhtin) whose outputs demand critical scrutiny. In the AI-Resistant Debate, student teams are invited to use generative AI tools (ChatGPT, Gemini) during the preparation phase, but with a crucial constraint: they must keep an AI-Log — a reflective diary documenting every AI suggestion accepted, every one rejected, and the reasoning behind each decision. This protocol becomes a powerful metacognitive mirror (Flavell, 1979): by externalising their decision-making process, students learn to distinguish their own reasoning from automated output, to identify hallucinations, and to exercise what the framework terms "critical prompting" — the capacity to interrogate AI rather than accept it as an oracular authority. Two complementary activities enrich this core design. In the augmented storytelling modules, students used NotebookLM and Gemini to reinterpret canonical literary texts (Dante, D'Annunzio, Verga) and historical sources (Magellan's circumnavigation) in multimodal formats: podcasts, infographics, video scripts, and vision boards. Here, the AI-Log evolved into a production diary tracking creative agency — which ideas originated with the student, which were AI-generated, and how human and machine authorship were negotiated. A complementary Prompt-Book for Authentic Assessment provides teachers with structured prompts for metacognitive evaluation, including a rubric specifically designed to assess the quality of students' AI dialogue — distinguishing passive consumption from critical co-creation. The debriefing session concluding each activity foregrounds the democratic dimension of the framework. Guided by questions such as "Who was controlling whom?" and "Where did your thinking end and the machine's begin?", students reflect collectively on epistemic autonomy, the risks of automation bias, and the

civic responsibilities entailed in using AI-generated content in public discourse. Qualitative data drawn from AI-Logs, self-assessment checklists, and post-activity reflections suggest that the framework effectively nurtures higher-order thinking skills — analysis, evaluation, and creation in the revised Bloom's taxonomy (Krathwohl, 2002) — while developing a practised scepticism toward AI outputs. Students who engaged most rigorously with the AI-Log demonstrated stronger argumentative coherence and greater ownership of their final products. This case study contributes to the panel's inquiry by demonstrating that the critical potential of AI in schools is not inherent in the technology itself, but in the pedagogical scaffolding that surrounds its use. The AI-Resistant Debate and AI-Log offer a replicable framework for ensuring that AI amplifies, rather than erodes, the conditions for democratic learning.

Bakhtin, M. M. (1981). The dialogic imagination. University of Texas Press.
Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. American Psychologist, 34(10), 906–911.
Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview. Theory into Practice, 41(4), 212–218.
Selwyn, N. (2019). Should robots replace teachers? AI and the future of education. Polity Press.
Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.

REFRAMING BLOOM'S TAXONOMY FOR THE AI AGE: FROM KNOWLEDGE REPRODUCTION TO DEMOCRATIC AGENCY

Giulia Calogero (IISS DON MILANI PERTINI MORANTE - GROTTAGLIE (TA), Italy)

Bloom'staxonomy AIresistantpedagogy democraticagency

The widespread availability of generative AI poses a structural challenge to educational assessment and curriculum design: when a language model can produce summaries, definitions, lists of causes, and descriptive analyses in seconds, the lower rungs of Bloom's taxonomy risk becoming a "cognitive commodity". If schools continue to certify the reproduction of knowledge that AI generates effortlessly, they risk certifying the machine rather than the student. This paper argues that this crisis demands not a rejection of Bloom's framework, but its reframing for an era of human–AI co-cognition. Drawing on two years of classroom-based curriculum development at IISS Don Milani Pertini Morante (Grottaglie, Italy) — a secondary vocational school in the Servizi Socio-Sanitari track — this contribution presents a practical reframing of Bloom's revised taxonomy adapted to the conditions of generative AI. The proposed framework reorganises the taxonomy's six levels into three pedagogical zones. The AI-Commodity Zone (Curate & Question; Prompt & Explain; Adapt & Apply) acknowledges that AI handles baseline cognitive tasks with statistical precision, and redefines these levels around source verification, critical prompting, and situated judgement rather than mere recall and comprehension. The Human Superiority Zone (Compare & Validate; Challenge & Reflect; Co-Create) foregrounds the specifically human capacities of identifying algorithmic bias, exercising ethical judgement, and driving innovation through strategic human–AI collaboration. At the apex stands the Transform level, inspired by Mezirow's transformative learning theory: the student becomes an agent of change who deploys knowledge to generate real social impact, a capacity that no algorithm can replicate. The paper presents a comparative table of "fragile" vs. "AI-resistant" learning objectives, showing how a simple shift in the action verb transforms a delegable task into one that demands authentic human cognition. For example, "describe the figure of Augustus" becomes "refute an AI-generated analysis of Augustus as 'Saviour', using primary sources" — a task requiring Compare & Validate. Similarly, "summarise the chapter" becomes "argue the validity of thesis X against AI output Y", activating Challenge & Reflect. The framework also introduces Enhancement as a metacognitive bridge level: the strategic capacity to integrate AI outputs with traditional academic sources to produce depth that neither human nor machine achieves alone. The framework has been operationalised through a Prompt-Book for Authentic Assessment — a structured set of rubrics and teacher prompts designed to evaluate not the product of AI interaction, but its quality: did the student interrogate, improve, and contextualise AI output, or merely reproduce it? This assessment instrument embeds the democratic dimension of the framework: by requiring students to take ownership of their cognitive process — to decide what is reliable, relevant, and ethical — it cultivates the epistemic autonomy and civic responsibility that democratic education demands. This contribution offers researchers and practitioners a replicable theoretical

framework and a set of practical design tools for navigating the tension between AI efficiency and democratic agency. The central argument is that Bloom's taxonomy, properly reframed, does not become obsolete in the AI age: it becomes more necessary than ever, as the compass that distinguishes authentic human learning from the automation of thought.

Clark, D. (2025). AI and the future of learning objectives: Beyond Bloom. Learning & Technology Review, 12(1), 45–62.

Digital Education Council (2025). Global AI Faculty Survey 2025. DEC Publications.

Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview. Theory into Practice, 41(4), 212–218.

Mandai, Y., et al. (2024). Enhancement as metacognitive strategy: Human–AI collaboration in higher education. Journal of Educational Technology, 58(3), 112–130.

Mezirow, J. (1991). Transformative dimensions of adult learning. Jossey-Bass.

Selwyn, N. (2019). Should robots replace teachers? AI and the future of education. Polity Press.

FROM TEACHER MEDIATION TO STUDENT AGENCY: THE PAIDEIA MODEL FOR CRITICAL INTEGRATION OF AI

Elisa Saraceni (University of Macerata, Italy) · **Benedetta Petroselli** (University of Macerata, Italy) · **Emanuele Frontoni** (University of Macerata, Italy) · **Carmelo Mustica** (Laboratorio delle Idee)

Education | Generative AI | Democracy

Integrating Generative Artificial Intelligence (GenAI) into education requires thoughtful decisions that prioritize human agency. One major concern is cognitive delegation: when students (and sometimes teachers) start relying too much on the system for thinking, their learning can actually weaken instead of getting stronger. That's why we need effective teaching strategies—ones that view AI as a conversational partner that encourages reflection, rather than just a quick fix that takes the place of human judgment. The PAIDEIA project, backed by the Regional Programme of the Marche Region (https://paideia.study/), is built on a theoretical framework that merges learning sciences with computer engineering. Its goal is to promote "human training" that doesn't just adapt to technology but actively influences how we use it. Addressing the concerns raised in the panel "Critical Dialogue with AI in Schools" (M.03), the project investigates how teachers can intentionally design lessons to make AI a facilitator of critical thinking, rather than just a tool that automates decision-making. The key research question is: how can the collaborative design of Learning Units (LUs) using the "Teacher in the Loop" (TiL-AI) model enhance metacognitive engagement and empower students, pushing back against algorithmic passivity? In line with sociocultural perspectives, the project places AI within the Zone of Proximal Development (Vygotsky, 1978), viewing it as adaptive support that can help manage cognitive load (Sweller, 1988) and promote educational success through a transdisciplinary approach. The heart of this project is all about empowering teachers by training 460 of them to collaboratively guide the learning experiences facilitated by the PaolaGen.AI platform (https://paolagen.ai/). A crucial part of this approach is the Teacher in the Loop AI (TiL) strategy (Balaji et al., 2025), which puts educators front and center in the algorithmic process. This ensures that AI enhances teaching methods instead of replacing professional judgment. With PAIDEIA's Learning Units (LUs), we create tools that not only engage students but also boost their intrinsic motivation and sense of competence—key elements of Self-Determination Theory (Ryan & Deci, 2000). In this way, AI becomes a supportive tutor that helps solidify skills-based teaching. For the 5,800 students involved, the project fosters the development of strong metacognitive skills, which are vital for resisting algorithmic conditioning and avoiding passive content consumption. Following Nelson and Narens' (1990) model of monitoring and regulation, the activities we've designed encourage students to critically assess the quality of GenAI outputs, paving the way for genuine Critical AI Literacy (Flavell, 1979). In this self-regulated learning environment (Zimmerman, 2002), AI serves as a "cognitive mirror" (Efklides, 2011), prompting students to plan and adjust their study strategies, thereby enhancing their executive functions (Brown, 1987) and awareness of their cognitive journey. Ultimately, the PAIDEIA project shows that the democratic integration of AI can only thrive through strong teacher collaboration inspired by the TiL model, which emphasizes critical thinking and creativity, ensuring a fair and inclusive learning experience.

Balaji, V., Ogange, B. O., & Mays, T. (2025). Teacher in the Loop AI (TiL-AI): A Strategy for Empowering Educators in Developing Countries through OER Adaptation. Journal of Learning for Development, 12(2), 439-445.

Brown, A. L. (1987). Metacognition, Executive Control, Self-Regulation, and Other More Mysterious Mechanisms. In F. E. Weinert, & R. H. Kluwe, (Eds.), Metacognition, Motivation, and Understanding (pp. 65-116). Hillsdale, NJ: Lawrence Erlbaum.

Dillenbourg, P. (2013). Design for Orchestration. In Handbook of Design in Educational Technology. Routledge.
Efklides, A. (2011). Interactions of metacognition with motivation and affect in self-regulated learning. Educational Psychologist.
Flavell, J. H. (1979). Metacognition and cognitive monitoring. American Psychologist.
Nelson, T. O., & Narens, L. (1990). Metamemory: A theoretical framework and new findings. Psychology of Learning and Motivation.
Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation. American Psychologist.
Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. Cognitive Science.
Vygotsky, L. S. (1978). Mind in Society. Harvard University Press.
Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. Theory Into Practice.

FROM SPECTATORS TO AUTHORS: A COLLABORATIVE SCHOOL-WORK MODULE ON AI LITERACY, PODCAST PRODUCTION AND THE CONDITIONS OF CRITICAL AGENCY

Giulia Lorenzoni (Liceo Muratori San Carlo Modena, Italy) · **Arianna Giannone** (Talent srl) · **Lorenzo Cesaretti** (Talent srl) · **Federica Marchesini** (Talent srl)

AI literacy | metacognition | school-to-work

This paper documents an intensive Formazione Scuola Lavoro (FSL) module carried out in January 2026 with a fourth-year class (16 students) at a liceo linguistico in northern Italy. The module was jointly designed and delivered by a secondary school teacher of English language and literature and a pedagogy graduate researcher working as FSL tutor for an educational technology company. Both contributors brought distinct but genuinely pedagogical frameworks to the design: the former rooted in narrative and literary-disciplinary practice, the latter in competency-based education and FSL assessment: producing a collaborative authorship that shaped both the project's architecture and the interpretation of its outcomes. The project work took podcast production as its central device: a format requiring students to move through a complete cycle of competencies (critical analysis of AI systems, collaborative negotiation of topic and format, editorial co-design with an AI tutor, and performative audio production). This cycle was deliberately structured as a progression, with each phase requiring a greater degree of initiative and autonomous decision-making than the previous one. An encounter with professional podcasters mid-process introduced an external standard of communicative quality, shifting students' self-perception from task-completers toward communicative authors accountable to a real audience. Three Black Mirror episodes were used as the analytical entry point, mediated through DOK-structured scaffolding across four cognitive levels. The AI tutor askLea was introduced only after a phase of peer negotiation, designed to function as a critical interlocutor. Conversation logs document patterns of interaction ranging from passive, delegating acceptance of AI output to increasingly directive and evaluative prompting. The conditions that appeared to shift students from one posture to the other constitute the central analytical focus of this contribution. The paper's primary research question is not whether the module "worked", but under what conditions critical agency with AI tools emerged or failed to emerge. To address this question, the paper will draw on triangulation across three data sources (askLea conversation logs, direct observation records from the sessions, and a final Likert-scale questionnaire on perceived competency development, with particular attention to the tensions between self-reported autonomy and observed interaction behaviour. Where these sources diverge, the divergence itself will be treated as pedagogically significant data, pointing to the gap between perceived and enacted competency. The experience is presented with deliberate transparency about its unevenness: fragmented group dynamics, intermittent engagement, and products of variable quality. In an FSL framework, this unevenness maps precisely where transversal competencies require further pedagogical attention, and it is from that mapping that the contribution's practical implications are drawn.

Buckingham, D., The Media Education Manifesto, Polity Press, 2019
Crawford, K., Atlas of AI, Yale University Press, 2021
Floridi, L., "AI as Agency Without Intelligence: on ChatGPT, Large Language Models, and Other Generative Models", Philosophy & Technology, 36, 2023
Ong, W.J., Orality and Literacy, Methuen, 1982
Turkle, S., Reclaiming Conversation, Penguin Press, 2015
Vygotskij, L.S., Pensiero e linguaggio, Laterza, 1990
Webb, N.L., Criteria for Alignment of Expectations and Assessments in Mathematics and Science Education, Research Monograph No. 6, National Institute for Science Education, WCER, University of Wisconsin-Madison, 1997

ALGORITHMIC BIAS, STUDENT AGENCY AND CRITICAL DIALOGUE: A TWO-LEVEL ANALYSIS OF TERRITORIAL EVIDENCE AND INTERNATIONAL PEDAGOGICAL CASE STUDIES

Matteo Angeloni (Università degli Studi della Tuscia, Italy)

algorithmic bias | educational equity | AI governance

When an algorithmic system classifies a student as "low risk" without that assessment being open to verification or discussion, it does not merely make a technical error: it forecloses the very possibility of educational dialogue. The teacher cannot open a conversation about what they cannot see, the student cannot regulate their learning on the basis of criteria they are unaware of, and the school cannot exercise its function if its decisions are delegated to an opaque procedure. This contribution argues that the problem is not the use of AI in education, but the conditions under which it is used: conditions which, when absent, make AI incompatible with any serious conception of critical learning. Authentic learning requires that students have access to the criteria by which they are judged, that they can monitor and regulate their own progress, and that dialogue with tools and teachers remains open and contestable (Vygotsky, 1978; Flavell, 1979; Bakhtin, 1981). An AI system that produces predictions without explaining them violates all three conditions at once. The AI Act (EU 2024/1689), Arts. 9, 10 and 14, translates this into normative obligations: human oversight, data quality, and explainability of high-impact decisions, treated here not as bureaucratic constraints but as minimum pedagogical conditions. The contribution adopts a two-level mixed design. At the macro level, an empirical analysis of territorial bias across 190 European NUTS2 regions uses Eurostat data on early school leaving rates and regional GDP per capita (2024) to show which students an algorithm calibrated on the European average renders structurally invisible. At the micro level, four case studies from the Educational Data Mining Conference 2023 are analysed for the centrality they assign to teachers and students. At the macro level, a statistically significant correlation emerges between regional GDP per capita and the algorithm's prediction error ($r = -0.194$, $p = 0.007$): disadvantaged regions are systematically underestimated as "low risk", with a structural gap of 0.68 percentage points (t-test $p = 0.044$). The bias follows economic, not geographic, lines (Kruskal-Wallis $p = 0.32$): 82 false negatives appear because students live in low-income contexts the algorithm does not account for. At the micro level, four recurring conditions emerge. Gabbay and Cohen (2023) show that metacognitive feedback in programming MOOCs produces more autonomous learners than systems providing solutions directly. An Accountable Talk case mediated by GPT-4 (EDM 2023) demonstrates that language models can sustain critical discourse when designed to elicit argumentation, not replace it. Wagner et al. (2023) show that a transparent recommendation system reduces dropout without a self-fulfilling prophecy effect. Karimov et al. (2023) document how an adaptive platform in a disadvantaged context in Azerbaijan improved grades for 68.6% of students, showing that algorithmic equity is a matter of design. Both levels converge: AI is compatible with education only if verifiable — if teachers and students can interrogate it, challenge it, and correct it. Without explainability and human accountability, the school does not produce critical learners: it produces consumers of predictions who do not know they can refuse them.

Bakhtin, M.M. (1981). The Dialogic Imagination. University of Texas Press.

Baker, R.S., & Hawn, A. (2022). Algorithmic bias in education. International Journal of Artificial Intelligence in Education, 32, 1941–1979.

Eubanks, V. (2018). Automating Inequality. St. Martin's Press.

Flavell, J.H. (1979). Metacognition and cognitive monitoring. American Psychologist, 34(10), 906–911.

Gabbay, H., & Cohen, A. (2023). Unfolding learners' response to different versions of automated feedback in a MOOC for programming. In M. Feng et al. (Eds.), Proceedings of EDM 2023 (pp. 160–170). IEDMS.

Holmes, W., et al. (2022). Ethics of Artificial Intelligence in Education. Routledge.

Karimov, A., Saarela, M., & Kärkkäinen, T. (2023). The impact of online educational platform on students' motivation and grades: the case of Khan Academy in under-resourced communities. In M. Feng et al. (Eds.), Proceedings of EDM 2023 (pp. 466–473). IEDMS.

European Parliament and Council (2024). Regulation (EU) 2024/1689 (AI Act).

Selwyn, N. (2019). Should Robots Replace Teachers? Polity Press.

Vygotsky, L.S. (1978). Mind in Society. Harvard University Press.

Wagner, K., Merceron, A., Sauer, P., & Pinkwart, N. (2023). A course recommender system built on success to support students at risk in higher education. In M. Feng et al. (Eds.), Proceedings of EDM 2023 (pp. 171–182). IEDMS.

Williamson, B. (2017). Big Data in Education. SAGE.

DELEGATION OR DELIBERATION? AI, METACOGNITION AND DEMOCRATIC AGENCY IN A CLASSICAL HIGH SCHOOL

Daniela Canfarotta (Liceo Ginnasio di Stato "Francesco Scaduto" (Bagheria, Palermo), Italy)

AI Literacy | Metacognition | Student Agency

When students use generative AI to translate Latin and Ancient Greek, are they thinking more—or thinking less? This paper presents findings from an exploratory qualitative case study conducted in an Italian classical high school, examining how AI reshapes interpretative practices in subjects traditionally centred on judgement, ambiguity, and linguistic precision. Data were collected through structured classroom observations, analysis of student translations, and guided reflective discussions during AI-supported activities. Two contrasting patterns emerge. Some students fully delegate the task to AI systems, reproducing translations without engaging in grammatical analysis or interpretative reasoning. In these cases, AI functions as a form of cognitive substitution, weakening agency and displacing responsibility for judgement. Other students, however, use AI as a cognitive scaffold: they compare outputs with their own attempts, question lexical and syntactic choices, and refine their understanding in preparation for oral examinations. Here, AI becomes a mediating tool that can potentially extend the learner's zone of development. These findings suggest that the educational impact of generative AI does not depend on the technology itself but on the pedagogical structure framing its use. As algorithmic systems trained on vast datasets, generative models embed implicit linguistic and cultural assumptions that shape the interpretative options presented to learners. Without explicit critical mediation, such systems risk becoming oracular authorities. In response, the paper proposes a three-step instructional protocol designed to foster metacognitive awareness and dialogical engagement: (1) independent translation attempt; (2) systematic comparison with AI output; and (3) guided reflection on divergences, interpretative criteria, and underlying assumptions. By making algorithmic mediation itself an object of inquiry, students learn to interrogate digital power rather than passively absorb it. Such practices cultivate habits of justification, responsibility, and reflective judgement—capacities essential to democratic learning in an age of datafication.

Bakhtin, M. (1981). The Dialogic Imagination. University of Texas Press.
Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive–developmental inquiry. American Psychologist, 34(10), 906–911.
Vygotsky, L. S. (1978). Mind in Society. Harvard University Press.
Williamson, B. (2017). Big Data in Education: The Digital Future of Learning, Policy and Practice. Sage.

DESIGNING AI TO AVOID COGNITIVE DELEGATION: A METACOGNITIVE TUTORING MODEL FOR CRITICAL AI LITERACY IN SECONDARY EDUCATION

Luca Addiucci (Sapienza, Italy) · **Marco Temperini** (Sapienza, Italy)

Critical AI literacy | Student agency | Metacognition

The rise of Generative Artificial Intelligence (GenAI) in schools introduces a fundamental pedagogical tension: how can GenAI be integrated into classroom practice without encouraging cognitive delegation or passive reliance on AI-generated outputs? This issue connects to broader debates on the purposes of education and the risks of delegating educational processes to technological systems (Biesta, 2020; Selwyn, 2019). This study presents an intervention conducted in an Italian upper secondary school using a Specialised Conversational Agent (SCA) grounded in a Metacognitive Tutoring Model (MTM), designed to foster critical GenAI literacy, student agency, and reflective judgment. We explore the conditions under which AI can enter classroom practice without replacing educational responsibility or teacher judgment. This perspective aligns with critical analyses warning against technologically deterministic narratives (Williamson & Eynon, 2020) and emphasizing the need to preserve teachers' professional agency in AI-enhanced environments (Lan & Chen, 2024). The MTM underpinning the SCA aims to (1) reject the agent's role as an oracle-like problem solver, (2) enact dialogic coaching and active scaffolding, and (3) create a "cognitive gym" supporting the transition from passive consumer to active inquirer. The model builds on foundational work on metacognition (Flavell, 1979) and on the role of self-efficacy in sustaining learner agency (Bandura, 1997). Through structured feedback, metacognitive prompts, and guided error analysis, the agent ensures that students remain the primary architects of the problem-solving process, learning to

reformulate prompts and critically evaluate responses, including incomplete or misleading outputs. The agent is thus conceived not as a substitute for human intelligence, but as a system designed to augment and extend it (Luckin, 2018). The intervention adopted a waitlist-controlled classroom design. All students received preliminary training in prompting, framed as a cognitive and deliberative practice emphasizing clarity, intentionality, and iterative refinement. In the first phase, one group participated in structured mathematics sessions with the SCA, while a second group followed traditional instruction. In the second phase, the latter received prompting training and used the SCA, ensuring full participation. This design enabled observation of learning trajectories and the development of competence in using GenAI systems. Rather than focusing on disciplinary performance, the study examines empowerment and metacognitive indicators. Data include anonymized student–agent interaction excerpts, the evolution of prompt patterns, and a self-perception questionnaire measuring perceived agency, awareness of GenAI limitations, prompt reformulation ability, and recognition of incomplete or ambiguous responses. The central question concerns students' positioning toward GenAI: do they adopt uncritical cognitive delegation (GenAI as an "epistemic oracle"), or maintain cognitive agency, treating GenAI as a co-cognitive dialogic partner? This inquiry reflects concerns about the future of teaching in AI-mediated contexts (Selwyn, 2019) and the need to design systems that support rather than displace pedagogical judgment (Lan & Chen, 2024). We argue that critical AI literacy cannot be reduced to ethical awareness or technical proficiency. It requires pedagogical devices that preserve deliberation (Biesta, 2020), safeguard teacher judgment, and foster students' responsibility in learning. The proposed model is presented as a replicable instructional framework currently undergoing empirical validation.

Biesta, G. (2020). Risking ourselves in education: Qualification, socialization, and subjectification revisited. Educational Theory, 70(1), 89–104.
Selwyn, N. (2019). Should robots replace teachers? AI and the future of education. Polity Press.
Williamson, B., & Eynon, R. (2020). Historical threads, missing links, and future directions in AI in education. Learning, Media and Technology, 45(3), 223–235.
Bandura, A. (1997). Self-efficacy: The exercise of control. Freeman.
Luckin, R. (2018). Machine learning and human intelligence: The future of education for the 21st century. UCL IOE Press.
Lan, Y.-J., & Chen, N.-S. (2024). Teachers' agency in the era of LLM and generative AI: Designing pedagogical AI agents. Educational Technology & Society, 27(1), I–XVIII.
Flavell, J. H. (1979). Metacognition and cognitive monitoring. American Psychologist, 34(10), 906–911

DIALOGIC METACOGNITIVE PROTOCOLS FOR ANCIENT GREEK: PRESERVING TEACHER JUDGMENT AND STUDENT AGENCY WITH GENERATIVE AI

Bruna Capuzza (Università di Bologna, Italy)

dialogic pedagogy | Ancient Greek | critical AI literacy

Ancient Greek teaching is an intensive practice of evidence-based interpretation: learners must justify morphological parses, evaluate syntactic ambiguity, and defend translation choices that remain contestable. Generative AI can support this work, but its conversational authority risks automating judgment and encouraging cognitive dependency. Responding to Panel M.03's focus on critical dialogue with AI, this paper connects Freire's pedagogy of autonomy (ethical self-formation through responsible decision-making) with Illich's threshold logic (tools crossing into radical monopoly) and critical AI approaches that treat AI as sociotechnical agency that must be pedagogically mediated, not merely adopted. We propose a Dialogic Metacognitive Protocol for Ancient Greek (DMP-GR), a five-step lesson sequence that treats AI as a dialogical partner rather than an oracle and that preserves teacher agency: (1) Problematize: the teacher frames a "philological problem" in a short Greek passage (e.g., participial scope; discourse particles; aspect and modality) and makes explicit democratic criteria (reasons, evidence, openness to alternative readings). (2) Externalize: students generate multiple AI outputs through prompt-variation (constraints, counterfactuals, "show two parses", "argue against yourself"), documenting outputs and uncertainties. (3) Cross-examine: groups test claims against grammars, lexica, and corpora; they identify where AI is plausible but unsupported, and where it is wrong but persuasive. (4) Metacognitive reflection: students write a short "philological decision log" explaining how they updated their confidence, what evidence mattered, and which biases (AI or human) may have shaped their choice. (5) Dialogic deliberation: students defend a translation and respond to objections; the class co-constructs a justified version plus an "alternative readings" appendix.

DMP-GR shifts evaluation from product to process: the teacher assesses traceable reasoning, responsible tool-use, and dialogical participation. Expected democratic outcomes include autonomy in deciding when and how to use AI, epistemic humility, plural reasoning, and practical wisdom (phronesis) in AI-mediated inquiry.

Alexander, R. (2020). A Dialogic Teaching Companion, London.

Bakhtin, M. M. (1981). The Dialogic Imagination: Four Essays. Austin, TX: University of Texas Press.

Freire, P. (1998). Pedagogy of Autonomy: Knowledges Necessary for Educational Practice, Sao Paulo: Paz e Terra.

Illich, I. (1973). Tools for Conviviality. New York, NY: Harper & Row.

Major, L., Warwick, P., Rasmussen, I., Ludvigsen, S., & Cook, V. (2018). Classroom dialogue and digital technologies: A scoping review. Education and Information Technologies, 23, pp. 1995–2028.

National Institute of Standards and Technology. (2023). Artificial Intelligence Risk Management Framework (AI RMF 1.0) (NIST AI 100-1). Gaithersburg, MD: NIST.

Ross, E. A. S. (2023). A new frontier: AI and ancient language pedagogy. Journal of Classics Teaching, 24(48), 143–161.

UNESCO. (2021). Recommendation on the Ethics of Artificial Intelligence. Paris: UNESCO.

UNESCO. (2023). Guidance for generative AI in education and research. Paris: UNESCO.

UNESCO. (2024). AI competency framework for students. Paris: UNESCO.

AI AS AGENTS TO THINK WITH: A CONSTRUCTIONIST FRAMEWORK FOR AI USAGE

Lorenzo Natali (Università di Genova; ITD/CnR)

Agency | A.I for education | Human-A.I interaction

Generative artificial intelligences (GAI), through their rapid development, are profoundly reshaping the educational landscape. Current literature highlights how the use of A.I in education can positively affect several dimensions, including instructional personalization, learning outcomes, collaborative and communicative dynamics, reduction of cognitive load, and overall enhancement of cognitive skills. At the same time significant risks have been identified, such as overreliance and cognitive deskilling. As reported by Tian & Zheng (2025), the effects of A.I on the development of skills such as the 4Cs are also influenced by the role it assumes within the educational process (e.g., tutor, peer, or collaborator). This makes it strategically important to define conditions and interaction models capable of guiding the use of A.I, framing it as a tool for cognitive augmentation rather than as a purely performative and opaque technology. Seymour Papert's constructionist pedagogy offers a potential interpretative key, both due to the centrality of creative activity in the process of knowledge construction and through what he define as "objects to think with": tools enabling students to engage in cognitively meaningful activities. Levin et al. extend this concept to A.I, shifting from objects to "agents to think with." These can function as maieutic tutors and cognitive exoskeletons capable of stimulating reasoning while keeping learners pivotal in their cognitive processes, thus preserving agency and cognitive abilities. This perspective suggests a reversal of the interaction axis between user and A.I where, rather than having a learner passivly searching for an output, we figure an agent guiding him maieutically fostering cognitive processes, divergent thinking, creative and critical skills. Along these lines, this paper aims to present the Tool Engagement × Human Engagement (TExHE) interaction paradigm. Designed to stimulate user agency as defined by Bandura (2001)—intentionality, forethought, self-reactiveness, and self-reflectiveness—within constructionist learning contexts, TExHE supports the configuration of co-constructionist "agents to think with," outlining their characteristics and pedagogical aims. The agent's behaviors (Tool Engagement) should be modeled both according to Levin's definition of "agents to think with" and according to Resnick's (2018) principles of effective educational tools: low floors (accessibility), high ceilings (high potential), and wide walls (flexibility). These features are intended to foster Human Engagement, understood as the degree of cognitive and self-regulatory involvement through which the learner guides, structures, and evaluates their own mental processes. The relationship between Tool Engagement and Human Engagement is therefore asymmetrical and dynamic: the agent's intervention remains subordinated to, and functionally oriented toward, the preservation and enhancement of the learner's agency. A first application of this paradigm, currently under field experimentation, is the Gemini Gem Clair. As a constructionist tutor, Clair supports users in creative processes by integrating the TExHE paradigm, which determines its behavioral logic, with the Creative Problem Solving Framework 6.1, which structures its operational workflow, acting both as a facilitator and as an enhancer of creative performance. Moreover, its implementation through Gemini Gems ensures replicability and accessibility of similar tools within school contexts, offering design possibilities potentially within teachers' reach.

Ali, O., Murray, P. A., Momin, M., Dwivedi, Y. K., & Malik, F. T. (2024). The effects of artificial intelligence applications in educational settings: Challenges and strategies. Technological Forecasting and Social Change, 199, Article 123076. https://doi.org/10.1016/j.techfore.2023.123076

Bandura, A. (2020). Social Cognitive Theory: An Agentic Perspective. Psychology: The Journal of the HellenicPsychological Society, 12(3), 313–333. https://doi.org/10.12681/psy_hps.23964

Deroncele-Acosta, A., Sayán-Rivera, R. M. E., Mendoza-López, A. D., & Norabuena-Figueroa, E. D. (2025). Generative artificial intelligence and transversal competencies in higher education: A systematic review. Applied System Innovation, 8(3), Article 83. https://doi.org/10.3390/asi8030083

Doshi, A., & Hauser, O. (2024). Generative AI enhances individual creativity but reduces the collective diversity of novel content. Science Advances, 10, eadn5290. https://doi.org/10.1126/sciadv.adn5290

Habib, S., Vogel, T., Anli, X., & Thorne, E. (2024). How does generative artificial intelligence impact student creativity? Journal of Creativity, 34(1), Article 100072. https://doi.org/10.1016/j.yjoc.2023.100072

Levin, I., Semenov, A., & Gorsky, M. (2025). Papert's vision realized: Constructionism and generative AI. In Constructionism Conference Proceedings (pp. 419–426). https://doi.org/10.21240/constr/2025/36.X

Papert, S. (1980). Mindstorms: Children, computers, and powerful ideas. Basic Books.

Qu, X., Sherwood, J., Liu, P., & Aleisa, N. (2025). Generative AI tools in higher education: A meta-analysis of cognitive impact. In Proceedings of the ACM Conference (pp. 1–9). https://doi.org/10.1145/3706599.3719841

Resnick, M. (2017). Come i bambini: Immaginare, creare, giocare e condividere nel mondo digitale. Erickson.

Tian, Q., & Zheng, X. (2025). The impact of artificial intelligence on students' 4C skills: A meta-analysis. Educational Research Review, 49, 100728. https://doi.org/10.1016/j.edurev.2025.100728

Treffinger, D. J., Isaksen, S. G., & Stead-Dorval, K. B. (2003). Creative problem solving (CPS Version 6.1™): A contemporary framework for managing change. Creative Problem Solving Group.

Urmeneta, A., & Romero, M. (2025). AI as a creative partner: A PRISMA review of AI's role in supporting creativity in education. Frontiers in Education, 10, Article 1602151. https://doi.org/10.3389/feduc.2025.1602151

Yu, W. F. (2025). AI as a co-creator and a design material: Transforming the design process. Design Studies, 97, 101303. https://doi.org/10.1016/j.destud.2025.101303

METACOGNITIVE AI LITERACY ACROSS CONTEXTS: EMPIRICAL EVIDENCE FROM THE RAISE FRAMEWORK

Nadia Sansone (UnitelmaSapienza University of Rome, Italy)

Metacognition | prompt reasoning | conversational AI

The widespread adoption of generative AI in educational and professional contexts has outpaced the development of frameworks supporting critical, metacognitive engagement. Most users approach conversational AI as a digital oracle — seeking speed and immediate output — rather than as a dialogical partner for meaning-making. This pattern mirrors a structural problem: the very affordances that make generative AI powerful (fluency, responsiveness, apparent authority) also make it prone to fostering cognitive delegation rather than reflective thinking. This paper presents rAIse (Reflect-Ask-Interpret-Source-Evolve), a five-phase framework for conversational AI literacy developed within the AI4E Laboratory at UnitelmaSapienza, and reports empirical evidence of its effectiveness across multiple learning contexts. rAIse is grounded in five foundational theoretical traditions: Flavell's metacognition, Vygotsky's Zone of Proximal Development, Bakhtin's dialogism, Schön's reflection-in-action, and Freire's generative pedagogy (Evolve). Each phase is operationalized through stimulus questions that slow down and structure human-AI interaction, shifting engagement from mechanical to strategic and from passive to reflective. The framework explicitly repositions AI not as an authoritative source but as a co-constructor of knowledge requiring active critical participation from the user — a dialogical partner rather than an oracular authority. A pre-post single-group design was conducted across multiple professional and educational contexts — university students, in-service teachers, private sector professionals, and public administration officers — through the AI4E Laboratory at UnitelmaSapienza. A total of 657 participants completed the rAIse process module and an accompanying validated questionnaire (24 items; Cronbach's α = 0.826 pre, 0.827 post). Two conditions were compared: facilitated workshops (2–4 hours, with theoretical introduction and guided application) versus fully autonomous self-application without prior training or facilitation. Four AI literacy competencies were measured via five-point Likert scales: use of AI for professional support, use of AI for information research, critical analysis of AI outputs, and ethical awareness. Wilcoxon signed-rank tests revealed large effect sizes across all four competencies (r = 0.619–0.838, $p < .001$). A counterintuitive and theoretically significant finding emerged: participants who applied rAIse autonomously — without any prior facilitated training — showed systematically greater improvement than workshop participants, with the most pronounced difference in ethical awareness (+0.123 effect size). This finding suggests that the framework possesses intrinsic self-scaffolding

properties: learning occurs through structured doing rather than through listening to explanations, positioning the AI conversation itself as the formative environment. Moreover, participants who completed the EVOLVE phase reflective item demonstrated significantly higher gains in critical analysis (U = 47566, p = .044), confirming that metacognitive writing is constitutive to the learning process. Reduced post-intervention standard deviations across all competencies further indicate that rAIse reduces initial variability, functioning as an equalizing scaffold within heterogeneous groups. Three conclusions emerge. First, rAIse is effective transversally across diverse professional and educational profiles, from primary teachers to public sector officers. Second, traditional didactic mediation is not a prerequisite for its effectiveness: the framework's structure is sufficient to generate meaningful learning independently. Third, the challenge of AI literacy is ultimately cultural rather than technical — it requires reclaiming metacognition, slowness, and democratic agency as non-negotiable dimensions of human-AI interaction in educational settings.

Flavell, J.H. (1979). Metacognition and cognitive monitoring. American Psychologist, 34(10), 906–911.
Vygotsky, L.S. (1978). Mind in Society. Harvard University Press.
Bakhtin, M.M. (1981). The Dialogic Imagination. University of Texas Press.
Schön, D.A. (1983). The Reflective Practitioner. Basic Books.
Freire, P. (1970). Pedagogy of the Oppressed. Herder & Herder.
Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences (2nd ed.). Erlbaum.

ARTIFICIAL INTELLIGENCE AS A SOCIOLOGICAL OBJECT FOR STUDENT REFLEXIVITY: A CLASSROOM LABORATORY ON KNOWLEDGE, BIAS AND DIGITAL MEDIATION

Claudia Jiménez-Rodríguez (Universidad Antonio de Nebrija, Spain; Università di Torino, Italy) · **Simona Tirocchi** (Università di Torino, Italy) · **Federica Cretazzo** (Università degli Studi di Milano-Bicocca, Italy)

Artificial Intelligence in Education | Metacognition | Democratic Learning

Abstract The growing presence of generative artificial intelligence (GenAI) in contemporary societies, and particularly in education, is reshaping how knowledge is produced, accessed and interpreted (Brandao, 2025; Rossi et al., 2025). Within broader processes of digitalization and datafication, algorithmic systems increasingly influence the circulation of knowledge and the ways individuals engage with information. However, whether GenAI represents primarily risks or opportunities for younger generations remains relatively underexplored. While its use may become problematic when it is purely instrumental and oriented toward rapid output production, it may also foster meaningful learning when it promotes reflective and critical engagement with knowledge and supports the development of AI literacy and critical thinking skills (Walter, 2024). These transformations raise important questions regarding whether students possess the tools to critically engage with artificial intelligence and whether these technologies can contribute to the democratic mission of education, particularly in relation to citizenship formation. Within the field of sociology of education, these developments call for renewed reflection on algorithmic authority, digital mediation and the ways students interact with algorithmically generated knowledge. In response to these challenges, this paper presents a classroom laboratory designed as a pedagogical and sociological experiment in which university students engage critically with generative AI systems while exploring sociological concepts such as identity, social roles and inequality. The objective is not merely to employ AI as a technological tool, but to examine how algorithmic responses may reflect, reproduce or reshape existing social narratives. Methodologically, the study develops a classroom laboratory adopting a qualitative and exploratory approach grounded in participatory peer-based research methods. The activity takes place within the university course Sociology of Education in the Digital Age at the University of Turin (academic year 2025–2026) and involves a cohort of 35 students. The study dynamics are implemented through the use of the generative artificial intelligence platform ChatGPT (OpenAI) and structured instruments designed around key sociological concepts such as identity, social roles and inequality. The data generated—including students' prompts, AI responses and collective classroom reflections—are analyzed through a qualitative interpretative approach aimed at identifying patterns of reasoning, emerging narratives and processes of metacognitive reflection on algorithmically mediated knowledge. By encouraging students to interrogate the assumptions embedded in AI-generated discourse, the laboratory promotes metacognitive awareness of how knowledge is constructed within digitally mediated environments and supports the development of student agency in relation to algorithmic systems. The

study argues that such pedagogical practices can strengthen critical engagement with emerging technologies while addressing broader democratic challenges associated with artificial intelligence, including the capacity to recognize algorithmic bias, counter disinformation and foster forms of digital citizenship in contemporary educational contexts.

Brandao, P. R. (2025). The impact of artificial intelligence on modern society. AI, 6(8), 190. https://doi.org/10.3390/ai6080190

Rossi, M., Ciletti, M., Melchiorre, L., & Toto, G. A. (2025). The impact of generative artificial intelligence (GenAI) on education: A review of the potential, the risks and the role of immersive technologies. Education Sciences & Society, 15(2). https://doi.org/10.3280/ess2-2024oa18464

Walter, Y. (2024). Embracing the future of artificial intelligence in the classroom: The relevance of AI literacy, prompt engineering, and critical thinking in modern education. International Journal of Educational Technology in Higher Education, 21, 1–29. https://doi.org/10.1186/s41239-024-00448-3

BEYOND THE ANTINOMY. GENERATIVE ARTIFICIAL INTELLIGENCE IN SCHOOLS BETWEEN SUPPORT AND RELIANCE

Giacomo Astorri (University of Bologna, Italy)

generative artificial intelligence | pedagogical problematicism | agency

This contribution uses the antinomical formula (Bertìn, 1968), the methodological pivot of pedagogical problematicism, to investigate two possible postures regarding the use of generative artificial intelligence devices within the school environment and teaching-learning practices, with the aim to overcome both of them towards a solution both ethically and technologically grounded. On the one hand, we have "reliance" as a posture that does not primarily involve critical and reflective thought, but rather it's focus on automation of the practices and knowledge of both educators and learners when using generative artificial intelligence systems. This pole is well represented by the discipline known as learning analytics (Siemens & Long, 2011). On the other hand, the pole of "support" highlights how it is possible to use devices with a critical and reflective approach, not fully entrusting aspects of teaching-learning practices to algorithmic outputs, but intervening where necessary, negotiating meanings, power, and knowledge. This second pole is represented, for example, by minority studies in critical education and technology (Selwyn, 2014). According to its epistemological framework, pedagogical problematicism posits that the polarities analyzed within the antinomical dialogue possess both positive and negative elements subject to observation and analysis. These elements, therefore, must be taken into consideration with the aim of overcoming the two positions in favor of a synthesis that renounces dogmatic and ideological aspects in favor of greater pedagogical proximity between the positions. The point, therefore, is not to value "support" solely at the expense of "reliance", nor viceversa. This debate runs parallel to the polarized and polarizing positions of the excessively naïve techno-enthusiasts and the neo-Luddites, who would aspire to an almost total return to the analog; it is believed, in this case as well, that both positions have, from a pedagogical perspective, elements to be valued that are useful for the reflection set forth here. Finally, a recent and exploratory perspective will be examined which, thanks to its theoretical framework, overcomes the impasse that these two positions often bring with them. The reference is to the theory of “artificial agency” proposed by Luciano Floridi (Floridi, 2025). This theory, in its originality, does not banish computers nor eminently (all too) human qualities to the disadvantage of synthetic data but, on the contrary, enriches the discussion and represents in nuce a desirable future.

Bertin, G. M. (1968). Educazione alla ragione: Lezioni di pedagogia generale. Armando.

Floridi, L. (2025). La differenza fondamentale. Artificial Agency: Una nuova filosofia dell'intelligenza artificiale (M. Durante, Trad.). Mondadori.

Selwyn, N. (2014). Distrusting educational technology: Critical questions for digital times. Routledge.

Siemens, G., & Long, P. (Eds.). (2011). Proceedings of the 1st International Conference on Learning Analytics and Knowledge (LAK '11). Association for Computing Machinery. https://doi.org/10.1145/2090116

GOVERNING AI INTERACTION: METACOGNITIVE PROFILES, SELF-ASSESSMENT, AND PEER FEEDBACK IN A RAISE-STRUCTURED E-TIVITY

Nadia Sansone (UnitelmaSapienza University of Rome, Italy) · **Ilaria Bortolotti** (UnitelmaSapienza University of Rome, Italy)

conversational AI | formative assessment | rAIse

The integration of generative AI in higher education demands a fundamental shift in focus: from what AI produces to how students interact with it. Without deliberate metacognitive scaffolding, conversational AI risks reinforcing cognitive delegation rather than developing critical judgment. This exploratory mixed-methods study examines whether a structured e-tivity embedding the rAIse framework (Reflect-Ask-Interpret-Source-Evolve) as a procedural scaffold can transform AI conversation into a formative and self-regulatory practice aligned with Assessment as Learning principles (Earl, 2003). Two research questions guided the study: RQ1 — To what extent do metacognitive regulation strategies emerge, particularly in self-assessment and revision phases? RQ2 — What interaction profiles emerge from conversational logs, and how do these associate with the degree of alignment between perceived and enacted competence, as revealed by peer feedback? 17 university students (online degree programme in Psychological Sciences, UnitelmaSapienza) participated in an e-tivity titled "Learning to learn with AI," conducted across three synchronous webinars between October and November 2025. In the first webinar, students were introduced to rAIse through live practice and submitted a baseline evaluative prompt formulated without any structured approach, serving as the analytical reference point for measuring subsequent changes in prompt quality and interaction strategy. In the second webinar, students applied rAIse to co-construct an assessment rubric with AI and use it to evaluate their own work through motivated, iterative revision — directly reformulating their baseline prompt using rAIse phases and introducing explicit criteria, meta-prompting, and regulation practices. In the third webinar, each student analyzed an anonymized peer's conversational log using a rAIse-derived coding grid, providing written feedback on prompt quality, cognitive function attributed to AI, and regulation strategies observed; collective debriefing enabled students to confront the gap between perceived and enacted competence. The dataset comprises 68 chat logs, rAIse pre/post questionnaires (four AI literacy dimensions, Likert 1–5), and structured peer feedback forms. Logs were analyzed using ordinal indicators of prompt quality (0–3), cognitive function attributed to AI (0–3, from substitutive to critical-regulative), transformative iteration level (0–3), and regulation markers including meta-prompting, motivated output critique, and validation requests. Perceived-enacted alignment was estimated by triangulating pre/post questionnaire delta scores with peer feedback evaluations. Addressing RQ1, metacognitive regulation emerged in three recurring strategies: regulation for clarity (contesting vague AI-generated criteria), regulation for control (meta-prompting, inverting the standard dialogic flow), and regulation for refinement (negotiating content through motivated rejection of AI proposals). Addressing RQ2, five interaction profiles emerged along a delegating-to-regulative continuum: Reflective Learner (29%), Strategic Architect (18%), Task-Oriented (18%), Pragmatic (23%), and Surface Learner (12%). Surface profiles systematically overestimated their competence while reflective profiles showed close alignment between questionnaire delta scores and log-observed strategies. The baseline-to-rAIse comparison further confirmed that structured scaffolding produces qualitative shifts in prompt construction and interaction governance. These findings yield three design implications: explicit criteria must be embedded structurally in tasks; verification and triangulation must be required and assessed; peer analysis of conversational logs creates a metacognitive mirror unavailable through individual reflection alone. Epistemic responsibility remains with the learner — and the design must structurally demand it.

Earl, L.M. (2003). Assessment as Learning. Corwin Press.

Flavell, J.H. (1979). Metacognition and cognitive monitoring. American Psychologist, 34(10), 906–911.

Hattie, J., Timperley, H. (2007). The power of feedback. Review of Educational Research, 77(1), 81–112.

Bakhtin, M.M. (1981). The Dialogic Imagination. University of Texas Press.

Nicol, D.J., Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning. Studies in Higher Education, 31(2), 199–218.

Sansone, N. (in press). The rAIse framework. British Journal of Educational Technology.

CRITICAL DIALOGUE WITH AI IN CIVIC EDUCATION: TEACHER MEDIATION, METACOGNITION AND DEMOCRATIC AGENCY IN LOWER SECONDARY SCHOOL

Lucia Iannucci (I.C. Pescara 8 - Scuola secondaria di primo grado "Tinozzi", Italy)

Critical AI Literacy | Teacher Agency | Metacognitive Pedagogy

This paper presents an empirical case study from an Italian lower secondary school exploring the integration of artificial intelligence (AI) within a civic education pathway grounded in Article 54 of the Italian Constitution, which emphasizes duty, responsibility, and service to the Republic. The study investigates how AI can be incorporated into classroom practice while preserving pedagogical judgment and fostering critical thinking, student agency, and democratic learning. The project developed through structured and progressive phases. Students first engaged in reflective civic inquiry through creative and analytical activities, including acrostics centred on constitutional values (duty, honour, loyalty, discipline, sacrifice, oath), autobiographical writing, and the collective composition of a poem. The pathway also included an encounter with the author of a book dedicated to the journalist Antonio Russo, whose professional commitment provided a framework for discussing ethical responsibility and public service. Additionally, students conducted and examined an interview with a witness connected to the figure of magistrate Emilio Alessandrini, introducing authentic testimonial material into the learning process. AI was introduced gradually and framed as an object of reflection rather than as an authoritative source. Within a sociocultural perspective informed by Vygotsky, AI functioned as a mediating tool whose educational value depended on teacher guidance and critical use. In one phase, a collectively written poem was transformed into a song through an AI-based application while maintaining full student ownership of meaning and content. In another phase, AI-supported transcription and summarisation tools were employed during the guided analysis of the recorded interview. Students were encouraged to distinguish between information, interpretation, and personal elaboration, developing awareness of how AI systems reorganise discourse. The case addresses the two dimensions highlighted in this panel. Regarding the teacher's role, AI integration was based on deliberate instructional design and explicit ethical framing. Decisions about its use were made transparent, ensuring that evaluative and interpretative authority remained human and pedagogically grounded. Regarding student empowerment, the pathway promoted critical AI literacy through dialogical practices inspired by Bakhtin and metacognitive self-evaluation grounded in Flavell's framework. Structured written reflections following the author encounter supported students in examining both content and learning processes. Recently awarded first prize in a national civic education competition focused on constitutional values, the project demonstrates that AI can contribute to democratic education when embedded in reflective pedagogy and intentional mediation. The findings suggest that critical AI literacy emerges through guided dialogue, ethical positioning, and metacognitive practice rather than through technical proficiency alone. By positioning AI as a dialogical partner requiring critical engagement, this study contributes to discussions on balancing technological innovation with democratic responsibility in educational contexts.

Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Harvard University Press.
Bakhtin, M. M. (1981). The Dialogic Imagination: Four Essays. University of Texas Press.
Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. American Psychologist, 34(10), 906–911.

QUESTIONING THE MACHINE: A SOCRATIC CHATBOT AND METACOGNITIVE GAINS AMONG PRE-SERVICE TEACHERS

Maria Ranieri (University of Florence, Italy) · **Gabriele Biagini** (University of Florence, Italy) · **Giulia Cuozzo** (University of Florence, Italy)

AI Chatbot | Metacognition | Pre-service Teachers

As generative AI becomes embedded in educational practice, a critical question emerges: does it cultivate or erode the metacognitive capacities that underpin democratic, agentive learning? The dominant model of human-AI interaction — in which students ask and AI answers — mirrors cognitive offloading rather than pedagogical dialogue, externalising problem-framing and bypassing the productive struggle through which deep learning occurs. This contribution presents empirical evidence from a quasi-experimental study examining whether a theoretically grounded alternative can foster

metacognitive awareness among pre-service teachers, rather than merely replacing their cognitive effort. The study deployed MAIEUTIC — a conversational AI explicitly architected around Vygotsky's Zone of Proximal Development and Zimmerman's Self-Regulated Learning framework — in an undergraduate Educational Technology course at an Italian university (N=188). Grounded in Bakhtinian dialogism, MAIEUTIC treats the learner not as a passive recipient of information but as an active voice in a genuine epistemic exchange. Rather than answering student questions, it inverts the typical human-AI dialogue: through Socratic questioning and adaptive scaffolding organised across a tri-phasic structure (planning → producing → revising), the system elicits student elaboration at each stage. Crucially, the system incorporates anti-offloading mechanisms — refusing to generate complete answers and requiring elaboration before offering further support — operationalising the idea that the AI's role is to sustain thinking, not to substitute it. Across 25 analysed sessions, MAIEUTIC averaged 6.5 questions per session against students' 1.6, yielding a 4:1 system-to-student ratio — what we term the Interaction Flip. Metacognitive awareness was measured via the MAI-19 (Metacognitive Awareness Inventory, 19 items, 5-point Likert scale) in a matched pre-post design (N=144: MAIEUTIC n=71, ChatGPT control n=73), with participant-generated anonymous codes ensuring privacy while enabling longitudinal tracking. Results indicate markedly divergent trajectories. MAIEUTIC participants showed substantial growth in self-reported metacognitive awareness ($\Delta M = +0.625$), while the ChatGPT control group showed a slight decline ($\Delta M = -0.068$). A mixed ANOVA confirmed a large Group × Time interaction ($F(1,142) = 146.31$, $p < .001$, $\eta^2p = .507$), which remained robust after adjusting for baseline non-equivalence (ANCOVA, $\eta^2p = .404$). Nearly half of MAIEUTIC participants (49.3%) met the Reliable Change Index threshold for clinically meaningful improvement; none in the control group did. These findings suggest that AI dialogue structure — specifically, who asks the questions — is not a neutral design choice but a deeply political and pedagogical one. In educational spaces where democratic deliberation should flourish, designing AI as an interlocutor that questions rather than answers may be a concrete strategy for preserving learner agency, supporting teacher professional identity, and resisting the automation of judgment. The study contributes empirical grounding to theoretical calls for critical AI literacy, and we conclude with implications for educators, AI developers, and policy frameworks that currently treat all AI tools as equivalent.

Bakhtin, M. M. (1981). The dialogic imagination: Four essays (M. Holquist, Ed.; C. Emerson & M. Holquist, Trans.). University of Texas Press.

Jacobson, N. S., & Truax, P. (1991). Clinical significance: A statistical approach to defining meaningful change in psychotherapy research. Journal of Consulting and Clinical Psychology, 59(1), 12–19. https://doi.org/10.1037/0022-006X.59.1.12

Schraw, G., & Dennison, R. S. (1994). Assessing metacognitive awareness. Contemporary Educational Psychology, 19(4), 460–475. https://doi.org/10.1006/ceps.1994.1033

Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds.). Harvard University Press.

Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. Theory Into Practice, 41(2), 64–70. https://doi.org/10.1207/s15430421tip4102_2

PARTNER, NOT CREATOR: EVALUATING PRODUCT CREATIVITY OF AI-SUPPORTED STORYBOARD WRITING IN MARGINALIZED EDUCATIONAL CONTEXTS

Fabrizio Lo Presti (Istituto per le Tecnologie Didattiche - Consiglio Nazionale delle Ricerche, Italy; Università degli Studi di Modena e Reggio Emilia, Italy) · **Giuseppina Rita Jose Mangione** (INDIRE Firenze, Italy) · **Manuel Gentile** (Istituto per le Tecnologie Didattiche - Consiglio Nazionale delle Ricerche, Italy)

Generative Artificial Intelligence | Creativity | Multi-Agent Systems

A major paradigm shift in educational research has rethought the definition of creativity: no longer seen as a fixed individual trait, it is now understood as a complex process stimulable through targeted educational interventions (Runco, 2004). However, opportunities to develop creativity are not equally distributed. Students attending schools in geographically marginalised areas often experience reduced access to cultural institutions, extracurricular activities, and advanced digital resources that can nurture creative development (Mangione, 2024). In these settings, structured educational programs aimed at fostering creativity can play a particularly important compensatory role. While different activities aiming to foster creative practices have been proposed in educational scenarios (Clapham, 2003) , their effectiveness is often hindered by limitations such as conformity and production blocking (Zhou & Luo, 2012) or the prevalence of persistent creativity myths and test-focused environments (Plucker et al., 2011). Current research therefore focuses on finding

new methods for efficiently empowering students' creativity. In this scenario, Generative Artificial Intelligence (AI) systems, when guided by a clear pedagogical direction, have the potential to act as cognitive mediators and facilitators of the creative process, while preserving the centrality of the human individual. This paper presents a study exploring an innovative approach to AI integration for creativity fostering in schools. While much of the literature investigates the impact of AI on the creative Person or Process (Rhodes, 1961), this study shifts the focus to the Product and the Press, the sociocultural context framing the evaluation. Specifically, the research addresses the following question: does the creative artifact produced following the intervention, evaluated by a team of domain experts, reach high levels of quality in terms of creativity? To address this question, the study adopts a quasi-experimental mixed-methods design. The three-week intervention involves students from marginalized areas of Umbria, Italy, tasked with designing a textual storyboard. To support them, the study utilizes a digital platform featuring a Generative AI-enhanced multi-agent system (MAS), designed as a brainstorming chat between the human participant and artificial agents. The pedagogical framework is grounded in Edward De Bono's Six Thinking Hats model (De Bono, 1985). The brainstorming sessions feature distinct phases where both the student and agents wear the same hat, promoting parallel thinking and minimizing cognitive conflict. As recent literature highlights, MAS function as communities that enable collaboration among multiple agents to address complex tasks exceeding the capabilities of any single entity, effectively generating diverse perspectives that enrich the collaborative dialogue (Lo Presti et al., 2025). To evaluate the quality of the final storyboards, a subsample of anonymous artifacts is submitted to independent domain experts using Amabile's (1982) Consensual Assessment Technique (CAT). This allows for a robust measure of Product creativity grounded in expert consensus, which represents the Press. Finally, implementing this intervention in geographically marginalized contexts highlights the potential of pedagogically structured AI to act as a democratic equalizer, providing equitable access to high-level cognitive scaffolding and fostering critical, agentic learning environments.

Amabile, T. (1982). A Consensual Assessment Technique. Journal of Personality and Social Psychology, 43, 997-1013.
https://content.apa.org/doi/10.1037/0022-3514.43.5.997

Clapham, M. M. (2003). The Development of Innovative Ideas Through Creativity Training. In The International Handbook on Innovation (pp. 366–376). Elsevier. https://doi.org/10.1016/b978-008044198-6/50025-5

De Bono, E. (1985). Six Thinking Hats. London: Penguin Books.

Lo Presti, F., Gentile, M., Mangione, G.R.J., Zampolini, L. (2025) Reimagining AI agents for education: The evolution towards collaborative large language model multi-agent systems. In: ICERI2025 Proceedings, pp. 6936–6944 (2025). https://doi.org/10.21125/iceri.2025.1903

Mangione, G. R. J. (2024). The Small and Rural School Italian Network for Digital Technologies Flourishing in "Non Standard" Educational Context: Before, During, and After the Pandemic Era. In Disruptive Technologies in Education and Workforce Development (pp. 136-164). IGI Global Scientific Publishing.

Plucker, J. A., Waitman, G. R., & Hartley, K. A. (2011). Education and Creativity. In Encyclopedia of Creativity (pp. 435–440). Elsevier. https://doi.org/10.1016/b978-0-12-375038-9.00086-8

Rhodes, M. (1961). An Analysis of Creativity. The Phi Delta Kappan, 42(7), 305–310. http://www.jstor.org/stable/20342603

Runco, M. A. (2004). Everyone has creative potential. In R. J. Sternberg, E. L. Grigorenko, & J. L. Singer (Eds.), Creativity: From potential to realization (pp. 21–30). American Psychological Association. https://doi.org/10.1037/10692-002

Zhou, C., & Luo, L. (2012). Group Creativity in Learning Context: Understanding in a Social-Cultural Framework and Methodology. Creative Education, 03(04), 392–399. https://doi.org/10.4236/ce.2012.34062

AI-SUPPORTED SCHOOL VISIONS: MULTI-AGENT SYSTEMS AND TEACHER AGENCY IN SMALL AND RURAL SCHOOLS

Lydia Zampolini (INDIRE Firenze, Italy) · **Giuseppina Rita Jose Mangione** (INDIRE Firenze, Italy) · **Manuel Gentile** (ITD-CNR Palermo, Italy)

Artificial intelligence in education | multi-agent systems | design thinking

The integration of Artificial Intelligence (AI) into educational systems raises significant concerns regarding the automation of pedagogical judgement and its potential impact on educational professionals' agency. This contribution explores the use of language-model-based multi-agent systems (LLM-MAS) (Cheng, Y., et al., 2024) as cognitive mediators supporting collective ideation and the construction of school visions, avoiding passive delegation to technology. Grounded in a sociocultural framework, AI is conceptualised as a mediating artefact capable of expanding human cognition operating within the Zone of Proximal Development (ZPD), providing adaptive support for tasks that would otherwise be difficult to manage independently (Vygotsky, 1978). In this view, AI does not replace professional judgement but can strengthen

agency as the capacity to intervene intentionally in educational processes and act as co-authors of institutional change (Bandura, 2001). The study presents preliminary findings from a project conducted in three small schools located in central Italy, complex contexts where challenges take locally specific forms and require highly contextualised innovation strategies. Teachers, school leaders and key stakeholders participated in imagination workshops supported by an LLM-MAS designed to complement Design Thinking practices (Brown, 2009; Zampolini et al., 2025a). Unlike generalist language models, the system employs multiple intelligent agents organised with distinct roles (Zampolini et al., 2025b) — Challenger, Jester, Gardener and Conceptualiser — enabling proactive interaction and supporting reflective ideation. Equipped with contextual memory, the system functions not as a mere assistant but as a "cognitive teammate", participating in problem-setting processes while maintaining human control. Functional differentiation among agents allows simulation of dialogical and collaborative dynamics, fostering negotiation of meanings and co-construction of knowledge. Such dynamics support professional creativity as a systemic competence emerging from collective problem reformulation and shared solution generation rather than an individual trait (Harris, 2018; Sawyer, 2012). Analysis of the imagination workshops indicates that participants developed increasingly articulated and context-sensitive school visions through iterative cycles of problem reformulation and solution generation. Interaction with LLM-MAS appeared to facilitate dialogue, the exploration of alternative scenarios and the externalisation of tacit assumptions, contributing to the transformation of imagination from an individual activity into a structured collective process. Rather than replacing human thinking, the system functioned as a cognitive and social scaffold that supported reflective deliberation within the workshops (Belland, 2014). By providing a low-risk environment for experimentation, it also helped reduce barriers to creative engagement, such as fear of error and resistance to ambiguity (Zampolini et. al, 2025a). Overall, interaction with LLM-MAS supported deeper and more reflective ideation processes, strengthening professional agency and the development of locally grounded solutions. Rather than replacing human thinking, AI functioned as a cognitive and social scaffold that stimulated dialogue, made design alternatives visible, and transformed imagination from an individual capacity into a structured collective practice (Belland, 2014). By providing a safe, low-risk environment for experimentation, multi-agent systems also reduced psychological barriers to creativity, such as fear of error and resistance to ambiguity (Zampolini et al., 2025a).

Bandura, A. (2001). Social cognitive theory: An agentic perspective. Annual Review of Psychology, 52(1), 1–26. https://doi.org/10.1146/annurev.psych.52.1.1

Belland, B. R. (2014). Scaffolding: Definition, current debates, and future directions. In J. M. Spector, M. D. Merrill, J. Elen, & M. J. Bishop (Eds.), Handbook of research on educational communications and technology (pp. 505–518). Springer. https://doi.org/10.1007/978-1-4614-3185-5_39

Brown, T. (2008). Design thinking. Harvard Business Review, 84. https://readings.design/PDF/Tim%20Brown,%20Design%20Thinking.pdf

Cheng, Y., et al. (2024, January 7). Exploring large language model based intelligent agents: Definitions, methods, and prospects. arXiv. http://arxiv.org/abs/2401.03428

Harris, A. (2018). Creative agency / creative ecologies. In K. Snepvangers, P. Thomson, & A. Harris (Eds.), Creativity policy, partnerships and practice in education (pp. 65–87). Springer. https://doi.org/10.1007/978-3-319-96725-7_4

Sawyer, R. K. (2012). Explaining creativity: The science of human innovation (2nd ed.). Oxford University Press.

Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.

Zampolini, L., Gentile, M., & Mangione, G. R. J. (2025a). Empowering teachers' creativity: Agentification for design thinking and school innovation. In ICERI2025 Proceedings (pp. 7185–7193).

Zampolini, L., Mangione, G. R. J., & Gentile, M. (2025b). Structure roles in design thinking to foster school innovation: A pilot study in small Italian schools. In EDULEARN25 Proceedings (pp. 6491–6500). https://doi.org/10.21125/edulearn.2025.1597

M.04

Democracy Education and A.I. in the Geopolitical Disorder. A Proposal for a New Democratic Citizenship

PANEL CONVENORS: Alessio Fabiano (Universita' Degli Studi Basilacata, Italy); Claudio De Luca (Universita' Degli Studi Basilacata, Italy); Teodora Pezzano (Universita' Della Calabria, Italy); Giuseppe Spadafora (Universita' Della Calabria, Italy)

PANEL KEYWORDS: Democracy, Education, A.I

In this geopolitical disorder the link between the values of western democracies and the other system of autocracies is determined by an environment saturated with different technological manipulations and the ideology of disinformation. In this perspective the classic relationship between democracy and education, as John Dewey defined it in Democracy and Education of 1916, must be completely reconstructed. The democracy's crisis is developing because the global society is more and more characterized by the power of the economic and financial oligarchies which limit the democratic participation of the people. To recover the authentic meaning of democracy it is necessary to contrast the ideology of disinformation, proposing a new curriculum in the school and university, based on a model of new citizenship in which there is a fertile hybridization between education, didactics and A.I. to reconstruct democracy. The panel will try to analyze the relationship between A.I. and democratic debate to promote in the school and university the empowerment of the critical thinking and the epistemic responsibility for the students and the teachers. The only possibility of salvation and peace in this geopolitical disorder is the reconstruction of the relationship between democracy and education, using the algorithm system to improve the sustainable development in our global society.

POPULISM, AFFECTIVE MEDIATIZATION, AND DIGITAL GOVERNANCE: RECONFIGURING LEADERSHIP AND DEMOCRACY IN EUROPE

Elena Varotto (UCAM UNIVERSITY/SISP MEMBER, Italy)

fandom | digital governance | populism

Panel submission Panels: 5.c. Media: The Challenge in the Digital Age Keywords: fandom, digital governance, populism Populism, Affective Mediatization, and Digital Governance: Reconfiguring Leadership and Democracy in Europe Elena Varotto UCAM UNIVERSITY/SISP MEMBER, Italy; ELE.VAROTTO@GMAIL.COM This panel addresses a central question: How is political leadership reconfigured in a context marked by polarization, citizen disaffection, and affective mediatization? From the consolidation of Vox to the ascent of Fratelli d'Italia, we witness a mutation of political language where emotional appeals, symbolic enemies, and the aestheticization of leadership play a decisive role. Digital platforms are crucial in this transformation: social media amplify populist messages and enable the creation of affective communities around leaders who increasingly operate as celebrities. Concepts such as political fandom, asymmetric intimacy, and parasocial interaction provide analytical tools to understand how legitimacy is constructed today. The hypothesis guiding this panel is that contemporary populism is not merely a discursive strategy or a permanent campaign, but also a form of emotional and symbolic participation deeply mediated by spectacle and digital culture. Case studies such as the "Bimbe di Giuseppe Conte" or Giorgia Meloni's visual narrative on Instagram exemplify this transformation. At the same time, these dynamics intersect with the fragmentation of digital governance in Europe. The EU's Digital Services Act represents an ambitious attempt to regulate platforms, protect rights, and ensure algorithmic transparency, yet its effectiveness is constrained by uneven competences, divergent national models, and epistemic vulnerability. By combining comparative analysis with EU-level governance debates, this panel invites contributions on how populism, affective mediatization, and fragmented regulation converge to challenge democratic quality, public deliberation and social cohesion. References Laclau, E. (2005). On Populist Reason. Chadwick, A. (2017). The Hybrid Media System: Politics and Power. Varotto, E. (forthcoming). Strategic Coherence in Crisis: The EU's Response to Global Disorder Across Energy and Digital Governance.

Laclau, E. (2005). On Populist Reason.

Chadwick, A. (2017). The Hybrid Media System: Politics and Power.

Varotto, E. (forthcoming). Strategic Coherence in Crisis: The EU's Response to Global Disorder Across Energy and Digital Governance.

EPISTEMIC VULNERABILITY AND AI: A NEW ETHICAL CHALLENGE IN LIFE-LONG EDUCATION

Aldo Pisano (University of Calabria, Italy)

AIED | Ethics | epistemic vulnerability

This article examines epistemic vulnerability as a structural condition affecting all individuals across the lifespan and argues for its recognition as a critical educational object. Epistemic vulnerability refers to susceptibility to distorted or oversimplified representations of reality, arising from both internal cognitive biases and external narrative ecosystems (Bueter, 2022). We define this concept and distinguish it from other forms of vulnerability, then introduce the Large Ethics Model (LEM) as a comprehensive framework for addressing interpretive distortions, particularly in the context of emerging technologies like artificial intelligence (Pisano, Crispni & Rossi, 2025). The LEM integrates the PAIA model of AI risks—Pervasiveness, Autonomy, Invisibility, and Adaptivity—with a multi-stakeholder approach to ethical responsibility, encompassing policymakers, funders, programmers, and users (Pisano, 2025). We propose that ethics education, grounded in philosophical dialogue and critical literacy, offers the most potent response to these challenges. Empirical evidence from a recent AI & Ethics Literacy pilot study demonstrates that targeted educational interventions can improve ethical awareness, bias recognition, and critical thinking across different ages and educational tracks. Building on this analysis, we outline a set of good practices through which the epistemic care-giver—performing what is, in essence, a genuinely philosophical task—can intervene operationally on multiple planes (Tronto, 2013). First, on the plane of social sustainability, through the epistemic-representational process of anthropomorphization, understood here in a constructive sense: this means attributing non-neutral intentions to digital platforms, thereby foregrounding the purposes of those who design and fund them, and recognizing as forms of silent enslavement the labour disguised by gamification mechanisms such as likes, comments, and reposts (Casilli, 2021). Second, on the plane of environmental sustainability, by materializing the virtual—revealing that digital space is not ethereal, but grounded in the exploitation of human labour and raw materials, rendered invisible to the end user (Crawford, 2020). Third, by relocating responsibility onto the human agent, supporting arguments that refuse to treat the machine as an autonomous moral agent and instead frame it as a tool of interaction with human beings (Holmes, 2023). These proposals represent a mode of deploying the virtues of care ethics, triggering a positive paidetic circle in which the moral (epistemic) patient progressively becomes a conscious moral agent, thereby avoiding the perpetuation of disinformation and distorted representations of reality. We conclude that addressing epistemic vulnerability through lifelong education, guided by frameworks like LEM and enacted through the care-based practices outlined above, is essential to preserving democracy and human agency in an era of pervasive information manipulation. The epistemic care-giver, far from being a marginal figure, emerges as a pivotal actor in the cultivation of critical awareness—one who can translate philosophical inquiry into concrete educational interventions capable of confronting the ethical challenges posed by digital technologies and artificial intelligence.

Aresu, A. Geopolitica dell'intelligenza artificiale. Feltrinelli. (2024)

Bueter A. Bias as an epistemic notion. Stud Hist Philos Sci. 2022 Feb; 91:307-315

Casilli, A. A. Schiavi del clic: Perché lavoriamo tutti per il nuovo capitalismo. Feltrinelli. (2020)

Crawford, K. Atlas of AI. Yale University Press. (2021)

Floridi, L.:The Fourth Revolution: How the Infosphere is Reshaping Human Reality. Oxford University Press. (2016)

Holmes, W., Porayska-Pomsta, K. (eds.): The Ethics of Artificial Intelligence in Education: Practices, Challenges, and Debates. Routledge, London (2023)

Pisano, A. "Does the AI need a Genealogy? The 'PAIA' model and the question concerning Technology for the AI Regulation", in Mimesis Journal, Mechané, 9 (1). (2025).

Pisano A., Crispini I., Rossi R.A. "AI & Ethics Literacy in Secondary School: A Pilot Study", in Lecture Notes in Computer Science, Springer Nature, n. 16438 (forthcoming). (2025)

Tronto, J. Caring Democracy. Markets, Equality, and Justice. New York University Press. (2013).

EDUCATIONAL COMMUNICATION AND DEMOCRACY AT SCHOOL: DIDACTIC MEDIATION, DIGITAL ENVIRONMENTS AND EDUCATIONAL RESPONSIBILITY

Antonio Corbo (Ministero dell'Istruzione e del Merito, Italy)

communication democratic responsibility

In the context of socio-cultural transformations driven by the digitalization of communicative processes, schools are increasingly called upon to rethink their role as public spaces for democratic education. Educational communication can no longer be understood as a mere transmission of contents, but rather as a complex pedagogical device that structures educational relationships, participatory processes, and the shared construction of knowledge (Dewey, 1916; Rivoltella, 2012). In everyday classroom practices, this shift often translates into concrete difficulties in sustaining genuinely dialogical and participatory spaces of communication. From this perspective, the quality of communication in school settings becomes a decisive variable for sustaining the educational pact and for enabling the exercise of conscious democratic citizenship (Biesta, 2011). This paper proposes a re-interpretation of educational communication as a practice of didactic and cultural mediation, capable of supporting processes of inclusion, dialogue, and mutual recognition within educational contexts increasingly shaped by digital languages, hybrid environments, and technological platforms (Rivoltella & Rossi, 2019). Communication is interpreted here as the symbolic infrastructure of educational democracy: it shapes power relations in the classroom, students' forms of participation, and the conditions for building genuinely inclusive learning communities (Habermas, 1981). Within this framework, digital environments and emerging technologies – including artificial intelligence systems – redefine modes of interaction, access to knowledge, and the negotiation of meanings, raising new challenges for the educational responsibility of teachers and school institutions (Floridi, 2019; UNESCO, 2023). The risk is that communication may be progressively colonized by algorithmic logics, communicative simplifications, and transmissive models that weaken critical thinking and students' democratic participation (Selwyn, 2019). Drawing on contributions from pedagogy, didactics, and communication studies, the paper analyses the school as a laboratory of communicative democracy, in which the quality of communicative practices becomes a condition for the construction of dialogical, equitable, and participatory learning environments (Biesta, 2011; Rivoltella, 2012). This calls for continuous reflective work on teachers' communicative practices, often taken for granted yet decisive in shaping processes of inclusion and exclusion. Particular attention is paid to how conscious educational communication can counteract phenomena of exclusion, relational fragmentation, and communicative poverty, fostering students' agency and shared educational responsibility (Rivoltella & Rossi, 2019). Finally, the contribution argues for the need to renew education for communication in school contexts, understood as a transversal competence for democratic citizenship, capable of integrating critical, ethical, and participatory dimensions. Only through communicative practices oriented towards dialogue, reflexivity, and shared responsibility can the school's role as a public space for democratic formation be strengthened within the contemporary communicative ecosystem (Dewey, 1916; UNESCO, 2023).

Dewey, J. (1916). Democracy and education: An introduction to the philosophy of education. New York, NY: Macmillan.
Biesta, G. (2011). Learning democracy in school and society: Education, lifelong learning, and the politics of citizenship. Rotterdam: Sense Publishers.
Floridi, L. (2019). The logic of information: A theory of philosophy as conceptual design. Oxford: Oxford University Press.
Habermas, J. (1981). The theory of communicative action (Vol. 1). Boston, MA: Beacon Press.
Rivoltella, P. C. (2012). Media education. Idee, metodi, esperienze nella scuola contemporanea. Brescia: La Scuola.
Rivoltella, P. C., & Rossi, P. G. (2019). Il digitale nella scuola. Brescia: La Scuola.
Selwyn, N. (2019). Should robots replace teachers? AI and the future of education. Cambridge: Polity Press.
UNESCO. (2023). Guidance on generative AI in education and research. Paris: UNESCO.

ARTIFICIAL INTELLIGENCE AND SCHOOL: PEDAGOGICAL, ETHICAL, AND DEMOCRATIC CHALLENGES IN CONTEMPORARY EDUCATION

Alessia Notti (University of Salerno, Italy)

Artificial intelligence | education | democracy

The introduction of artificial intelligence (AI) into schools represents one of the most significant transformations in contemporary education, with profound effects on teaching, learning, and assessment processes. AI does not simply provide new teaching tools; it also helps redefine the organization of knowledge, educational practices, and the very role of those involved, within a broader framework of the digitalization of society and education. Intelligent tutoring systems, educational data analytics, and generative applications promise to support the personalization of learning paths and improve inclusion, in line with a conception of education as an active and democratic experience (Dewey, 1916). From this perspective, schools can become spaces for pedagogical experimentation where intelligent technologies support, rather than replace, teaching mediation processes and the educational relationship. However, the introduction of AI into schools also raises critical ethical, social, and political questions. The use of data-driven systems entails risks related to privacy protection, surveillance, and student profiling, as well as the potential reproduction or amplification of inequalities through algorithmic biases (Zuboff, 2019). Furthermore, with automation, some cognitive and evaluative functions can reduce the complexity of learning to mere measurable indicators, weakening the critical and reflective dimension of education. Within this framework, it becomes crucial to recover a pedagogy oriented toward emancipation and awareness, capable of training individuals who are not simply users of technologies, but citizens capable of critically questioning the devices that structure the educational experience (Freire, 1970). Major international organizations have emphasized the need to develop and use AI in a "trustworthy" manner, based on principles of equity, transparency, accountability, and respect for fundamental rights (OECD, 2019; UNESCO, 2021). The European regulatory framework, with the adoption of the Artificial Intelligence Act, also proposes a risk-based approach that has direct implications for education systems, particularly regarding the use of applications with a high impact on student rights and automated decision-making processes (European Union, 2024). These references indicate that the issue of AI in schools cannot be addressed solely in terms of educational innovation but requires educational governance that is attentive to the ethical and democratic dimensions of technology. The paper therefore proposes considering AI in schools as a lever for renewed digital citizenship, in which education in technology is intertwined with education in democracy. From this perspective, schools are called to become laboratories of critical skills, capable of integrating digital literacy, ethical reflection, and informed participation in social life. Training students and teachers to critically use AI means not only improving the effectiveness of educational processes but also contributing to the construction of a democratic culture capable of consciously governing ongoing technological transformations, preventing them from translating into new forms of inequality or cognitive dependence.

Dewey, J. (1916). Democracy and education: An introduction to the philosophy of education. Macmillan.

European Union. (2024). Regulation (EU) 2024/1689 of the European Parliament and of the Council laying down harmonised rules on artificial intelligence (Artificial Intelligence Act). Official Journal of the European Union.

Freire, P. (1970). Pedagogy of the oppressed. Continuum.

OECD. (2019). Recommendation of the Council on artificial intelligence. OECD Publishing.

UNESCO. (2021). Recommendation on the ethics of artificial intelligence. UNESCO.

Zuboff, S. (2019). The age of surveillance capitalism: The fight for a human future at the new frontier of power. PublicAffairs.

RETHINKING DEMOCRATIC BILDUNG: TEACHER EDUCATORS' PERSPECTIVES ON GENERATIVE AI

Synnøve H. Amdam (Volda University College, Norway) · **Ann-Therese Arstorp** (University of South-Eastern Norway) · **Mari-Ann Letnes** (Norwegian University of Science and Technology) · **Ilka Nagel** (Østfold University College, Norway) · **Cathrine E. Tømte** (University of Agder, Norway)

Generative Artificial Intelligence | Bildung | Teacher Education

Bildung has historically been a central educational aim in the Nordic countries (Burman, 2014; Sjöström et al., 2017), grounding education in democratic participation, ethical awareness, and the development of autonomous, socially engaged citizens. In today's post-digital societies, where digital technologies permeate economic, political, and social life, the boundaries between humans and technologies are increasingly blurred (Knox, 2019). We collaborate with digital systems as epistemic partners (Lund & Aagaard, 2020), a dynamic intensified by the rapid diffusion of generative AI (GenAI). These developments challenge democratic education systems to critically reconsider how knowledge is produced, mediated, and valued, and also what it means to be and develop as humans. Bildung entails understanding oneself as a social and civic actor (Hegel & Elster, 1967), cultivating ethical responsibility, and contributing to democratic development (Kant & Zehbe, 1975). Yet recent decades have seen the diminishing status of Bildung in favour of qualifications, labor-market relevance, and measurable learning outcomes in Nordic curricula (Biesta, 2020; Erstad & Voogt, 2018). This shift risks narrowing education's democratic and relational dimensions. GenAI forces a renewed reckoning with these tensions. On the one hand, GenAI destabilizes outcome-focused pedagogies by producing traditional educational artefacts, such as essays, with minimal student engagement. This underscores the need to refocus on learning processes, critical inquiry, and collaborative meaning-making. In doing so, GenAI paradoxically re-opens space for Bildung-oriented educational goals. On the other hand, GenAI also presents substantive risks to democratic Bildung. Its capacity to generate misinformation and authoritative-sounding but inaccurate content challenges students' and citizens' ability to navigate truth, trust, and public discourse. Established models of critical thinking, democratic deliberation, and epistemic agency therefore require re-examination in a technological landscape where information is abundant, ambiguous, and automated. Teacher education becomes crucial in addressing these democratic and pedagogical challenges. Teacher educators must navigate GenAI's opportunities and risks while supporting student teachers in cultivating both their own Bildung and Bildung in their future pupils. Teacher educators' understandings of educational purposes, digital technologies, and democratic responsibility shape how GenAI is integrated, or resisted, within schooling. This paper presents findings from a reflexive thematic analysis (Braun & Clarke, 2021) of semi-structured in-depth interviews (Morris, 2015) with 20 teacher educators across five Norwegian teacher education institutions. We ask: How can teacher educators promote Bildung in a world of generative AI? We explore how these educators understand Bildung today and how they perceive and address the challenges following the rise of GenAI through a discursive approach (Edley, 2001). Our aim is to contribute to a deeper understanding of how to rethink education and democratic responsibility in an AI-driven society.

Biesta, G. (2020). Have we been paying attention? Educational anaesthetics in a time of crises. Educational Philosophy and Theory, 221-223. https://doi.org/10.1080/00131857.2020.1792612

Braun, V., & Clarke, V. (2021). Thematic analysis: A practical guide. Sage Publications.

Burman, A. (2014). Pedagogikens idéhistoria: Uppfostringsidéer och bildningsideal under 2500 år [History of pedagogy: Ideas of education and ideals of Bildung during 2500 years]. Studentlitteratur.

Clarke, V., Braun, V., & Hayfield, N. (2015). Thematic analysis. Qualitative psychology: A practical guide to research methods, 222(2015), 248.

Edley, N. (2001). Analyzing Masculinity: Interpretative Repertoires, Ideological Dilemmas and Subject Positions. In M. Wetherell, S. Taylor, & S. Yates (Eds.), Discourse as Data. A Guide for Analysis (pp. 189-228). Sage.

Erstad, O., & Voogt, J. (2018). The Twenty-First Century Curriculum: Issues and Challenges. In J. Voogt, G. Knezek, R. Christensen, & K. W. Lai (Eds.), Second Handbook of Information Technology in Primary and Secondary Education. Springer. https://doi.org/10.1007/978-3-319-71054-9_1

Hegel, G. W. F., & Elster, J. (1967). Åndens fenomenologi Pax.

Kant, I., & Zehbe, J. (1975). Was ist Aufklärung? Aufsätze zur Geschichte und Philosophie (2 ed.). Vandenhoeck & Ruprecht.

Knox, J. (2019). What Does the 'Postdigital' Mean for Education? Three Critical Perspectives on the Digital, with Implications for Educational Research and Practice. Postdigital Science and Education, 1, 357-370. https://doi.org/10.1007/s42438-019-00045-y

Lund, A., & Aagaard, T. (2020). Digitalization of teacher education: Are we prepared for epistemic change? Nordic Journal of Comparative and International Education, 4(3), 56-71. https://doi.org/10.7577/njcie3751

Morris, A. (2015). A practical introduction to in-depth interviewing. SAGE Publications. https://doi.org/10.4135/9781473921344

Sjöström, J., Frerichs, N., Zuin, V. n. G., & Eilks, I. (2017). Use of the concept of Bildung in the international science education literature, its potential, and implications for teaching and learning. Studies in Science Education, 53(2), 165-192. https://doi.org/10.1080/03057267.2017.1384649

CIVIC EDUCATION TEACHING IN ITALIAN SCHOOLS: THE CONTRIBUTION OF LAW 92/2019 TO DEMOCRATIC EDUCATION IN CONTEMPORARY SOCIETY

Carolina Leva (Università della Basilicata, Italy)

civic education · democratic education · digital citizenship

In contemporary society, characterized by rapid technological transformations, the expansion of digital environments, and the growing influence of Artificial Intelligence, the relationship between education and democracy has become increasingly central to pedagogical and political debate. Digital technologies have profoundly reshaped access to knowledge, forms of social participation, and democratic processes, generating both new opportunities and significant challenges. In this context, schools play a fundamental role in preparing informed, responsible, and active citizens capable of critically understanding the complexity of contemporary society. From a theoretical perspective, democratic education represents an essential dimension of the educational process. Drawing on John Dewey's pedagogical thought, democracy can be understood not only as a political system but also as a form of associated living grounded in participation, dialogue, and shared responsibility. Education thus becomes the primary means through which democratic values, critical thinking, and civic responsibility are cultivated. Schools are therefore not only institutions for the transmission of knowledge but also environments in which democratic culture is experienced and developed through participation and dialogue. Italian Law no. 92 of 2019, which reintroduced civic education as a compulsory and cross-curricular subject across all school levels, represents a significant pedagogical and normative development. This law constitutes an important educational reform, as it recognizes civic education as a central element in the formation of democratic citizens and assigns schools a key role in promoting constitutional values, social responsibility, and active participation. Particular emphasis is placed on digital citizenship, highlighting the need to develop students' critical, ethical, and participatory competences in order to navigate digital environments increasingly shaped by algorithmic systems and the influence of Artificial Intelligence. The pedagogical value of Law 92/2019 lies in its capacity to position civic education as a structural component of the school curriculum and as a key instrument of democratic education. By integrating civic, social, and digital dimensions, civic education contributes to the development of critical thinking, ethical responsibility, and active participation, which are essential for democratic life in contemporary societies. In a context marked by the growing pervasiveness of digital technologies and Artificial Intelligence, civic education provides students with the cognitive and ethical tools necessary to understand, critically evaluate, and responsibly engage with ongoing technological transformations. This paper offers a theoretical interpretation of civic education teaching in Italian schools, highlighting the contribution of Law 92/2019 to strengthening democratic education. It argues that civic education represents a fundamental pedagogical response to the challenges posed by digital transformation and Artificial Intelligence, contributing to the formation of citizens capable of conscious, critical, and responsible participation in contemporary societies.

Dewey, J. (2018). Democrazia e educazione: Una introduzione alla filosofia dell'educazione (G. Spadafora, Ed.). Edizioni Anicia.

Leva, C., & Tiano, A. (2020). Modello di laboratorio per l'insegnamento dell'Educazione civica. In C. De Luca (Ed.), Scuola dell'autonomia e Educazione civica. Problemi e prospettive (pp. 107–112). Falco Editore.

Spadafora, G. (2017). Democracy and Education di John Dewey. Ricostruire l'educazione per ricostruire la democrazia. Studium Educationis, 18(1).

Trinchero, R. (2024). Usi intelligenti dell'intelligenza artificiale. Il man-with-the-machine learning. Journal of Educational, Cultural and Psychological Studies, 30.

DEMOCRATIC CITIZENSHIP AND CULTURAL HERITAGE EDUCATION: SOCIAL IMPACT ASSESSMENT FOR THE AI ERA

Claudio De Luca (University of Basilicata, Italy) · **Vincenzo Nunzio Scalcione** (University of Basilicata, Italy)

UNESCO global citizenship · democratic education · social impact assessment

The contemporary geopolitical context demands renewed attention to the relationship between democracy and education as articulated by John Dewey, rendering timely a critical and updated reading of his thought in light of ongoing social, cultural, and technological transformations. This contribution is situated within the framework of UNESCO's Global Citizenship Education and examines how social pedagogy can contribute to strengthening democratic participation

through the integration of cultural heritage education and rigorous social impact assessment methodologies. Drawing upon the UNESCO framework on global citizenship, which emphasises belonging to a broader community and common humanity, it is argued that cultural heritage education constitutes a strategic resource for promoting active and democratic citizenship. Heritage education, addressed to all individuals throughout the lifespan, not only fosters knowledge and respect for cultural assets but also promotes lifelong formation for active citizenship, requiring synergy between territories and educational institutions. The shift from an expertise-led and object-oriented preservation paradigm to an inclusive and people-centred approach has transformed how cultural institutions engage with communities. This paper critically analyses the principal methodological approaches for measuring social and educational impact in cultural heritage interventions. Cost-Benefit Analysis provides quantitative economic evaluation of cultural investments. Multiplier Analysis examines the indirect economic effects generated by cultural activities within local economies. Contingent Valuation assesses the perceived value of non-market cultural goods through stakeholder surveys. The Social Return on Investment (SROI) methodology, developed by the Roberts Enterprise Development Fund, emerges as the most widely adopted tool globally for strategic planning and social impact communication, quantifying social value through stakeholder engagement, proxy identification, and systematic verification of outcomes. The integration of artificial intelligence systems within this evaluative framework presents both opportunities and challenges for democratic citizenship education. Whilst algorithmic systems can enhance the measurement of intangible impacts generated by cultural institutions, they also require critical epistemic responsibility. Educational curricula must develop the critical thinking capabilities of students and educators to navigate the ideology of disinformation whilst leveraging artificial intelligence for sustainable development. Following the UNESCO 2030 Agenda objectives and the European Recommendation on Key Competences for Lifelong Learning, this contribution advocates for a competency-based approach wherein personal, social, citizenship, entrepreneurial, and cultural awareness competencies become the formative goals of educational pathways. The Service Learning methodology emerges as a particularly effective pedagogical practice enabling students to learn through community service whilst engaging with real problems within their living context, including cultural heritage preservation and valorisation. This paper concludes that reconstructing democracy in the current geopolitical disorder requires evidence-based evaluation of educational and cultural interventions, wherein social impact assessment methodologies serve not merely as accountability tools but as instruments for promoting a new democratic citizenship capable of addressing the challenges of contemporary global society.

Abdul Jabbar, M. (2025). Global citizenship education as a strategy for social justice and identity: Achieving balanc for meaningful social impact. Globalisation, Societies and Education. Advance online publication.

Brown, J., et al. (2025). Social return on investment as a tool for impact evaluation and civil rights advancement in inclusive postsecondary education: Final report. College Station, TX: Texas A&M University.

Council of Europe. (2025). European Year of Digital Citizenship Education 2025: A guide. Strasbourg, France: Council of Europe.

Dewey, J. (1916). Democracy and education: An introduction to the philosophy of education. New York, NY: The Macmillan Company.

European Commission. (2023). Investing in education 2023. Luxembourg: Publications Office of the European Union.

Gómez Zapata, J. D., & del Barrio Tellado, M. J. (2023). Social impact and return on investment from cultural heritage institutions: An application to public libraries in Colombia. Journal of Cultural Heritage Management and Sustainable Development. Advance online publication.

McLoughlin, C., et al. (2025). The social return on investment in programs designed for young people. BMC Public Health, 25, e11747863.

PREVAL Project, & HSFK. (2025). Development of an AI competence profile from the perspective of civic education: Pilot study 2024–2025. Frankfurt am Main, Germany: Peace Research Institute Frankfurt (HSFK).

Ruano, C., Galeffi, A., & Ponczek, M. (2024). The impact of intercultural and inclusive education in global citizenship learning. In Intercultural and inclusive education in global contexts. Publisher.

Spadafora, G. (2016). Education for democracy: Studies on John Dewey. Rome, Italy: Anicia.

UNESCO. (2025). Global citizenship and peace education. Paris, France: UNESCO.

THE DELICATE ISSUE OF THE NEW CITIZENSHIP EDUCATION AND OF THE EDUCATION FOR THE NEW CITIZENSHIP SUPPORTED BY DIGITAL TECHNOLOGIES FOR SHARING COMMON VALUES AND RULES IN DEMOCRACY

Alessio Annino (University of Catania, Italy)

education | Artificial Intelligence | active citizenship

The use of new digital technologies and Artificial Intelligence, including generative AI, has been increasingly emerging as an enormous potential with regards to the promotion of active citizenship and participation in a truly democratic perspective, as it can offer numerous possibilities for all citizens to access resources in terms of effective equity. In fact, if we start from the analysis of education as a dependent variable within a complex system of a complex society in which profoundly different languages, religions, sexual orientations, cultures and ways of behaving coexist on a daily basis, the need to see a new perspective emerges for education for multicultural global citizenship which is striving to also become intercultural. A pedagogical reflection in this regard shows how this phase of the educational process is the favorable terrain for developing a conscious adherence to shared values and cooperative and collaborative attitudes that are the prerequisites for practicing civil coexistence. clearly in such a complex and articulated training process, generative AI takes on an essential role, both in the research and improvement of contents, as well as in their structuring and re-structuring to support the greatest possible usability: especially in terms of participatory and inclusive citizenship, it is essential to make continuous references to the specific weight of the values and to the most suitable teaching methodologies and strategies for their easier internalization. Above all, new digital technologies can truly constitute an enormous bridge, not only virtual but also physical, in bringing cultures closer together in sharing cultural instances, ways of behaving and traditions, thus reducing the distances between ethnic groups and thus contributing to smoothing out the edges of the risks of inter-ethnic conflicts that contemporary globalised society can generate in terms of commercial and working efficiency and effectiveness. Clearly, the identification and use of new digital tools and new digital technologies cannot ignore a general consideration of the economic conditions at various latitudes of the globe. And this can undoubtedly invalidate the use of the Internet and the global network. This serves, democratically speaking, as a stimulus for governments to invest more and more in research and to reduce economic and social inequalities that can jeopardize the effective use of the elementary human rights connected to democracy. It is clear that a complex universe such as that of digital technologies, which is always undergoing profound and rapid change, always requires constant updating in terms of skills and knowledge for its real use in terms of equity and democratic effectiveness.

Costa, I. C. P., Mendes, K. D. S., & Freitas, P. S. (2025). Literature search strategies: a guideline for identifying the best evidence in healthcare. Texto & Contexto-Enfermagem, 34, e20230405. https://www.scielo.br/j/tce/a/SyhRj7G4RFHVh3MZtHDSGQx/?lang=en

Garzón, J., Patiño, E., & Marulanda, C. (2025). Systematic review of artificial intelligence in education: Trends, benefits, and challenges. Multimodal Technologies and Interaction, 9(8), 84. https://www.mdpi.com/2414-4088/9/8/84

George, A. S. (2023). Preparing students for an AI-driven world: Rethinking curriculum and pedagogy in the age of artificial intelligence. Partners Universal Innovative Research Publication, 1(2), 112-136.

Li, J., Yan, Y., & Zeng, X. (2025). Exploring artificial intelligence in inclusive education: A systematic review of empirical studies. Applied Sciences, 15(23), 12624. https://www.mdpi.com/2076-3417/15/23/12624

Melo-López, V. A., Basantes-Andrade, A., Gudiño-Mejía, C. B., & Hernández-Martínez, E. (2025). The Impact of Artificial Intelligence on Inclusive Education: A Systematic Review. Education Sciences, 15(5), 539. https://www.mdpi.com/2227-7102/15/5/539

Pagliara, S. M., Bonavolonta, G., Pia, M., Falchi, S., Zurru, A. L., Fenu, G., & Mura, A. (2024). The integration of artificial intelligence in inclusive education: A scoping review. Information, 15(12), 774. https://www.mdpi.com/2078-2489/15/12/774

Portera A., Trevisan M.S., Milani M. (2025). Intercultural Education, Curriculum Development, Assessment and Teaching. Global Perspectives. Routledge.

Postman, N. (1993). Technopoly: The surrender of culture to technology. Vintage Books.

Punzo, V. (2025). Integrating Digital and AI Literacy with Digital Citizenship across the Curriculum in Italian Schools. In Proceedings of the D-SAIL Workshop-Transformative Curriculum Design: Digitalisation, Sustainability, and AI Literacy for 21st Century Learning, CEUR-WS, Palermo, Italy (pp. 88-95). https://ceur-ws.org/Vol-4051/paper10.pdf

HYBRID TEACHING AND FUNDAMENTAL SKILLS: RETHINKING CURRICULUM IN THE AGE OF ARTIFICIAL INTELLIGENCE

Andrea Cirolia (Università della Basilicata, Italy)

hybrid teaching | artificial intelligence | democratic education

Within the current phase of geopolitical disorder and accelerated digital transformation, the diffusion of artificial intelligence and the datafication of social processes are reshaping learning environments and challenging traditional curricular frameworks in schools and universities. This paper argues that the widespread tendency to oppose technological competencies to the strengthening of basic skills risks producing a false dichotomy, obscuring the interdependence between digital innovation and the formative foundations of democratic education.(Dewey, 1916; Bruner, 1996; OECD, 2019) By framing artificial intelligence within the current geopolitical disorder, the paper highlights how the educational use of AI is entangled with broader processes of disinformation, algorithmic governance, and the reshaping of democratic participation. In contexts increasingly mediated by platforms and intelligent systems, education is called to cultivate critical thinking and epistemic responsibility as core dimensions of a renewed democratic citizenship.(UNESCO, 2023; OECD, 2019) The contribution situates itself within the ongoing debate on the relationship between democracy, education, and artificial intelligence, proposing hybrid teaching as a pedagogical and curricular lens through which fundamental skills and AI-related competencies can be integrated in a coherent and intentional way. Hybrid teaching is here conceptualized not as a merely organizational arrangement or a technical alternation between physical and digital spaces, but as a design framework capable of aligning times, spaces, languages, and tools with essential learning outcomes.(Calvani, 2011; Rivoltella, 2020) From this perspective, the reinforcement of basic skills—such as reading comprehension, argumentative competence, logical reasoning, and linguistic proficiency—emerges as a necessary condition for the meaningful and critical appropriation of intelligent technologies. Without such foundations, the educational integration of artificial intelligence risks amplifying superficial learning practices, cognitive fragmentation, and vulnerability to disinformation and algorithmic manipulation.(Trinchero, 2014; UNESCO, 2023) Drawing on a theoretical framework that brings together curriculum studies, general didactics, and democratic pedagogy, the paper outlines how hybrid teaching can foster a coherent alignmentbetween educational aims, teaching methodologies, and technological tools, avoiding technocratic or solutionist approaches to innovation. In this sense, digital technologies do not replacefoundational skills but may function as environments for their consolidation, transfer, and critical enactment within the digital public sphere.(Bruner, 1996; OECD, 2019; UNESCO, 2023)

Bruner, J. S. (1996).The culture of education. Cambridge, MA: Harvard University Press.
Calvani, A. (2011).Le TIC nella scuola. Dieci raccomandazioni per l'uso didattico. Roma, Italy: Carocci.
Dewey, J. (1916).Democracy and education: An introduction to the philosophy of education. New York, NY: Macmillan.
OECD. (2019).Future of education and skills 2030: OECD learning compass 2030. Paris, France: OECD Publishing.
Rivoltella, P. C. (2020).Media education. Idee, metodi, strumenti. Brescia, Italy: Scholé.
Trinchero, R. (2014).Valutare l'apprendimento nell'e-learning. Trento, Italy: Erickson.
UNESCO. (2023).Guidance on generative AI in education and research. Paris, France: UNESCO.

AI LITERACY AS DEMOCRATIC EDUCATION: RECONSTRUCTING CITIZENSHIP IN THE AGE OF DISINFORMATION

Giuseppe Nobile (Università degli Studi della Basilicata, Italy)

AI | Literacy | democratic

The current geopolitical disorder is increasingly shaped by the centrality of artificial intelligence, datafication, and algorithmic governance systems that influence public debate, democratic participation, and educational processes. In this context, the classical relationship between democracy and education, as formulated by John Dewey, appears deeply undermined by the power of digital platforms, economic and financial oligarchies, and the systematic spread of disinforma-

tion. These dynamics negatively affect critical thinking, epistemic responsibility, and the conditions for exercising conscious democratic citizenship. (Dewey, 1916; Floridi, 2019) This paper argues that AI Literacy should be conceived as a pedagogical and civic paradigm capable of reconstructing the relationship between democracy and education, recognizing the educational pact of shared responsibility as a strategic device for addressing the complexity of the contemporary digital ecosystem. AI Literacy is not understood as a technical competence, but as an integrated educational framework aimed at fostering critical awareness, ethical reflexivity, and social responsibility through an educational alliance involving schools, universities, families, and local communities. (Rivoltella & Rossi, 2019; UNESCO, 2023) Within this perspective, artificial intelligence is interpreted not only as an object of learning, but as a cultural and political environment that structures access to knowledge, decision-making processes, and forms of participation. The educational pact of shared responsibility therefore assumes a generative pedagogical function, configuring itself as a space of mediation between educational institutions and civil society, oriented toward the construction of democratic, inclusive, and participatory digital citizenship. (Floridi, 2019; Dewey, 1916) Drawing on pedagogy, special education, and didactics, the paper analyzes the role of schools and universities as democratic laboratories in which students and teachers can develop critical competencies to interpret algorithmic systems, recognize the mechanisms of disinformation, and act responsibly within the digital public sphere. Particular attention is devoted to the risks of educational and digital inequality, highlighting how the lack of AI-related competencies may intensify forms of digital educational poverty and social marginalization. (Rivoltella & Rossi, 2019; UNESCO, 2023) The contribution argues that a renewed curriculum for democratic citizenship must be based on a fruitful hybridization of education, didactics, and artificial intelligence, promoting critical thinking, conscious participation, and an ethics of shared responsibility. Only through collectively grounded educational approaches can the ideology of disinformation be countered and algorithmic systems oriented toward social cohesion, sustainability, and peace in a global society marked by increasing instability. (Dewey, 1916; UNESCO, 2023)

Dewey, J. (1916). Democracy and Education. New York: Macmillan.
De Luca, C. (2023). Per una inclusione sostenibile: La prospettiva di un nuovo paradigma educativo. Anicia.
Floridi, L. (2019). The Logic of Information. Oxford: Oxford University Press.
Rivoltella, P. C., & Rossi, P. G. (2019). Il digitale nella scuola. Brescia: La Scuola.
Spadafora, G. (2015). L'educazione per la democrazia: Studi su John Dewey. Anicia.
UNESCO. (2023). Guidance on Generative AI in Education and Research. Paris: UNESCO.

CIVIC EDUCATION AND NEW FRONTIERS OF EDUCATION IN THE AGE OF AI

Antonella Tiano (Unibas, Italy)

L.92/2019 Autonomia scolastica Dirigente Scolastico

An inclusive and meritocratic school system represents the core of the autonomous school system, linked to the role and functions of the school principal, where the educational success of each student is the fundamental path to defining themselves as citizens of the Italian Republic, the European Union, and the world. The overall meaning, as well as a cultural and political paradigm, is provided by the teaching of civic education – Law 92/2019 – which can improve both the organization of teaching, in its epistemological and pedagogical foundations, and the governance of the autonomous school system. The pedagogical question is therefore fundamental to clarifying the relationship between the autonomous school system and the school principal and to offering the social community a school that educates for change and inclusive democracy as one of the key aspects for the salvation of humanity, severely tested by the geopolitical transformations underway in global society and by the great challenges that humanity will face in the coming decades, such as the advent of artificial intelligence.

De Luca C., a cura di, Scuola dell'autonomia e Educazione Civica. Problemi e prospettive, Falco Editore, Cosenza, 2020
De Luca C., Spadafora G., Per una pedagogia dei diritti, Form@zione, Cosenza, 2013
Tiano A., Educazione civica e scuola dell'autonomia, Anicia, Roma, 2022

THE EXPERIENCE OF ART AS A CONTRAST TO DISINFORMATION. REFLECTIONS ON KNOWLEDGE, EDUCATION, AND DEMOCRACY IN THE AGE OF EPISTEMIA

Vincenza Costantino (Università degli studi "G. d'Annunzio" Chieti-Pescara, Italy)

Art | Education | A.I

The connection between the values of western democracies and other autocratic systems is conditioned by an environment saturated with technological manipulation and pervaded by the ideology of disinformation. Disinformation today, helped by the still unregulated use of AI, exhibits specific aspects that impact the relationship between knowledge, education, and democracy. Web information, characterized by speed and repeatability, produces an enormous amount of unverifiable and easily falsifiable content and news (fake news). Generative AI, through chatbots, provides its users with effective answers and texts tailored to their needs, resulting in significant linguistic effects: from lexical impoverishment, particularly seen in some experiential fields of knowledge, to epistemia, which is the impression of knowledge based on the uncritical acceptance of AI responses. Large Language Models (LLMs) are increasingly present in various learning contexts and are used to obtain information or access knowledge across all fields. LLMs offer well-articulated answers with such formal accuracy that they lead the user to confuse linguistic form with epistemic reliability. Epistemia is, precisely, the illusion of knowledge that emerges when superficial plausibility replaces source verification, in-depth knowledge, and selection of informations. Delegating judgment to such systems can influence learning processes and negatively impact people's development in the context of democratic citizenship, accentuating systemic effects such as economic and cultural inequalities, social disparities, and political asymmetries. The contemporary crisis is not only technological, socioeconomical, or political; it is, first and foremost, an epistemological crisis. Today, we have free access to a boundless amount of knowledge, but we don’t know how to appropriate it, how to manage it. In the constant flow of web communications, it becomes essential to develop the skills of organization and connection of knowledge. AI can communicate anything without having experience and knowledge of it. Education today must take on the following tasks: rethink the lexicon of knowledge; defend the possibility of experiencing knowledge in a world that replaces it with its linear description; build awareness of the significant losses that are reducing the lexicon linked to experience and cultivate semantic capital (Floridi). To rebuild the relationship between democracy and education it is important to place the individual at the center of the educational process, their corporeity, their unpredictable and nonlinear thinking, the complexity of their understanding of the world through experience. Culture and especially art can be considered pedagogical tools aimed at fostering the values of social cohesion and equity. This perspective opens a reflection about the use of AI in education, placing the experiential value of knowledge at the center, and thus recognizing the individual's active role in a complex relationship of hybridization between culture, pedagogy, and technology. Learning about the role of art and of the experience of art is important to promote the empowerment of critical thinking and the epistemic responsibility of students and teachers to reach a democratic school.

Ka Yuk Chan C. and Colloton T. (2024). Generative AI in Higher Education. The ChatGPT Effect. Routledge.

Dewey, J. (1929). Experience and Nature. George Allen & Unwin.

Dewey, J. (1980). Art as Experience. Perigee Books.

Floridi, L. (2023). AI as Agency without Intelligence: On ChatGPT, Large Language Models, and Other Generative Models. Philosophy & Technology, 36 (1), 15. http://dx.doi.org/10.2139/ssrn.4358789

Loru E., Nudo J., Di Marco N., Santirocchi A., Atzeni R., Cinelli M., Cestari V., Rossi-Arnaud C., and Quattrociocchi W. (2025). The simulation of judgment in LLMs. PNAS. Vol. 122 No. 42. https://doi.org/10.1073/pnas.2518443122

Richardson, M. (2025). Modelling Nature Connectedness Within Environmental Systems: Human- Nature Relationships from 1800 to 2020 and Beyond. Earth 2025, 6, 82. https://doi.org/10.3390/earth6030082

M.05

Democracy in the Infosphere: Educational Strategies for Active Citizenship

PANEL CONVENORS: Gabriele Nicotra (La Sapienza Università di Roma, Italy); Alessandro Ralli (La Sapienza Università di Roma, Italy)

PANEL KEYWORDS: Youth Participation, Infosphere, Media Literacy

Promoting citizen participation, particularly among young people, stands as one of the most arduous challenges for consolidating genuine civic activism in a healthy democracy. The health of democracy is threatened by multiple crises, inscribed in a neoliberal political context driven by an individualistic rationality that has eroded trust in formal democratic institutions. Consequently, youth resentment—stemming from a lack of recognition within the traditional political system—has found an outlet in forms of bottom-up citizenship. These instances of youth activism serve as critical "exceptions," offering a profound interrogation of the current democratic system. In countering these atomizing practices, education plays a fundamental role. However, the educational mission faces a monumental challenge within the current technological landscape. The deep mediatization of the infosphere and the extreme polarization of public discourse—rife with misinformation—render it imperative to develop a pedagogy focused on media literacy. The goal is not merely access, but educating new citizens in the conscious, critical use of technology for both informational and formative purposes. The panel welcomes contributions focusing on issues related to the promotion of active participation, particularly among young people, disadvantaged and marginal groups, which are the result of research in issues such as: - Local initiatives to promote and educate active citizenship - Practices of digital citizenship and digital rights claims - Pedagogical strategies for media literacy and critical thinking. - Research on local or national participatory democracy mechanisms - Studies on political participation, with a particular focus on youth forms - Tools and policies for inclusion and co-design

PLAYFUL ACTIVISM IN YOUTH CITIZENSHIP AND NEW FORMS OF POLITICAL PARTICIPATION AMONG PRE-TEENS

Geremia Trinchese (Università La Sapienza, Italy)

democracy | activism | infosphere

In the context of contemporary ongoing polycrisis marked by genocide, democratic backsliding, armed conflicts, and climate emergency, young people on social media platforms face what visual artist Noura Tafeche termed as ‘iniqualgia’: the process of getting sick from injustice, particularly through the constant exposure to images of violence and suffering. In this political atmosphere, promoting youth political participation stands as one of the most arduous challenges for consolidating genuine civic activism in a healthy democracy. Traditional institutional channels suffer from a profound crisis of representation, failing to recognize young people within the political system and generating youth resentment. This lack of recognition has driven youth toward novel forms of bottom-up citizenship, yet these participatory practices remain underexplored, particularly among pre-teen demographics typically excluded from civic engagement research and practice. This contribution examines the concept of ‘playful activism’ (Cervi & Divon, 2023) in the digital ambient, a tool through which youth create meaningful political participation within algorithmically governed digital spaces. Playful activism mobilizes platform affordances (gamification, virality, accessibility) to construct low-cost, inclusive solidarity actions that subvert intended platform purposes. As a case study, this paper analyzes the ongoing practice of teens and preteens pro-Palestine Roblox virtual protests: coordinated demonstrations beginning in October 2023 that have recurred regularly, attracting thousands of users organizing parades with Palestinian flags and political messages within the gaming platform. A case study particularly relevant considering the demographic of the Roblox Platform where over 40% of the users are aged 12 or younger. By appropriating gaming platforms for political expression, participants practice digital citizenship and construct innovative solidarity spaces, asserting agency through creative platform use. Reaching demographics systematically excluded from traditional activism, particularly pre-teens, and generating substantial media coverage, these actions demonstrate tangible impact on public discourse beyond the platform itself. The methodology proposed is based on qualitative content analysis of secondary data, including media coverage of Roblox protests, social media posts and screenshots documenting virtual demonstrations, and available platform data. This approach allows for examination of both the visual and discursive dimensions of playful activism, capturing how protest practices are represented, amplified, and circulated beyond the gaming platform itself. This contribution aims to analyse youth political participation, digital citizenship practices, and inclusion tools essential for strengthening democratic engagement among new generations. Beyond protest, these practices function simultaneously as advocacy and informal media literacy. By

participating in coordinated virtual demonstrations, pre-teens develop critical platform awareness, learning to appropriate digital spaces for civic purposes. Each protest thus generates a new wave of informed participants: young people who, having experienced playful activism firsthand, become advocates capable of mobilizing future collective actions. In this context, youth playful activism serves not merely as a form of political participation but as a form of grassroots peer-to-peer communal, educational and political approach.

Al Jazeera English. (2023,). Video gamers are attending virtual pro-Palestine protests on Roblox.
Cervi, L., & Divon, T. (2023). Playful activism: Memetic performances of Palestinian resistance in TikTok #Challenges. Social Media + Society, 9(3).
Chen, Z., Oh, P., & Chen, A. (2021). The role of online media in mobilizing large-scale collective action. Social Media + Society, 7(3), 1–13.
Döveling, K., Harju, A. A., & Sommer, D. (2018). From mediatized emotion to digital affect cultures: New technologies and global flows of emotion. Social Media + Society, 4(1).
Tafeche, N. (2025). Immagini che fanno ammalare. Nero Edizioni.
Takeaway Reality. Roblox demographics statistics. https://www.takeaway-reality.com/post/roblox-demographics-statistics
Terranova, T. (2022). After the Internet: Digital networks between capital and the common. MIT Press.

INFLU-ACTIVISTS SHAPING POLITICAL PARTICIPATION: PUBLICS' NEGOTIATIONS BETWEEN PERSONALISED FANDOM AND FEMINIST ENGAGEMENT

Sabrina Brignoli (Università degli Studi di Urbino Carlo Bo, Italy)

Influ-activism | Political participation | Political fandom

In the contemporary digital public sphere, influ-activists (Murru et al., 2024) are emerging as new political intermediaries who play an important role in political education and media literacy, fostering political participation particularly among young people (Riedl et al., 2023). Operating at the intersection of digital activism and influence culture, these actors function outside traditional democratic institutions, engaging in strongly partisan political discourses on social media platforms (Rothut, 2025). They aim to raise citizens' awareness, encourage active participation, and "irritate" the public sphere (Boccia Artieri, 2021). They achieve this through the accumulation of influencing capital and the strategic cultivation of their fanbase (Khamis et al., 2016), leveraging their attachment to socio-political causes. Focusing on Italian feminist influ-activism on Instagram, this contribution investigates how publics negotiate the tension between admiration for influ-activists and commitment to feminist values, and how this negotiation shapes their participation. To decode these dynamics, the study applies the framework of political fandom (Sandvoss, 2013; Dean, 2017). This perspective conceptualises political engagement not only as rational adherence, but also as a process driven by identity, affective investment, entertainment, and collective dynamics. This engagement can be directed either towards institutional figures and leaders (Campus & Mazzoni, 2025; "personalised fandom") or towards political or value-based affiliations (Barnes, 2022; "ideological fandom"), providing a useful lens to interpret how publics relate both to influ-activists and to feminist causes. The study adopts a qualitative approach based on 20 semi-structured online interviews with individuals who follow the most visible influencers within the Italian digital feminist landscape (according to criteria of theme, relevance and territory, Polesana & Risi, 2024). Participants were selected through a purposive sampling strategy (Patton, 2015) based on multimodal recruitment, combining: (1) offline interception of subjects during the 25 November demonstrations in Rome and Milan, to include individuals with high levels of participation, (2) direct online recruitment, and (3) the snowball technique to increase the variability of the sample by including individuals with more fluid or mediated forms of participation. Findings reveal a wide spectrum of participation profiles. Some participants exhibit a strong personalised fandom, relying on influ-activists as central sources of information and political learning. In these cases, ideological adherence to feminism and political participation tend to be more individualised and intermittent, struggling to develop into a structured collective sentiment beyond the relationship with the influ-activist. Conversely, individuals with a more solid feminist identity and a stronger attachment to the political cause demonstrate a more detached relationship with influ-activists and a broader consumption of political entertaining content. In these cases, the parasocial relationship with influ-activists is present but mediated by a critical awareness of algorithmic logics and digital labour, which fosters processes of humanisation and deconstruction of celebrity. Overall, the results suggest that personalised fandom can lower barriers to

entry and facilitate mobilisation. However, at the same time the balance between attachment to individuals and commitment to causes shapes the quality of engagement and participation, determining whether it develops into a collective we-sense and sustained mobilisation or remains individualised and episodic engagement.

Barnes, R. (2022). Fandom and Polarization in Online Political Discussion: From Pop Culture to Politics. Palgrave Macmillan.

Boccia Artieri, G. (2021). Networked Participation: Selfie Protest and Ephemeral Public Spheres, in D. Della Ratta, G. Lovink, T. Numerico e P. Sarram (eds.), The Aesthetics and Politics of the Online Self. Palgrave Macmillan.

Campus, D. & Mazzoni, M. (2025). I leader politici e il loro fandom, in G. Boccia Artieri (ed.), Democrazia ai margini: Disinformazione e manipolazione dell'opinione pubblica nell'era digitale. Feltrinelli.

Dean, J. (2017). Politicising Fandom. The British Journal of Politics and International Relations, 19(2), 408–424.

Khamis, S., Ang, L., & Welling, R. (2017). Self-branding, 'micro-celebrity' and the rise of Social Media Influencers. Celebrity Studies, 8(2), 191–208.

Murru, M.F., Pedroni, M. & Tosoni, S. (2024). Influ-activism: Outlining a New Area of Investigation Between Media Studies and Activism Research. Mediascapes Journal, 24(2), 1–20.

Patton, M. Q. (2015). Qualitative Research & Evaluation Methods: Integrating Theory and Practice. SAGE Publications.

Polesana, M. A. & Risi, E. (2024). Che genere di influencer, tra femminismo e retorica. Mediascapes Journal, 24(2), 74–98.

Riedl, M. J., Lukito, J., & Woolley, S. C. (2023). Political Influencers on Social Media: An Introduction. Social Media + Society, 9(2).

Rothut, S. (2025). Promoting Politics: Political Social Media Influencers, Their Online Engagement, and Implications for Democracy. American Behavioral Scientist, 0(0).

Sandvoss, C. (2013). Toward an Understanding of Political Enthusiasm as Media Fandom: Blogging, Fan Productivity and Affect in American Politics. Participations, 10(1), 252–296.

COMMUNICATING EUROPE IN THE POST-DIGITAL ERA: YOUTH PARTICIPATION, EUROPEANIZATION AND CIVIC AGENCY

Marinella Belluati (University of Turin) · **Marta Fornacini** (University of Turin; University of Genova) · **Sara Pane** (University of Turin)

AI | public communication | citizen engagement

Communicating Europe in the Post-Digital Era: Youth Participation, Europeanization and Civic Agency Promoting active citizen participation—particularly among young people—represents a critical challenge for contemporary democracies confronted with declining institutional trust, deep mediatization of the public sphere and the individualizing dynamics of platform-based communication (Sorice, 2020). The European Union constitutes a privileged arena for examining these transformations: a paradigmatic yet contested case of Europeanization of the public sphere, marked by persistent communicative and democratic deficits across local, national and supranational levels (Belluati, forthcoming; Lovari & Belluati, 2023; Trenz, 2005). These deficits are closely linked to the EU's enduring perception as a technocratic and distant polity, whose governance and communication practices often struggle to foster affective resonance and meaningful civic involvement (Belluati, 2021). Within this framework, youth engagement emerges as a key corrective to structural limitations. Young people have been consistently framed as a strategic priority of EU policies and communication initiatives—not only as beneficiaries, but as agents capable of re-politicizing European integration and counteracting technocratic closure. Civil society organizations and non-formal educational practices also play a pivotal role in fostering active citizenship at the European level, while the EU's multilevel governance architecture provides a distinctive context for examining participatory democracy mechanisms operating across scales (D'Ambrosi & Parito, 2022). Against this backdrop, this study investigates how digital technologies reshape citizen–institution interaction and civic participation within the Europeanized EU public sphere, with a specific focus on youth engagement in an emerging post-digital communicative environment characterized by algorithmic mediation and the growing institutional use of generative artificial intelligence (Pane et al., 2025). The research adopts a multi-phase qualitative design combining three rounds of semi-structured interviews conducted between 2024 and 2026. A first wave (n = 25), conducted ahead of the 2024 European Parliament elections, examines how EU institutional communication is perceived and negotiated in a high-stakes electoral context marked by platformization, polarization and misinformation. A second wave (n = 26) explores how EU institutions and civil society actors experiment with digital tools—from e-participation platforms to generative AI and chatbot interfaces—alongside youth-led appropriations of these technologies in non-formal educational settings. A third wave (n = 26), conducted in the post-electoral period, further probes the routinization of AI-assisted communication within EU institutional workflows and its implications for inclusion, responsiveness and democratic legitimacy (Pane, 2025). Taken together, the findings offer a longitudinal and multi-perspectival analysis of youth participation in the EU's post-digital public sphere , highlighting

persistent tensions between top-down institutional communication logics and bottom-up civic engagement, while identifying spaces of convergence where digital platforms and AI-enabled tools can support media literacy and participatory capacity-building. By situating youth engagement at the intersection of EU public communication, civil society action and multilevel governance, the article contributes to debates on Europeanization, democratic resilience and the future of participatory democracy in Europe (Pane, forthcoming). The research draws on work carried out by the Jean Monnet Chair Com4T.EU – Communicating for Transitions in Europe at the University of Turin (2023–2026) and the Interactif project (Interregional action for France and Italy 2025-2026).

Belluati, M. (forthcoming). Comunicare l'Europa tra crisi e transizioni. Il Mulino.

Belluati, M. (2021). The European institutions and their communication deficits. In J. L. Newell (Ed.), Europe and the left: Resisting the populist tide, (pp. 73-91). Palgrave Macmilan.

D'Ambrosi, L., & Parito, M. E. (2022). Involvement of young citizens in transnational communications flows: Together for Europe. De Europa, 5(2), 121-138.

Lovari, A., & Belluati, M. (2023). We Are All Europeans. EU Institutions Facing the Covid-19 Pandemic and Information Crisis. In La G. Rocca, M. E. Carignan & G. B. Artier, (Eds.), Infodemic Disorder: Covid-19 Coping Strategies in Europe, Canada and Mexico, (pp. 65-96). Springer International Publishing.

Pane, S. (forthcoming). Communicative resilience in post-truth and "post-digital" European Union: Youth-led civil society organisations in the 2024 European elections. Partecipazione e Conflitto PACO.

Pane, S. (2025). The European 'post-digital' public sphere: foundations of an emerging paradigm in the social sciences. methaodos. revista de ciencias sociales, 13(1).

Pane, S., M., Bruno, M., & Belluati, M. (2025). La comunicazione pubblica dell'Europa: un nuovo paradigma del postdigitale nell'era dell'Intelligenza Artificiale generativa. RIVISTA TRIMESTRALE DI SCIENZA DELL'AMMINISTRAZIONE, 3, 1-26.

Sorice, M. (2020). La «piattaformizzazione» della sfera pubblica. Comunicazione politica, 21(3), 371-388.

Trenz, H. J. (2005). The European public sphere: contradictory findings in a diverse research field. european political science, 4(4), 407-420.

CONTESTING THE PAST IN THE DIGITAL INFOSPHERE: NARRATIVE FRAGMENTATION AND MEDIA LITERACY REGARDING THE NANJING MASSACRE AMONG YOUTH

Haoxuan Diao (Sapienza University of Rome, Italy)

Nanjing Massacre | Collective Memory | Digital Citizenship

The collective memory of the Nanjing Massacre is increasingly being "re-mediated" within the digital infosphere, where digital power structures and algorithmic logic reshape historical consciousness. This study explores the tension between institutional historical education and decentralized digital discourses among youth in the Sinosphere (Mainland China, Hong Kong, and Taiwan). The research first presents a comparative literature review of history textbooks, revealing a fundamental divergence in narrative framing: while Mainland Chinese curricula emphasize a "Victimization and Patriotism" perspective, narratives in Hong Kong and Taiwan lean towards "Universal Human Rights" and "Global War Trauma." This initial divergence creates a "cognitive baseline gap" among youth before they engage in digital interactions. Building on this, the study incorporates a content analysis of contemporary discussions on Reddit. It examines how these pre-existing pedagogical frameworks collide in a decentralized digital environment characterized by polarization. Preliminary findings suggest that the lack of a shared narrative baseline makes young users vulnerable to digital disinformation and nationalist Echo Chambers, where historical trauma is frequently weaponized to fuel ideological division. To address these challenges, this paper proposes a strategic "Narrative Literacy" framework as a practical intervention. Beyond traditional fact-checking, this framework equips digital citizens with the tools to deconstruct how digital platforms amplify conflicting historical frames. Furthermore, the study demonstrates how participatory "co-creation" tools can be utilized to facilitate cross-border dialogue, shifting the focus from defensive nationalism to a critical, multi-perspectival understanding of difficult heritage. By integrating these pedagogical strategies, the research offers a roadmap for fostering resilient and empathetic digital citizenship in an age of AI-driven polarization.

Huang, S., & Chen, Z. (2023). The emotion of memory: An analysis of Nanjing Massacre micro-blog narratives. Modern Communication (Journal of Communication University of China), 45(5), 115-121.

Lyu, Y. W., & Zhou, H. (2023). Contesting master narratives: Renderings of national history by Mainland China and Taiwan. The China Quarterly, 255, 768–784.

Moscovici, S. (2001). Social representations: Essays in social psychology. NYU Press.

Pratt, M. L. (2012). Arts of the contact zone. In Negotiating academic literacies (pp. 171–185). Routledge.

Vickers, E. (2017). Remembering and forgetting war and occupation in the People's Republic of China, Hong Kong and Taiwan. In J. K. F. L. C. L. S. J. T. K. C. E. J. C. K. G. P. M. T. L. W. T. H. Z. Z. C. C. M. A. V. K. A. V. H. E. (Eds.), Remembering the Second World War (pp. 46–67). Routledge.

RESISTING GENTRIFICATION AND PRIVATIZATION OF PUBLIC GREEN SPACES THROUGH PARTICIPATIVE DEMOCRATIC PRACTICE: THE CASE OF EX MERCATI GENERALI IN ROME

Mario Monopoli (Sapienza Università di Roma, Italy) · **Andrea Scorsino** (Sapienza Università di Roma, Italy)

Participatory Democracy | Digital Activism | Gentrification

The “Ex Mercati Generali” is a complex of structures established in 1922 in Rome, specifically in the Ostiense district. The area has remained abandoned since 2002; and then followed a long phase - lasting more than twenty years - of proposals, revisions, cancellations, and renegotiations of projects and concessions. In the meantime, nature has taken its course: a spontaneous ecosystem has emerged that today represents a significant example of urban renaturalization in the city center. The turning point for the future of the area came in 2025, when the concessionaire signed a new agreement with Hines, a large real estate investment fund based in Texas. The project involves the demolition of the pavilions and the construction of ten new buildings. Seven of these will be used as a luxury student accommodation. In response to the project, grassroots protests quickly emerged, hybridizing online and offline tools (Treré, 2019). In particular it is worth noting the high level of youth participation, which has resulted in an online communicative style that combines memetic language (Mina, 2019), symbolic artwork elements (Stammen & Meissner, 2024), and participatory storytelling practices oriented toward civic engagement. In the agreement signed between Hines and the Municipality of Rome, the local community was consulted only after the contract had already been finalized, in a form of invitation-based participatory practice (Antonucci et al., 2024) without effective participation, resembling what has been defined as “participationism” (ivi). The analysis therefore focuses on participatory practices and the activation of mobilization and public participation from an environmental risk perspective (Webler & Tuler, 2021), linked to the cementification and privatization of a large public area intended to become a luxury student residence, further exacerbating processes of gentrification (Chatterton, 2010). The participatory process is interpreted as a form of democratic learning for liminal communities (Barbas 2020; Antonucci et al., 2024), which tactically (de Certeau, 1988) uses media affordances (Nagy & Neff, 2015) and platform algorithms (Bonini & Trerè, 2024) to raise awareness within the infosphere, with a focus on the way in which a composite grassroots protest space can become a political laboratory that experiments with horizontal and democratic educational practices for the entire citizenry. Methodologically, the study adopts a multimodal qualitative approach (Bussoletti & Belotti, 2022), which combines multiple data collection sources such as interviews and memos taken by the researchers during the committee meetings and protest demonstrations, along with posts of the @generaliliberi social media pages and whatsapp community. In this way the analysis explores both the frontstage and backstage dimensions of the protest organization (Treré, 2019). Through participatory observation (Kawulich, 2005) along with digital ethnography (Pink et al. 2016) of the instagram page of the committee and semi-structured interviews with campaign organizers and administrators, the analysis focus on the activists’ media literacy and practices (Bussoletti, et al. 2025), proposing that urban conflicts mediated through digital platforms can become spaces of collaborative civic practice.

Barbas, A. (2020). Educommunication for social change, in Stephensen, H. & Treré. E. (eds), Citizen Media and Practice. Currents, connections, challenges. Routhledge, New York, pp. 73-87.

Belotti, F. & Bussoletti, A. (2022). FridaysForFuture: Rappresentazioni sociali del cambiamento climatico e pratiche d’uso dei social media. Milano, FrancoAngeli Open Access.

Bonini, T., Treré, E. (2024) Algorithms of resistance: The Everyday Fight against Platform Power. MIT Press.

Bussoletti, A., Treré, E. & Comunello, F. (2025). A media ecology of ecological media? Conceptualizing environment-oriented communication and its digital footprint in climate change activism. New Media & Society. 10.1177/14614448251346201.

Certeau, Michel : de. (1988). The Practice of Everyday Life. Berkeley, University of California Press.

Chatterton, P. (2010). The Student City: An Ongoing Story of Neoliberalism, Gentrification, and Commodification. Environment and Planning A: Economy and Space, 42(3), 509-514. https://doi.org/10.1068/a42293 (Original work published 2010).

Kawulich, B. (2005). Participant Observation as a Data Collection Method. Forum: Qualitative Social Research. 6.

Mina, A. X. (2019). Memes to Movements: how the world's most viral media is changing social protest and power. Boston Beacon press.

Nagy, P. & Neff, G. (2015). Imagined affordance: Reconstructing a keyword for communication theory. In Social Media + Society, 1(2), pp. 1–9. doi: 10.1177/2056305115603385.

Pink S, Horst H, Postill J, et al. (2016) Digital Ethnography. Principles and Practice. London: Sage.

Stammen, L., & Meissner, M. (2024). Social movements’ transformative climate change communication: extinction rebellion’s artivism. Social Movement Studies, 23(1), 19–38. https://doi.org/10.1080/14742837.2022.2122949.

Treré, E. (2019). Hybrid media activism: ecologies, imaginaries, algorithms. London: Routledge.

Webler, T. &; Tuler, S. (2021). Four Decades of Public Participation in Risk Decision Making. In Risk Analysis, Vol. 41, No. 3, 2021.

AI AND MEDIA LITERACY: CRITICAL, CREATIVE AND EMOTIONAL SKILLS FOR DEMOCRATIC PARTICIPATION

Alice Cardinale (University of Rome La Sapienza, Italy)

AI literacy | Civic Education | Democratic Partecipation

Democratic debate is becoming more polarized and fragmented, with the spread of hate speech and forms of incivility (Engesser et al., 2017). These dynamics can be understood as strategies that increase engagement and exploit the attention economy of digital platforms (Shugars and Ha, 2025). This situation raises concerns for democracy, especially because of emotional proximity and informational distortion. Emotional proximity is becoming more important in shaping how people perceive epistemic authority in social networks (Boccia Artieri, 2025), meaning that users often trust information because they feel emotionally connected to it rather than because it is accurate. Informational distortion, in a context often described as post-truth (McIntyre, 2018), becomes a strategic tool used to influence public opinion (Vasist et al., 2024). In such a current global infosphere (Floridi, 2014), Artificial Intelligence plays an increasingly important role in the algorithmic mediation between citizens and democratic participation. Through Machine Learning, an advanced statistical modelling technique, AI can automatically learn from data, make predictions, "create new things" (Tlili et al., 2023), and influence how knowledge is produced and shared in today's post-public sphere (Schlesinger, 2020). As a result, education systems face a structural challenge: they must prepare students for a world where AI is integrated into the ways people learn, access information, and think. In response, this contribution explores how Media Literacy should update to prepare learners to participate in a democratic discourse in which AI plays a central role. The author argues that to respond to this epistemic shift (Bartsch et al., 2025), it's crucial to integrate two main areas in education: AI literacy and human abilities that AI cannot replicate (Quattrociocchi et al., 2025). The first area concerns a technical understanding of how AI systems and algorithms work. Learners should be aware of limitations such as bias (Tao et al., 2024) and hallucinations (Loru et al., 2025). At the same time, students should understand the ethical and social implications of AI (Ricaurte, 2022), including inclusivity, transparency in algorithmic functioning, clarity about how data are used, and the reliability of information generated by AI systems (Holmes et al., 2022; Khosravi et al., 2022). These aspects should also be contextualized to the impact of AI in media environments, especially in relation to multimedia content that may be partly or completely false. The second area includes abilities that remain key characteristics of human intelligence and allow people to interact critically with AI systems, and media. Critical thinking (CT) helps learners navigate, search for, and filter data, information, and multimedia content available on digital platforms (European Commission, 2022). Creativity is essential for active use. Together with CT, Creativity fosters the ability to deal with uncertainty (Baumann, 2000) and strongly influences the digital environments through which we inform ourselves. Emotional intelligence is another key competence. It includes the ability to recognize, understand, regulate, communicate, and use emotions effectively in social interactions (Mollik and Mollik, 2023) so to develop respectful forms of interaction that consider the perspective of others.

Bartsch, A., Neuberger, C., Stark, B., Karnowski, V., Maurer, M., Pentzold, C., Quandt, T., Quiring, O., & Schemer, C. (2025). Epistemic authority in the digital public sphere. An integrative conceptual framework and research agenda. Communication Theory, 35(1), 37–50. https://doi.org/10.1093/ct/qtae020

Bauman, Z. (2000). Liquid modernity. Polity press.

Engesser, S., Ernst, N., Esser, F., & Büchel, F. (2017). Populism and social media: How politicians spread a fragmented ideology. Information, Communication & Society, 20(8), 1109–1126. https://doi.org/10.1080/1369118X.2016.1207697

European Commission. Joint Research Centre. (2022). DigComp 2.2, The Digital Competence framework for citizens: With new examples of knowledge, skills and attitudes. Publications Office. https://doi.org/10.2760/115376

Floridi, L. (2014). The 4th revolution: How the infosphere is reshaping human reality (First edition). Oxford University Press.

Giovanni Boccia Artieri, Axel Bruns, Ehsan Dehghan, & Laura Iannelli. (2025). Fringe Democracy and the Platformization of the Public Sphere. Comunicazione Politica, (1), 3–21. https://doi.org/10.3270/116607

Giovanni Boccia Artieri. (2025). Sfiduciati. Democrazia e disordine comunicativo nella società esposta. Feltrinelli.

Holmes, W., Porayska-Pomsta, K., Holstein, K., Sutherland, E., Baker, T., Shum, S. B., Santos, O. C., Rodrigo, M. T., Cukurova, M., Bittencourt, I. I., & Koedinger, K. R. (2022). Ethics of AI in Education: Towards a Community-Wide Framework. International Journal of Artificial Intelligence in Education, 32(3), 504–526. https://doi.org/10.1007/s40593-021-00239-1

Khosravi, H., Shum, S. B., Chen, G., Conati, C., Tsai, Y.-S., Kay, J., Knight, S., Martinez-Maldonado, R., Sadiq, S., & Gašević, D. (2022). Explainable Artificial Intelligence in education. Computers and Education: Artificial Intelligence, 3, 100074. https://doi.org/10.1016/j.caeai.2022.100074

Kingzette, J., Druckman, J. N., Klar, S., Krupnikov, Y., Levendusky, M., & Ryan, J. B. (2021). How Affective Polarization Undermines Support for Democratic Norms. Public Opinion Quarterly, 85(2), 663–677. https://doi.org/10.1093/poq/nfab029

Loru, E., Nudo, J., Di Marco, N., Santirocchi, A., Atzeni, R., Cinelli, M., Cestari, V., Rossi-Arnaud, C., & Quattrociocchi, W. (2025). The simulation of judgment in LLMs. Proceedings of the National Academy of Sciences, 122(42), e2518443122. https://doi.org/10.1073/pnas.2518443122

Mollick, E. R., & Mollick, L. (2023). Using AI to Implement Effective Teaching Strategies in Classrooms: Five Strategies, Including Prompts. SSRN Electronic Journal. https://doi.org/10.2139/ssrn.4391243

Quattrociocchi, W., Capraro, V., & Perc, M. (2025). Epistemological Fault Lines Between Human and Artificial Intelligence (arXiv:2512.19466). arXiv. https://doi.org/10.48550/arXiv.2512.19466

Ricaurte, P. (2022). Ethics for the majority world: AI and the question of violence at scale. Media, Culture & Society, 44(4), 726–745. https://doi.org/10.1177/01634437221099612

Schlesinger, P. (2020). After the post-public sphere. Media, Culture & Society, 42(7–8), 1545–1563. https://doi.org/10.1177/0163443720948003

Shugars, S., & Ha, E. (2025). The Character of Connection: Platform Affordances and Connective Democracy. Social Media + Society, 11(2), 20563051251332427. https://doi.org/10.1177/20563051251332427

Suchman, L. (2023). The uncontroversial 'thingness' of AI. Big Data & Society, 10(2), 20539517231206794. https://doi.org/10.1177/20539517231206794

Tao, Y., Viberg, O., Baker, R. S., & Kizilcec, R. F. (2024). Cultural bias and cultural alignment of large language models. PNAS Nexus, 3(9), pgae346. https://doi.org/10.1093/pnasnexus/pgae346

Tlili, A., Shehata, B., Adarkwah, M. A., Bozkurt, A., Hickey, D. T., Huang, R., & Agyemang, B. (2023). What if the devil is my guardian angel: ChatGPT as a case study of using chatbots in education. Smart Learning Environments, 10(1), 15. https://doi.org/10.1186/s40561-023-00237-x

Vasist, P. N., Chatterjee, D., & Krishnan, S. (2024). The Polarizing Impact of Political Disinformation and Hate Speech: A Cross-country Configural Narrative. Information Systems Frontiers, 26(2), 663–688. https://doi.org/10.1007/s10796-023-10390-w

M.06

Facing AI Challenges in a Democratic and Socio-Constructivist Perspective: Imaginaries, Agency and Explorative Experiences with a Reggio Emilia-Inspired Approach

PANEL CONVENORS: Maria Barbara Donnici (Fondazione Reggio Children-Centro Loris Malaguzzi, Italy); Lorenzo Manera (Università di Modena e Reggio Emilia); Elena Sofia Paoli (Fondazione Reggio Children-Centro Loris Malaguzzi, Italy); Ludovica Brandi (Università di Modena e Reggio Emilia); Chiara Magurno (Università di Modena e Reggio Emilia); Elena Repman (Università degli studi Guglielmo Marconi); Alessia Donini (Università di Modena e Reggio Emilia)

PANEL KEYWORDS: AI Literacy, Children's Agency, Critical AI Awareness

Artificial Intelligence is becoming a pervasive tool in everyday lives, shaping how people learn, communicate, and understand the world. Yet children and young people often encounter AI systems without adequate conceptual, ethical, or critical equipment to recognize their mechanisms, constraints, and socio-political implications. This panel investigates how children and youngsters conceptualize AI and intelligence, how they imagine processes such as machine "learning", and how they understand the human. We also examine the possible trust infrastructure for responsible use of AI, reflecting on ethical issues in education and governance instruments. These early representations are crucial for democratic learning, influencing emerging forms of civic participation, trust, and agency in digital societies. From a REA perspective, drawing on children's narratives, questions, embodied explorations, and emotional responses, the panel examines how imaginaries of AI can become generative spaces for ethical reflection, critical awareness, and informed engagement. Contributions can address pedagogical interventions, AI literacy activities and experimental practices that integrate the body, emotions, arts, and curricular disciplines to foster reflective and responsible interactions with AI. The panel particularly welcomes contributions that articulate how education can cultivate conscious use of AI, ethical discernment, and the creative exploration of the possibilities fostered by AI. Through investigation, reflection, and co-construction of learning, young people can move from passive consumption into an opportunity for agency, creativity, and democratic participation. By bringing together researchers, educators, and practitioners, the panel aims to promote awareness, democratic participation, and resilience and to equip young people with the capacity to navigate AI-mediated worlds.

QUANTUM DIPLOMACY GAMES AS AN EMERGING DIMENSION OF THE DEMOCRATIZATION OF SCIENCE DIPLOMACY

Yixin Zhang (Sapienza university di Roma, Italy)

science diplomacy | quantum diplomacy games | democratic practice

As global competition over quantum technologies intensifies, science diplomacy is becoming increasingly entangled with geopolitical rivalry, raising concerns about its legitimacy and inclusiveness.Science diplomacy has often been recognized as an instrument of high politics rather than a form of participatory governance because of its traditional state-centered negotiation and expert-driven coordination methods.Under the conditions of advanced technological competition, an underexplored question arises: how can democratic forms of deliberation and learning be incorporated into science diplomacy? A theoretical approach to explore the potential democratization of science diplomacy is presented in this paper by exploring quantum diplomacy games as an emerging analytical entry point.A critical focus of the paper is on initiatives

such as the quantum diplomacy game developed by the CERN Open Quantum Institute, which conceptualizes serious games not merely as capacity-building or training tools but as experimental and reflective spaces where alternative governance logics can be simulated and examined.It is through the construction of counterfactual future scenarios characterized by technological scarcity, systemic interdependence, and global risk that these games offer participants the opportunity to engage simultaneously with scientific, political, economic, and societal issues. It is the purpose of quantum diplomacy games to facilitate multi-role participation rather than prioritizing a single state interest or technological rationality. This involves actors navigating their overlap of responsibilities as scientists, policymakers, industry representatives, and civil society organizations.The objective of this design feature is to disrupt the conventional separation between technical expertise and political judgment, encouraging deliberation, negotiation, and compromise as necessary conditions for collective problem-solving.This approach embeds democratic practices such as dialogue, transparency, and mutual learning into the mechanics of decision-making rather than treating them as external ideals. According to the paper, quantum diplomacy games can contribute to rethinking democratic practice in science diplomacy by analyzing publicly available project documentation, game design principles, and current scholarship on science diplomacy, democratic governance, and serious games.As part of these efforts, power is being reconfigured by utilizing non-traditional resources including data access and ethical standards, procedural transparency has been foreemphasized through iterative discussion and reflection, and conceptual space has been created for non-state actors to engage meaningfully in highly technical policy domains through iterative discussion and reflection. There is no claim in the paper that quantum diplomacy games democratize science diplomacy in practice.Instead, it argues that they serve as exploratory tools that facilitate democratic negotiation, make it visible, discussable, and effective within complex technological governance frameworks.As a practice that can be explored and refined rather than as a fixed value that needs to be asserted.

1.European Commission. (2021). European quantum communication infrastructure euroqci. https://digital-strategy.ec.europa.eu/en/policies/european-quantum-communication-infrastructure-euroqci
2.Hajjar, D. P. (2015). US Science Diplomacy as a Seed for the Advancement of Democracy in the Near East.Whitehead J. Dipl. & Int'l Rel.,17, 37.
3.Kelle, R. (2017). Science diplomacy: A pragmatic perspective. Science & Diplomacy, 6(2).
4.Legrand, T., & Stone, D. (2018). Science diplomacy and transnational governance impact.British politics,13(3), 392–408. https://doi.org/10.1057/s41293-018-0082-z
5.OECD (2025), "A quantum technologies policy primer", OECD Digital Economy Papers, No. 371, OECD Publishing, Paris, https://doi.org/10.1787/fd1153c3-en.
6.Sawyer, B. . (2002). Serious games: improving public policy through game-based learning and simulation. woodrow wilson international center for scholars foresight & governance project.

AI IN EARLY CHILDHOOD EDUCATION: ETHICAL GOVERNANCE IN THE AGE OF MORAL ARTIFICIAL AGENTS

Elena Repman (University Niccolò Cusano, Italy)

Early Childhood Education | Philosophical Anthropology | AI Governance

Digital transformation has reshaped every domain of society—including early childhood education (ECE). While digital tools such as microscopes, cameras, and projectors have long been part of preschool pedagogy, the rise of artificial intelligence (AI) presents a new paradigm. Unlike passive tools, AI systems—especially those equipped with large language models (LLMs) or moral reasoning capabilities—act with a degree of autonomy and influence that raises unique ethical, cognitive, and cultural concerns (Floridi, 2018). A child's interaction with AI becomes a meeting of intelligences: one intuitive, flexible, and embodied; the other logical, predictive, and coded. This intersection becomes particularly critical in early education, a period marked by intense neurological, emotional, and relational development. The introduction of AI at this stage—through storytelling robots, personalized books, or emotion recognition systems—requires careful scrutiny not just in terms of safety and efficiency but in light of deeper philosophical and developmental assumptions. From an intentional-anthropological perspective, the child must be understood as a person–body unity structured by intentionality rather than reducible to computational cognition (Basti, 2012). Are these tools supporting or replacing relational bonds? Are they fostering exploration or reinforcing algorithmic conformity? Moreover, AI technologies are not

culturally neutral. Large language models, for instance, are often trained on data that reflect dominant languages and value systems. A striking example: 93% of GPT-3's training data was in English, raising concerns about embedded cultural bias and value conflict (Johnson et al., 2022). Such imbalances risk marginalizing multilingual children or misrepresenting cultural values in non-western contexts. Despite these risks, professional standards for ECE educators rarely include training in AI ethics or digital governance. As a result, there is a growing gap between technological innovation and regulatory readiness. The prospect of Moral Artificial Agents (MAAs)—autonomous systems capable of ethical decision-making—further complicates the picture, requiring a shift in governance from technical oversight to ethical discernment. To respond to these challenges, this contribution proposes a foundational rethinking of educational governance in light of AI. We argue that any integration of AI in early childhood must begin by revisiting the anthropological assumptions that underlie our systems: What is our image of the child? What kind of person do we believe the child is? Drawing from the dual anthropology developed in Italian pedagogical and legal traditions, and from the relational conception of the child articulated in the Reggio Emilia approach (Malaguzzi, 1998), we offer a framework for ethical AI governance grounded in intentionality, relationality, and human dignity. I begin by outlining three major anthropological problems that shape educational models: the mind–body relationship, the role of community, and the ultimate purpose of education. I then explore the ethical and cognitive challenges of AI integration, propose Reggio Emilia as a relational countermodel, and conclude with governance recommendations. This contribution aims to bridge philosophical anthropology, neuroscientific insight, and concrete policy proposals—offering a vision for AI integration that enhances the humanity of the child. In this sense, educational AI governance must aim to safeguard and promote the child's right to flourish, understood as the full realization of human potential.

Basti, G. (2012). Dal mente-corpo al persona-corpo: Il paradigma intenzionale nelle scienze cognitive. In A. Ales-Bello & P. Manganaro (Eds.), ...E la coscienza? Fenomenologia, psico-patologia e neuroscienze (pp. 523–634). Bari: G. Laterza

Floridi, L. (2018). Soft ethics and the governance of the digital. Philosophy & Technology, 31(1), 1–8. https://doi.org/10.1007/s13347-018-0303-9

Johnson, R. L., Pistilli, G., Menédez-González, N., Dias Duran, L. D., Panai, E., Kalpokiene, J., & Bertulfo, D. J. (2022). The ghost in the machine has an American accent: Value conflict in GPT-3 [Preprint]. arXiv. https://doi.org/10.48550/arXiv.2203.07785

Malaguzzi, L. (1998). The hundred languages of children. In C. Edwards, L. Gandini, & G. Forman (Eds.), The hundred languages of children: The Reggio Emilia approach—Advanced reflections (2nd ed., pp. 2–10)

CHILDREN, BODIES AND ALGORITHMS: DEMOCRATIC EXPLORATIONS OF ARTIFICIAL INTELLIGENCE IN EARLY CHILDHOOD

Andre Peres (Instituto Federal de Educação, Ciência e Tecnologia do Rio Grande do Sul (IFRS - Campus Porto Alegre)) · **Vitor Davi Pompeu de Mattos** (Instituto Federal de Educação, Ciência e Tecnologia do Rio Grande do Sul (IFRS - Campus Porto Alegre)) · **Fabiana Lorenzi** (Invenio Educação) · **Patricia Cavedini** (Colégio Marista Rosário) · **Nicele Cardoso Caceres Cristmann** (Colégio Marista Rosário) · **Chris Rogers** (Tufts CEEO, Tufts University) · **Milan Dahal** (Tufts CEEO, Tufts University)

Body · Artificial Intelligence · Early Childhood Education

This abstract presents a workshop developed with an early childhood education class (children aged 4 and 5) at a private school in Porto Alegre, Rio Grande do Sul, Brazil. The pedagogical proposal integrates research, maker culture, educational robotics, and Artificial Intelligence (AI), drawing on an approach inspired by Creative Learning (Resnick, 2017). The project emerged from the children's investigative question, "What is automatic?" Initially, the group developed hypotheses about what might be automatic in the human body, identifying involuntary actions such as blinking, heartbeats, and hiccups (Rinaldi, 2024). The investigation then shifted to the built environment, culminating in the question: "Is the elevator automatic?" From this problem, the children collaboratively designed and constructed a manual elevator, exploring its mechanisms and modes of operation. The desire to transform it into an automatic one inaugurated a new phase of the process: the introduction of Artificial Intelligence (AI) (Russel & Norvig, 2010) as a concrete possibility for experimentation. We then conducted a workshop to discuss, in accessible language, introductory notions of automation and basic ideas related to AI through hands-on, playful, and embodied activities. Children designed and built personalized toy automata made from laser-cut MDF (Martinez & Stager, 2013), incorporating their own paper-based characters into the mechanisms (Wilkilson et al., 2014). These creative constructions served as the physical interface for subsequent interactions and generated high levels of engagement, requiring careful pedagogical mediation to guide the activity's flow.

With the character ready and inserted into the automaton, the child moved on to the next step of the workshop. Using the micro:bit CreateAI platform, each child trained three distinct movements for their character: fast, regular, and stop, with their gestures. In the technical setup, a micro:bit captured the children's physical gestures and transmitted commands via BLE to an ESP32 microcontroller, which controlled a DC motor in the automata. The experience allowed the children to perceive, in a practical and embodied way, that the automaton's behavior depended on the examples they provided. By testing and adjusting their movements, they developed an initial understanding that automatic does not mean something that happens on its own, but rather something that can be taught, adjusted, and transformed. Instead of formalizing technical concepts, the proposal prioritized the lived experience of cause-and-effect relationships between human action and machine response. The results indicate that the contextualized integration of AI in Early Childhood Education is feasible when anchored in concrete, playful, and embodied experiences. The children formulated hypotheses, revised strategies, and collectively celebrated outcomes, exercising agency and authorship. AI was presented as an explorable language rather than as something magical or inexplicable, fostering an approach in which children actively participated in decision-making, tested hypotheses, negotiated interpretations, and understood technology as something open to human intervention. By engaging with the initial question of what is automatic, the children expanded their understanding through experimentation: the automatic can be constructed, tested, and modified. The experience suggests that, when mediated by investigative practices centered on children's agency, AI can be meaningfully integrated into early childhood experiences.

MARTINEZ, S. L.; STAGER, G. Invent to Learn: Making, Thinkering and Engineering in the Classroom. Torrance, CA: Constructing Modern Knowledge Press, 2013.
RESNICK, Mitchel. Lifelong kindergarten: Cultivating creativity through projects, passion, peers, and play. MIT Press, 2017.
RINALDI, Carlina. Diálogos com Reggio Emilia: escutando, pesquisando e aprendendo. Penso Editora, 2024.
RUSSELL, Stuart; NORVIG, Peter. Artificial intelligence: a modern approach. 3rd. Upper Saddle River, EUA: Prentice-Hall, 2010.
WILKINSON, Karen et al. The Art of Tinkering: meet 150+ makers working at the intersection of art, science & technology. Weldon Owen International, 2014.

INTEGRATING AN AI-BASED CONVERSATIONAL AGENT IN DIALOGIC READING PRACTICES: A DIDACTIC INTERVENTION IN PRIMARY SCHOOL

Chiara Magurno (Università di Modena e Reggio Emilia, Italy) · **Chiara Bertolini** (Università di Modena e Reggio Emilia, Italy)

Reading comprehension | Teaching methodology | AI in education

The growing presence of digital technologies in educational contexts raises critical questions about the pedagogical conditions through which they are meaningfully integrated into classroom practices. In particular, the potential introduction of AI-based conversational agents in school settings calls for reflection on how their use can be structured so as to support students' comprehension processes and strategic engagement with text without reducing learning to exclusively individual interactions. This contribution presents an instructional intervention developed across multiple fourth-grade primary school classrooms aimed at supporting students' text comprehension through a structured pedagogical cycle combining individual work on the text, collective discussion, and metacognitive reflection. The intervention draws on research on reading comprehension and on instructional approaches that emphasise guided mediation of students' understanding during reading (Kintsch, 1998; Palincsar & Brown, 1984; Lumbelli, 2009). Within this framework, the pedagogical cycle was implemented across all experimental conditions. In one of the conditions, interaction with an AI-based conversational agent was introduced as a specific modality of mediation during the initial phase of individual work on the text. Through guided prompts, students were supported in making explicit use of comprehension strategies such as prediction, clarification, questioning, inference, and summarisation. The outcomes of individual work were subsequently reexamined in whole-class discussions, in which students' interpretations were treated as shared resources for collective meaning-making. This process was intended to situate individual comprehension within a dialogic learning context, allowing students to compare perspectives and progressively refine their understanding. A further component of the instructional cycle involved structured metacognitive reflection, supported by a self-reflection tool designed to foster awareness of reading strategies and regulation of comprehension processes. The intervention is framed within a quasi-experimental design involving four instructional conditions implemented in parallel classroom contexts, including a control group following regular instructional practices. This contribution explores the pedagogical conditions under which

the integration of AI-based educational tools can be meaningfully situated within instructional practices that sustain the social dimension of learning. In particular, it examines how individual interaction with AI-based tools, when embedded in mediated instructional practices, may be articulated with collective interpretive processes in classroom contexts.

Kintsch, W. (1998). Comprehension: A Paradigm for Cognition. Cambridge: Cambridge University Press.

Lumbelli, L. (2009). La comprensione come problema. Il punto di vista cognitivo. Bari: Laterza.

Palincsar, A. S., & Brown, A. L. (1984). Reciprocal Teaching of Comprehension Fostering and Comprehension-Monitoring Activities. Cognition and Instruction, 1(2), 117-175.

RETHINKING ARTIFICIAL INTELLIGENCE IN EDUCATION: PLAYFUL INQUIRY, AESTHETIC DIMENSION, AND DEMOCRATIC PARTICIPATION

Maria Barbara Donnici (Fondazione Reggio Children-Centro Loris Malaguzzi ETS) · **Elena Sofia Paoli** (Fondazione Reggio Children-Centro Loris Malaguzzi ETS) · **Alessia Donini** (Università di Modena e Reggio Emilia)

children's agency | democratic engagement | playful approach to learning

As artificial intelligence and digital technologies become increasingly embedded in everyday life, educators face the challenge of designing learning environments that support children's critical and participatory engagement with these systems (Resnick, 2024). Artificial intelligence influences how knowledge is produced, while digital platforms shape social and cultural life, making such understanding fundamental for democratic participation in digitally mediated societies (Floridi, 2023). However, public debate often oscillates between fascination and fear, frequently portraying children as passive users at risk when interacting with technology (Gallese et al., 2025). Grounded in a Reggio Emilia-inspired playful approach to learning, this contribution presents a pilot research project developed by Fondazione Reggio Children in collaboration with academic and technical partners. The project is the result of a multidisciplinary collaboration involving researchers, an atelierista, and an educator, whose complementary perspectives contributed to the design, facilitation, and interpretation of the learning experiences. The project emphasizes how children's agency can be nurtured through inquiry-based and participatory experiences, exploring how learning environments can foster awareness of how AI systems operate, support democratic engagement, and develop critical thinking through playful learning. The study adopts a qualitative methodology based on pedagogical documentation, reflective dialogues, observations, and final interviews. It developed through workshop-based activities involving children aged 7 to 12. The research explored how children engage with complex concepts through a discriminative AI tool and how this process supports reflection and dialogue on human and artificial intelligence. Activities were designed to explore technological concepts through multiple expressive languages and embodied experiences, consistent with the Reggio Emilia emphasis on the "hundred languages". Before interacting with AI systems, children and adults explored their knowledge about AI in order to construct new knowledge together, creating space for critical exploration. This was also an opportunity to deconstruct common societal narratives surrounding the relationship between children and digital technologies. The process of selecting datasets, engaging in trial and error, and recognizing that machines require human intervention to reduce errors, made visible the human work embedded in AI systems. Misunderstandings in interactions between humans and machines highlighted the subjective nature of interpretation and how understanding emerges through social exchanges. The experience positioned AI not as a source of answers but as a tool to support questioning and metacognitive reflection. Children were encouraged to recognize how machines reflect human perceptions and intentions, while intergenerational exchanges among children, educators, researchers, and parents supported democratic knowledge construction. Preliminary findings suggest that playful inquiry can foster critical reflection, enhance awareness of how AI operates, and support collaborative meaning-making. The research highlights how AI can become an educational opportunity when it supports, rather than directs, the learning process, preserving the centrality of the child as an active thinker and co-constructor of knowledge. This contribution proposes a pedagogical approach in which AI integration is conceived as a relational and reflective process, capable of fostering children's agency and democratic participation in contemporary digital societies.

Edwards, C., Gandini, L., & Forman, G. (Eds.). (2011). The hundred languages of children: The Reggio Emilia experience in transformation. Bloomsbury Publishing USA.

Floridi, L. (2023). The Logic of Information: A Theory of Philosophy as Conceptual Design. Oxford University Press.

Gallese, V., Moriggi, S., & Rivoltella, P. C. (Eds.). (2025). Oltre la tecnofobia: Il digitale dalle neuroscienze all'educazione. Raffaello Cortina Editore

Resnick, M. (2024). Generative AI and Creative Learning: Concerns, Opportunities, and Choices. An MIT Exploration of Generative AI. https://doi.org/10.21428/e4baedd9.cf3e35e5

Vecchi, V. (2000). Art and Creativity in the Reggio Emilia Approach: Documentation and the "Hundred Languages of Children." Milan: FrancoAngeli.

M.07

Learning for Democracy: Media Education and Civic Agency in Times of Disinformation

PANEL CONVENORS: Gianna Cappello (University of Palermo, Italy); Paola Macaluso (University of Palermo, Italy); Daniela Angela Sortino (University of Palermo, Italy)

PANEL KEYWORDS: disinformation, media education, civic agency

The rapid platformization of society is transforming democratic life, reshaping how citizens access information, participate in public debate, and construct shared meanings. Algorithmic personalization, opaque curation systems, and attention-driven viral dynamics increasingly mediate civic engagement while weakening traditional mechanisms of deliberation and trust. In this context, disinformation operates not only as false or misleading content but as a structural property of digital ecosystems, exploiting cognitive biases, fueling polarization, and undermining collective capacities to evaluate evidence, negotiate disagreements, and sustain democratic imaginaries. These dynamics pose urgent challenges for educators, institutions, and communities seeking to promote epistemic justice and resilient civic cultures. Education - across formal, non-formal, and informal settings - remains a critical space for developing the competencies required to navigate polluted information environments. Media education, dialogic pedagogies, and critical inquiry practices can empower learners to interrogate the infrastructures shaping their informational experiences, understand how algorithmic and economic logics influence visibility and truth claims, and resist manipulative narratives that threaten democracy (Cappello & Rizzuto, 2025; Hobbs, 2020; Buckingham, 2020). This panel invites sociological, pedagogical, political, and interdisciplinary contributions examining how education can strengthen democratic resilience in contexts permeated by disinformation. We welcome empirical studies on citizens' and students' information practices, educators' strategies to counter disinformation, and analyses of platform-governed educational practices, especially in formal education. Theoretical and methodological contributions advancing justice-oriented, participatory, and democracy-enhancing models of educational intervention are also encouraged.

HOW CAN UNIVERSITIES FOSTER STUDENTS' CRITICAL THINKING SKILLS

Guillaume Cuny (Nantes Université, France)

critical thinking | higher education | pedagody

Within the framework of its Academic Freedom in Action project, the Council of Europe has expressed the ambition to "protect and promote the values of academic freedom, ensuring that higher education remains a stronghold of democracy and critical thinking." From this perspective, the mission of universities can no longer be limited to the production and transmission of knowledge. It also includes the development of critical skills among both staff and students. These skills enable them to assess the validity of arguments and information. However, these critical skills do not appear to be evenly distributed across academic disciplines. A survey published by the Jean Jaurès Foundation in 2023 (Kraus & al. 2023) shows that adherence to misinformation varies according to students' field of study: students in Health and Law appear more likely to endorse false information than those enrolled in the Social Sciences and Humanities or in the Arts. Based on this observation, we formulate the general hypothesis that disciplinary affiliations shape differentiated relationships to knowledge, which are more or less conducive to the development of critical thinking skills. This raises the question of which factors are most decisive in fostering critical thinking skills. Do differences arise from students' ways of learning, such as a more instrumental relationship to knowledge or the use of rote learning? Or do they depend more on assessment practices, which may encourage specific relationships to knowledge (Abrami et al., 2015)? Beyond individual learning practices, do disciplinary contexts matter, for instance through the degree of consensus about what counts as legitimate knowledge, the place given to epistemology in curricula, or the historical development of disciplines (Millet, 2003; Bernstein, 1971; Shay, 2016)? Finally, how do major sociological variables such as gender and social background shape these processes (Renisio, 2015) ? Drawing on a questionnaire survey conducted with 2,000 students at the University of Nantes, aimed at measuring their degree of adherence to misinformation and collecting data on their ways of learning and accessing information, as well as twelve collective interviews carried out with students grouped by discipline

focusing on their relationships to their field of study and to the knowledge transmitted within it, this paper analyses the factors most likely to influence adherence to or resistance against misinformation. Based on these findings, it outlines possible avenues for action to strengthen the development of critical thinking skills in the university of tomorrow

Abrami, P. C., Bernard, R. M., Borokhovski, E., Waddington, D. I., Wade, C. A., & Persson, T. (2015). Strategies for Teaching Students to Think Critically : A Meta-Analysis. Review of Educational Research, 85(2), 275-314.

Bernstein, B. (1973). On the Classification and Framing of Educational Knowledge. In Knowledge, Education, and Cultural Change. Routledge.

David, M. (2024). Sociologie des savoirs au lycée et à l'université. l'Harmattan.

Millet, M. (2003). Les Étudiants et le travail universitaire : Étude sociologique. In Les Étudiants et le travail universitaire : Étude sociologique. Presses universitaires de Lyon.

Kraus, F., Lee Bouygues, H., & Reichstadt, R. (2023, 12 janvier). La mésinformation scientifique des jeunes à l'heure des réseaux sociaux. Fondation Jean-Jaurès.

Renisio, Y. (2015). L'origine sociale des disciplines. Actes de la recherche en sciences sociales, 210(5), 10-27.

Shay, S. (2016). Curricula at the boundaries. Higher Education, 71(6), 767-779.

Young, M. F. D. (1971). An approach to the study of curricula as socially organized knowledge. In M. F. D. Young (Ed.), Knowledge and control: New directions for the sociology of education (pp. 19–46). Collier Macmillan.

SPECTATORSHIP, BODIES AND DIGITAL HATE: OBSERVING ONLINE HATE SPEECH AND ITS IMPLICATIONS FOR MEDIA EDUCATION

Enrica Sgobba (University of Bari) · **Anna Fausta Scardigno** (University of Bari)

hate speech online | realistic evaluation | media education

The abstract was intended for panel M16, but it does not appear in the list of selectable panels, so I selected panel M07 In contemporary onlife environments (Floridi, 2015), where digital and material dimensions of experience are increasingly intertwined, online hate speech has become a pervasive and structural feature of social media communication. This article examines the phenomenon not through the traditional focus on perpetrators or victims, but through the lens of digital spectatorship, a position marked by visibility, emotional exposure and frequent passivity. Drawing on media education theory and a realistic evaluation framework (Pawson & Tilley, 1997; Pawson, 2006), the study investigates how users observe, interpret and respond to discriminatory discourse targeting bodies, identities and subjectivities that deviate from dominant norms. The empirical research, developed within the PRIN 2022 project Theories, Philosophies and Politics of Bodies in Network-Connected Digital Universes, combines an evaluative survey with an expert-based Nominal Group Technique. Findings indicate high exposure to hate speech, but despite this pervasive presence, spectators predominantly adopt non-interventionist attitudes. These behaviours reflect the bystander effect in digital contexts (Latané & Darley, 1970; Markey, 2000) and are reinforced by mechanisms of moral disengagement (Bandura, 1996). The NGT phase highlights the need for multi-level interventions integrating individual, community and educational approaches. Experts emphasise the importance of training users to recognise subtle hostility, fostering collective moderation practices and embedding media education modules within schools and public institutions. The findings underscore that countering online hate speech requires moving beyond regulatory or punitive strategies: it demands an educational paradigm centred on critical media literacy (Kellner & Share, 2007), emotional awareness, responsibility and active digital citizenship (Bornatici, 2017; Perfetti, 2020). Overall, the study argues that spectatorship represents both a vulnerability and a potential resource for democratic participation. Enhancing media competence and socio-emotional skills is essential for transforming passive witnessing into prosocial engagement (Rivoltella & Ardizzone, 2007) and for promoting inclusive digital public spaces capable of resisting normalised patterns of symbolic violence.

Adamoli, M. (2020). La media education come quadro educativo per un approccio etico alla rivoluzione digitale. IUSVEducation, 15, 22-35.

Bandura, A. et al. (1996). Mechanisms of moral disengagement in the exercise of moral agency. Journal of Personality and Social Psychology, 71(2), 364-374. https://doi.org/10.1037/0022-3514.71.2.364

Bornatici, S. (2017). La scuola: bene comune per educare alla sostenibilità. MeTis. Mondi educativi. Temi, indagini, suggestioni, 7(2), 241-248.

Buckingham, D. (2020). Un manifesto per la media education. Mondadori Università.

Floridi, L. (2015). The Onlife Manifesto Being Human in a Hyperconnected Era. Springer.

Kellner, D., Share, J. (2007). Critical Media Literacy: Crucial Policy Choices for a Twenty-First-Century Democracy. Policy Futures in Education, 5(1), 59-69.

Latane & Darley (1970). The unresponsive bystander: why doesn't he help?. Centruy Crofts.

Markey, P.M. (2000). Bystander intervention in computer-mediated communication. Computers in Human Behavior, Volume 16, Issue 2, 183-188.

Pawson, R. & Tilley, N. (1997). Realistic Evaluation, Sage.

Pawson, R. (2006), Evidence based Policy: A Realist Perspective, Sage.

Perfetti, S. (2020). Il fenomeno dell'hate speech e la cultura digitale. La scuola degli affetti come bene comune. Encyclopaideia, 24 (56), 119-132. https://doi.org/10.6092/issn.1825-8670/10749

Rivoltella, P. C., Ardizzone, P. (2007). La Media Education, fra tradizione e sfida del presente. New Media Education, anno LII, n. 15, 50-52.

FROM MATHEMATICS TO CITIZENSHIP: AN EDUCATIONAL TOOLKIT FOR CRITICAL DATA LITERACY

Sara Vergallo (Università degli Studi di Macerata, Italy) · **Alice Giglia** (Fondazione G. Feltrinelli, Milano, Italy) · **Leonardo Arpino** (CPIA5, Milano, Italy)

Data Literacy | Mathematics Education | Citizenship Education

Accessing information has never been easier than it is nowadays (Wineburg & McGrew, 2016). However, accessing the tools to critically evaluate and analyze information is not as simple. Never before have young students been so exposed to misinformation, fake news, subtle and captivating reporting, and misleading news. Constantly bombarded by rushed and often conflicting news, it is difficult to independently develop the skills needed for informed and critical reading. But schools and education can contrast this phenomenon: subjects such as mathematics and computer science can be used as training to recreate new mental habits (Carrisi et al., 2025) in the democratic citizens of the future. For this reason, we felt it was essential to develop an educational kit for primary and lower secondary schools in data literacy (Wolff et al., 2016). The kit was developed within the broader framework of the Scuola di Cittadinanza Europea, a civic education platform created by the Fondazione Giangiacomo Feltrinelli to support civic education pathways in secondary schools. The project aims to be a large space of knowledge and participatory teaching, as well as a pathway of awareness and reflection on contemporary challenges, grounded in the growing conviction that education is one of the most relevant factors in improving quality of life in contemporary society. The kit offers an 8-hour modular pathway in data literacy structured around five key steps: understanding what data are, distinguishing data from information, collecting data, reading data, and representing data. Through historical case studies (from the Lebombo bone to Florence Nightingale's polar diagram and early computers), hands-on laboratories (building an Inca quipu), real-world data collection tasks, and guided analysis of media articles and graphs, students are progressively trained to question sources, recognise bias, interpret statistical representations and reflect on how data can shape narratives. By combining mathematical tools such as statistics, probability, data classification and graphical representation with activities in history, language and technology, the kit promotes an integrated and inquiry-based approach to learning. Seven years after the launch of the broader project, a research process was conducted to evaluate and update both the data literacy kit and the pedagogical methodologies underpinning the entire Scuola di Cittadinanza Europea initiative, with the aim of providing teachers with more flexible and inclusive materials, suited to an increasingly diverse student population. Through teacher feedback, classroom experimentation, and revision of instructional materials, the project refined its didactic strategies and updated guidance resources in response to evolving media environments and educational transformations. Enabling students to independently assess the information they encounter daily becomes a powerful tool in fostering critical news literacy, with the ultimate goal of training active, informed, and reflective European citizens.

Carrisi, M. C., Marras, M., & Vergallo, S. (2025). A structured unplugged approach for foundational AI literacy in primary education. arXiv. https://arxiv.org/abs/2505.21398

Wineburg, S., McGrew, S., Breakstone, J., & Ortega, T. (2016). Evaluating information: The cornerstone of civic online reasoning. Stanford Digital Repository.

Wolff, A., Gooch, D., Montaner, J. J., Rashid, U., & Kortuem, G. (2016). Creating an understanding of data literacy for a data-driven society. The Journal of Community Informatics, 12(3), 9–26. https://doi.org/10.15353/joci.v12i3.3275

TACKLING MISINFORMATION THROUGH EDUCATION. TEACHERS 4.0 DIGITAL AGE AS A TOOL FOR ADULT LEARNING AND DIGITAL AWARENESS

Giorgia Coppola (University of Palermo, Italy, Italy) · **Maria Vinciguerra** (University of Palermo, Italy, Italy)

adult education | prevention | digital awareness

Of the many educational challenges we face today, the expansion of digitalisation processes is certainly one of the most controversial. It redefines the concept of 'emergency' as both an emerging phenomenon and an event requiring prompt intervention. Upon closer inspection, it becomes clear that the critical issue is not the result of digitalisation itself, but, rather, the absence of adequate media literacy. This is crucial in guiding the conscious use of technologies and mitigating the risk of misinformation among educators and students. According to the AGCOM report Media and Digital Literacy in Italy (2025), over 64.6% of the Italian population has low or insufficient digital and media skills, and around 8 out of 10 Italians are exposed to online risks, including hate speech, misinformation, and fake news. In line with this evidence, UNESCO's Media and Information Literacy: Policy and Strategy Guidelines (2025) recommends formal and non-formal educational interventions aimed at developing critical and practical skills in the use of media and information. Based on this premise, this paper introduces the Teachers 4.0 Digital Age Curriculum as a tool for initial and ongoing training for teachers and educators across Europe. Structured into ten modules, the curriculum offers a wide range of digital literacy activities alongside corresponding assessment tools. Addressing complex phenomena such as filter bubbles, deepfakes and manipulative online campaigns, it provides educators with the practical tools and theoretical frameworks needed to evaluate source reliability and integrate media literacy into everyday school activities. Particular attention is given to creating safe and inclusive learning environments that respect diversity. In this way, the Teachers 4.0 Digital Age Curriculum serves as a training tool for acquiring media literacy skills, as well as a preventive instrument against misinformation. It aims to educate digital citizens who are aware of their responsibilities and capable of navigating an increasingly complex information ecosystem. In doing so, it contributes to the development of resilient and informed school communities.

-Bachmair, B., Bazalgette, C. (2007). The European charter for media literacy: meaning and potential. Research in Comparative and International Education, 2(1), pp. 80-87.
-Bellingreri A. (2017). Lezioni di pedagogia fondamentale. Brescia: La Scuola.
-Buckingham, D. (2003). Media Education: Literacy, Learning, and Contemporary Culture. Cambridge: Polity Press.
-Cannon, M., Connolly, S., Parry, R. (2020). Media literacy, curriculum and the rights of the child. Discourse: Studies in the Cultural Politics of Education, 43(2), pp. 322-334.
-Cappello, G. (2017). Literacy, media literacy and social change. Where do we go from now?. Italian Journal of Sociology of Education, 9(1), pp. 31-44.
-Coppola, G. (2025). Povertà educativa digitale degli insegnanti tra burnout e learnification. In L. Acone, N. Carlomagno, E. Corbi, A. Cunti, M. D'Ambrosio, M.L. Iavarone, et al. (a cura di), Ricerca e progettazione pedagogica per contrastare povertà educative e dispersione scolastica. A 100 anni dalla nascita di Alberto Manzi (pp. 566-569). Lecce: PensaMultimedia.
-Early, J. O., Robillard, A., Rooks, R., Smith, R. L. (2024). Pedagogy and Propaganda in the Post-Truth Era: Examining Effective Approaches to Teaching About Mis/DisInformation. Pedagogy in Health Promotion, 10(3), pp. 152-165
-Floridi, L. (2022). Etica dell'intelligenza artificiale: Sviluppi, opportunità, sfide. Milano: RaffaelloCortina Editore.
-Jackman, J. A., Gentile, D. A., Cho, N. J., Park, Y. (2021). Addressing the digital skills gap for future education. Nature Human Behaviour, 5(5), pp. 542-545.
-Jenkins, H., Purushotma, R., Weigel, M., Clinton, K., Robinson, A. J. (2009). Confronting the Challenges of Participatory Culture: Media Education for the 21st Century. Cambridge: MIT Press.
-Oliver, R., Omari, A. (1999). Using online technologies to support problem-based learning: Learners responses and perceptions. Australian Journal of Educational Technology. 15, pp. 158-179.
-Rivoltella, P. C. (2020). Nuovi alfabeti. Educazione e culture nella società post-mediale. Brescia: Scholé.

LITERACIES REIMAGINED: RECONCEPTUALIZING CRITICAL DIGITAL LITERACY THROUGH ART-BASED POSTDIGITAL ENCOUNTERS

Sara Pastore (Università degli Studi di Napoli Federico II, Italy) · **Emiliano Grimaldi** (Università degli Studi di Napoli Federico II, Italy)

Critical digital literacy | art-based research | sociological fiction

This article intervenes in current debates on critical digital literacy, joining concerns about the lack of a solid conceptualization to sustain both scholarly inquiry and educational intervention (Garavaglia & Petti 2025, Pangrazio 2016). While media education and digital literacy seem to be key topics of current educational policy agendas, existing frameworks in

both fields remain rooted in a print-centered understanding of literacy. This view relies on a narrow and anthropocentric logic that suppresses the diversity of resources for meaning-making (Campbell & Olteanu 2024). Within this paradigm, students are reduced either to masters of technological tools or victims of media manipulation (Buckingham 2020), and literacy is flattened into a set of quantifiable and standardized competencies. Building on this, in this article we repurpose the idea of critical digital literacy through the lens of postdigital approaches (Jandric 2019): this combination is aimed to enable a more nuanced, non-dichotomic and non-reductionist understanding of critical digital literacy (or literacies), attentive to the multiple materialities, forces and agencies entangled in sociodigital encounters. To further this discussion, this article engages with our experience in designing, implementing, and reflecting on a series of media education workshops taking place from March to April 2025 and involving six schools. Each workshop, organized as part of a programme for the promotion of pedagogical innovation, brought together a group of students from the third year of a low-secondary school and one from the first year of high-secondary school. The workshops unfolded in two phases: a critical analysis of a social media platform, carried out through guided navigation; a creative, artistic phase of reimagination, in which students were invited to materially reimagine the platform using the collage technique. Methodologically, therefore, our work unpacks into two interrelated stages: the art-based classroom activity, and an experiment in sociological fictional writing, through which we reassembled the data collected in two fictional vignettes (Hrastinski 2025). Our choice to rely on these methods is consistent with our theoretical stance: in a sector increasingly subject to intensive datafication, and where data that count are those that can be easily counted, art-based research introduces generative frictions in data production processes, while fictional writing surfaces latent or overlooked dimensions, enabling the creation of our own ‘data lives’ (Kitchin 2021). After presenting the fictions, we will discuss the workshops as entry points to rethink critical digital literacy from a postdigital perspective, framing them as occasions to enact third spaces of education, which we understand as sites open to multiple forms of negotiation, discovery and play, particularly suited to enable generative forms of engagement with new media and related literacies (McDougall et al. 2018). Drawing on the workshops, we reconceptualize literacy as inevitably intertwined with agency (Code 2025, Jiang et al. 2024), and describe this twofold articulation as: i) a programmatic process of defamiliarization of digital practices, spaces and actants, often internalized and taken for granted; and ii) a strategic act of reimagination and creative speculation, aimed at reclaiming spaces of assertion, refusal and negotiation within technological interfaces, functions, and algorithmic processes.

Buckingham, D. (2020). Epilogue: Rethinking digital literacy: Media education in the age of digital capitalism. Digital education review, (37), 230-239.

Campbell, C., & Olteanu, A. (2024). The challenge of postdigital literacy: Extending multimodality and social semiotics for a new age. Postdigital Science and Education, 6(2), 572-594.

Code, J. (2025). The entangled learner: Critical agency for the postdigital era. Postdigital Science and Education, 7(2), 336-358.

Garavaglia, A., & Petti, L. (2025). Media education in the Postdigital era: how to incorporate data literacy, media literacy, AI Literacy and/or mul-ti-literacies into theoretical frameworks?. Journal of Inclusive Methodology and Technology in Learning and Teaching, 5(3).

Hrastinski, S. (2025). Fiction in research: The case of education fiction. Policy Futures in Education, 23(8), 1431-1445.

Jandrić, P. (2019). The postdigital challenge of critical media literacy. The International Journal of Critical Media Literacy, 1(1), 26-37.

Jiang, J., Vetter, M. A., & Lucia, B. (2024). Toward a ‘more-than-digital’AI literacy: Reimagining agency and authorship in the postdigital era with ChatGPT. Postdigital Science and Education, 6(3), 922-939.

Kitchin, R. (2021). Data lives: How data are made and shape our world. Bristol University Press.

McDougall, J., Readman, M., & Wilkinson, P. (2018). The uses of (digital) literacy. Learning, media and technology, 43(3), 263-279.

Pangrazio, L. (2016). Reconceptualising critical digital literacy. Discourse: Studies in the cultural politics of education, 37(2), 163-174.

FAMILY CAPITAL AND DISINFORMATION: RESILIENCE GROUNDED ON TRUST AND COMPARATIVE THINKING. RESULTS FROM THE ERASMUS+ PROJECT DRONE

Alba Francesca Canta (Polytechnic of Turin, Italy) · **Alvise Mattozzi** (Polytechnic of Turin, Italy) · **Linda Tonolli** (Polytechnic of Turin, Italy) · **Viktoria Konidari** (Hellenic Open University)

Family disinformation resilience

As the call for papers reminds us, the rapid platformization of society, algorithmic personalization, and the growth of media-driven information have changed our approach to information. These changes have affectedboth our strategies and traditional teaching systems. Education remains a key place to develop skills needed for navigating complex and epistemic-instable information environments. However, these skills requireconstant revision. Based on data collected through

structured interviews conducted as part of a European Erasmus+ project on digital literacy and disinformation (DRONE Project), this contribution aims to shed light on the waysadolescents address disinformation for the way it results from interviews and the possible factors that influence it. Among these, family capital appears to be one of the most important factors: interviews with adolescents reveal the essential role of parents, particularly mothers, in addressing and managing disinformation. In addition, the interviews show that young people do not trust teachers very much and, on the contrary, trust their parents if they have a problem related to information/disinformation: they seek guidance, even if they often do not turn to their parents because they are aware of their low level of digital literacy. However, despite this, from the interviews with parents another important finding emerges, not in opposition to but rather consistent with the above: the level of education of parents and their adoption of comparative thinkingtend to influence the level of critical thinking of adolescents and, therefore, their approach to disinformation. Although with due caution and considering all the possible factors that may influence this relationship, the positive correlation between family capital and the level of disinformation among adolescents could serve as a good starting point for building educational and informational resilience practices, beginning with the family, which is often overlooked in digital literacy programs. This resilience strategy, which extends from family to children, could also benefit from a reverse educational approach: from adolescents to parents, as the former, in some cases, have more skills that can be combined with those of their parents. This dialogical educational process and the building of a resilient community should necessarily include schools and teachers. As the DRONE project and interviews demonstrate, there is a lack of teaching related to digital literacy and the same skills among teachers, which generates mistrust of teachers and schools among adolescents.

Buckingham D., 2020. Un manifesto per la media education. Mondadori editori
Cappello G., Rizzuto F., 2025. Giornalismo, post-verità e media education. Mimesis Edizioni.
Mannheim K., Campbell S., Magliano L. (traduttrice) 2017. Introduzione alla sociologia dell'educazione. La scuola Editori.
Micheli M., 2015. L'appropriazione di Internet da parte degli adolescenti: tra riproduzione sociale e mutamento culturale, in Quaderni di Sociologia, n.69.
Cortoni I., Di Giammaria L., 2019. Il capitale socio-culturale nel trasferimento intra-familiare delle pratiche digitali. 2019/118.
Petrucco C. 2019. Developing critical thinking and information literacy as trasversal competences in higher education. Archivi di Padova.
van Dijck, J., 2009. Users like you? Theorizing agency in user-generated content. Media, Culture & Society, 31(1), 41-58.

SITE OF RESISTANCE: SANTARCANGELO FESTIVAL BETWEEN MEDIA SCANDAL, CULTURAL POLICY AND DEMOCRATIC NEGOTIATION

Rita Agatina Di Leo (Sapienza University of Rome and University of Bari "Aldo Moro", Italy)

Censorship | Performance studies | Freedom of expression

In cultural ecosystems increasingly shaped by media dynamics, political pressure, and reconfigured funding structures, Italian performing arts festivals often operate as arenas where artistic production, public discourse, and institutional power intersect. Within these environments, festivals can function as spaces in which cultural and political negotiation takes place, and also as spaces of protest — framing them as territories of resistance and artistic contestation. This proposal investigates how a performing arts festival may become a site of resistance within contemporary cultural policy and media ecologies. Focusing on Santarcangelo Festival (Rimini, Italy) — one of the longest-running experimental theatre festivals in Europe — I analyse four key editions: 1985 (directed by Roberto Bacci), 2015 (Silvia Bottiroli), 2018 (Eva Neklyaeva and Lisa Gilardino), and the most recent 2025 edition (Tomasz Kireńczuk). Each of these editions marks a moment in which artistic programming interacts with broader political and media environments. The 1985 edition became emblematic due to a violent media scandal and institutional backlash surrounding the performance Genet a Tangeri by Magazzini Criminali. The editions of 2015 and 2018 were characterised by controversies involving accusations of moral offence and media-driven censorship. Meanwhile, the 2025 edition unfolded in a context of severe cuts to public cultural funding in Italy. During the festival opening, artistic director publicly defended the autonomy of cultural institutions and freedom of artistic programming, transforming the festival into a space of mobilization and resistance in support of artistic labour and freedom of expression. Through this comparative analysis, the paper examines how festival programming negotiates tensions between artistic autonomy, institutional governance, and audience participation. Programming decisions, labour conditions, and funding structures become part of a broader cultural infrastructure that shapes how artistic

knowledge circulates and how artistic practices are legitimised or contested. The paper therefore asks: do different artistic directors and their programmes refrain from imposing meaning on political bodies and artistic practices? What strategies for democratising artistic knowledge emerge through festival curation? By analysing labour production, programming, and funding structures, the research explores what forms of resistance are enacted and what potential escapes exist from the economy of debt, exceptionality, discontinuity, precarity, and inaccessibility of artistic work (Kunst 2024). Drawing on Bataille's reflections on transgression, the paper proposes that cultural programming can operate simultaneously as contestation and transgression — a space where political and aesthetic boundaries are continuously negotiated (Bataille 1986). Rather than abolishing taboos, festivals may suspend or displace them, revealing persistent tensions between artistic autonomy and institutional control. Instead of simply mapping cultural policies, this study interrogates the fractures, contradictions, and unresolved conflicts that shape the relationship between performance, power, and the processes of subjectivation that these dynamics impose (Butler 1997).

Albanese, A. (2015). Guardare non è più un atto innocente: il caso Santarcangelo. BETWEEN, 1–17.
Arendt, H. (2025). Verità e politica. Bollati Boringhieri.
Balme, C. B. (2014). The Theatrical Public Sphere. Cambridge University Press.
Bataille, G. (1986). Erotism: Death and Sensuality. City Lights Books.
Bottiroli, S., & Melgares, M. A. (eds.) (2024). What Can Theatre Do. bruno.
Butler, J. (1997). The Psychic Life of Power. Stanford University Press.
Butler, J. (2013). Vite precarie. I poteri del lutto e della violenza. Postmedia.
Butler, J. (2023). Perdita e rigenerazione. Ambiente, arte, politica. Marsilio Editore.
Coin, F. (2023). Le grandi dimissioni. Il nuovo rifiuto del lavoro e il tempo di riprenderci la vita. Einaudi.
Deleuze, G., & Guattari, F. (2002). Che cos'è la filosofia? Piccola Biblioteca Einaudi.
Etienne, A., & Megson, C. (2024). Theatre Censorship in Contemporary Europe: Silence and Protest. University of Exeter Press.
Foucault, M. (1993). Sorvegliare e punire. Einaudi.
Freshwater, H. (2004). Towards a Redefinition of Censorship. In Censorship & Cultural Regulation (pp. 225–245). Brill.
Kunst, B. (2024). Artist at Work: Proximity of Art and Capitalism. Zero Books.
Virno, P. (2002). Grammatica della moltitudine. Per una analisi delle forme di vita contemporanee. DeriveApprodi.

ONLINE INFORMATION-SEEKING AND VOTING DECISIONS IN SWISS DIRECT DEMOCRACY: EVIDENCE FROM A SWISS POPULAR VOTE

Andrea Plata (Scuola universitaria professionale della Svizzera italiana (SUPSI), Switzerland) · **Elena Battipede** (Scuola universitaria professionale della Svizzera italiana (SUPSI), Switzerland; Università della Svizzera italiana (USI), Switzerland) · **Petra Mazzoni** (Scuola universitaria professionale della Svizzera italiana (SUPSI), Switzerland) · **Marina Pettignano** (Scuola universitaria professionale della Svizzera italiana (SUPSI), Switzerland) · **Luca Botturi** (Scuola universitaria professionale della Svizzera italiana (SUPSI), Switzerland)

Political Information Literacy | Youth Electoral Participation | Democratic Citizenship Education

Digital transformation of democratic processes has opened new possibilities for political participation, especially among youth (Kersting, 2016). Easy access to information and digital deliberation spaces may reinforce political engagement (Kersting, 2016; van Dijk, 2012). However, digital information contexts may increase exposure to misinformation, disinformation, manipulation or polarization of opinions, and cognitive overload (Garcia et al., 2021; Schwaiger, 2022; Schweiger, 2017) with consequences for political participation. Information Literacy (IL) is a key competence to navigate the complexity of the infosphere and to participate responsibly in democratic life (Koren, 2023; Kurbanoglu, 2013; Smith, 2016). While much research on young people's political attitudes and media use relies on self-reported measures, fewer studies combine such data with online information-seeking behavior; as a result, it remains unclear how these practices relate to turnout and vote choice (González-Bailón & Xenos, 2023). The aim of the present study is to explore how young adults conduct online searches for political information. The study focuses on a Swiss federal popular vote on climate and energy policy held on 8 March 2026. Data collection took place while the voting period was still ongoing, meaning that some participants had already voted while others had not. To address this aim, the following research questions are explored: (1) How do young adults search for political information online when preparing to vote? (2) Are individuals' online information-seeking behaviors associated with stability or change in their voting intentions or vote choice? (3) Which informational and attitudinal factors are associated with voting intentions or vote choice? The study employs the ROSE digital platform (Reflective Online Searching Education; Botturi et al., 2026) and a browser extension that captures

ecological online information-seeking behavior, including search queries, visited websites, and time spent per webpage. The research follows a structured pre–post design. In March 2026, 76 undergraduate students enrolled in pre-primary and primary teacher education in the Canton of Ticino (aged 19-32, M = 22.52) took part in: (1) an initial questionnaire assessing self-reported prior knowledge of the voting issue, voting intentions or vote choice, and IL skills; (2) a self-directed online searching session on the voting topic, monitored through the ROSE platform; and (3) a final questionnaire collecting socio-demographic data, political variables (political interest, internal and external political efficacy, ideological positioning, participatory habits), and repeated measures of knowledge and voting intentions or vote choice. Preliminary analyses show a significant increase in perceived knowledge about the voting issue, a decrease in indecision, and greater willingness to vote. Furthermore, an initial qualitative analysis of the consulted sources indicates a predominant use of the official channels of the Swiss Confederation as sources of information. Further results will be presented during the conference. By integrating behavioral data on online information-seeking with attitudinal and political variables in a real voting context, this study advances empirical research on democratic participation. The findings may also offer practical guidance for integrating IL and digital citizenship into pre-service and in-service teacher education and broader educational initiatives targeting young adults (Kops et al., 2025; van Dijk, 2012).

Botturi, L., Profeta, G., Battipede, E., Saad, M., Fels, D., Mazzoni, P., Baier-Mosch, F., Hermida, M., Hahnel, C., & Giordano, S. (2026). Fostering Reflective Learning Through Visual Search Stories. In S. Kurbanoğlu, J. Boustany, S. Špiranec, Y. Ünal, İ. Şencan, D. Kos, E. Grassian, L. Roy, & D. Mizrachi (Eds.), Information Literacy in an AI-Driven World (Vol. 2864, pp. 413–425). Springer Nature Switzerland. https://doi.org/10.1007/978-3-032-17272-3_34

González-Bailón, S., & Xenos, M. A. (2023). The blind spots of measuring online news exposure: a comparison of self-reported and observational data in nine countries. Information, Communication & Society, 26(10), 2088–2106. https://doi.org/10.1080/1369118X.2022.2072750

Kersting, N. (2016). Politische Online-Beteiligung im internationalen Vergleich. Eine Revitalisierung politischer Beteiligung? Zeitschrift für Vergleichende Politikwissenschaft, 10(S2), 91–113. https://doi.org/10.1007/s12286-016-0290-0

Kops, M., Schittenhelm, C., & Wachs, S. (2025). Young people and false information: A scoping review of responses, influential factors, consequences, and prevention programs. Computers in Human Behavior, 169. https://doi.org/10.1016/j.chb.2025.108650

Koren, N. (2023). Conceptualizing political information literacy among young people: A systematized review of the literature. Education, Citizenship and Social Justice, 20(1), 31-54. https://doi.org/10.1177/17461979231189186

Kurbanoglu, S. (2013). An analysis of concept of information literacy. Media and information literacy for knowledge societies, 1-42.

Smith, L. (2016). Information literacy as a tool to support political participation. Library and Information Research, 40(123), 14-23. https://doi.org/10.29173/lirg722

van Dijk, J. A. G. M. (2012). The network society (3rd ed.). SAGE Publications.

DIGITAL CITIZENSHIP AT SCHOOL: A DIGITAL CIVIC EDUCATION CURRICULUM FOR UPPER SECONDARY EDUCATION

Angela Daniela Sortino (Università di Palermo, Italy)

digital citizenship | media education | disinformation

The PhD research project, “Digital Citizenship at School: a Digital Civic Education Curriculum for Upper Secondary Education”, aims to develop an evidence-based digital civic education curriculum inspired by Media Literacy Education. The project includes the design of a curriculum prototype to be tested through a research-action approach. The introduction of Civic Education as a cross-curricular subject (Law 92/2019) and the Guidelines (MIM 2024) have raised a clear challenge for schools. Civic Education can serve as a testing ground for transforming knowledge into consistent everyday behavior, and it is essential to develop students' ability to become conscious and active citizens in the digital ecosystem. This means going beyond the mere consumption of information and providing students with the tools to critically analyse the mechanisms that govern contemporary communication. From a media education perspective, students will have the opportunity to decipher hidden processes and learn to recognize how platforms can influence their perception of reality and their opinion on social facts and issues. They will also be equipped to unmask attempts at disinformation and distorted narratives that jeopardize public debate and the very foundations of democratic coexistence. At the same time, students’ everyday lives increasingly take place in an “onlife” context (Floridi, 2019), where digital and offline experiences are deeply intertwined. Yet Civic Education often fails to reflect this reality. More specifically, schools still struggle to meaningfully integrate a Media Education (ME) perspective into Civic Education. Digital issues are often addressed through a mainly technical or instrumental approach, rather than through a critical and reflective one that supports students’ digital well-being. The main research question is how can a Civic Education curriculum informed by Media

Education be designed to respond to students' needs within the complexity of the contemporary, onlife world? The research project aims to design, test and validate a Civic Education curriculum model inspired by a Media Education perspective, conceived as replicable and scalable. The objective is to foster in students an active, aware and responsible digital citizenship, especially regarding the issue of online disinformation. The research is carried out in two highly differentiated school contexts (a classical high school and a technical/vocational institute in Palermo), in order to assess its effectiveness and adaptability of the model. The study analyses the impact of the educational pathway on students by assessing the development of digital citizenship competences, critical thinking, awareness of digital well-being, and the ability to produce responsible media content. The research project also includes an exploratory analysis, conducted through interviews and focus groups with policymakers, of school policies related to Civic Education and digital citizenship, in order to assess their alignment with the needs and realities of educational practice. The project offers an opportunity to adopt a Media Education approach for the construction and development of students' media literacy, particularly with regard to the issue of disinformation (Cappello & Rizzuto, 2025). At the Fourth International Conference of Scuola Democratica, the initial research findings based on the experimentation conducted with students in February and March 2026 will be presented.

Buckingham, D. (2019). Un manifesto per la Media education. Mondadori Education [2020].
Cappello, G. & Rizzuto, F. (2025), Giornalismo, post-verità e media education. Mimesis Edizioni.
Floridi L., (2015), Onlife Manifesto, Springer International Publishing.
https://link.springer.com/book/10.1007/978-3-319-04093-6
MIM Ministro Istruzione e Merito, (2024), Linee guida, Atti e norme, Piano di formazione https://www.mim.gov.it/documents/20182/0/Linee+guida+Educazione+civica.pdf

MAPPING THE PEDAGOGICAL ECOLOGY OF DEMOCRACY: MEDIA, CIVIC LEARNING, AND CITIZEN AGENCY

Giulia Ferri (IULM University, Italy) · **Elisabetta Risi** (IULM University, Italy) · **Andrea Miconi** (IULM University, Italy)

media literacy · citizen agency · democratic education

Across Europe, democracy is increasingly shaped by platformized media environments in which polarized public discourse and disinformation influence how citizens access information, interpret public issues, and participate in democratic life. Political disaffection and misinformation are often framed as problems of institutional failure or information disorder. Yet these diagnoses risk overlooking a deeper issue: democracy cannot be sustained by institutions and procedures alone. It must also be continuously learned, interpreted, and enacted by citizens in everyday life, as a lived and relational practice of democratic formation (Biesta, 2011). Starting from this premise, the paper explores how citizens themselves understand the educational foundations of democracy, shifting attention from normative and institutional accounts to the meanings, experiences, and expectations expressed by ordinary people. The analysis draws on findings from the Horizon Europe project MeDeMAP – Mapping Media for Future Democracies and is based on a large-scale qualitative study involving more than 400 participants across ten European countries. Through focus groups and in-depth interviews on democracy, media, and participation, the research examines how citizens identify the educational conditions that allow democratic culture to endure and how they understand the formative role of media within increasingly platformized and information-polluted environments. The paper makes an original contribution at both the empirical and conceptual levels. Empirically, it moves beyond formal policy frameworks and normative models of democratic competence to foreground citizens' own accounts of how democracy is learned and experienced. Across highly diverse national and social contexts, participants consistently described democracy not simply as an institutional order, but as a social and interpretive practice shaped by everyday encounters with political information, public debate, mediated narratives, and competing claims to truth. This bottom-up perspective shows that democratic learning is not confined to formal civic education, but is embedded in the ordinary environments in which citizens encounter and make sense of public life (Freire, 1970). Conceptually, the paper reflects on democracy as a pedagogical ecology, stressing that civic formation does not reside in any single institution but emerges across media systems, schools, families, communities, and citizens' interpretive practices (Markham, 2019). In this perspective, media education is not limited to the acquisition of technical competences, but

concerns the development of critical capacities through which citizens learn to evaluate claims, recognise manipulative narratives, and position themselves in relation to democratic life (Buckingham, 2003; Martens & Hobbs, 2015). Participants repeatedly described media not only as sources of information, but as pedagogical environments through which people learn to recognise public issues, negotiate meanings, and exercise civic agency (Giroux, 2011). At the same time, they stressed that these capacities cannot be taken for granted in environments marked by polarization, opacity, and disinformation. Schools, families, and civic institutions therefore remain essential spaces for cultivating critical media literacy and the democratic resilience needed to navigate contemporary public life.

Biesta, G. J. J. (2011). Learning Democracy in School and Society: Education, Lifelong Learning, and the Politics of Citizenship. Rotterdam: Sense Publishers.
Buckingham, D. (2003). Media education: Literacy, learning and contemporary culture. Polity Press.
Freire, P. (1970). Pedagogy of the Oppressed. New York: Continuum.
Giroux, H. A. (2011). On Critical Pedagogy. New York: Continuum.
Markham, A. N. (2019). Critical pedagogy as a response to datafication. Qualitative Inquiry, 25(8), 754-760.
Martens, H., & Hobbs, R. (2015). How media literacy supports civic engagement in a digital age. Atlantic Journal of Communication, 23(2), 120–137.

EPISTEMIC CAPTURE AND DEMOCRATIC EDUCATION: RECLAIMING THE UNIVERSITY IN THE AGE OF ALGORITHMIC INFRASTRUCTURES

Raffaella Frascarelli (Sapienza University of Rome, Italy)

Epistemic Capture | Media Education | Algorithmic Governance

Contemporary debates on disinformation often focus on the circulation of false or misleading content within digital environments. Yet the current crisis is not only informational but infrastructural. It concerns the transformation of the epistemic infrastructures through which knowledge becomes visible, credible, and authoritative in the public sphere. Rather than a simple crisis of information, the present moment can therefore be understood as a reconfiguration of the infrastructures that organize the production and validation of knowledge. This paper develops the concept of epistemic capture to describe the process through which infrastructures governing the circulation and validation of knowledge are reorganized according to the logics of platform capitalism and broader techno-industrial complexes where economic interests, state governance, and military or security apparatuses increasingly intersect. Within these configurations, virality, immediacy, and data extraction reshape the visibility and legitimacy of knowledge while weakening the institutional autonomy of educational and scientific systems. In an increasingly platformized global society, information infrastructures no longer operate as neutral communication channels but as socio-technical architectures that shape the circulation and credibility of knowledge claims. Algorithmic curation, recommendation systems, and opaque ranking mechanisms mediate how individuals access information and form judgments about truth and authority. As Bratton (2015) suggests, these computational architectures operate as quasi-sovereign systems capable of reorganizing public discourse beyond traditional institutional accountability, functioning as devices of digital governmentality that orient cognitive practices and regimes of visibility. In this context, can universities—historically central institutions in the validation and transmission of knowledge—still claim epistemic centrality in the public sphere, or is this role progressively migrating toward computational infrastructures governed by extra-academic logics? From a historical perspective, this transformation recalls earlier technological asymmetries in the control of knowledge. Writing itself functioned for centuries as a technology of epistemic authority monopolized by small literate elites. Today, infrastructures of artificial intelligence, algorithmic mediation, and large-scale data extraction risk generating comparable forms of epistemic concentration if their functioning remains opaque to most citizens. One of the central democratic challenges of contemporary education therefore lies in preventing the emergence of a new form of computational epistemic oligarchy. The paper draws on findings from an exploratory sociological study conducted with students at Sapienza University of Rome. Combining interviews and questionnaires, the research investigates how students acquire and evaluate information within contemporary media ecosystems. Preliminary findings reveal a significant epistemic asymmetry: although students inhabit digital environments daily, they rarely possess the conceptual tools required to critically interrogate the algorithmic infrastructures organizing knowledge production and legitimation. The democratic question today concerns not only freedom of access to information but also the capacity to understand and interrogate the epistemic infrastructures that organize knowledge production. Universities

are therefore called upon to reclaim their role as civic institutions capable of guaranteeing a democratic epistemic right: the capacity of citizens to access, understand, and critically interrogate the infrastructures structuring contemporary social life. This requires pedagogical strategies capable of making algorithmic cognition intelligible and democratizing the mathematical and computational foundations that structure the global information ecosystem.

Bratton, B. H. (2015). The Stack: On Software and Sovereignty. MIT Press.
Couldry, N., & Mejias, U. A. (2019). The Costs of Connection: How Data Is Colonizing Human Life and Appropriating It for Capitalism. Stanford University Press.
Fraser, N. (2007). Transnationalizing the public sphere. Theory, Culture & Society, 24(4), 7–30.
Stiegler, B. (2010). Taking Care of Youth and the Generations. Stanford University Press.
van Dijck, J., Poell, T., & de Waal, M. (2018). The Platform Society. Oxford University Press.

TACKLING DISINFORMATION AND PROMOTING DIGITAL MEDIA LITERACY: THE TEACHERS 4.0 DIGITAL AGE ONLINE TRAINING MODEL FOR IN-SERVICE TEACHERS

Paola Macaluso (University of Palermo, Italy)

Digital Media Literacy | Disinformation | Teacher Training

In a contemporary information ecosystem characterised by data overload and the rapid spread of viral content, the ability to discern reliable information from various forms of information disorder - such as disinformation, misinformation, and malinformation - has become a fundamental competency for democratic citizenship. The Teachers 4.0 Digital Age project (funded by the Erasmus+ program) addresses this critical challenge through a large-scale capacity-building intervention designed for teacher training. The primary objective is to empower educators to integrate media literacy into their daily pedagogical practices across diverse subject areas. This contribution analyses the development and implementation of the project's comprehensive training curriculum, with a specific focus on the online course designed for in-service teachers and educators. The training program, delivered via a dedicated e-learning platform, is structured into 10 modules totalling 60 hours of professional development (comprising 30 hours of asynchronous learning and 30 hours of practical, hands-on activities). The curriculum covers a wide spectrum of crucial topics: from the deconstruction of media messages and the psychological dynamics of "echo chambers" and "filter bubbles" to the technical analysis of emerging threats like deepfakes, phishing, and algorithmic bias. A distinctive element of this course is its methodological approach, which transcends the mere transfer of technical skills. Instead, it fosters a critical and reflective stance toward digital consumption. Teachers are guided through an exploration of their students' "digital realities", gaining insights into how the media practices of children and adolescents shape their perception of reality and socio-political issues. The e-learning platform serves as a collaborative environment where teachers can share best practices, exchange feedback, and co-design Learning Scenarios (LS) aimed at building digital resilience within the classroom. Preliminary results from the project's pilot phases indicate that online training, supported by multilingual educational materials (available in Italian, English, Greek, Bulgarian, Romanian, and Polish), effectively overcomes geographical and temporal barriers. Furthermore, the modular nature of the curriculum allows for a "blended" flexibility that adapts to different national school systems. In this context, the paper will present the initial findings from the questionnaires administered to the teachers and educators who attended and completed the online course.

Buckingham D. (2014), Developing Media Literacy: Concepts, Processes and Practices. https://davidbuckingham.net/wp-content/uploads/2015/04/media-literacy-concepts-processes-practices.pdf
Buckingham, D. (2019). The Media Education Manifesto. Polity Press.
Cappello, G. (2009). Nascosti nella luce. Media, minori e Media Education. FrancoAngeli.
EAVI. (2009). Study on Assessment Criteria for Media Literacy Levels. A comprehensive view of the concept of media literacy and understanding of how media literacy level in Europe should be assessed: Final report for the European Commission. Publications Office of the European Union. https://ec.europa.eu/assets/eac/culture/library/studies/literacy-criteria-report_en.pdf
European Commission (2022). Guidelines for teachers and educators on tackling disinformation and promoting digital literacy through education and training. Publications Office of the European Union.
Grizzle, A., Wilson, C., Tuazon, R., Cheung, C. K., Lau, J., Fischer, R., Gordon, D., Akyempong, K., Singh, J., Carr, P. R., Stewart, K., Tayle, S., Suraj, O., Jaakkola, M., Thésée, G. & Gulston, C. (eds.). (2021). Media and information literate citizens: think critically, click wisely! UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000389216
Hobbs, R. (2021). Media Literacy in Action: Questioning the Media. Rowman & Littlefield.
UNESCO (2021). Media and Information Literacy Curriculum for Educators and Learners. UNESCO Publishing.

HATE SPEECH AS AN "AMBIGUOUS BUT USEFUL" CATEGORY: POSTDIGITAL INTERCULTURES AND CIVIC AGENCY IN PLATFORMIZED SOCIETIES

Stefano Pasta (Catholic University of the Sacred Heart, Italy)

Hate speech | Onlife Citizenship | Postdigital intercultures

In the contemporary social web, democratic coexistence and civic agency are increasingly challenged by polarization processes that may evolve into cultural wars (santerini, 2025) and hate speech (Pasta, 2018). The Council of Europe Recommendation CM/Rec(2022)16 calls for particular attention to those forms of hate incitement which, while not reaching the threshold of criminal or civil liability, still threaten social cohesion and democratic stability. In this perspective, hate speech should not be understood only as an individual act of aggression, but as a phenomenon embedded in the communicative structures of platformized environments. This contribution is situated within the research field of Postdigital Intercultures (Pasta & Zoletto, 2023), which investigates the challenges of living together, citizenship education, and social relations in the context of the everyday entanglement between sociocultural complexity and the plurality of languages, media, and environments characteristic of postdigital transformations. In highly mediatized societies, the relationships between individuals, communities, and socio-technical infrastructures become central to understanding how democratic participation and conflict are reshaped. Contemporary forms of what may be defined as "hate speech onlife" are heterogeneous, yet they share common social and psychological dynamics that sustain hostility and antagonism. Investigating these dynamics is necessary in order to avoid naïve or purely moralistic approaches and to develop educational perspectives capable of addressing these phenomena in their cultural, social, and political dimensions. Alongside critical thinking, a cornerstone of media education, the co-authorial nature of the social web calls for an education to responsibility, understood as the ability to evaluate the consequences of one's actions within mediated public spaces. The category of hate speech can be described as "ambiguous but useful" (Pasta, 2025). Its ambiguity derives from the difficulty of defining clear boundaries between legitimate expression, offensive speech, and incitement to hatred, yet it remains a productive analytical lens for investigating the relationship between digital media, democratic life, and what has been defined as "citizenship onlife" (Pasta & Rivoltella, 2022). The analysis develops along three main lines. First, the paper examines some characteristics of digital environments that facilitate processes of targeting, stigmatization, and polarization. Algorithmic personalization, visibility metrics, virality mechanisms, and the persistence of content contribute to the selection of enemies and the formation of antagonistic publics, favoring emotional intensification and identity construction through opposition. Second, the paper considers the transformation of hate discourse in the age of post-truth. In polluted information environments, the distinction between true and false becomes less relevant than the capacity of messages to mobilize emotions and reinforce group belonging. Irony, provocation, denial of responsibility, and claims of not being serious often function as discursive strategies that allow hostile expressions to circulate while avoiding accountability. Third, the contribution outlines some educational directions aimed at countering online hate without reducing the issue to moral regulation or technical control. Strengthening civic agency requires developing awareness of the socio-technical conditions that shape communication, fostering critical reflection on the emotional and relational dimensions of online interaction, and promoting education to responsibility as a key competence for democratic life in postdigital societies.

Pasta, S (2018). Razzismi 2.0. Analisi socio-educativa dell'odio online. Brescia: Scholé.

Pasta, S. (2025). Countering Hate Speech in the Postdigital: A Challenge for 'Onlife Citizenship'. In F. Gomez Paloma, P.A. di Tore, G.R.J. Mangione (eds.), Teacher Training and Student Learning – Past Values, Present Uncertainties and Future Prospects. London: IntechOpen, pp. 155-174.

Pasta, S., Rivoltella, P.C. (eds.) (2022), Crescere onlife. L'Educazione civica digitale progettata da 74 insegnanti-autori. Brescia: Scholé-Morcelliana.

Pasta, S., Zoletto, D. (2023) Postdigital Intercultures. «Scholé. Rivista di educazione e studi culturali», LXI (2), pp. 19-46.

Santerini, M. (2025). Stranieri morali. Guerra e pace nelle culture. Milano: Bollati Boringhieri.

M.08

Media, Arts and Digital Democracy: Negotiating New Cultural Ecologies

PANEL CONVENORS: Alfonso Amendola (Università di Salerno, Italy); Martina Masullo (Università di Salerno, Italy); Camilla Masullo (Università di Napoli Federico Ii, Italy); Pietro Ammaturo (Università e-Campus, Italy); Maria Beatrice Russo (Università di Salerno, Italy); Giovanna Landi (Università di Salerno, Italy)

PANEL KEYWORDS: Digital Cultural Transformation, Creative Media Ecologies, Democratic Negotiation

This panel brings together contributions that examine how digital culture operates as a radical process of transformation affecting the practices, languages, and institutions of contemporary creative expression, with particular attention to educational implications and democratic negotiation processes. In the current media ecosystem—defined by algorithmic platforms, content fragmentation, and participatory forms of cultural production—fields such as television, cinema, visual and interactive arts, performing arts, music, and poetry are undergoing profound metamorphoses. Television is increasingly configured as a public platform, a hybrid space between broadcast and social media, capable of fostering new forms of media literacy and supporting the formation of a critical citizenry. Cinema is experiencing a transition from the photogram to the algorithm, negotiating between photographic regimes, digital codes, and generative models that redefine authorship, spectatorship, and cultural identity. Interactive artistic practices and the performing arts rewrite the relationship between body, technology, and participation, transforming the artwork into a process and reshaping aesthetic experience. Music, embedded within platform logics, becomes an identity-based, relational, and algorithmic language, while poetry expands into transmedia environments that hybridize narration, learning, and experimentation. The structure of this panel gathers contributions that analyze these phenomena in their intersection with educational and democratic issues: how these cultural forms facilitate or hinder critical capacities, informed participation, inclusion, and shared meaning-making practices; and how television, cinema, the arts, performance, music, and poetry have become spaces of transformation and negotiation of collective experience in the digital age.

EXHIBITION SPACES AND MUSEUM EDUCATION: AI SUPPORT FOR THE CREATION OF NEW NARRATIVES WITH AN INCLUSIVE APPROACH

Laura Ceccacci (Università eCampus - MIM, MUR, Italy)

museum education | inclusive practices | transformative learning

In galleries and art museums, creative expressions from the present and past meet a diverse audience in terms of age, socio-cultural background and motivation. As historically educational spaces, they can be formal learning environments for visitors, but also non-formal (such as guided tours or activities led by experts) and informal (with reference to audio guides, information panels and interactive screens). Today's most innovative exhibition spaces are heavily involved in digital transformation, which is capable of attracting an increasingly wider audience that plays an increasingly active role in the visit. New technologies can play a fundamental role in the appearance of art spaces: they can influence the container, i.e. the way in which the works are displayed and presented; the content, i.e. the way in which the work itself is narrated; and the way in which the work and the visitor encounter each other, creating participatory scenarios of enjoyment that are integrated into the architecture of the cultural institution. The opportunities offered by digitalisation promote inclusive experiences, both intergenerational and socio-cultural. Generative Artificial Intelligence tools can be used very effectively. In fact, starting from the observation of collections of works, art spaces can become spaces for the transformation and negotiation of collective experience. They can be privileged places for activating shared practices of meaning creation and for the co-construction of new narratives, through exchange and dialogue that bring into play lived experiences, past experiences, values and ideas. In particular, workshop activities integrated with visits to galleries and art museums can be configured as inclusive and transformative spaces for social practices, oriented towards sharing and generating new meanings for experiential, contextual and situated learning. This contribution offers a reflection on these aspects and documents experiences of museum education workshops, carried out with heterogeneous groups of different age groups, based on innovative teaching methodologies that integrate generative Artificial Intelligence. It also proposes workshop activities based on the theoretical framework of Making Learning and Thinking Visible (MLTV), which is divided into various activities with specific objectives based on shared protocols (Thinking Routines) and on the methodological framework of Augmented Reading.

Bonaiuti, G., Calvani, A. & Menichetti, L. (2017). Le tecnologie educative. Criteri per una scelta basata su evidenze. Roma: Carocci.

Castoldi, M., Rucci, A., Visone, M.R. (2023). Per educare al comprendere, UTET.

Cataldo, L., & Paraventi, M. (2023). Il museo oggi. Modelli museologici e museografici nell'era della digital transformation. Hoepli.

Ceccacci, L. (2024a). Augmented Reading student workshops: the support of generative Artificial Intelligence. QTimes, 16(3), 1068-1079

Coppola, S., & Zanazzi, S. (2020). L'esperienza dell'arte. Il ruolo delle tecnologie immersive nella didattica museale. Formazione & insegnamento, 18(2), 36-49.

Cosgrove, J. & Cachia, R., DigComp 3.0: European Digital Competence Framework - Fifth Edition, Publications Office of the European Union, Luxembourg, 2025, https://data.europa.eu/doi/10.2760/0001149, JRC144121.

Di Paolo, A., & Zollo, I. (2023). Digital Storytelling, didattica museale e inclusione: prospettive semplesse. Journal of Inclusive Methodology and Technology in Learning and Teaching, 3(1sup).

Falk, J. H., & Dierking, L. D. (2000). Learning from Museums: Visitor Experiences and the Making of Meaning. Walnut Creek (CA): Altamira Press.

Lave, J., & Wenger, E. (2006). L'apprendimento situato. Dall'osservazione alla partecipazione attiva nei contesti sociali. Erickson.

Messina, S., Macauda, A., & Panciroli, C. (2023). Educazione al patrimonio e media literacy: analisi di pratiche di digitalizzazione. IMG23 _ 4th International And Interdisciplinary Conference On Images And Imagination, 67-74. Pvblica.

Mughini, E., & Panzavolta, S. (Eds.). (2021). MLTV: Making Learning and Thinking Visible: rendere visibili pensiero e apprendimento, Carocci.

Nardi, E. (2011). Forme e messaggi del museo. Franco Angeli.

Natalini, A. (2024). L'Outdoor Education tra sostenibilità e inclusione. in Muscarà (cur.). Heritage Education. ETS.

Roncaglia, G. (2021). Letture aumentate, fra rete e intermedialità. AIB studi, 61(3), 603-609.

Roncaglia, G. (2023). L'architetto e l'oracolo: forme digitali del sapere da Wikipedia a ChatGTP. Laterza.

Zanazzi, S. (2022). «Strands of learning»: la visita al museo mediata dalle tecnologie come esperienza significativa di apprendimento. QTimes, 1, 428-441.

TELEVISION AS CITIZENSHIP: RAI AND PUBLIC SERVICE IN THE DIGITAL MEDIA ENVIRONMENT

Martina Masullo (University of Salerno) · **Matteo Marinello** (University of Bologna)

TV Citizenship RaiPlay

In a fragmented and convergent media environment (Jenkins, 2006), public service television faces the challenge of hybridizing with digital media in order to compete within an increasingly complex and stratified commercial context. This environment is characterized by the processing of large amounts of data on users' consumption habits, algorithmic processes that shape both production and distribution, and the organization of content through continuous flows and on-demand libraries (Barra, 2022). Furthermore, within the framework of a post-serial culture (Brancato, 2011; Amendola et al., 2019; Masullo, 2025), the circulation of clips, remixes (Lessig, 2009), and micro-narratives on social media redefines the formats of linear television while simultaneously capturing the attention of audiences—especially younger ones—who engage in new practices of sharing and reappropriation through short, modular, and recombinable languages. Rai has sought to respond decisively to these new market challenges and to the evolving ways in which people learn, access information, and interact online by transforming itself into a digital media company. The RaiPlay platform, relaunched in 2019, stands at the forefront of this transformation. This paper therefore takes RaiPlay as a case study, interpreting its distribution strategies (Barra & Rossi, 2026), formats, and original content aimed at younger audiences as components of a system in transformation that proceeds through trial and error, updating the pluralistic and aggregative mission of public service broadcasting to contemporary needs (while inevitably confronting the limitations, setbacks, and socio-political constraints typical of the Italian media context). Several original coming-of-age productions have positioned the platform as complementary to generalist television, while its role in selecting and enhancing linear content has made it a fundamental tool for event television (sports, music competitions, major public events, and civic commemorations), partially re-synchronizing audience consumption within the vast "sea" of digital plenitude (Bolter, 2020). Moreover, projects such as "Qui c'è RaiPlay", developed in collaboration with the Policlinico Gemelli hospital, along with other partnerships with public institutions, demonstrate the platform's potential for social penetration, offering a virtuous example for schools, universities, training institutions, and public administrations. Television can therefore still potentially represent a crucial space for discussion and citizenship (Ortoleva, 2011), capable of promoting media literacy, critical and conscious entertainment, and the ability to navigate saturated communication environments, thereby contributing to the construction of a democratic horizon capable of resisting the polarization fostered by commercial media. Through a structural and content analysis of the platform, also drawing on interviews with industry professionals, this paper reinterprets RaiPlay's practices and potential as a new frontier of public service broadcasting, capable of fostering inclusive participation and informed citizenship within a fragmented and complex media environment.

Amendola, A., Barone, L. e Troianiello, N. (2019), Seriality Across Narrations, Languages and Mass Consumption: To Be Continued..., Cambridge Scholars Publishing.

Barra, L. (2022), La programmazione televisiva. Palinsesto e on demand, Laterza.
Barra, L. ed Emiliano Rossi (2026), Young, wild, and free? Rai and its industrial challenges for contemporary Italian teen content, «Critical Studies in Television», 21, pp. 1-18.
Bolter, J. D. (2020), Plenitudine digitale. Il declino delle culture di élite e l'ascesa dei media digitali, Minimum Fax.
Brancato, S. (2011), Post-serialità. Per una sociologia delle tv-series. Dinamiche di trasformazione della fiction televisiva, Liguori Editore.
Jenkins, H. (2006), Convergence Culture: Where Old and New Media Collide, New York University Press.
Lessig, L. (2009), Remix. Il futuro del copyright (e delle nuove generazioni), Rizzoli.
Masullo, M. (A cura di) (2025), Pop Platform Seriality. Nuove esperienze di fruizione audiovisiva, Martin Eden.
Ortoleva, P. (2011), Sintonizzare la nazione. Media e identità nazionale, «Comunicazione politica», 1, 39-58.

MUSIC, PLATFORMS AND DEMOCRACY: PERFORMATIVITY, MEDIA LITERACY AND THE COLLECTIVE CONSTRUCTION OF MEANING

Camilla Masullo (Università degli Studi di Napoli Federico II, Italy)

digital music | participatory culture | algorithmic platforms

Over the last ten years, music has undergone a radical metamorphosis, driven by the pervasiveness of the digital as a cultural environment, a space of interaction and an affective infrastructure. Following Pierre Lévy (2023), the digital is not merely technology, but a cultural and social ecosystem that structures thought, emotions and relationships. Henry Jenkins (2014), with his theory of participatory culture, emphasizes how users are no longer passive spectators but prosumers, actively involved in the production and reinterpretation of content. These theoretical approaches allow us to interpret digital music as a performative, educational and identity-forming device, where aesthetic experience intertwines with social practices and dynamics of collective participation. The aim of this contribution is to explore how digital music operates as an arena of cultural democratization, fostering informal learning, the development of digital and aesthetic skills, and the construction of individual and collective identities. In particular, the role of algorithmic platforms (TikTok, Spotify, YouTube) is examined in shaping tastes, behaviors and spaces of social interaction, highlighting the tensions between democratizing potential and the risks of polarization or homogenization. Philip Auslander, as highlighted by Gemini and Brilli (2024), analyzes "mediated performance" as a process in which identity is never fixed, but constantly negotiated and represented in digital public spaces. In this sense, music—integrated with video, images and text—is one of the most effective tools for this negotiation, allowing individuals to construct and communicate their personal stories in an immediate and recognizable way. In the algorithmic context, music takes on the function of the emotional soundtrack of digital life, making visible and amplifying a process of identity construction that in the past manifested itself in more implicit and private ways. The analysis is based on a socio-technical and qualitative approach, integrating a historical analysis of transformations in musical media, from vinyl to digital; an analysis of digital trends and viral phenomena on social platforms; and observation of user behavior as prosumers, through the documentation of mashups, choreographies, challenges and creative reinterpretations. Within the contribution, two emblematic phenomena illustrating these dynamics will be examined: the digital mashup Celebrate the Good Times by DJ Earworm, which combines more than one hundred pop hits, generating a modular and shared musical flow; the viral trend Savage Love on TikTok, which exploded during the lockdown, where choreographies, remixes and videos created collective memory, a sense of community and widespread social participation. Digital music emerges as a space of educational and cultural innovation, with the potential to develop media literacy, creative skills and practices of digital citizenship. Future challenges include the critical analysis of algorithmic influence on musical preferences, the inclusion of micro-scenes and emerging genres, and the construction of resilient online communities capable of transforming music consumption into a democratic, participatory and conscious experience.

•Gemini, L., Brilli, S. (2024). Gradienti di liveness. Performance e comunicazione dal vivo nei contesti mediatizzati. Franco Angeli.
•Lévy, P. (2023). Il virtuale. La rivoluzione digitale e l'umano. Meltemi.
•Jenkins, H. (2014). Cultura convergente. Apogeo.

‘EX SILENS’ AD ‘SENSORIUM’. DONNARUMMA AND THE DEMOCRATIC NEGOTIATION OF PERCEPTION: TOWARDS ART AS AN EPISTEMOLOGICAL AND PEDAGOGICAL ENVIRONMENT

Giovanna Landi (Università degli Studi di Salerno, Italy) · **Maria Beatrice Russo** (Università degli Studi di Salerno, Italy)

Democratic negotiation of perception | AI and sensory technologies | Shared perception

The advent of digital technology has precipitated a radical transformation in the media ecosystem, which is characterised by the preeminence of algorithmic platforms, the proliferation of content, and the emergence of participatory forms of cultural production and dissemination. In this paradigm, the visual and interactive arts are undergoing profound transformations that impact not only expressive languages but also the very conditions of production and aesthetic enjoyment. The artistic experience is theorised as a situated and participatory process, in accordance with Dewey's conception of art. According to this theory, the work takes shape in the experience generated by the interaction between the individual and the environment (Art as Experience, 1934). From this perspective, the artistic process is embedded within creative media ecologies, in which bodies, technological devices, algorithmic infrastructures and the public contribute to the shared production of experience, giving rise to new dynamic configurations of perception, relationship and the construction of meaning. This paper will analyse the work of artist Marco Donnarumma, with a particular focus on the performance Ex Silens (2024), which forms part of the I Am Your Body project. This project is based on research conducted with a group of deaf people (including the artist himself) on the concept of embodied knowledge, and explores how normative power is imposed through the technological mediation of the senses. In this performance, AI-based cochlear implants are divested of their corrective function for individual use and reconfigured as collective sound prostheses, capable of generating shared perceptual environments in which all participants - whether hearing or with hearing impairments, in an inclusive perspective - can engage in unprecedented sensory experiences. This process of reframing facilitates the transcendence of sensory boundaries, thereby fostering novel forms of co-participation between performers and audience members. The performative act provides a highly intense experience for participants, giving shape to a radically alternative sensorium commune, which opens up new thresholds of shared perception. The theoretical framework draws on the work of authors such as Marshall McLuhan, Donna Haraway, John Dewey and Judith Butler, as well as studies on embodied knowledge. From a methodological perspective, the research adopts a comparative qualitative approach, based on an interpretative analysis of Donnarumma's work, through an analytical examination of the performative structures, the technical devices employed and the modes of participation activated. The present paper aims to demonstrate how contemporary multimedia and performance art, through the integration of digital technologies and AI systems, helps to redefine the notion of liveness as a sensory, interactive and collective experience, transforming the artwork into a processual space in which dynamics of democratic negotiation of perception and shared experience are activated. From this perspective, interactive artistic practices become experimental laboratories in which to explore new forms of relationship between body, technology and the media environment. This suggests the possibility of considering art as a potential epistemological and pedagogical environment in the post-digital society.

Judith Butler (1993). Bodies That Matter: On the Discursive Limits of “Sex”. New York: Routledge.
John Dewey (1934). Art as Experience. New York: Perigee Books.
Donna Haraway (1991). Simians, Cyborgs and Women: The Reinvention of Nature. New York: Routledge.
Mark B. N. Hansen (2006). Bodies in Code: Interfaces with Digital Media. New York: Routledge.
Marshall McLuhan (1964). Understanding Media: The Extensions of Man. New York: McGraw-Hill.
Merleau-Ponty, M. (1945). Phénoménologie de la perception. Paris: Gallimard.
(trad. ingl. Phenomenology of Perception, 1962).

AUTHORSHIP AND PARTICIPATION, SIMULATION AND SIGNIFICATION: CINEMA IN THE ALGORITHMIC AGE BETWEEN FRAME, CODE, AND ARTIFICIAL INTELLIGENCE

Pietro Ammaturo (Università eCampus, Italy)

post-digital · authorship · generative AI

In recent years, cinema has undergone a profound transformation affecting its aesthetic forms, models of production and distribution, and modes of spectatorship. This metamorphosis is not merely technological in nature; rather, it is deeply epistemological, insofar as it reconfigures the role of the author/director, the practices of spectatorship, and the operational logics of the cultural industry within an ecosystem increasingly shaped by algorithmic platforms and participatory forms of production. This contribution examines three coexisting paradigms within the contemporary audiovisual landscape: classical cinema, grounded in the photographic indexicality of reality; so-called digital cinema; and cinema generated through Artificial Intelligence. Moving from Bazinian ontological realism to the category of the archive-image, the article aims to conceptualize contemporary cinema not as a form that records the Real, but as a practice that simulates it through generative models. It further interrogates how the competencies of directing, editing, and aesthetic construction are transformed when the image becomes "computed," and what kinds of changes affect practices of spectatorship on on-demand platforms. Adopting a socio-semiotic framework that brings into dialogue media studies, the sociology of culture, and critical theories of the audiovisual industry, the contribution also seeks to investigate the educational and democratic implications raised by this transformation: in what ways does this transition in cinema enable or hinder critical capacities, informed participation, and the collective construction of meaning? The theoretical and socio-cultural re-elaboration advanced here redefines the audiovisual as a fluid, transmedial, and co-evolutionary cultural practice, reflecting on how the transition from the frame to the algorithm anticipates broader transformations in visual culture and collective sensibilities in the age of artificial intelligence.

Amendola, A. (2024). Z Gen. Teorie e modelli di un racconto generazionale. Rogas.
Amendola, A., D'Antonio, G. (Cur.) (2022). La visione digitale. Prospettiva di ricerca e processi culturali. Francesco D'Amato.
Braidotti, R. (2020). Il postumano. La vita oltre l'individuo, oltre la specie, oltre la morte. DeriveApprodi.
Brotto, D. (2012). Trame digitali. Cinema e nuove tecnologie. Marsilio.
Costa, A. (2021). Il richiamo dell'ombra. Il cinema e l'altro volto del visibile. Einaudi.
Cubitt, S. (2004). The Cinema Effect. Mit Pr.
Eugeni, R. (2015). La condizione postmediale: media, linguaggi e narrazioni. La Scuola.
Fadda, M. (2009). Cinema contemporaneo. Caratteri e fenomenologia. Clueb.
Grusin, R. (2017). Radical mediation. Cinema, estetica e tecnologie digitali. Luigi Pellegrini Editore.
Jenkins, H. (2014). Cultura convergente. Apogeo.
Maio, B., Uva, C. (2004). L'estetica dell'ibrido. Il cinema contemporaneo tra reale e digitale. Bulzoni
Malavasi, M. (2024). Il cinema contemporaneo. Caratteristiche, identità culturale, esperienza. Utet.
Manovich, L. (2011). Il linguaggio dei nuovi media. Edizioni Olivares.
Masullo, M. (2025). Pop platform seriality. Nuove esperienze di fruizione audiovisiva. Martin Eden.
Murch, W. (2001). In un batter d'occhi. Una prospettiva sul montaggio cinematografico nell'era digitale. Lindau.
Pinotti, A., Somaini, A. (2016). Cultura visuale. Immagini, sguardi, media, dispositivi. Einaudi.
Rodowick, D.N. (2008). Il cinema nell'era del virtuale. Olivares.

REDEFINING MUSIC LISTENING PRACTICES IN THE PLATFORM SOCIETY

Ludovica Malknecht (Università Europea di Roma) · **Sara Navarro Lalanda** (Università degli Studi Roma Tre)

Platforms · Music listening · Cultural sustainability

The digital era has radically transformed the paradigms of music production, distribution, and consumption, raising urgent questions about the sustainability of listening practices in the platform society (van Dijck, Poell, and de Waal 2018; Bonini and Magaudda 2024). This contribution analyzes the socio-cultural challenges stemming from contemporary musical homogenization, fragmentation, individualization, and disintermediation (Airoldi 2021; Ocaña Fernández 2014). Streaming platforms and short-form audiovisual social media (such as TikTok) foster fragmented, hyper-individualized (Webster 2023), and decontextualized listening experiences, inhibiting active selection amid an overabundance of supply (Bonini and Magaudda 2024; IFPI 2025). Here, the apparent freedom of direct access masks a new form of invisible, algorithm-

driven intermediation. Without human curation or critical skills to guide users, algorithms and market logics dominate, confining listeners to filter bubbles that limit exploration and depth. Music thus becomes mere functional background or fleeting commodity, stripped of its relational and semantic depth. Moreover, massive overproduction - such as the roughly 150,000 tracks uploaded daily to Deezer, 78% of which go unplayed (Rosenblatt 2025) - drives an inequitable musical economy, privileging standardized cultural hybrids over local productions (Bourreau et al. 2022; Hagen 2022; Navarro Lalanda 2025). In line with the European Parliament's recent resolution (2024) on protecting cultural diversity and ensuring fair remuneration, this study proposes redefining listening culture through a cultural "re-mediation" that reinstates the human element in the musical experience. To counter homogenization, disintermediation, fragmented discourse, and algorithmic isolation, it advocates a renewed approach to listening education as a strategy for cultural sustainability, targeting: 1) critical literacy in consumption technologies and media logics (Altheide and Snow 1979); 2) skills for situated listening attuned to cultural plurality (Blacking 1995); and 3) music's relational potential via dialogic practices, cooperative models, and participatory user interactions. Positioned within a critical perspective on listening education and democratic citizenship (Arditi and Nolan 2024), this contribution advances an audience-education policy aimed at fostering critical awareness of technological mediation and encouraging active participation, with the broader goal of supporting a plural and equitable musical ecosystem that strengthens collective cohesion, repositions musical practice within shared public spaces, and reaffirms music as a common good for multicultural dialogue and recognition.

Airoldi, M. (2021). The techno-social reproduction of taste boundaries on digital platforms: The case of music on YouTube. Poetics, 89, Article 101563. https://doi.org/10.1016/j.poetic.2021.101563

Altheide, D. L., Snow, R. P. (1979). Media Logic. Beverly Hills, CA: Sage.

Arditi, D., Nolan, R. (Eds.). (2024). The Palgrave handbook of critical music industry studies. Palgrave Macmillan.

Bonini, T., Magaudda, P. (2024). Platformed! How streaming, algorithms and Artificial Intelligence are shaping music cultures. Cham: Palgrave McMillan [10.1007/978-3-031-43965-0].

Bourreau, M., Moreau, F., Wikström, P. (2022). Does digitization lead to the homogenization of cultural content? Economic Inquiry, 60(1), 427–453. https://doi.org/10.1111/ecin.13015

Blacking, J. (1995). Music, Culture and Experience: Selected Papers of John Blacking, University of Chicago Press.

Hagen, A. N. (2022). Datafication, literacy, and democratization in the music industry. Popular Music and Society, 45(2), 184–201. https://doi.org/10.1080/03007766.2021.1989558

IFPI (2025). Global music report 2025: State of the industry.

Krause, A. E., Pardon, M., Hoang, M., Lucano, R. (2024). Listen Up: A case study examination of focused listening. Musicae Scientiae, 28(2), 254–272.

Navarro Lalanda, S. (2025). Musica per la comunità globale: traiettorie e azioni sostenibili. In F. C. Simone Caputo (A cura di), Musica sostenibile. Politiche culturali, ambiente, comunità, qualità della formazione (pp. 129–142). Libreria Musicale Italiana.

Ocaña Fernández, A. (2014). Educación auditiva y escucha creativa. In J. L. Aróstegui Plaza (Coord.), La música en Educación Primaria: manual de formación del profesorado (pp. 45–66). Dairea.

Parlamento europeo (2024). Diversità culturale e condizioni per gli autori nel mercato dello streaming di musica europeo. Risoluzione del Parlamento europeo del 17 gennaio 2024 sulla diversità culturale e le condizioni per gli autori nel mercato dello streaming di musica europeo (2023/2054(INI)). Gazzetta ufficiale dell'Unione Europea, C/2024/5711. https://eur-lex.europa.eu/legal-content/IT/TXT/PDF/?uri=OJ:C_202405711

Rosenblatt, B. (2025, marzo 6). 4 out of 5 songs sent to music services are never played. What this means for streaming music services. Forbes. https://www.forbes.com/sites/billrosenblatt/2025/03/06/4-out-of-5-songs-sent-to-music-services-are-never-played-what-this-means-for-the-industry/

van Dijck, J., Poell, T., de Waal, M. (2018). The Platform Society: Public Values in a Connective World. New York: Oxford University Press

Webster, J. (2023). The promise of personalisation: Exploring how music streaming platforms are shaping the performance of class identities and distinction. New Media & Society, 25(8).

M.09

Navigating Complexity: Game Design, Emotions, and AI for Democratic Citizenship Education

PANEL CONVENORS: Carlo Andrea Pensavalle (University of Sassari, Italy); Maria Giuliana Solinas (University of Sassari, Italy); Salvatore Fadda (University of Sassari, Italy)

PANEL KEYWORDS: COTS Board Games, AI and Emotional Intelligence, Complexity

In a world marked by complexity, instability, and transitoriness, educating for active citizenship requires not only developing the ability to critically analyze technoscientific systems but also providing emotional tools to navigate uncertainty. Emotions are not ancillary to learning, they are its neuropsychological foundation: positive emotional states activate deep learning processes, while anxiety and stress, common when confronting unpredictable complex systems, generate blockage, withdrawal, and cognitive distress. This panel explores how game design, COTS board games, and AI can serve as integrated educational ecosystems that combine complex systems modeling, cognitive and emotional empowerment, critical technoscientific understanding, psychological well-being, and democratic agency. COTS board games function as accessible complex systems incorporating risk, uncertainty, feedback loops, resource conflicts, and ethical dilemmas. Through play, students safely encounter emotionally resonant situations, tension, collaboration, rapid decision-making, failure, and redesign, activating components of emotional intelligence and fostering learning environments where mistakes spark curiosity rather than fear, and complexity cultivates resilience, awareness, and hope instead of toxic stress. Generative AI can act as an emotional cognitive mediator: a dialogic space helping teachers and students reflect on strategies, thoughts, emotional states, and scenarios, reducing performance anxiety while promoting metacognition and self-efficacy. Rather than functioning as a technocratic authority, AI becomes a facilitator of well-being in thinking, supporting decision-making, narrative construction, emotional regulation, and reflective practice. The panel invites contributions on how the convergence of technoscience, play, AI, and emotional intelligence can challenge technocratic reductionism and expand learners' capacity to inhabit contemporary complex systems with greater health, clarity, and responsibility.

COTS BOARD GAMES AND AI AS EMOTIONAL AND COGNITIVE ECOSYSTEMS FOR DEMOCRATIC CITIZENSHIP: A TEACHER'S PROFESSIONAL DEVELOPMENT PROGRAM

Carlo Andrea Pensavalle (University of Sassari, Italy) · **Alberto Pintus** (University of Sassari, Italy) · **Emanuele Petretto** (University of Sassari, Italy) · **Luca Caloi** (University of Sassari, Italy) · **Veronica Venco** (Adam Mickiewicz University, Poland) · **Alan Mattiassi** (Game Science Research Center, Italy) · **Martina Ragusa** (National Research Council of Italy (CNR), Italy) · **Maria Giuliana Solinas** (University of Sassari, Italy)

Teacher Professional Development | Complexity and Cognitive Ecosystems | Game Design and AI for Democratic Citizenship

This paper presents an innovative Teacher Professional Development (TPD) program that integrates Commercial Off-The-Shelf (COTS) board games and generative Artificial Intelligence (AI) to cultivate complexity awareness, emotional intelligence, and democratic agency in secondary STEM education. In a global context marked by democratic backsliding, widening inequalities, and accelerated digital transformation, citizenship education increasingly requires the capacity to interpret technoscientific systems, negotiate uncertainty, and regulate emotions in situations characterized by risk, ambiguity, and competing values. We argue that learning for democracy cannot be reduced to content transmission or abstract civic principles: it must be enacted through participatory practices in which learners experience and reflect upon decision-making, responsibility, and the social consequences of models. Our program was designed within the Italian Accademia Nazionale dei Lincei project and aligned with the Lombardy guidelines L'Arte di Imparare, which emphasize a shift from the teacher as lecturer to the teacher as designer of learning environments. COTS board games are conceptualized as accessible "complex systems" that embody feedback loops, resource conflicts, probabilistic events, and ethical dilemmas—conditions that mirror contemporary civic life shaped by datafication and algorithmic governance. Unlike many instructional games, COTS games generate authentic emotional dynamics (tension, frustration, solidarity, hope, fear of failure) that can be pedagogically leveraged to foster resilience and reflective judgment rather than performance anxiety and withdrawal. The study reports a pilot implementation conducted with a volunteer sample of secondary STEM teachers in Northern Sardinia, Italy, within a 12-week hybrid course combining workshops, online meetings, collaborative game analysis, classroom prototyping, and guided reflection. Teachers engaged in iterative design cycles: selecting games, deconstructing mechanics through the MDA framework, planning learning sequences, and incorporating student co-design to support epistemic agency. A mixed-methods evaluation included the Teachers' Sense of Efficacy Scale (TSES)

and the Game Experience Questionnaire (GEQ), complemented by open-ended reflections. Preliminary results indicate increased teacher confidence in designing engagement-oriented activities, strong immersion and perceived competence during gameplay, and a growing professional identity centered on facilitation, mediation, and ethical responsibility. Two case studies illustrate how the approach operationalizes democratic citizenship education through technoscientific literacy and emotional empowerment. Maxwell's Daemons supports probabilistic reasoning, network thinking, and model-based explanation within playful competition; Forgotten Odyssey: The Damned of Asinara situates resource optimization and risk management within historically grounded ethical choices and collective responsibility. Across both cases, generative AI functioned as an emotional–cognitive mediator: a dialogic partner for scenario expansion, reflective feedback, personalization, and metacognitive prompts that helped teachers (and potentially students) articulate assumptions, monitor emotional states, and evaluate AI outputs critically rather than accept them as authoritative. Overall, the paper contributes a replicable framework showing how the convergence of board game design, emotional intelligence, and AI-supported reflection can counter technocratic reductionism and support democratic learning as a lived, relational practice—preparing educators and students to inhabit complex systems with greater clarity, care, and civic responsibility.

Agostini, L., Bonarini, A., Manganelli, S., & Menegatti, E. (2025). AI as a team member for educational design: School teacher feedback from a two-year study. In EDULEARN25 Proceedings (pp. 1005–1014). IATED. https://library.iated.org/view/AGOSTINI2025AIA.

Andreessen, M. (2023). Why will AI save the world. Andreessen Horowitz. https://a16z.com/2023/06/06/why-ai-will-save-the-world/

Barkley, S. F. (2012). Quality teaching in a culture of coaching. Routledge.

Bloom, B. S. (1984). The 2 Sigma Problem: The Search for Methods of Group Instruction as Effective as One-to-One Tutoring. Educational Researcher, 13(6), 4–16.

Boyer, C. B., & Merzbach, U. C. (2011). A History of Mathematics. John Wiley & Sons.

Bruner, J. S. (1986). Actual minds, possible worlds. Harvard University Press.

Della Rocca, M. (2008). Spinoza. Routledge.

De Freitas, S., & Oliver, M. (2006). The future of games in learning: The role of the next generation of serious games. British Journal of Educational Technology, 37(5), 779–781

Dong, X., Wang, Z., & Han, S. (2025). Mitigating Learning Burnout Caused by Generative Artificial Intelligence Misuse in Higher Education: A Case Study in Programming Language Teaching. Informatics, 12(2), 51. https://doi.org/10.3390/informatics12020051.

Fennema, E., & Sherman, J. A. (1976). Fennema–Sherman Mathematics Attitudes Scales: Instruments designed to measure attitudes toward the learning of mathematics by males and females. Journal for Research in Mathematics Education, 7(5), 324–326.

Fink, L. D. (2003). Creating significant learning experiences: An integrated approach to designing college courses. Jossey-Bass.

Fowlin, J., Coleman, D., Ryan, S., Gallo, C., Soares, E., & Hazelton, N. (2025). Empowering Educators: Operationalizing Age-Old Learning Principles Using AI. Education Sciences, 15(3), 393. https://doi.org/10.3390/educsci15030393.

Fuchang, L. (2020). Addressing STEM in the context of teacher education. Journal of Research in Innovative Teaching & Learning, 13 (1): 129–134. https://doi.org/10.1108/JRIT-02-2020-0007.

Garzón, J., Patiño, E., & Marulanda, C. (2025). Systematic Review of Artificial Intelligence in Education: Trends, Benefits, and Challenges. Multimodal Technologies and Interaction, 9(8), 84. https://doi.org/10.3390/mti9080084.

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. Routledge.

Hunicke, R., LeBlanc, M., & Zubek, R. (2004). MDA: A formal approach to game design and game research. Proceedings of the AAAI Workshop on Challenges in Game AI (pp. 1–5). AAAI Press. https://users.cs.northwestern.edu/~hunicke/MDA.pdf

Hur, J. W. (2025). Fostering AI literacy: Overcoming concerns and nurturing confidence among preservice teachers. Information and Learning Sciences, 126(1–2), 56–74. https://doi.org/10.1108/ILS-11-2023-0170.

Karataş, F., & Yüce, E. (2024). AI and the future of teaching: Preservice teachers' reflections on ChatGPT-enhanced learning. The International Review of Research in Open and Distributed Learning, 25(2), 81–98. https://doi.org/10.19173/irrodl.v25i2.7785.

Katz, V. J. (2009). A History of Mathematics: An Introduction. Addison-Wesley.

Kitcher, P. (1984). The Nature of Mathematical Knowledge. Oxford University Press.

Kline, M. (1972). Mathematical Thought from Ancient to Modern Times. Oxford University Press.

Kolb, D. A. (1984). Experiential Learning: Experience as the Source of Learning and Development. Englewood Cliffs, NJ: Prentice-Hall.

IJsselsteijn, W. A., de Kort, Y. A. W., & Poels, K. (2013). The Game Experience Questionnaire: A new tool to assess the quality of user experiences in digital games. Human–Computer Interaction, 28(4), 361–405.

Lakatos, I. (1976). Proofs and Refutations: The Logic of Mathematical Discovery. Cambridge University Press.

Li, X., Wu, W., Zhao, Y., & Yang, H. (2025). Will teacher–AI collaboration enhance teaching engagement? Evidence from K–12 teachers in China. Behavioral Sciences, 15(7), 866. https://doi.org/10.3390/bs15070866.

Lopez-Gazpio, I. (2025). Integrating Large Language Models into Accessible and Inclusive Education: Access Democratization and Individualized Learning Enhancement Supported by Generative Artificial Intelligence. Information, 16(6), 473. https://doi.org/10.3390/info16060473.

Milanese, M., Azzalin, G., Caloi, L., Pedersoli, S., Venco, V., Magnini, L. (2024). I campi di prigionia austro-ungarici della Prima Guerra Mondiale nell'Isola dell'Asinara. Indagini archeologiche non invasive (campagna 2023). Archeologia Postmedievale, 28, 137-167. DOI:10.36153/apm2807.

MIUR - Ministero dell'Istruzione. (2023). Linee guida per l'innovazione digitale, l'insegnamento adattivo e lo sviluppo delle competenze trasversali. MIUR.

Panciroli, C., & Rivoltella, P. C. (2024). Pedagogia algoritmica: Per una riflessione educativa sull'Intelligenza Artificiale. Civitas educationis, a. XIII, n. 2, dicembre 2024. Mimesis Edizioni, Milano-Udine. ISSN (online): 2281-9568 ISBN: 9791222317953 DOI: 10.7413/2281-9568118

Pensavalle, C.A., Solinas, M.G., Gardoni, C., Giorgi, G., Antognozzi, T., & Alessio, F. (2024). Boardgames as an innovative approach to promote life skills and well-being among inmates: A scoping review protocol. Plos one, 19(2), e0298728.

Piaget, J. (1954). The construction of reality in the child. New York: Basic Books.

Pokropek, A. STEM competences, challenges, and measurements: a literature review. In: Mazzeo-Ortolani, G., Karpinski, Z., Biagi, F., (Eds). European Commission, Joint Research Centre, Publications. Office of the European Union, Luxembourg, 2024, https://data.europa.eu/doi/10.2760/9390011, JRC138618.

Portillo-Blanco, A., Deprez, H., De Cock, M., Guisasola, J., & Zuza, K. (2024). A Systematic Literature Review of Integrated STEM Education: Uncovering Consensus and Diversity in Principles and Characteristics. Education Sciences, 14(9), 1028. https://doi.org/10.3390/educsci14091028.

Redecker, C., & Punie, Y. (2017). European framework for the digital competence of educators: DigCompEdu (EUR 28775 EN). Publications Office of the European Union. https://doi.org/10.2760/159770

Regione Lombardia. (2024). L'arte di imparare: linee guida aperte e dinamiche per un uso consapevole e libero dell'intelligenza artificiale generativa da parte dei docenti delle scuole superiori [The art of learning: open and dynamic guidelines for the conscious and free use of generative artificial intelligence by high-school teachers] (Corecom Lombardia). Retrieved on the 28th of September 2025 from https://www.corecomlombardia.it/wps/wcm/connect/a8263589-5b6b-44ae-b79c-bdcb19d415fd/Linee%2Bguida%2Bintelligenza%2Bartificiale.pdf

Rütti-Joy, O., Winder, G., & Biedermann, H. (2024). Teacher Educator Professionalism in the Age of AI: Navigating the New Landscape of Quality Education. IntechOpen. https://doi.org/10.5772/intechopen.1005030

Scardamalia, M., & Bereiter, C. (2006). Knowledge building: Theory, pedagogy, and technology. In R. K. Sawyer (Ed.), The Cambridge handbook of the learning sciences (pp. 97–118). Cambridge University Press. https://doi.org/10.1017/CBO9780511816833.008

Sensenig, J. A., & Brehm, J. W. (1968). Attitude change and the effect of the importance of freedom. Journal of Experimental Social Psychology, 4(3), 290–298. https://doi.org/10.1016/0022-1031(68)90061-0

Shavelson, R. J., Young, D. B., Ayala, C. C., Brandon, P. R., Furtak, E. M., Ruiz-Primo, M. A., Tomita, M. K., & Yin, Y. (2008). On the impact of curriculum-embedded formative assessment on learning: A collaboration between curriculum and assessment developers. Applied Measurement in Education, 21(4), 295–314. https://doi.org/10.1080/08957340802347647

Shao, J., & Sun, S. (2024). Teacher identity in the era of intelligence. Journal of Educational Theory and Practice, 4(3), 45–55. https://ojs.apspublisher.com/index.php/jetp/article/view/141.

Steiner, M. (1998). The Applicability of Mathematics as a Philosophical Problem. Harvard University Press.

Stillwell, J. (2010). Mathematics and Its History. Springer.

Tomlinson, C. A. (2017). How to differentiate instruction in academically diverse classrooms (3rd ed.). ASCD.

Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher Efficacy: Capturing an elusive construct. Teaching and Teacher Education, 17(7), 783–805.

Tran, T., Pham, T., Nguyen, M., & Do, H. (2024). Transforming teachers' roles and agencies in the era of generative AI: Perceptions, acceptance, knowledge, and practices. arXiv. https://doi.org/10.48550/arXiv.2410.03018.

UK Department for Education (2024). Use Cases for Generative AI in Education: Building a Proof of Concept for Generative AI Feedback and Resource Generation in Education Contexts. Technical Report. Retrieved September 22, 2025, from https://files.eric.ed.gov/fulltext/ED661614.pdf.

Van Eck, R. (2006). Digital game-based learning: It's not just the digital natives who are restless. EDUCAUSE Review, 41(2), 16-30.

Venco V., Caloi L. "Conflict archaeology in gioco: Odissea dimenticata. I dannati dell'Asinara." In Archeologia Postmedievale 29, 2025. In press.

Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Cambridge, MA: Harvard University Press.

Wigner, E. (1960). "The Unreasonable Effectiveness of Mathematics in the Natural Sciences." Communications on Pure and Applied Mathematics, 13(1), 1–14.

Zhai, X. (2024). Transforming teachers' roles and agencies in the era of generative AI: Perceptions, acceptance, knowledge, and practices. arXiv. https://arxiv.org/abs/2410.03018.

FROM UNCERTAINTY TO AGENCY: AI-SUPPORTED PLAYFUL LEARNING FOR CRITICAL TECHNOSCIENTIFIC CITIZENSHIP

Veronica Venco (Adam Mickiewicz University, Italy) · **Luca Caloi** (Università degli Studi di Sassari) · **Carlo Andrea Pensavalle** (Università degli Studi di Sassari)

Critical AI Literacy | Playful Learning | Emotional Resilience

In a world increasingly shaped by artificial intelligence and rapid technological transformation, education must prepare students not only to use digital tools, but also to critically understand and evaluate the technoscientific systems that structure contemporary life. The ubiquity of AI—especially among younger generations—raises urgent pedagogical questions: how can schools integrate these technologies without reinforcing passive consumption, dependency on automated outputs, or technocratic reductionism? How can AI instead strengthen democratic agency and responsible participation, rather than functioning as an efficiency device that short-circuits critical thinking? Building on its educational proposal, this contribution outlines a co-design framework integrating generative AI, playful learning, and reverse thinking to foster critical AI literacy, creativity, and civic empowerment. Reverse thinking operates as a methodological lever that challenges the expectation that technology should primarily deliver fast, correct answers. In this approach, AI is repositioned as a dialogic partner that supports inquiry, encourages hypothesis-making, and generates productive uncertainty. The aim is to cultivate learners who can question AI outputs, identify assumptions, compare perspectives, and negotiate meaning—competences essential for navigating AI-saturated environments and for engaging in democratic debates about technology and governance. The project translates conventional curricular topics into interactive game-based experiences. Teachers and students collaboratively transform disciplinary content into logic-based challenges, narrative scenarios, or rule-driven problems, while AI supports ideation, iteration, and critical testing. Prompt engineering becomes not merely

technical training but a reflective practice: learners learn to formulate better questions, explore system behavior, test alternative framings, and validate claims. Teachers, in turn, act as designers, facilitators, and "game masters," guiding exploratory pathways where progress depends on reasoning, collaboration, and informed decision-making rather than on receiving immediate solutions. Crucially, the framework situates learning within emotionally meaningful experiences. Complex systems—technological, ecological, economic, or social—are often perceived as unstable and difficult to control, potentially triggering anxiety, stress, and disengagement, particularly in performance-oriented school cultures. AI-mediated playful learning offers protected environments where uncertainty, error, negotiation, and redesign are normalized. Through gameplay, learners experience tension, curiosity, surprise, and satisfaction in manageable forms, gradually developing emotional regulation and resilience. Mistakes become generative moments that spark exploration rather than fear; complexity becomes a space for collective problem-solving rather than a source of toxic stress. Positive emotions thus function as a pedagogical infrastructure supporting deep learning, sustained attention, and persistence in challenging tasks. Play becomes a laboratory for navigating complexity, where technological awareness grows alongside metacognition, ethical reflection, and collective responsibility. By designing and discussing rules, evaluating AI-generated options, and reflecting on consequences, students practice civic reasoning and learn that technoscientific systems are not neutral but shaped by values, trade-offs, and power relations. Used critically, generative AI can help surface these dimensions by offering alternative perspectives, simulating outcomes, and prompting discussion about bias, reliability, and accountability. Overall, the proposal contributes to debates on science, technology, and democracy by showing how AI-supported playful learning can cultivate not only digital competence, but also ethical awareness, epistemic empowerment, and the capacity to inhabit contemporary complex systems with agency and well-being.

Anuj Rapaka, S.C. Dharmadhikari, Kishori Kasat, Chinnem Rama Mohan, Kuldeep Chouhan, Manu Gupta,2025, Revolutionizing learning – A journey into educational games with immersive and AI technologies, Entertainment Computing,Volume 52,https://doi.org/10.1016/j.entcom.2024.100809.

Giannakos, M., Voulgari, I., Papavlasopoulou, S., Papamitsiou, Z., Yannakakis, G. (2020). Games for Artificial Intelligence and Machine Learning Education: Review and Perspectives. In: Giannakos, M. (eds) Non-Formal and Informal Science Learning in the ICT Era. Lecture Notes in Educational Technology. Springer, Singapore. https://doi.org/10.1007/978-981-15-6747-6_7.

Leitner, M., Greenwald, E., Wang, N. et al. Designing Game-Based Learning for High School Artificial Intelligence Education. Int J Artif Intell Educ 33, 384–398 (2023). https://doi.org/10.1007/s40593-022-00327-w

Rice, L. (2009). Playful Learning. Journal for Education in the Built Environment, 4(2), 94–108. https://doi.org/10.11120/jebe.2009.04020094

Soto-Morettini D., 2018, Reverse engineering the human: artificial intelligence and acting theory, in Bryon, E., Bishop, J.M., McLaughlin, D., & Kaufman, J. (Eds.), Embodied Cognition, Acting and Performance (1st ed.). Routledge. https://doi.org/10.4324/9781351169608

Tinterri, A.; Di Padova, M.; Palladino, F.; Vignoli, G.; Dipace, A., 2024, AI in board Game-Based Learning, First International Workshop on High-performance Artificial Intelligence Systems in Education co-located with 22nd International Conference of the Italian Association for Artificial Intelligence (AIxIA 2023) Roma 06/11/2023

INTEGRATED EDUCATIONAL ECOSYSTEMS FOR DEMOCRATIC CITIZENSHIP: TABLETOP ROLE-PLAYING GAMES AND GENERATIVE AI

Martina Ragusa (ITD-CNR, Italy) · **Davide Capobianco** (University of Venice "Ca' Foscari") · **Giancarlo Masi** (ITD-CNR, Italy; University of Modena and Reggio Emilia, Reggio) · **Flavio Manganello** (ITD-CNR, Italy)

Tabletop role-playing games | generative AI | democratic citizenship education

Educating for democratic citizenship has never been a simple matter, and the task grows more pressing in contexts marked by systemic instability, increasing complexity, and the pervasiveness of techno-scientific reasoning. Cognitive skills, while necessary, are not sufficient on their own. Learners also require socio-relational competencies and practical strategies for regulating emotions. Neuropsychological research consistently shows that facilitative emotional conditions support deep cognitive processing, while sustained anxiety and tension tend to foster withdrawal, rigidity, and diminished critical engagement (Deci et al., 2001). A credible approach to citizenship education must therefore address cognitive and affective dimensions in tandem. This contribution explores the educational potential of two instruments that are receiving growing attention in both research and practice: tabletop role-playing games (TTRPGs) and generative artificial intelligence (GenAI). TTRPGs create experiential learning environments built on collaborative narrative and shared decision-making (Zagal & Deterding, 2018). Within a low-stakes fictional frame, participants encounter situations involving uncertainty, competing interests, and ethical tension, allowing space for reflection and revision without the consequences of real-world failure (Barone, 1997). In doing so, gameplay engages components of emotional intelligence that conven-

tional instructional formats seldom reach. Existing literature suggests that these practices can foster competencies aligned with the European LifeComp framework (European Commission, 2020). Shared narrative construction calls for perspective-taking and active regulation of group dynamics. The distribution of agency within the game demands mediation, attentive listening, and the negotiation of collective decisions. Rotating roles across sessions encourages situated leadership and relational coordination. The ADVENTURE framework (Capobianco & Manganello, 2025) gives operational form to these principles through a five-phase methodology that integrates Self-Determination Theory (Deci & Ryan) with LifeComp competencies. At its core lies the Adventurer's Diary, a formative assessment tool structured around the psychological needs for autonomy, competence, and relatedness. GenAI, in turn, can function as a complementary instrument for cognitive and emotional mediation. Following a three-dimensional model (Masi, Boccuzzi & Manganello, 2025; Masi et al., 2026), GenAI may operate as a design partner, supporting educators in developing culturally inclusive scenarios through iterative elaboration; as a critical friend, providing adaptive feedback informed by diverse cultural frameworks and calibrated to individual communicative styles; and as a work participant, moderating cross-cultural exchanges and prompting metacognitive reflection on strategies, emotional responses, and the consequences of in-game choices. Understood in this way, GenAI does not serve as a control mechanism or evaluative authority. It operates instead as a scaffold for cognitive well-being, with the potential to reduce performance-related anxiety and strengthen learners' sense of self-efficacy. This paper argues that combining structured game-based practices with generative artificial intelligence may open space for educational ecosystems that resist reductionist accounts of techno-science and extend learners' capacity to engage critically with complex contemporary systems. Resilience, self-awareness, and democratic agency are not incidental by-products of such approaches but rather what this kind of pedagogy, at least in principle, is meant to cultivate. The paper further discusses conditions for effective implementation across educational levels, questions of equity and agency in the joint use of games and digital tools, and directions for future empirical research.

Barone, P. (1997). La materialità educativa. Roma: Carocci.

Capobianco, D., & Manganello, F. (2025). Implementing tabletop role-playing games for workplace learning: The ADVENTURE framework in practice. In Proceedings of the 19th European Conference on Games Based Learning (Vol. 19, No. 2, pp. 119-127). Academic Conferences International. https://doi.org/10.34190/ecgbl.19.2.4116

Deci, E. L., Koestner, R., & Ryan, R. M. (2001). Extrinsic rewards and intrinsic motivation in education: Reconsidered once again. Review of Educational Research, 71(1), 1-27. https://doi.org/10.3102/00346543071001001

Deci, E. L., & Ryan, R. M. (2012). Self-determination theory. Handbook of theories of social psychology, 1(20), 416-436.

European Commission. (2020). LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence. Publications Office of the European Union.

Masi, G., Boccuzzi, G., & Manganello, F. (2025). Culturally Inclusive AI Tutoring in Higher Education: A Multi-Dimensional Framework for Developing Critical Thinking and Metacognitive Skills. In Proceedings of HELMeTO 2025.

Masi, G., Boccuzzi, G., Ragusa, M., & Manganello, F. (2026). Reconceptualizing Citizenship Education In Algorithmically Mediated Societies: A Three-Dimensional Framework Proposal. In INTED2026 Proceedings. https://doi.org/10.21125/inted.2026

Mezirow, J. (2003). Apprendimento e trasformazione. Raffaello Cortina Editore.

Zagal, J. P., & Deterding, S. (2018). Role-Playing Game Studies: Transmedia Foundations. New York, NY: Routledge.

WHEN INTENTION ISN'T ENOUGH. VALIDATING A RECOGNITION-OF-HARM GAME MECHANIC TO ADDRESS SOCIAL COMPLEXITY IN APPLIED GAME DESIGN.

Alan Mattiassi (Drimlab, Italy; Game Science Research Center, Italy) · **Irene Cirillo** (University of Trieste, Italy) · **Luna Camauli** (University of Trieste, Italy) · **Matteo Cavallo** (Drimlab, Italy)

procedural rethoric · applied games · gender violence

This paper presents the validation of a dialogue-based game mechanic designed to address complex social topics, specifically inclusivity and gender-based violence, through a psychology-informed approach to procedural rhetoric in adolescent game-based learning. Rather than assuming that "good dialogues" and well-intentioned design are sufficient, the proposed mechanic explicitly tests the psychological reality of its procedural message by empirically calibrating how players perceive different dialogue options along a bipolar recognition-of-harm scale (in Italian, from "sminuire" to "aggravare", or Sm.Ag.). The case study is Un giorno come un altro (designed and developed by Drimlab), a narrative videogame for lower and upper secondary school students that uses branching dialogues in which each decision node offers two alternatives differing in how they recognise and frame a problematic situation (e.g., dismissive "What's the big

deal?" versus acknowledging "This is really serious"). Each choice is intended to position the player on a bipolar recognition-of-harm scale, ranging from minimising to exacerbating the perceived seriousness of the issue, thereby shaping both in-game outcomes and the player's sense of agency over how the situation is interpreted. To ground this procedural rhetoric in players' actual perceptions, every dialogue line is independently rated by psychologists and psychology students on a Likert-type recognition-of-harm dimension (minimising vs exacerbating), after reading the dialogue sequence up to that point. The Sm.Ag. value associated with each option corresponds to the mean perceived position on this bipolar scale, and the game's scoring system as well as its three possible endings (Sm-dominated, Ag-dominated, or balanced trajectories) directly reflect these empirically derived evaluations rather than the designers' a priori intentions. The proposed validation procedure is situated at the intersection of work on the psychological reality of procedural rhetoric (Anderson, Karzmark, & Wardrip-Fruin, 2019), philosophical and empirical accounts of agency in games (Nguyen, 2020), and a unifying framework for the psychology of games that conceptualises games as structured psychological systems (Mattiassi, 2026). It also builds on research on games as media for social change and on gender stereotypes and representation in games (Flanagan & Kaufman, 2018). By aligning the micro-structure of branching dialogues with empirically validated recognition-of-harm trajectories, this approach aims to ensure that the game's procedural rhetoric about inclusivity and gender-based violence is both psychologically plausible and educationally meaningful. The contribution is twofold: it offers a concrete method for validating the rhetoric of dialogue-heavy serious games on complex topics related to civic engagement (Rivers & Bertoli, 2024), and it suggests that addressing such topics in democratic citizenship education requires empirically testing not only content and outcomes (Bertolo & Mariani, 2019; Plass, 2015), but also the procedural patterns through which players exercise and experience agency.

Anderson, C., Karzmark, C., & Wardrip-Fruin, N. (2019). The psychological reality of procedural rhetoric. In Proceedings of the 14th International Conference on the Foundations of Digital Games (FDG '19).

Bertolo, M., & Mariani, I. (Eds.). (2019). Game design: Gioco e giocare tra teoria e progetto. FrancoAngeli.

Bogost, I. (2007). Persuasive games: The expressive power of videogames. MIT Press.

Flanagan, M., & Kaufman, G. (2018). Diversifying Barbie and Mortal Kombat: Intersectional perspectives and inclusive designs in gaming. Carnegie Mellon University: ETC Press.

Mattiassi, A. D. A. (2026). Redefining the psychology of games: Toward a unifying framework for game-based interventions. Under review.

Nguyen, C. T. (2020). Games: Agency as art. Oxford University Press.

Plass, J. L., Mayer, R. E., & Homer, B. D. (Eds.). (2015). Handbook of game-based learning. MIT Press.

Rivers, S. E., & Bertoli, M. C. (2024, April). Using games to ignite teens' civic and social and emotional learning. In Frontiers in Education (Vol. 9, p. 1322721). Frontiers Media SA.

BEYOND CIVIC CONTENT: SERIOUS GAMES AS EMOTIONALLY MEDIATED ENVIRONMENTS FOR DEMOCRATIC LEARNING

Anna Sioni (Sapienza Università di Roma, Italy) · **Alan Mattiassi** (Game Science Research Center)

Serious Games | Citizenship Education | Perspective-Taking

Research on serious games for civic and citizenship education has often focused on their potential to convey civic content, simulate political processes, or increase engagement with public issues. Their educational contribution, however, remains contested, partly because games are frequently treated as self-contained interventions and evaluated through short-term, in-game measures (Dishon & Kafai, 2022). This paper argues that what makes serious games educationally significant for democracy might not lie in the civic content they carry but in the quality of the encounters they stage: spaces in which learners not only encounter other viewpoints but are also challenged to move beyond them (Blokland et al., 2024; Gutierrez et al., 2014), and experiment with ways of reasoning and acting within complex civic systems rather than merely learning about them (de la Torre et al., 2021). From this perspective, serious games are read as designed environments for navigating democratic complexity, understood as the interdependence, non-linearity, and uncertainty that characterize civil life, rather than as discrete tools for delivering predefined civic messages. Central to this argument is a relational and emotionally grounded view of perspective-taking. Taking another's standpoint is not simply a cognitive exercise performed at a distance; it is shaped by the affective experience of role-play, by peer interaction, and by the discomfort of inhabiting a position one would not otherwise choose or be able to occupy (Gutierrez et al., 2014; Blokland et al., 2024). Emotion is therefore not incidental but constitutive: it pushes learners into a zone of proximal development for democratic

reasoning, making alternative positions something they must reckon with, not simply register, and opens space to test possible ways of seeing and acting within complex civic situations. This is also why serious games are especially well-suited to democratic education: they can stage ambiguity and conflicting values without prematurely resolving them, holding open the dissonance that civic life requires learners to navigate (Blokland et al., 2024). This potential, however, is conditional. What happens during play matters, but so does what surrounds it. Without structured debriefing sessions, contextual embedding, and facilitated dialogue, gameplay may remain affectively intense but educationally limited (Blokland et al., 2024; Dishon & Kafai, 2022). From this perspective, this paper considers AI-supported systems not as substitutes for facilitation, but as tools for scaffolding reflection after play. It explores whether AI-mediated debriefing might help learners articulate, connect, and reflect on the multiple perspectives encountered in the game, while preserving space for open-ended dialogue and critical interrogation of the norms and assumptions at stake (Wegemer et al., 2025). Rather than asking whether serious games "work" for democratic citizenship education in general, the paper asks under what conditions they may help learners navigate democratic complexity in ways that are emotionally engaged, reflectively informed, and open to genuine civic dialogue. It thus offers a cautious and educationally grounded interpretation of serious games as designed and facilitated environments whose democratic value depends on the quality of the emotional and reflective experiences they make possible, and that may be further supported and augmented by AI-mediated dialogue.

Blokland, E., Cullinan, C., Mulder, D., Overman, W., Visscher, M., Zaidi, A., & Bidarra, R. (2024). A Serious Game Exploring Diversity of Perspectives in Citizenship Education. Journal of Interactive Narrative, 1(1). https://doi.org/10.62937/JIN.2024.GTYU4810

de la Torre, R., Onggo, B. S., Corlu, C. G., Nogal, M., & Juan, A. A. (2021). The Role of Simulation and Serious Games in Teaching Concepts on Circular Economy and Sustainable Energy. Energies, 14(4). https://doi.org/10.3390/en14041138

Dishon, G., & Kafai, Y. B. (2022). Connected civic gaming: Rethinking the role of video games in civic education. Interactive Learning Environments, 30(6), 999–1010. https://doi.org/10.1080/10494820.2019.1704791

Gutierrez, B., Kaatz, A., Chu, S., Ramirez, D., Samson-Samuel, C., & Carnes, M. (2014). “Fair Play”: A Videogame Designed to Address Implicit Race Bias Through Active Perspective Taking. Games for Health Journal, 3(6), 371–378. https://doi.org/10.1089/g4h.2013.0071

Wegemer, C. M., Halim, E., & Burke, J. (2025). Designing an Adaptive Storytelling Platform to Promote Civic Education in Politically Polarized Learning Environments (arXiv:2507.00161). arXiv. https://doi.org/10.48550/arXiv.2507.00161

TRANSPARENT GAMES, OPAQUE ALGORITHMS: BOARD GAMES, AI, AND LUDOLITERACY FOR CRITICAL TECHNOSCIENTIFIC EDUCATION

Christian Gardoni (European University of Rome, Italy) · **Carlo Andrea Pensavalle** (University of Sassari, Italy)

Technosocial opacity | Board Games | AI

In the contemporary context, education is undergoing a technoscientific transformation that tends to replace slow, situated, and relational practices with models of educational governance linked to datafication, EdTech, and the pervasive diffusion of AI. In this scenario, the digital ecosystem is increasingly opaque: students and citizens struggle to understand the consequences of their actions, profiling mechanisms, dark patterns, and the logic of an "algorithmic governmentality" that transcends the individual. This acute technosocial opacity is not only a cognitive problem, but also an emotional one: uncertainty and the perception of lack of control can produce anxiety, frustration, and withdrawal, hindering deep learning and critical participation. The paper proposes to view this condition as a central challenge for education for democratic citizenship: inhabiting complex systems requires simultaneously critical technoscientific skills and emotional tools to support exploration, deliberation, and conflict without falling into toxic stress or adaptive docility. Within this framework, COTS board games are considered "accessible complexity simulators" capable of safely and reflectively experiencing systemic dynamics such as risk, resource scarcity, feedback loops, cooperation/competition, ethical dilemmas, and trade-offs. Board games, in their "slow" and situated dimension, can become an educational ecosystem that activates ludoliteracy and complex thinking, as well as components of emotional intelligence (affective state recognition, regulation, tension management, tolerance of uncertainty), transforming errors into opportunities for redesign and complexity into resilience and hope, rather than a cognitive block. Finally, the paper explores the role of generative AI in game-based educational programs within the tensions that characterize current algorithmic ecosystems. In a context marked by technosocial opacity, optimization logics, and persuasive design practices, AI is not considered a neutral tool or a pedagogical solution. In this context, AI can be tested as a problematic conversational space, rather than as an epistemic authority: a tool for

interrogating decision-making processes and emotional states that emerge in contexts of uncertainty. The integration of analog play — understood as a slow practice that makes the dynamics of complex systems observable — and a limited, reflexive use of AI thus opens up an ambivalent pedagogical space, in which technology does not resolve the opacity of algorithmic systems but can contribute to making them the object of technoscientific critical interrogation.

Alhadeff-Jones, M. (2012). Transformative learning and the challenges of complexity. The handbook of transformative learning: Theory, research, and practice, 178-194

Brown, D. (2024). Games and the magic circle. In Encyclopedia of Computer Graphics and Games (pp. 800-803). Cham: Springer International Publishing.

Fuller S. K. & Hanlon J. E. (2018), Play and Experiential Learning: Unlocking the Potential of Students, Journal of Experiential Education, 41(3), 295-309.

Lo, F. T. H. (2024). The paradoxical transparency of opaque machine learning. AI & SOCIETY, 39(3), 1397-1409.

McGonigal, J. (2011), Reality Is Broken: Why Games Make Us Better and How They Can Change the World, Penguin Publisher Group, ISBN-13 978-0143120612

Morin, E. (1992). From the concept of system to the paradigm of complexity. Journal of social and evolutionary systems, 15(4), 371-385.

Ritscher, P. (2012). Slow school. Pedagogia del quotidiano Giunti Scuola.

Vallor, S. (2016). Technology and the virtues: A philosophical guide to a future worth wanting. Oxford University Press.

Zagal, J. P. (2009). Ludoliteracy: Defining, understanding, and supporting games education. Lulu. com.

AI, SOCIOGAMES AND GAME DESIGN: LEARNING SOCIAL COMPLEXITY FOR CRITICAL DIGITAL CITIZENSHIP

Simona Tirocchi (University of Turin, Italy) · **Manuela Repetto** (University of Turin, Italy)

Game-Based Learning | Artificial Intelligence | Critical Digital Citizenship

This paper presents some results from the “Sociogamers project”, developed at the University of Turin starting in 2024, which integrates game design into social sciences curricula to foster a critical understanding of sociotechnical systems and promote forms of critical digital citizenship (Barsotti et. al., 2025; Repetto & Tirocchi, 2025). In particular, the paper focuses on the interactions between gamification and recent developments in artificial intelligence, drawing on the perspectives and experiences of the students involved in the project and reflecting on how educational practices can support critical engagement with contemporary digital platforms and data-driven environments. The project adopts a Design Thinking approach and a peer-to-peer learning model in which students from the courses Game Based Learning and Sociology of Education (starting from a learning needs assessment of the “Network Society” course) collaboratively design immersive educational games using the Delightex Edu platform (Gros, 2007; Asad et al., 2021; Alrehaili, & Al Osman, 2022; Di Natale et al., 2020). This approach resonates with research on digital media making that emphasises the importance of enabling young people to become active creators rather than passive consumers of digital content (McGillivray et al., 2016). Within the project students developed a series of educational games, “sociogames”, each focused on specific sociological concepts and social processes including social capital, group segregation, descriptive social norms, among others. By translating theoretical concepts into interactive scenarios students simulate social dynamics dilemmas and decision-making processes typical of complex social systems fostering experiential learning and critical reflection while engaging in practices of digital making and collaborative problem-solving. The study is based on a questionnaire administered to 78 university students who participated in the game design activity. The sample consists of students enrolled in the Game Based Learning course with a smaller group from Sociology of Education. The analysis combines descriptive statistics and qualitative analysis of open-ended responses to explore students’ perceptions of the learning experience and the competencies developed through the co-creation process. Preliminary findings highlight the collaborative and creative dimensions of game design as key drivers of engagement and learning. Students particularly emphasize teamwork brainstorming and the opportunity to translate sociological concepts into interactive scenarios. The competencies most frequently reported include collaboration, problem solving, creativity, digital skills and instructional design abilities (Marin-Zapata et al., 2022; Kopolovich, 2020). A relevant dimension emerging from the analysis concerns the development of digital and AI-related competencies. 31 responses out of 78 include references to artificial intelligence programming or digital tools used for game development while 6 students explicitly mention AI or similar technologies among the competencies acquired. Overall approximately 40% of participants associate the project with the development of digital and AI-related skills including the use of immersive software such as Delightex basic programming logic and the

translation of theoretical concepts into interactive digital models. Future research could further investigate how artificial intelligence might be integrated into gamified learning environments to generate adaptive scenarios, personalised feedback and dynamic game mechanics responding to learners' profiles motivations and interactions within digital platforms (Abbes, Bennani, & Maalel, 2024).

Abbes, F., Bennani, S., & Maalel, A. (2024). Generative AI and gamification for personalized learning: Literature review and future challenges. SN Computer Science, 5(8), 1154.

Alrehaili, E. A., & Al Osman, H. (2022). A virtual reality role-playing serious game for experiential learning. Interactive Learning Environments, 30(5), 922-935.

Asad, M. M., Naz, A., Churi, P., & Tahanzadeh, M. M. (2021). Virtual reality as pedagogical tool to enhance experiential learning: a systematic literature review. Education Research International, 2021(1), 7061623.

Barsotti S., Goglio V., Borla G., Carriero R., Gerbi S., Moiso V., Repetto M., Tirocchi S. (2025), SOCIOGAMERS: integrating Virtual Reality for teaching sociology, in Proceedings of the Ninth European MOOCs stakeholders Summit 2025, (EMOOCS 2025), 1-6.

Gros, B. (2007). Digital games in education: The design of games-based learning environments. Journal of research on technology in education, 40(1), 23-38.

Di Natale, A. F., Repetto, C., Riva, G., & Villani, D. (2020). Immersive virtual reality in K-12 and higher education: A 10-year systematic review of empirical research. British Journal of Educational Technology, 51(6), 2006– 2033. https://doi.org/10.1111/bjet.13030

Kopolovich, O. (2020). Learning soft skills in the digital age: Challenges and insights from development and teaching'Negotiation Management'MOOC. Online Journal of Applied Knowledge Management (OJAKM), 8(2), 91-106.

Marin-Zapata, S. I., Román-Calderón, J. P., Robledo-Ardila, C., & Jaramillo-Serna, M. A. (2022). Soft skills, do we know what we are talking about?. Review of Managerial Science, 16(4), 969-1000

McGillivray, D., McPherson, G., Jones, J., & McCandlish, A. (2016). Young people, digital media making and critical digital citizenship. Leisure Studies, 35(6), 724-738.

Repetto M, Tirocchi S. (2025), Learning Skills Through the Design of Serious Games in Virtual Reality: The'Sociogamers' Project. In EDEN Annual Conference Proceedings. Shaping the Future of Education in the Age of AI: Empowering Inclusion, Innovation and Ethical Growth, pp.138-139, EDEN Digital Learning Europe.

M.10

Navigating the Controversial. Media Practices and Educational Challenges in the Digital Age

PANEL CONVENORS: Paolo Bonafede (University of Trento, Italy); Alessandro Soriani (University of Bologna, Italy); Charlot Cassar (Radboud University)

PANEL KEYWORDS: Controversial issues, Media practices, Digital Technology

In the age of algorithms and artificial intelligence, classrooms have become spaces of constant negotiation between access, control, power and critical autonomy. This panel examines how educators address controversial issues related to the use of digital technologies in schools, interrogating the media practices of both teachers and students as well as the school policies that regulate them. The panel's topic focuses on the emergence of controversial issues tied to technology use: from the management of personal devices in the classroom to the implications of online behaviour in the classroom, from gender representations in digital media to affective and sexuality education, to students' growing interactions with AI tools. These issues raise pedagogical, ethical, and political tensions that affect both educators and school leaders. The goal of the panel is to investigate how the education sector responds to such controversies: Which forms of critical media literacy are required by professionals in the field of education and by students? How can school and educational policies support media practices oriented toward democratic participation and civic responsibility? The panel welcomes theoretical and empirical contributions from diverse learning contexts that document experiences, tensions, and innovations in addressing controversial topics brought about by digital technologies in both formal and informal educational settings. Through a comparative and interdisciplinary approach, the aim is to identify practices that strengthen informed, pluralistic democracies and foster resilience against the polarizing and surveillant dynamics of today's digital ecosystem.

WHEN VIOLENCE GOES VIRAL: UPPER SECONDARY TEACHERS AND THE DEMOCRATIC WORK OF CONTROVERSY

Paolo Bonafede (University of Trento, Italy) · **Alessandro Soriani** (Alma Mater University of Bologna, Italy) · **Charlot Cassar** (Radboud University, Nederlands) · **Elena Pacetti** (Alma Mater University of Bologna, Italy)

controversial issues · school violence · teacher agency

Democratic education is not only a matter of transmitting civic knowledge but of cultivating the habits and dispositions that make pluralistic life possible: listening, justifying, disagreeing, and revising one's views in public (Dewey; 1916). Yet, as schooling is increasingly managed through performative logics and risk-avoidance, opportunities for democratic subjec-

tification can shrink, even when "citizenship" remains a curricular label (Biesta; 2006; Biesta; 2013). Classroom discussion of controversial issues (CIs) has long been proposed as a key practice for democratic learning (Stradling, Noctor, & Baines; 1984; Hess; 2009; Hess & McAvoy; 2015), but it is also a site where teachers' vulnerability, neutrality dilemmas, and institutional pressures become visible (Journell; 2017; Cassar et al.; 2021). In the digital age, these tensions are amplified. Episodes of school violence travel quickly through news platforms, messaging apps, and algorithmic feeds, often framed through sensationalism and polarisation. Teachers meet these events "already interpreted" by media and peer talk, and must decide whether they belong to the educational mandate or should be treated as external safety matters. Research on unplanned controversial issues highlights how such moments can throw "the classroom in turmoil," requiring rapid professional judgement shaped by emotions, prior experiences, and task perception (Cassar et al.; 2021; Cassar et al.; 2023). At the same time, recent debate cautions against removing emotions from civic discussion too quickly, arguing that political emotions may be educational resources rather than mere risks (Surina; 2025). This paper presents an ongoing multi-regional Italian study (upper secondary level) that investigates whether – and under which conditions – teachers perceive school violence as a CI that calls for educational intervention, or as a matter to be delegated beyond schooling. The project currently relies on a single-phase data collection built as a mixed-method questionnaire. The instrument combines (1) a short narrative from real media scenario about a violent episode entering school, designed to anchor responses in concrete; (2) an elicitation task where participants formulate a spontaneous question prompted by the situation; and (3) a set of Likert-scale items and open questions aligned with key CI dimensions (epistemic, political, emotional, and professional) (Hand; 2008; Hess; 2009). Analytically, the study integrates quantitative and qualitative strands: Likert data are used to identify response patterns and teacher positioning profiles, while the written component undergoes thematic and discursive coding to capture boundary-work, justificatory repertoires, and silences. This written approach offers some advantages, like privacy, reduced group dynamics, and traceable texts, but also limitations: brevity, self-presentation, and the absence of dialogic probing that can surface implicit assumptions. Survey data will be collected in Spring 2026 and analysed through a convergent mixed-method design to inform future research and teacher education on democratic deliberation in digitally mediated school controversies.

Biesta, G. J. J. (2006). Beyond Learning: Democratic Education for a Human Future. Paradigm.

Biesta, G. (2013). The Beautiful Risk of Education. Routledge.

Cassar, C., Oosterheert, I., & Meijer, P. C. (2021). The classroom in turmoil: Teachers' perspective on unplanned controversial issues in the classroom. Teachers and Teaching, 27(7), 656–671.

Cassar, C., Oosterheert, I., & Meijer, P. C. (2023). Why teachers address unplanned controversial issues in the classroom. Theory & Research in Social Education, 51(2), 233–263.

Dewey, J. (1916). Democracy and Education. Macmillan.

Hand, M. (2008). What should we teach as controversial? A defence of the epistemic criterion. Educational Theory, 58(2), 213–228.

Hess, D. E. (2009). Controversy in the Classroom: The Democratic Power of Discussion. Routledge.

Hess, D. E., & McAvoy, P. (2015). The Political Classroom: Evidence and Ethics in Democratic Education. Routledge.

Journell, W. (2017). Teaching Politics in Secondary Education: Engaging with Contentious Issues. SUNY Press.

Stradling, R., Noctor, M., & Baines, B. (1984). Teaching Controversial Issues. Edward Arnold.

Surina, T. (2025). "Away from Students' Emotional Life!" Questioning DEMOCIT's conclusion on controversial issues in classroom discussions. Speki. Nordic Philosophy and Education Review, 2(2), 104–120.

van Alstein, M. (2019). Controversy and Polarisation in the Classroom: Suggestions for Pedagogical Practice. Flemish Peace Institute.

SOCIO-EDUCATIONAL COOPERATIVES AND SCHOOLS IN THE DIGITAL AGE: LOCAL PARTNERSHIPS TO ADDRESS CONTEMPORARY CHALLENGES

Alice Montagnini (Cooperativa Bangherang - Soc. Coop. Sociale, Italy) · **Stefano Resca** (Cooperativa Bangherang - Soc. Coop. Sociale, Italy)

Digital transformations | Controversial issues | Democratic Education

In the contemporary context, marked by technological acceleration, hyperconnectivity, and the transformation of learning environments, the relationship between education and teaching is being profoundly redefined (Castells, 2010; Floridi, 2014). Schools are increasingly called upon to address controversial issues emerging within the digital sphere, where media practices shape identities and relationships. Within this scenario, the contribution proposes a reflection on the role of socio-educational cooperatives as strategic partners in building educational alliances capable of supporting schools in addressing such complexities. The widespread diffusion of digital media and their pervasiveness in young people's daily

lives generate new educational challenges: mediated relational dynamics, conflicts, disinformation, polarization, and vulnerability. These phenomena are not merely matters of "digital education"; rather, they question the educational mission of schools, which are called upon to foster critical and democratic competences within a constantly evolving communicative ecosystem. This contribution takes as its point of observation the experience of Coop. Bangherang, engaged in the implementation of non-formal educational pathways in both school and extracurricular contexts. Through the analysis of selected projects, the paper highlights how the action of socio-educational cooperatives can strengthen the school ecosystem by offering methodologies, languages, and learning settings capable of addressing emerging needs. In line with the Council of Europe's recommendations on teaching controversial issues and fostering democratic culture (Council of Europe, 2016), the contribution focuses on three key functions. The first is educational mediation: cooperatives act as bridging actors between schools, local communities, and families, fostering the creation of spaces for dialogue. The second is methodological innovation: non-formal pathways make it possible to address controversial issues, transforming complexity into opportunities for learning. The third is the promotion of democratic competences: the digital sphere is understood not as a separate domain, but as a space in which practices of citizenship are exercised on a daily basis. The underlying hypothesis is that socio-educational cooperatives can contribute to the development of a school capable of "inhabiting" digital transformations without reducing them to emergencies, but rather recognizing them as central educational terrain. Through the discussion of the cases, the contribution seeks to offer theoretical and methodological reflections on the role of the third sector in constructing shared educational practices in the digital age. Case Studies: Reading the World: A primary school project dedicated to critical information literacy, the development of critical thinking, and the recognition of disinformation. It integrates digital outputs, thematic board games, and the involvement of a youth-oriented editorial team designed for the target group. Generation Online: A lower secondary school pathway addressing gaming and video games. It analyzes common game mechanics, with particular attention to those that influence behavior, and guides students in designing their own video game in order to enhance awareness and critical capacity. Financial Education: A project for upper secondary schools, developed in collaboration with a banking institution. Through thematic board games and dedicated simulations, it explores issues such as debt, risk, and misleading promises of profit conveyed by apps and online influencers.

-Castells, M. (2010). The Rise of the Network Society (2nd ed.). Wiley-Blackwell.
-Council of Europe (2016). Living with Controversy: Teaching Controversial Issues Through Education for Democratic Citizenship and Human Rights (Training Pack for Teachers). Strasbourg: Council of Europe.
-Floridi, L. (2014). The Fourth Revolution: How the Infosphere Is Reshaping Human Reality. Oxford University Press.

DIGITAL TRUST. WHAT ABOUT THE OTHERNESS IN DIGITAL AGENCY?

Maria Gabriella Pediconi (Urbino University, Italy) · **Isabella Quadrelli** (Urbino University, Italy) · **Michela Brunori** (Urbino University, Italy)

adolescents' agency | Digital trust | Social media platforms

Some research tends to portray adolescents as inexperienced and vulnerable navigators of the cyberworld. Our research, however, proposes the perspective of agency to understand the factors that cause adolescents to trust others despite having no direct knowledge of them (Krabbendam et al., 2024). We know that early interactions of trust during childhood form the basis for subsequent interactions of trust with peers and strangers (Erikson, 1963; Stolle, 2002): the attachment and trust experienced in parent-child relationships translate and can be modified by subsequent social experience during childhood and adolescence (Rotenberg et al., 2005). What do we trust in friendship? In symmetrical interpersonal relationships, trust is built purely on emotions (Đorđević, 2025); initial trust is the first indicator of the level of trustworthiness confirmed by other people, whether known or unknown, and signals a desire to engage in potentially mutually beneficial interactions (Krabbendam et al., 2024). Not many studies explore the trust building in everyday contexts, which nowadays fully include cyberspace (Brunori & Pediconi, 2025; Pediconi & Brunori, 2019, 2021; Pediconi et al., 2024). The present research sheds light on characteristics in developing trust in adolescents' online social interactions. Our research involved 99 adolescents (24 males and 75 females) attending the second year of high school in two schools in central Italy. Participants were asked to draw an imaginary Instagram profile of a user with which it can be easy to exchange friendship,

to fill a chat conversation with this imaginary user and to describe both the photo-profile and posts included within his/her profile. Qualitative research using visual methods opens up new perspectives on complex phenomena (Agha et al., 2024; LaMarre & Chamberlain, 2022), allows to “materialize bodies, social practices, and interactions between individuals and structures” useful for studying social experience (MacIsaac 2021, p. 1). The results reveal an identikit of the trusted digital other, based on the exploration of otherness through gender, name, biography, profile photo and chat exchanges. Our adolescents showed a willingness to imagine trusted peers of either gender who would have no problem revealing their first and last names, with a personal photo; they reveal their place of residence or school, ready to meet others in person to share common interests and positive qualities. Young people want to know who they are dealing with; this digital friend is described as helpful, outgoing and transparent teenager who is as authentic as a favourite friend in the offline world. This model of digital otherness is based on offline friendships, revealing a certain caution and prudence on the part of adolescents when they encounter the digital world (Kelly & Burkell, 2025). These personal resources should be utilised as an experiential evaluative dimension in the construction of digital policies and pedagogical strategies. Formal and informal educational settings are places where trust and democratic engagement are closely linked and mutually reinforcing. Strategic actions in these settings can strongly support teenagers' sense of agency, fostering resilience against the polarisation of the digital ecosystem.

Agha, Z., Park, J., Wan, R., Ali, N. S., Wang, Y., Difranzo, D., ... & Wisniewski, P. J. (2024, May). Tricky vs. transparent: Towards an ecologically valid and safe approach for evaluating online safety nudges for teens. In Proceedings of the 2024 CHI Conference on Human Factors in Computing System, 1-20. https://doi.org/10.1145/3613904.36423

Brunori, M., & Pediconi, M. G. (2025). Digital narratives. Investigating the affective dynamic of digital objects using projective techniques. RICERCA PSICOANALITICA, 36, 349-391. doi:10.4081/rp.2025.945

Đorđević, A., Fikrlová, J., Ćeriman, J., Padoan, E., & Štěpánková, L. (2025). Affective and Cognitive Dimensions of Building Interpersonal and Political Trust in Adolescence: A Qualitative Study. Youth & Society, 57(7), 1325-1345. https://doi.org/10.1177/0044118X251323908

Erikson, E. H. (1963). Childhood and society (2 ed). W.W. Norton.

Kelly, D., & Burkell, J. (2025). Resisting online manipulation: How teens perceive and respond to privacy dark patterns on social media. Internet Research, 1-18. https://doi.org/10.1108/INTR-04-2024-0539

Krabbendam, L., Sijtsma, H., Crone, E. A., & van Buuren, M. (2024). Trust in adolescence: Development, mechanisms and future directions. Developmental Cognitive Neuroscience, 69. https://doi.org/10.1016/j.dcn.2024.101426

LaMarre, A., & Chamberlain, K. (2022). Innovating qualitative research methods: Proposals and possibilities. Methods in Psychology, 6. https://doi.org/10.1016/j.metip.2021.100083

MacIsaac, J. (2021). Picturing femininities and masculinities: using visual methods to explore gender relations. Methods in Psychology, 5. https://doi.org/10.1016/j.metip.2021.100079

Pediconi, M. G., & Brunori, M. (2019). Affetti nella rete. Il benessere degli adolescenti tra rischi e opportunità social. PSICOLOGIA DELLA SALUTE, 2, 53-79. DOI 10.3280/PDS2019-002003

Pediconi, M., & Brunori, M. (2021). Extension or Backstage? Different teens behind Facebook and Instagram from a dynamic perspective. Psychology Hub, 38(2), 51-62. DOI: 10.13133/2724-2943/17530

Pediconi, M. G., Brunori, M., Mascini, G., & Romani, S. (2024). Affascinati da TikTok durante il lockdown. Adolescenti tra vissuti di solitudine e nomofobia. Psicologia clinica dello sviluppo, 28(3), 363-398. 10.1449/1134961-34.

Rotenberg, K. J., Boulton, M. J., & Fox, C. L. (2005). Cross-sectional and longitudinal relations among children's trust beliefs, psychological maladjustment and social relationships: are very high as well as very low trusting children at risk?. Journal of abnormal child psychology, 33(5), 595-610. DOI: 10.1007/s10802-005-6740-9

Stolle, D. (2002). Trusting strangers–the concept of generalized trust in perspective. Österreichische Zeitschrift für Politikwissenschaft, 31(4), 397-412. https://doi.org/10.15203/ozp.814.vol31iss4

DIGITALLY MEDIATED UNPLANNED CONTROVERSY IN THE CLASSROOM

Charlot Cassar (Radboud University, The Netherlands) · **Ida Oosterheert** (Radboud University, The Netherlands) · **Paulien C. Meijer** (Radboud University, The Netherlands)

digitally mediated controversy | unplanned controversial issues | teacher decision-making

Contemporary classrooms have become digitally mediated spaces in which digital technologies shape communication practices, structure information flows, and influence the narratives that emerge in everyday classroom interactions (Soriani, 2019). Within this environment, unplanned controversial moments are also frequently mediated by digital technologies, not necessarily as explicit topics of study but as conditions through which classroom polarisation emerges (Just, 2025; Van Alstein, 2019). Although the digital may appear to take centre stage in such situations, the tensions that surface are not reducible to technological questions alone. This paper examines how the digital becomes implicated in

these moments and how teachers interpret and justify their decision to actively engage or distance themselves from it. The analysis draws on a small number of illustrative cases from a wider qualitative study in which teachers reflected on why they chose to address unplanned controversial incidents. The digital dimension was not pre-specified in the original data collection but emerged naturally within teachers' narratives. The focus here is on how these situations surfaced through digital environments, how teachers framed the challenges that followed and how they justified their decisions to act. Across the cases, the digital appeared in distinct ways: as an object of epistemic debate when students questioned whether the internet could replace teachers; as a source and amplifier of cultural content and values in discussions of online influencers; as a contextual trigger surfacing latent prejudice during an online safety lesson; and as a relational medium through which peer conflict travelled across the boundary between online communication and school life. Teachers responded differently. Some treated these situations as pedagogical and moral opportunities for dialogue, critical scrutiny, and boundary setting, while others delegated responsibility to institutional structures. Teachers' justifications drew on concerns including protecting students from harm, setting moral boundaries around discriminatory or exclusionary views, challenging prejudice and stereotyping, fostering critical and democratic engagement, and upholding the legitimacy and limits of professional responsibility. The paper argues that while digital technologies can mediate the way controversial issues arise in classrooms, they do not fundamentally transform the decision teachers must make in the moment: whether to take up the issue directly or to limit their engagement with it. Rather, digitally mediated controversies reconfigure the context, visibility, and perceived jurisdiction of the issue, even as the fundamental decision teachers must make in the moment remains the same. Such a decision extends beyond the digital to include the teacher's past and a desired future, unfolding in a specific context that is often emotionally charged. The teacher's decision is also anchored in fundamental questions related to the purpose of education and who the person in teaching is (Cassar et al., 2023; Kelchtermans, 2009). The cases suggest that teachers' decisions to address or delimit these issues are never neutral (Hess & McAvoy, 2015). They communicate implicit messages to students about what counts as legitimate knowledge, whose dignity is protected, how conflict is handled, and where professional responsibility begins and ends (Cooper Geller, 2020; Dabach, 2015).

Cassar, C., Oosterheert, I., & Meijer, P. C. (2023). Why teachers address unplanned controversial issues in the classroom. Theory & Research in Social Education, 1–31. https://doi.org/10.1080/00933104.2022.2163948

Cooper Geller, R. (2020). Teacher political disclosure in contentious times: A "responsibility to speak up" or "fair and balanced"? Theory & Research in Social Education, 48(2), 182–210. https://doi.org/10.1080/00933104.2020.1740125

Dabach, D. B. (2015). "My student was apprehended by immigration": A civics teacher's breach of silence in a mixed-citizenship classroom. Harvard Educational Review, 85(3), 383–412. https://doi.org/https://doi.org/10.17763/0017-8055.85.3.383

Hess, D., & McAvoy, P. (2015). The political classroom: Evidence and ethics in democratic education. Routledge.

Just, S. N. (2025). Controversial encounters in the age of algorithms: How digital technologies are stifling public debate and what to do about it. Bristol University Press.

Kelchtermans, G. (2009). Who I am in how I teach is the message: Self-understanding vulnerability, and reflection. Teachers and Teaching: Theory and Practice, 15(2), 257–272. https://doi.org/https://doi.org/10.1080/13540600902875332

Soriani, A. (2019). The impact of technology as a communication tool within the class: the teachers' perceptions. Research on Education and Media, 11(2), 45–55. https://doi.org/10.2478/rem-2019-0021

Van Alstein, M. (2019). Controversy and polarisation in the classroom: Suggestions for pedagogical practice. Flemish Peace Institute. https://vlaamsvredesinstituut.eu/en/report/controversy-polarisation-in-the-classroom-suggestions-for-pedagogical-practice/

MEMETIC HATE SPEECH AND THE CHALLENGES OF CRITICAL MEME EDUCATION

Claudia Gina Hassan (University of Rome Tor Vergata, Italy) · **Francesco Fabbro** (University of Rome Tor Vergata, Italy)

meme · hate speech · meme literacy

Especially since the 2016 US election campaign that culminated in the first election of Donald Trump, memes (Molina, 2020) have increasingly been used by the American alt-right as tools of xenophobic, racist, and misogynist propaganda (Nagel, 2017). Over the past decade, what can be defined as "memetic hate speech" has progressively consolidated as a strategic component of digital political communication, particularly among nationalist and populist movements across different geopolitical contexts. Memes, due to their hybrid nature—simultaneously humorous, ironic, and highly shareable—enable the normalization of extremist discourses through ambiguity, plausible deniability, and participatory remix cultures (Trillò & Shifman, 2021; Schmid et al., 2025). Their algorithmic compatibility with platform logics further

amplifies their circulation, contributing to the mainstreaming of radical narratives (Whittaker et al., 2021). Starting from this scenario, this contribute first examines the processes of transculturation and indigenization of memetic hate speech, tracing how communicative strategies initially developed within the M.A.G.A. movement in the United States have been recontextualized, adapted, and localized by identity-based political movements in various European countries. Particular attention will be paid to the semiotic transformations, narrative reframing, and visual vernaculars that enable such content to resonate within specific national contexts, while maintaining a recognizable transnational ideological matrix. In doing so, the study situates memetic hate speech within broader dynamics of digital populism, affective polarization, and platformed political participation. Secondly, the issue of hateful memeing will be addressed from a media education perspective (Buckingham, 2020), arguing that the pedagogical response to this phenomenon must move beyond simplistic models of content moderation or fact-checking. Instead, it requires the development of critical interpretative competencies capable of unpacking the rhetorical strategies, intertextual references, and affective appeals embedded in memetic communication. In this regard, a set of Memetic Literacy Frameworks (e.g., Harvey & Palese, 2018; Pather & Crovitz, 2023; Rice, 2023) will be presented and comparatively discussed. These frameworks conceptualize memes not merely as humorous artifacts, but as culturally situated, multimodal texts that demand specific analytical skills. This contribution aims to highlight both the pedagogical potentials and the possible limitations of such frameworks in guiding classroom practices aimed at preventing hate speech in contemporary societies. On the one hand, memetic literacy can foster critical awareness of digital rhetoric, participatory culture, and the socio-political implications of remix practices. On the other hand, challenges emerge in terms of teachers' preparedness, institutional constraints, and the risk of inadvertently reproducing harmful content in educational settings. Ultimately, the contribution seeks to position media education as a key arena for democratic resilience, proposing a critical and reflexive approach to memetic culture as an urgent task in the current media ecosystem.

Buckingham, D. (2019). The Media Education Manifesto. Polity.

Harvey, L., & Palese, E. (2018). # NeverthelessMemesPersisted: Building critical memetic literacy in the classroom. Journal of Adolescent & Adult Literacy, 62(3), 259-270.

Molina, M. D. (2020). What makes an internet meme a meme? Six essential characteristics. Handbook of visual communication, 380-394.

Nagle, A. (2017). Kill all Normies: Online Culture Wars from 4chan and Tumblr to Trump and the Alt-Right. Alresford, UK: Zero Books.

Panther, L., & Crovitz, D. (2023). Critical memetic literacies in English education: How do you meme?. Routledge.

Rice, M. (2023). Making meaning with memes through a multilayered approach to visual literacies. English in Education, 57(4), 298–313.

Schmid, U. K., Schulze, H., & Drexel, A. (2025). Memes, humor, and the far right's strategic mainstreaming. Information, Communication & Society, 28(4), 537–556.

Trillò, T., & Shifman, L. (2021). Memetic commemorations: remixing far-right values in digital spheres. Information, Communication & Society, 24(16), 2482–2501.

Whittaker, J., Looney, S., Reed, A., & Votta, F. (2021). Recommender systems and the amplification of extremist content. Internet Policy Review, 10(2).

NAVIGATING CONTROVERSIAL TOPICS THROUGH AI: EXPLORING PRE-SERVICE EFL TEACHERS' EXPERIENCES WITH AI-POWERED DISCUSSIONS

Rita Divéki (ELTE Eötvös Loránd University, Hungary)

controversial issues | case study | AI literacy

In this era of global interconnectedness and unpredictability, education must equip students to become engaged, globally competent citizens who can navigate complex controversial problems, e.g., migration, climate change, wars, polarisation, racism and extremism (OECD, 2018) and even the use of AI. EFL teacher education has a unique role to play here: pre-service teachers must not only develop the skills to facilitate difficult discussions themselves, but also be prepared to nurture their students' social-emotional and critical thinking skills in the process. Yet there is a dearth of research on incorporating controversial issues into EFL teacher education and preparing pre-service teachers for such discussions, especially in the Hungarian context (Divéki, 2024). Incorporating controversial topics into the EFL curriculum has numerous benefits; through debates and discussions, students can develop their language, citizenship, and social-emotional skills (Pereszlényi & Divéki, 2024). AI tools have the potential to support this process in meaningful ways. AI chatbots can provide students with opportunities for meaningful interaction, personalised learning, individualised feedback, and a low-pressure environment for practice (Pesovski et al., 2024; Rebolledo Font de la Vall & González Araya,

2023). By providing information and facilitating the generation of arguments and counterarguments, AI can encourage students to engage with complex, controversial topics and develop a deeper understanding of the issues and their own stances. These tools also offer interactive, student-centred activities, such as simulated discussions, debates and role-plays (Shazly, 2020), which allow students to practice expressing their thoughts in a mature, nuanced and confident manner. In teacher education specifically, these affordances can be particularly valuable, offering pre-service teachers unique opportunities to practice challenging discussions in a controlled, low-stakes environment. The aim of this study is to investigate the effectiveness of AI tools in facilitating discussions about controversial issues with pre-service EFL teachers, examining both their pedagogical potential for developing trainees' speaking and social-emotional skills and their perceptions of AI-powered discussions. Using a case study design, a semester-long study was conducted with a group of pre-service EFL teachers (N=16) in a language skills development seminar at a Hungarian university. Each week, the students engaged with different AI tools while addressing controversial topics through interactive student-centred activities (e.g., role-plays, debates, organised discussions). Data was collected through reflective journals, beginning and end-of-semester surveys, class discussion feedback sheets, student reflections, and semi-structured interviews (n=5). The findings indicate that AI-powered discussions enhanced students' confidence in addressing controversial topics. Particularly noteworthy was the role of AI in supporting argument construction for more demanding debates and role-play activities and in developing students' critical thinking and AI-literacy skills. Nonetheless, while students found the tools useful for preparing for discussions, they expressed ambiguous feelings about the use of AI in class, raising questions about perceived authenticity and the role of human interaction in meaningful discussion practice. The implications of this study point to the need for systematic integration of AI tools in teacher education programmes, alongside the development of targeted materials and guidelines for using AI to facilitate difficult discussions in the EFL context.

Divéki, R. (2024). Developing Global Competence in the Hungarian EFL Classroom. Akadémiai Kiadó.

OECD (2018). Preparing our youth for an inclusive and sustainable world: The OECD PISA global competence framework. OECD.

Pereszlényi, A., & Divéki, R. (2024). I Felt “Safe and Heard”: Nurturing English Majors’ Social-Emotional Skills through the Discussion of Controversial Issues in the Hungarian University Context. Anglica, 33(1), 151–177. https://doi.org/10.7311/0860-5734.33.1.08

Pesovski, I., Santos, R., Henriques, R., & Trajkovik, V. (2024). Generative AI for Customizable Learning Experiences. Sustainability, 16, 1–23. https://doi.org/10.3390/su16073034

Rebolledo Font de la Vall, R., & González Araya, F. (2023). Exploring the Benefits and Challenges of AI-Language Learning Tools. International Journal of Social Sciences and Humanities Invention, 10(01), 7569–7576. https://doi.org/10.18535/ijsshi/v10i01.02

Shazly, R. E. (2020). Effects of artificial intelligence on English speaking anxiety and speaking performance: A case study. Expert Systems, 38(3), 1–15. https://doi.org/10.1111/exsy.12667

M.11

Opacity, Subjectivity, and Pedagogy in Algorithmic Times

PANEL CONVENORS: Giovanbattista Trebisacce (Unical University Of Calabria, Italy)

PANEL KEYWORDS: Educational Opacity, Critical Pedagogy, Pedagogical Resistance

This panel explores how the pervasive presence of artificial intelligence and algorithmic infrastructures reshapes the conditions of educational experience, subject formation, and pedagogical encounter. Moving beyond the instrumental use of digital technologies, the panel addresses AI as a cognitive and environmental architecture that filters reality, anticipates interpretation, and constrains the epistemic space of freedom. Drawing on philosophy of education, critical pedagogy, and media theory, contributors will investigate how subjectivity, autonomy, and ethical formation are challenged—or potentially reconfigured—by algorithmic environments. Particular attention will be given to the role of opacity, vulnerability, and unpredictability as educational values that resist the logics of optimization and predictive design. The panel aims to foster interdisciplinary dialogue across educational theory, digital ethics, and philosophy, emphasizing the urgency of a pedagogical stance capable of resisting anticipatory control and reclaiming the eventfulness of human experience. Contributions are welcome from scholars exploring theoretical, empirical, or practice-based approaches to the pedagogical consequences of AI.

REASONABLE USES OF ARTIFICIAL INTELLIGENCE IN HIGHER EDUCATION: DEMOCRATIC PROMISES AND SYMBOLIC DISPOSSESSION

Magdalena Kohout- Diaz (Bordeaux University, France)

Artificial intelligence | Higher education | Educational subjectivity

Current debates on artificial intelligence in education are largely framed through instrumental and functional perspectives, emphasising efficiency, personalisation, learning analytics, or pedagogical support. In higher education, these approaches frequently invoke a democratic promise of AI, associated with widened and inclusive access to academic resources, support for student success, and the mitigation of educational inequalities. However, they often leave unexamined the deeper transformations that AI introduces into the constitution of academic subjectivity and into the symbolic foundations of educational democracy. This paper proposes a critical and theoretically grounded analysis of AI in higher education, not as a neutral tool, but as a new grammar of educational power. Drawing on contemporary reflections on post-humanity—particularly those developed by Yuval Noah Harari—the paper engages with diagnoses of the progressive delegation of judgement to non-conscious systems, the fragilisation of the modern autonomous subject, and the growing role of algorithms as mediators of reality, normativity and truth. Rather than adopting these perspectives uncritically, the paper relocates them within educational institutions, asking what they imply when applied to concrete practices of teaching, learning and evaluation. The analysis conceptualises the emergence of a post-human academic subjectivity affecting both university teachers and students, as judgement, evaluation and academic legitimacy become increasingly co-constructed through interactions with AI systems, particularly in assessment contexts. The aim is not to offer a binary axiological assessment of AI use, but to document the emergence of a hybrid form of subjectivity, reshaped in its relation to knowledge, learning and academic norms through algorithmic mediation. The argument is informed by illustrative material drawn from an exploratory qualitative enquiry focusing on students' reported uses of AI in their everyday academic work, especially during evaluative tasks. These accounts highlight recurrent practices of anticipatory adjustment, norm alignment and risk avoidance, through which AI is mobilised to secure conformity to perceived academic expectations rather than to support the assumption of a personal intellectual position. From an educational and clinical perspective, such uses cannot be reduced to gains in efficiency or access. They point to a reconfiguration of the subject's relation to knowledge, judgement and responsibility, and to a displacement of educational injustice: while certain barriers to access may be lowered, new forms of symbolic dispossession emerge, as the capacity to assume uncertainty, disagreement and accountability is partially delegated to algorithmic mediation. The paper advances three main arguments. First, it argues that so-called "reasonable uses of AI" in higher education are not merely a technical or ethical issue, but a symbolic and political one, reshaping how academic subjects relate to judgement and normativity. Second, it contends that educational democracy presupposes subjects capable of assuming judgement and sustaining disagreement—conditions that conform-

ity-oriented uses of AI tend to neutralise. Third, it proposes a situated analytical framework combining democratic theory, critical philosophy and a clinical sensitivity to subjectivity, without collapsing into either technophobia or technosolutionism.

Biesta, G. (2022). World-centred education: A view for the present. London: Routledge.
Harari, Y. N. (2024). Nexus: A brief history of information networks from the Stone Age to AI. London: Vintage.
Selwyn, N. (2019). Should robots replace teachers? AI and the future of education. Cambridge: Polity Press.

OPACITY AND SUBJECT FORMATION IN AI-MEDIATED ADULT LEARNING

Alessandra Pedone (INAPP, Italy)

Adult learning | AI-mediated learning | Algorithmic management

The increasing integration of Artificial Intelligence (AI) into adult learning environments is reshaping not only pedagogical practices but also the very conditions of subject formation. Algorithmic systems function as cognitive and environmental architectures that anticipate interpretation, personalise content, and structure access to knowledge through opaque processes of prediction and datafication. In this context, adult learning risks being reduced to adaptive optimisation, narrowing the epistemic space in which autonomy and ethical agency can emerge. This paper investigates AI-mediated adult learning through the conceptual lenses of educational opacity, subjectivity, and critical pedagogy. Empirically, it draws on nationally representative survey data produced by INAPP, examining the diffusion of AI-related training and AI-mediated learning practices among adults in Italy. The findings indicate rapid growth in AI-supported learning, particularly through personalised and micro-modular formats. However, access and meaningful engagement remain stratified by education, digital competence, age, and organisational context. While AI promises personalisation and inclusion (Adarkwah, 2024; Cera, 2024), the data reveal a tension between expanded accessibility and diminished pedagogical mediation. AI-mediated learning environments tend to prioritise immediacy, performance, and predictive guidance, often marginalising dialogical interaction and collective reflection. In platformised labour contexts characterised by digital monitoring and algorithmic management (Gonzalez Vazquez et al., 2025; Cappelli & Rogovsky, 2023), adult learning becomes increasingly aligned with organisational optimisation rather than emancipatory formation. Drawing on critical educational theory (Biesta, 2011; Slowey et al., 2024), the paper argues that opacity should not be conceived solely as a technological deficit requiring transparency, but as a pedagogical condition that preserves indeterminacy, vulnerability, and openness to the unexpected. In contrast to predictive educational design, opacity sustains the possibility of interruption and encounter—elements essential to subject formation. AI-mediated adult learning thus presents a paradox. It expands access to knowledge while simultaneously constraining interpretative autonomy through anticipatory systems that pre-structure meaning. From the perspective of a democratic and socially just lifelong learning agenda (Stiglitz & Greenwald, 2014), the challenge is not to reject AI, but to develop pedagogical practices capable of resisting total optimisation and reclaiming educational spaces as sites of reflexivity and ethical responsibility. By integrating empirical evidence with philosophical reflection, this contribution advances an understanding of adult learning as a critical terrain in which algorithmic power can be interrogated and pedagogical resistance enacted.

Adarkwah, M. A. (2024). GenAI-Infused Adult Learning in the Digital Era: A Conceptual Framework for Higher Education. Adult Learning, 0(0).
Biesta, G. (2011). Learning democracy in school and society. Rotterdam: Sense Publishers.
Butera, F., & De Michelis, G. (2024). Intelligenza artificiale e lavoro: Una rivoluzione governabile. Venezia: Marsilio.
Cappelli, P., & Rogovsky, N. (2023). Artificial intelligence in human resource management: A challenge for the human-centred agenda? ILO Working Paper 95. Geneva: ILO.
Cera, R. (2024). Intelligenza artificiale ed educazione continua democratica degli adulti: personalizzazione, pluralismo e inclusione. Lifelong Lifewide Learning, 22(45), 117–129.
Gonzalez Vazquez, I., Fernandez Macias, E., Wright, S., & Villani, D. (2025). Digital Monitoring, Algorithmic Management and the Platformisation of Work in Europe. Luxembourg: Publications Office of the European Union.
Slowey, M., Hinzen, H., Omolewa, M., & Osborne, M. (Eds.). (2024). Adult education and social justice: International perspectives. Firenze University Press.
Stiglitz, J. E., & Greenwald, B. C. (2014). Creating a Learning Society: A New Approach to Growth, Development, and Social Progress. Columbia University Press.

ARTIFICIAL INTELLIGENCE AND CONVIVIAL PEDAGOGIES: RETHINKING DEMOCRATIC EDUCATION IN ALGORITHMIC LEARNING ENVIRONMENTS

Alessandro Turano (University of Calabria, Italy)

Convivial Pedagogies · Artificial Intelligence In Education · Democratic Education

The rapid expansion of artificial intelligence within educational systems is reshaping the epistemic conditions of teaching and learning. AI-based platforms increasingly mediate access to knowledge, organize information flows, and influence the forms through which learning is structured and evaluated. While these technologies are frequently framed as neutral tools capable of enhancing efficiency, personalization, and data-driven decision-making, their algorithmic logics may also reconfigure educational environments around predictability, standardization, and automated forms of cognition. Within this evolving landscape, the risk emerges that educational processes become progressively aligned with computational models that prioritize optimization and prediction over critical judgment and dialogical reasoning. This contribution engages with the theoretical legacy of Ivan Illich and Paulo Freire to explore how convivial and non-directive pedagogical traditions can provide conceptual resources for rethinking democratic education in AI-mediated contexts. Illich's critique of radical monopolies offers a particularly relevant lens for examining how technological infrastructures may reach a threshold beyond which tools cease to support human autonomy and instead reorganize educational practices around systemic efficiency. At the same time, Freire's emphasis on dialogical pedagogy and ethical self-formation highlights the importance of cultivating critical consciousness and shared responsibility in educational processes. Building on these perspectives, the paper proposes a conceptual framework for convivial pedagogies capable of sustaining democratic agency in technologically mediated learning environments. Particular attention is devoted to educational practices that encourage critical engagement with algorithmic systems, the recognition of epistemic plurality, and the development of dialogical reasoning as a core democratic competence. Rather than positioning artificial intelligence merely as a technological innovation, the study interprets it as a cultural and epistemic environment that challenges educational institutions to reaffirm their democratic mission. From this perspective, convivial pedagogies may contribute to transforming AI from a mechanism of epistemic normalization into a resource that supports reflective judgment, plural reasoning, and participatory forms of knowledge construction.

Illich, I. (1973). Tools for Conviviality. New York: Harper & Row.

Freire, P. (1998). Pedagogy of Autonomy: Ethics, Democracy, and Civic Courage. Lanham: Rowman & Littlefield.

Selwyn, N. (2024). On The Limits Of Artificial Intelligence In Education. Nordisk Tidsskrift For Pedagogikk Og Kritikk, 10(1), 3-14.

Atenas, J., Havemann, L., & Timmermann, C. (2024). Critical And Creative Pedagogies For Artificial Intelligence And Data Literacy. Research In Learning Technology.

EDUCATIONAL OPACITY AND PEDAGOGICAL RESISTANCE IN ALGORITHMIC ENVIRONMENTS: A PARTICIPATORY RESEARCH-FORMATION MODEL FOR TEACHER EDUCATORS

Flavia Di Donato (Università degli Studi Guglielmo Marconi, Italy) · **Travaglini Alessia** (Università degli Studi Guglielmo Marconi, Italy) · **Ugolini Francesco** (Università degli Studi Guglielmo Marconi, Italy)

Artificial Intelligence · Critical Pedagogy · Pedagogical Resistance

The expansion of Atificial Intelligence within educational environments is transforming not only teaching practices but also the epistemic and cultural conditions in which subjectivity and educational experience are formed. Algorithmic infrastructures increasingly operate as forms of digital power: they filter information, anticipate interpretation, and structure the horizons within which knowledge becomes visible and meaningful. In this context, educational environments risk being reorganized according to predictive logics, optimization processes, and algorithmic plausibility, narrowing the epistemic space within which human judgment and pedagogical encounter develop. This paper addresses these transformations by proposing a theoretical and methodological model for the education of teacher educators, seen as University professors responsible for preparing future teachers. The model is grounded in the assumption that teaching professionalism cannot be reduced to disciplinary knowledge alone, but emerges from the relationship between disciplinary knowledge and broader educational responsibilities. Within algorithmic environments, where discursive outputs simulate

competence and understanding, this relationship becomes a crucial place of pedagogical reflection. The theoretical framework integrates complementary traditions. Critical pedagogy conceives education as a dialogical practice oriented toward emancipation and development of critical consciousness (Freire, 1970; hooks, 1994). Theories of complexity and ecological development highlight the systemic interdependence between knowledge, context and person education (Morin, 1999; Bateson, 1972; Bronfenbrenner, 1979). Illich's critique of institutional mediation emphasizes the importance of socially appropriable tools rather than infrastructures governing human action (Illich, 1971). At the level of professional practice, Schön's theory of reflective practice highlights reflection-in-action and professional judgment as central dimensions of pedagogical responsibility (Schön, 1987). These pedagogical perspectives intersect with debates in Philosophy of mind and AI studies concerning consciousness, intentionality, and simulation. Although AI systems generate linguistically persuasive outputs, several scholars argue that such systems lack the phenomenological and intentional structures characteristic of conscious cognition (Searle, 1992; Chalmers, 1996; Tononi, 2004; Faggin, 2024). From an educational perspective, this introduces a significant epistemic risk: discursive plausibility may be mistaken for genuine understanding, producing new forms of epistemic opacity within learning environments. From a methodological perspective, the framework adopts participatory research-formation, seen as a shared reflective process in which teacher educators analyze practices while producing pedagogical knowledge. Through collective inquiry, disciplinary knowledge is reinterpreted in relation to three interconnected dimensions of educational responsibility: responsibility for meaning (humanistic dimension), responsibility for knowledge (scientific dimension), and responsibility for action (technical dimension). Within algorithmic environments characterized by predictive design and informational filtering, the model identifies a central pedagogical task: cultivating discernment in situations where the distinction between simulation and understanding becomes increasingly difficult. From this perspective, opacity, vulnerability, and unpredictability do not merely represent limitations of technological systems, but become educational resources capable of interrupting the logic of algorithmic optimization. Pedagogy thus takes the form of resistance not through rejection of artificial intelligence, but through recovery of the irreducibility of human judgment, the unpredictability of the educational encounter and the openness of subject formation: teacher education can counter anticipatory control and preserve education as a space in which human experience remains an event rather than a programmed outcome.

Bateson, G. (1972). Steps to an Ecology of Mind. New York: Ballantine Books.
Bronfenbrenner, U. (1979). The Ecology of Human Development: Experiments by Nature and Design. Cambridge, MA: Harvard University Press.
Chalmers, D. J. (1996). The Conscious Mind: In Search of a Fundamental Theory. Oxford: Oxford University Press.
Faggin, F. (2024). Irreducible. Consciousness, Life, Computers, and Human Nature. New York: Essenzia Books.
Freire, P. (1970). Pedagogy of the Oppressed. New York: Herder and Herder.
hooks, b. (1994). Teaching to Transgress: Education as the Practice of Freedom. New York: Routledge.
Illich, I. (1971). Deschooling Society. New York: Harper & Row.
Morin, E. (1999). La tête bien faite. Repenser la réforme, réformer la pensée. Paris: Seuil.
Schön, D. A. (1987). Educating the Reflective Practitioner. San Francisco: Jossey-Bass.
Searle, J. R. (1992). The Rediscovery of the Mind. Cambridge, MA: MIT Press.
Tononi, G. (2004). An Information Integration Theory of Consciousness. BMC Neuroscience, 5(42). DOI: 10.1186/1471-2202-5-42

EXPLORING TEENAGERS' FRIENDSHIP DURING THE AI ERA: FIRST ISSUES FROM A SCOPING REVIEW

Sonia Bonatti (Università degli Studi di Milano - Bicocca, Italy)

adolescence | human-AI friendship | social AI

This presentation is focused on the initial phase of a doctoral research project exploring adolescence in the post-digital era, focusing on the phenomenon of human-AI friendship; main goal is to explore how artificial intelligence and human-AI interaction patterns are influencing teenagers' peer relationships (Følstad et al., 2021), in terms of learning and gathering social skills. More specifically, the aim is to explore the phenomenon from the standpoint of adolescents themselves, considering their point of view as a privileged one (Mortari, 2007). Today's adolescence is influenced by (daily) socio-cultural and economic changes, increasing the feeling of anxiety and global crisis perceived (Benasayag, Cohen, 2023). Moreover, digitalization opens to new and unknown challenges that contribute to intensifying the sensation of unpredict-

ability of the post-digital era. In the past few years, also the pervasive and invasive presence of artificial intelligence in daily life has reshaped our human experience; indeed, AI gained a more important role also in the educational process that can no longer be ignored, especially when the formation of the adolescent subject is involved. During the complex and fragile phase of adolescence, the subject has to achieve some developmental task phased specific (Lancini et al., 2020). Nowadays, it's necessary re-thinking about adolescents' socialization process and the influence that AI has on it, especially Social AI. The spreading of Social AI is questioning not only the common meaning of relationship and friendship, thought as human-human, but also the more recent concept of network individualism (Wellman et al., 2001, 2003), whereas the technology is previously a medium for relating people, but with social chatbots the relationship is between human and AI itself (Brandtzaeg, 2022); indeed, these specific AI systems are capable of humanlike behaviour, including engaging in social conversation and reaching intimate connections with humans (Skjuve, 2021). The pedagogical stance could offer an interdisciplinary perspective to understand better human-AI friendship and the social effects of social AI, using both the emerging concept of AI Individualism (Brandtzaeg, et al., 2025) and qualitative methodologies, inscribed in research traditions in education (Denzin, Lincoln, 2005). Starting from these premises, the proposal will discuss some initial results emerging from the ongoing scoping review and from the initial exploratory field phase; the latter combines ethnographic observation (Bove, 2019) and the use of netnography in digital contexts (Bove, Chinazzi, 2023; Kozinets, 2010). First findings highlight some interesting themes that allow us to explore further the changes in the socialization processes of adolescents (Caronia, 2002; Micheli, 2015), from a pedagogical perspective. Among them, in particular, it seems relevant that teenagers find more enjoyable speaking with social chatbots than human friends (Branch, 2025) for talking about difficulties in personal relationship because they feel less judged, more comfortable and confident because of the perception of major confidentiality (Mascheroni et al., 2026); furthermore, the constantly accessibility is modifying the concept of friendship from a reciprocal relationship to a personalized one, based on user's needs (Brandtzaeg et al., 2022).

Benasayag, M., Cohen T. (2023), L'epoca dell'intranquillità. Lettera alle nuove generazioni, Vita e Pensiero, Milano.

Bove, C. (2019). Il metodo etnografico. In L. Mortari, L. Ghirotto (a cura di), Metodi per la ricerca educativa (pp. 101-142). Carocci.

Bove, C., Chinazzi, A. (2023). Netnografia e ricerca educativa in contesti online. Studium Educationis, XXIV(1), 105-113.

Branch, J. B. (2025). AI Companions Are Not Your Teen's Friend. Issues in Science and Technology, 42, 80–83.

Brandtzaeg, P. B., Skjuve, M., Følstad, A. (2022). My AI Friend: How Users of a Social Chatbot Understand Their Human–AI Friendship. Human Communication Research 48, 404–29. https://doi.org/10.1093/hcr/hqac008.

Brandtzaeg, P. B., Skjuve, M., & Følstad, A. (2025). AI individualism: Transforming social structures in the age of social artificial intelligence. In P. Hacker (Ed.), Oxford Intersections: AI in Society (online ed.). Oxford Academic. https://doi.org/10. 1093/9780198945215.003.0099

Caronia, L. (2002). La socializzazione ai media. Contesti, interazioni e pratiche educative. Guerini e Associati.

Denzin, N. K., Lincoln, Y. S. (2005). Introduction: The Discipline and Practice of Qualitative Research. In N. K. Denzin, & Y. S. Lincoln (Eds.), The Sage Handbook of Qualitative Research (3rd ed., 1-32). Sage.

Følstad, A., Araujo, T., Law, E. L., Brandtzaeg, P. B., Papadopoulos, S., Reis, L., Baez, M., Laban, G., McAllister, P., Ischen, C., Wald, R., Catania, F., Meyer von Wolff, R., Hobert, S., & Luger, E. Future Directions for Chatbot Research: An Interdisciplinary Research Agenda. Computing 103 2915–42. https://doi.org/10.1007/s00607-021-01016-7.

Lancini M., Cirillo L., Scodeggio T., Zanella T. (2020). L'adolescente. Psicopatologia e psicoterapia evolutiva. Raffaello Cortina Editore.

Kozinets, R. V. (2010). Netnography: Doing Ethnographic Research Online. Sage Publications

Mascheroni, G., Rosichini, M, Cino, D. (2026). L'IA Generativa fra bambini e adolescenti italiani: Usi e comprensione. EU Kids Online.

Micheli, M. (2015). L'appropriazione di Internet da parte degli adolescenti: tra riproduzione sociale e mutamento culturale, Quaderni di Sociologia [Online], 69 https://doi.org/10.4000/qds.513

Skjuve, M., Følstad, A., Fostervold, K. I., Brandtzaeg, P. B. My Chatbot Companion - a Study of Human-Chatbot Relationships. International Journal of Human-Computer Studies 149 (maggio 2021): 102601. https://doi.org/10.1016/j.ijhcs.2021.102601.

Wellman, B., Quan-Haase, A., Boase, J., Chen, W., Hampton, K., Díaz, I., & Miyata, K. (2003). The social affordances of the internet for networked individualism. Journal of Computer-Mediated Communication, 8(3), JCMC834. https://doi.org/10.1111/j.10836101.2003.tb00216.x

Wellman, B. &Frank, K. (2001). Network capital in a multilevel world: Getting support from personal communities. In N. Lin, K. Cook, & R. S. Burt (Eds.), Social capital: Theory and research (pp. 233–273). Aldine de Gruyter.

AUTOETHNOGRAPHIC DIARIES IN HIGHER EDUCATION: SUBJECTIVITY AND CRITICAL AWARENESS IN THE AGE OF GENERATIVE AI.

Elisabetta Risi (IULM University, Italy) · **Riccardo Pronzato** (IULM University, Italy)

Autoethnographic diaries | Critical pedagogy | Socio-technological opacity

Over the past decade, a growing body of work has sought to develop critical literacies oriented toward socio-technical systems and processes (Markham, 2019; Pangrazio & Selwyn, 2023; Acker et al., 2024; Pronzato & Kubrusly, 2025). These pedagogical approaches, participatory practices, and forms of digital literacy aim to equip citizens to engage critically with algorithms, digital platforms, datafication processes, and AI-based systems. Yet such efforts—designed to foster agency, reflexivity, and resistance in relation to technologies—are persistently undermined by the power asymmetries structuring human-machine relations (Couldry & Mejias, 2019), the illusion of control promoted by interfaces (Markham et al., 2019), and the hegemonic acceptance of futures that appear inevitable (Markham, 2021; Pronzato & Markham, 2023). The most urgent contemporary instance of this tension is the difficulty educational institutions—schools and universities alike—face in responding to the proliferation of generative artificial intelligence (GenAI), in a context dominated by technological solutionism and ideological narratives (Macgilchrist et al., 2025). This contribution presents a research project developed in collaboration with the Futures+ Literacies+ Methods Lab (FLL) at Utrecht University, a center specializing in the design of participatory pedagogical interventions through creative methods to cultivate critical literacies at the intersection of technology, lived experience, and social change. Drawing on critical pedagogy, technofeminism, and critical theory as guiding theoretical frameworks, the study engaged 250 university students in a two-week guided autoethnographic project. The research aimed to investigate how students use and interpret GenAI systems within higher education, and how they perceive the impact of these technologies on the future of the university. Autoethnography was mobilized not merely as a method for eliciting dimensions of literacy, but as a tool for fostering genuine civic empowerment. Consistent with the panel's emphasis on opacity, vulnerability, and unpredictability as educational values that resist algorithmic optimization, the autoethnographic diaries revealed a significant interpretive trajectory: students progressively elevated their conceptual awareness and developed new frameworks for understanding the present. In particular, opaque datafication processes became more legible and critically apprehensible—even as the black boxes of generative AI systems remained irreducibly closed. The pedagogical structure of the diaries compelled students to develop critical thinking through meticulous argumentation—a reflective labor they reported they would not otherwise have undertaken. Furthermore, in line with theoretical perspectives on narrative identity and autobiographical orientation (Di Fraia & Risi, 2017), the autoethnographic experience stimulated forms of emancipatory competence with respect to acritical and compulsive uses of AI. The narrative and self-reflexive character of the diary format—as both a research instrument and a pedagogical proposition—thus emerges as a site of resistance to anticipatory control and predictive design, reclaiming the granularity of human experience. The diary narratives solicited from participants proved valuable in unpacking the socio-technological opacity of certain processes, while also fostering a sense of agency among those involved. This contribution presents the methodological and epistemological architecture of the diary instrument, alongside preliminary findings concerning participants' usage practices of GenAI and self-reflexive narrative orientations. Selected quotations are presented and discussed to ground the analysis in participants' own voices.

Acker, A., Bowler, L., & Pangrazio, L. (2024). Guest editorial: Special issue–perspectives on data literacies. “Information and Learning Sciences, 125”(3/4), 157–162.

Couldry, N., & Mejias, U. A. (2019). Data colonialism: Rethinking big data's relation to the contemporary subject. “Television & New Media, 20”(4), 336–349.

Di Fraia, G., & Risi, E. (2017). Storie e percorsi tra tempo e identità. Le aspirazioni dei giovani in una ricerca narrativa. In “Empowerment delle persone e delle comunità” (pp. 58–64). Pensa MultiMedia. https://www.pensamultimedia.it/download/2076/4225489340de/empowerment-giusti-pdf1.5_v5.pdf

Macgilchrist, F., Pangrazio, L., Potter, J., & Williamson, B. (2025). Future challenges for critical research on educational technologies. “Learning, Media and Technology”, 1–6.

Markham, A. N. (2019). Critical pedagogy as a response to datafication. “Qualitative Inquiry, 25”(8), 754–760.

Markham, A. N., Stavrova, S., & Schlüter, M. (2019). Netflix, imagined affordances, and the illusion of control. In T. Plothe & A. M. Buck (Eds.), “Netflix at the Nexus: Content, Practice, and Production in the Age of Streaming Television” (pp. 29–46). Peter Lang.

Pangrazio, L., & Selwyn, N. (2023). “Critical Data Literacies: Rethinking Data and Everyday Life”. MIT Press.

Pronzato, R., & Kubrusly, A. (2025). Critical, qualitative and situated: Pedagogical initiatives in a datafied society. “Societies, 15”(9), 263.

Pronzato, R., & Markham, A. N. (2023). Returning to critical pedagogy in a world of datafication. “Convergence, 29”(1), 97–115.

M.12

Science Communication and Scientific Information: actors, practices, and strategies in the Digital Era

PANEL CONVENORS: Giovanni Brancato (Sapienza University of Rome, Italy); Melissa Stolfi (Roma Tre University, Italy)

PANEL KEYWORDS: Science communication, social media, information

The evolution of the digital media has profoundly reshaped the production, circulation, and consumption of information. The rise of platform-driven logics has redefined editorial practices, transformed traditional journalistic routines, and introduced new actors into the informational scenario (Witschge et al., 2016; Boccia Artieri & Marinelli, 2018). Social media have become pivotal arenas for news access, fostering hybrid models of content production in which legacy media outlets, digital-native publishers, and non-journalistic creators coexist and compete for user attention. These transformations have been further accelerated by the adoption of mobile devices and the algorithmic-driven information flows, which collectively challenge established notions of authority, professional boundaries, and gatekeeping (Newman, 2022; Nielsen & Ganter, 2022). The Covid-19 served as a stress test for this evolving ecosystem, particularly in relation to scientific information and science communication. The simultaneous demand for reliable scientific content and the proliferation of misleading or inaccurate information exposed structural vulnerabilities associated with information overload and the dynamics of the "infodemic". At the same time, the crisis renewed public interest in scientific expertise and reconfigured the visibility of experts across both traditional and digital media—positioning them, on the one hand, as new mediating actors between scientific institutions and society and, on the other, as emerging educational and informational sources in the digital age (Campus & Saracino, 2022; Cataldo et al., 2024). This panel collects theoretical and empirical studies on the evolution of editorial and business models, communication strategies, and production practices that characterize emerging forms of science communication in the platform society.

POP SCIENCE COMMUNICATION AND EPISTEMIC MEDIATION: SCIENTIFIC COMMUNICATION, MEDIATIZATION, AND DEMOCRATIC CITIZENSHIP

Fabio Ciammella (Sapienza Università di Rom, Italy)

science communication | digital platforms | content creators

Processes of platformization and deep mediatization (Hepp 2020) characterizing the contemporary communication ecosystem are profoundly transforming science communication, redefining the boundaries between information, education, and entertainment (Bucchi, Trench 2021). In this context, the circulation of scientific knowledge increasingly takes place through short, visual, and highly accessible content produced by content creators and thematic pages operating outside the institutional circuits of academic and journalistic communication (Schäfer 2016). As a result, a model of pop science communication is emerging that, on the one hand, expands the potential to engage broad and non-specialist publics, and on the other raises critical issues related to information quality, epistemic legitimation, and public responsibility. This paper offers a first theoretical and exploratory overview of science communication on social media, aiming to interpret pop science not merely as an emerging communicative style, but as a form of distributed epistemic mediation within the platform society (van Dijck et al. 2018; Zeng et al. 2021). From this perspective, digital platforms are understood as epistemic infrastructures that intervene in processes of visibility, legitimation, and circulation of knowledge, shaping the ways in which scientific information becomes intelligible, credible, and socially relevant. The study investigates how science is narrated through platform-native formats, which rhetorical strategies and credibility devices are mobilized by science communicators, and how they position themselves between entertainment, epistemic authority, and educational functions (Zhang, Lu 2023). Particular attention is devoted to the ethical and value-related dimensions of science communication practices, which are considered crucial for understanding the role of digital dissemination in fostering informed and critical citizenship. Methodologically, the research adopts a qualitative design (Pink et al. 2016) and a transmedia approach (Ciammella 2024), based on the semi-standardized analysis of a corpus of science-related accounts active across multiple platforms (Instagram, TikTok, and YouTube). The comparative observation of narrative lines, production practices, and engagement dynamics highlights how scientific authority is performed and negotiated in the digital public sphere. Overall, the paper proposes to read pop science communication as a space for the cultural reworking of scientific knowledge and as a form of informal education that shapes processes of democratic learning within the hybrid

media ecosystem. This perspective invites broader reflection on the technological, symbolic, and institutional conditions structuring science communication in the platform era, and on its role in the construction of democratic and epistemically aware citizenship.

Bucchi, M., Trench, B. (2021) (Eds.), Handbook of public communication of science and technology. Third edition. New York: Routledge.

Ciammella, F. (2024), Transmedia activism. Partecipazione, creatività, worldbuilding, Roma: Armando Editore.

Hepp, A. (2020), Deep Mediatization, London: Routledge.

Pink, S., Horst, H., Postill, J., Hjorth, L., Lewis, T., Tacchi, J. (2016), Digital Ethnography: Principles and Practice, London: Sage.

Schäfer, M. S. (2016). Mediated trust in science: concept, measurement and perspectives for the 'science of science communication'. JCOM ,15 (05).

van Dijck, J., Poell, T., de Waal, M. (2018). The Platform Society. Public Values in a Connective World, Oxford: Oxford University Press

Zeng, J., Schäfer, M. S., Allgaier, J (2021). Reposting "Till Albert Einstein Is TikTok Famous": The Memetic Construction of Science on TikTok. International Journal of Communication 15: 3216–3247

Zhang, A. L., Lu, H. (2023). Scientists as Influencers: The Role of Source Identity, Self-Disclosure, and Anti-Intellectualism in Science Communication on Social Media. Social Media + Society, 9(2).

EXPERTISE UNDER PRESSURE: EXPERTS' SELF-REPRESENTATION, LEXICOMETRIC MEDIA NARRATIVES, AND PUBLIC RECOGNITION IN THE DIGITAL INFODEMIC

Rosario Aprile (University of Bergamo, Italy) · **Daniele Toscano** (Istituto Superiore di Sanità (ISS) - Italian National Institute of Health) · **Marco Palmieri** (Università Sapienza di Roma - Sapienza University of Rome) · **Antonella Pilozzi** (Istituto Superiore di Sanità (ISS) - Italian National Institute of Health)

expertise infodemic public perception

Contemporary societies are increasingly defined by overlapping crises that generate conditions of persistent uncertainty, a state conceptualized as a "permacrisis" (Zatti, 2024). In these contexts, scientific experts are called upon to act not only as knowledge producers but also as public communicators and mediators between scientific institutions, decision-makers, and citizens. The Covid-19 pandemic served as a definitive "stress test" for this relationship, exposing the fragility of expert authority while simultaneously placing it at the heart of public discourse. Within the current platform-mediated information ecosystem, the circulation of knowledge is filtered through hybrid media logics and an unprecedented "infodemic" (Cosentino, 2023), which complicates traditional hierarchies of knowledge and transforms the communicative expectations placed upon professionals. This presentation investigates the multifaceted processes through which scientific expertise is constructed, represented, and contested. The theoretical framework draws on the sociology of expertise (Eyal, 2019), the social construction of knowledge (Latour, 2005), and the dynamics of recognition in expert-public relations (Pizzorno, 2007). The contribution adopts a dual-methodological approach to capture both the subjective reflexivity of experts and the objective media landscape in which they operate. The first part explores the experts' self-representation through twelve focus groups involving sixty researchers from public and private institutes in geopolitics, climate studies, and healthcare. This qualitative phase investigates how experts interpret their communicative responsibilities and their perceived legitimacy when facing non-expert audiences. The findings reveal that experts' professional identity is increasingly shaped by "reputational recognition" that transcends peer-review circles, moving toward a public validation model. Two relational configurations emerge: a trust-based model, where expertise is accepted as an authoritative guide, and a conflictual model, where expertise challenges epistemic authority, leading to symmetrical and often polarized interactions. To complement this analysis is the study of a particular investigation: a lexicometric analysis (Baker, 2023) of the press coverage regarding the Covid-19 vaccination campaign. By applying multi-dimensional correspondence analysis and cluster analysis to an extensive corpus of national press articles, the research identifies the dominant semantic fields and rhetorical frames that shaped the public narrative of the vaccine rollout. This lexicometric component allows for a mapping of how "expert voices" were mediated, highlighting the tension between technical-scientific approach and the spectacularization of medical discourse. By triangulating the experts' internal reflections with the external media representation of the vaccination campaign, the presentation offers a comprehensive critique of science communication in the digital era. It concludes that expert authority is no longer an inherent institutional attribute but a fluid constructed entity, negotiated through visibility, relational trust, and the ability to navigate in the informational environments.

Baker, P. (2023) Using corpora in discourse analysis, London: Bloomsbury Publishing.
Bulsei, G. L. (2017). La scienza utile. Expertise e partecipazione nelle decisioni pubbliche. Biblioteca della libertà, 219(7), 1–20.
Cosentino, G. (2023) The Infodemic: Disinformation, Geopolitics and the Covid-19 Pandemic, London: Bloomsbury Academic.
Eyal, G. (2019). The Crisis of Expertise. Cambridge: Polity Press.
Gobo, G., & Marcheselli, V. (2021). Sociologia della scienza e della tecnologia. Un'introduzione. Roma: Carocci.
Latour, B. (2005). Reassembling the Social: An Introduction to Actor-Network-Theory. Oxford: Oxford University Press.
Pizzorno, A. (2007). Il velo della diversità: studi su razionalità e riconoscimento. Milano: Feltrinelli.
Zatti, A. (2024). Permacrisis: A psycho-socio-linguistic analysis. Discover Psychology, 4, 44.

DATA, SCIENCE AND INFORMATION IN THE PANDEMIC: DATA-DRIVEN JOURNALISM AS A SPACE FOR SCIENCE COMMUNICATION

Lorenzo Ugolini (Sapienza Università di Roma, Italy) · **Giovanni Ciofalo** (Sapienza Università di Roma, Italy) · **Silvia Leonzi** (Sapienza Università di Roma, Italy) · **Fabio Ciammella** (Sapienza Università di Roma, Italy)

Data journalism | science communication | pandemic

The Covid-19 pandemic represented a moment of profound transformation in the processes of science communication. The centrality of data in the public narrative of the health crisis (especially, during the initial period from March to May 2020 and during the first phase of vaccine distribution in January 2021) made journalism a key mediator between scientific knowledge institutions and the public. Tables, graphs, percentages, and statistical indicators, along with medical and scientific terminology, became a constant presence in everyday news coverage, turning data-driven journalism into one of the main channels through which scientific information reached a mass audience. This contribution reflects on the role of data in science communication through the results of an empirical study on how Italian audiences perceived and interpreted data-driven news during the pandemic. The research is part of the broader project The Social Effects of Fake News and focuses on how audiences approach informational content that incorporates scientific and statistical data. The study is based on a survey conducted between 2020 and 2021 with 399 respondents across Italy, investigating the relationship between media consumption, trust in institutions and the ability to interpret news items involving scientific data. The pandemic clearly showed that science communication does not only concern the dissemination of scientific results, but also the translation of technical languages and complex data systems into narratives that are understandable and socially meaningful. In this context, journalism assumed a crucial epistemic role: not only reporting information, but interpreting and contextualizing data produced by the scientific community. However, the increasing visibility of scientific data in news coverage also revealed new tensions in the relationship between science, media, and public opinion, particularly within an environment characterized by information disorder and the so-called "infodemic." The findings of the research highlight a paradox in the relationship between audiences and science-related information. A significant portion of respondents expressed high levels of trust in doctors and scientists; at the same time, the same respondents showed a relatively high propensity to trust epidemiological or statistical data conveyed and used by the same doctors and scientists. To explain this contradiction, the research proposes the model of the "know-it-all approach". This model describes an attitude in which individuals believe they possess greater interpretative competence than others when evaluating events, policies, and data. Within this framework, scientific data are not rejected outright; rather, they are reinterpreted through personal experience, prior beliefs, or alternative narratives. The result is a tension between scientific authority, journalistic mediation and the social perception of scientific evidence. These findings suggest that, in contemporary media environments characterized by hybridization and platformization, science communication cannot rely solely on the presentation of data or scientific evidence. Instead, it requires greater attention to the ways in which data are translated, contextualized and narratively framed. Data-driven journalism represent therefore a crucial space for science communication, provided it develops narrative and transmedia strategies capable of making data understandable, verifiable, and socially meaningful for diverse audiences.

Armitage, R., & Vaccari, C. (2021). Misinformation and disinformation. In H. Tumber & S. Waisbord (Eds.), The Routledge Companion to Media, Disinformation and Populism. London: Routledge, pp. 51-62.
Chadwick, A. (2017). The Hybrid Media System: Politics and Power (2nd ed.). Oxford: Oxford University Press.

Ciofalo, G., Ugolini, L., & Ciammella, F. (2024). Data perception and information disorder in the Italian context during the pandemic. VIEW Journal of European Television History and Culture, 13(25), pp. 1-13.

Colombo, F. (2020). Ecologia dei media. Manifesto per una comunicazione gentile. Milano: Vita e Pensiero.

Engebretsen, M., Kennedy, H., & Weber, W. (2018). Data visualisation in Scandinavian newsrooms: Emerging trends in journalistic visualisation practices. Nordicom Review, 39(2), pp. 3-18.

Fahy, D. (2015). The New Celebrity Scientists: Out of the Lab and into the Limelight. New York: Rowman & Littlefield.

Giglietto, F. (2017). Dai dati all'informazione. In M. Antenore & S. Splendore (Eds.), Data Journalism. Guida essenziale alle notizie fatte con i numeri. Milano: Mondadori, pp. 28-35.

Hepp, A. (2020). Deep Mediatization. London: Routledge.

Kruger, J., & Dunning, D. (1999). Unskilled and unaware of it: How difficulties in recognizing one's own incompetence lead to inflated self-assessments. Journal of Personality and Social Psychology, 77(6), 1121–1134.

Leonzi, S. (ed.) (2022). Transmedia Studies. Logiche e pratiche degli ecosistemi della comunicazione. Roma: Armando Editore.

Lopezosa, C., Codina, L., Fernández-Planells, A., & Freixa, P. (2021). Journalistic innovation: How new formats of digital journalism are perceived in the academic literature. Journalism, 24(4), pp. 821-838.

Martínez-Costa, M. P., López-Pan, F., Buslón, N., & Salaverría, R. (2023). Nobody-fools-me perception: Influence of age and education on overconfidence about spotting disinformation. Journalism Practice, 17(10), pp. 2084-2102.

Wardle, C., & Derakhshan, H. (2017). Information Disorder: Toward an interdisciplinary framework for research and policy making. Council of Europe Report.

Westlund, O., & Hermida, A. (2021). Data journalism and misinformation. In H. Tumber & S. Waisbord (Eds.), The Routledge Companion to Media, Disinformation and Populism. London: Routledge, pp. 87-96.

van Dijck, J., Poell, T., & de Waal, M. (2018). The Platform Society: Public Values in a Connective World. Oxford: Oxford University Press.

MEDICAL COMMUNICATION AND SOCIAL MEDIA: THE ROLE OF EXPERTS AS "SCIENCE INFLUENCERS"

Giovanni Brancato (Sapienza University of Rome, Italy) · **Melissa Stolfi** (Roma Tre University)

medical communication · experts · social media

Medical communication finds in social networking platforms a privileged space for visibility, circulation, and legitimation, leading to the development of unprecedented forms of mediation between experts and citizens (van Dijck et al. 2018). While, on the one hand, it is primarily in the context of the Covid-19 pandemic that health became central within public discourse, thanks to the presence of experts in Tv programs across traditional media; on the other hand digital media have provided a new space for medical and scientific communication aimed at fostering and disseminating a culture of prevention, especially among younger people (Goodell 1977; Lombardo & Mauceri 2020; Campus & Saracino 2022; Mihelj et al. 2022). As part of the broader process of redefinition of media landscape – in which actors 'outside' the traditional information system actively participate in the production of specialist information – experts assume the role of "science influencers" and develop successful strategies through their ability to combine scientific accuracy and linguistic simplification, and to adapt their communications, styles, narrative, and languages to the standards of social media (Ducci et al. 2021; Zhang & Lu 2023). The effectiveness of the message depends on the balance between informational accuracy and communicative "proximity": concise graphics, thematic rubrics, non-specialist vocabulary, and attention to current issues all contribute to the construction of content oriented not only towards the transmission of knowledge, but also towards the promotion of informed behaviours in matters of prevention and health, as well as the countering of misinformation. Social media thus become a strategic resource for medical communication, while the authority of experts directly shapes both the credibility of content and their capacity to influence public audiences (van Dijck & Alinejad 2020; Štětka et al. 2026). Instagram and TikTok represent particularly significant communicative tools for medical dissemination due to the use of audio-visual content (images and videos), its capacity to encourage interaction and engagement, and its ability to translate specialist content into accessible formats. Medical communication on Social media, in fact, does not consist just in a simplification (or a "decline") of specialist knowledge, but rather in a cultural translation that entails the selection, hierarchisation, and elaboration of content according to its readability, recognisability, and shareability. Among the most well-known examples in Italy are Dr. Monica Calcagni (@ginecologa.calcagni), Dr. Claudio Olivieri (@dr.claudio_olivieri), Minerva Salute (@minervasalute), and HeiMI-Salute e Prevenzione (@heimi.saluteeprevenzione), which are meaningful case studies for studying the editorial strategies and content production practices that have contributed to a "revival" of medical information through social networking sites. The research was conducted through a qualitative analytical approach applied to three distinctive elements of the above-mentioned selected social profiles: (a) the aims of the profile's content, (b) the evolution of the editorial format, and (c) the business models. The analysis outlines both

strengths and risks in the role of experts as influencers on social media. While platforms enable medical communication to reach wider audiences and foster engagement, data-driven logics reshapes how expertise is communicated, creating tensions between scientific accuracy, visibility, and algorithmic personalization.

Campus D., Saracino B. (2022). Gli esperti durante la pandemia: nuove celebrities?. "Comunicazione politica", 3, pp. 355-380. DOI: 10.3270/105429.

Ducci G., Boccia Artieri G., Corsi M., Giglietto F., Manattini F. (2021). Informazione e salute negli ambienti digitali, tra agenda setting e online gatekeeping. Una ricerca su Google News Italia e utenti di Facebook. "Problemi dell'informazione", 2, pp. 159-186. DOI: 10.1445/101581.

Goodell, R. (1977). The Visible Scientists. Boston: Little, Brown & Company.

Lombardo C., Mauceri S. (2020) (a cura di), La società catastrofica. Vita e relazioni sociali ai tempi dell'emergenza Covid-19. Milano: FrancoAngeli, ISBN: 9788835111641.

Mihelj, S., Kondor, K., & Štětka, V. (2022). Establishing Trust in Experts During a Crisis: Expert Trustworthiness and Media Use During the COVID-19 Pandemic. "Science Communication", 44(3), pp. 292-319.

Štětka, V., Brandao, F., Tóth, F., Mihelj, S., Rothberg, D., Hallin, D., Klimkiewicz, B., & Ferracioli, P. (2026). Beyond Social Media: The Influence of News Consumption, Populism, and Expert Trust on Belief in COVID-19 Misinformation. "The International Journal of Press/Politics", 31(2), pp. 314-343.

van Dijck, J., & Alinejad, D. (2020). Social Media and Trust in Scientific Expertise: Debating the Covid-19 Pandemic in The Netherlands. "Social Media + Society", 6(4).

van Dijck, J., Poell, T., & de Waal, M. (2018). The platform society: Public values in an online world. Oxford: Oxford University Press.

Zhang, A. L., & Lu, H. (2023). Scientists as Influencers: The Role of Source Identity, Self-Disclosure, and Anti-Intellectualism in Science Communication on Social Media. "Social Media + Society", 9(2).

EMPOWERING TEACHING COMMUNITIES AGAINST HEALTH MISINFORMATION.

Mihaela Gavrila (Sapienza University of Rome, Italy) · **Maria Magdalena Rosu** (University of Bucharest) · **Emmanouil Zoulias** (National and Kapodistrian University of Athens))

Health misinformation | science communication | digital media literacy

The proposed presentation will focus on the methodological design and evaluation results of the CIVIS Open Lab "Health Misinformation Project", implemented by the National and Kapodistrian University of Athens, Sapienza University of Rome and the University of Bucharest with several local partners. Within the CIVIS Open Lab framework, the project was conceived as an interdisciplinary, co-created pathway linking universities and communities to address the spread of online health misinformation and its impact on different target groups (World Health Organization, 2020). Methodologically, the project combined service-learning, participatory research and mixed-methods evaluation (Mihailidis & Viotty, 2017). A first work package engaged university students from health sciences, media/communication and technology in systematic literature reviews on health misinformation, guided by shared protocols for database search, inclusion/exclusion criteria and thematic coding informed by established reporting standards (Page et al., 2021). In parallel, structured needs-assessment tools (questionnaires and short interview grids) were designed to explore health information practices, perceived source reliability and typical misconceptions among school students, young immigrants and chronic patients in partner organisations, addressing gaps in behavioural and context-sensitive data on misinformation (Vosoughi et al., 2018). The training phase was organised through co-designed workshops and seminars, combining short lectures, guided analysis of real online health content, small-group source-checking exercises and collaborative tasks (drafting guidelines, scripting podcasts, sketching app and game functionalities) (Jones-Jang et al., 2021). To monitor learning outcomes, pre/post questionnaires were administered, concentrating on three indicators: self-reported health and digital literacy; confidence in assessing the credibility of online health information; and declared intentions and behaviours regarding the sharing or contestation of dubious content. Qualitative feedback was collected via brief reflective forms and group discussions, allowing triangulation of quantitative trends with participants' narratives. The presentation will highlight key empirical results emerging from this methodology. The data suggest that the combination of service-learning, co-creation of digital tools (website, guidebook, prototypes of app and game) and systematic evaluation can strengthen critical competences in diverse community settings and support more resilient information ecosystems (Isaakidou et al., 2025; World Health Organization, 2020). The contribution will also reflect on the strengths and limits of the adopted instruments, propose refinements of the evaluation framework and outline how this approach can be replicated or scaled up in future European initiatives. A specific focus will be devoted to the application of this framework in contexts of educational poverty, particularly those reached through organisations belonging to the Forum del Sostegno a Distanza, where risks of informational inequalities are especially acute (Livingstone & Helsper, 2007). In these settings, where access to reliable

health information is often fragmented and mediated by informal channels, narrative outputs such as short, multilingual podcasts have proved especially effective (Gavrila & Pranovi, 2022). By adopting accessible storytelling formats, rooted in everyday experiences and co-constructed with local educators, these podcasts have functioned as empowering tools for socially, culturally and economically vulnerable groups, turning media and health literacy from a perceived "deficit" into a space of recognition, voice and agency in the face of health misinformation (Couldry et al., 2010).

Alvarez-Galvez, J., Carretero-Bravo, J., Lagares-Franco, C., Ramos-Fiol, B., & Ortega-Martin, E. (2025). Development of a conceptual framework of health misinformation during the COVID-19 pandemic: Systematic review of reviews. JMIR Public Health and Surveillance, 11, e62693.

Asaad, C., Khaouja, I., Ghogho, M., & Baïna, K. (2025). When infodemic meets epidemic: Systematic literature review. JMIR Public Health and Surveillance, 11, e55642.

Awang, H. (2024). Fake news and misinformation: A systematic review of detection and impact studies. Journal of Computer Science and Society.

Couldry, N., Livingstone, S., & Markham, T. (2010). Media consumption and public engagement: Beyond the presumption of attention. Palgrave Macmillan.

Francis, Y., Lantry, F. J., Echeverry, M., & Siddiq, M. (2025). Effective countermeasures to health misinformation and disinformation for global health engagement practitioners: A rapid review. Military Medicine, 190(Suppl. 2), 478–482.

Gavrila, M. & Pranovi, A. (2022). La Sapienza in podcast. La radio Universitaria Italiana en apoyo a la Innovaciòn educativa. Podcast educativo: esperienze didattiche e sensibilizzazione sociale. Editoriale Fragua, 58-76.

Isaakidou, M., Zoulias, E., Malamateniou, F., Koutsombolis, D., Zounis, P., & Gavrila, M. (2025). Combating health misinformation: A systematic literature review to recognise key trends, gaps, and challenges in the study of misinformation. CIVIS DELIVERABLE

Jones-Jang, S. M., Nadasen, N., & Rojas, H. (2021). Media literacy and misinformation: A meta-analysis. Journal of Communication, 71(6), 887–910.

Livingstone, S., & Helsper, E. (2007). Gradations in digital inclusion: Children, young people and the digital divide. New Media & Society, 9(4), 671–696.

Mihailidis, P., & Viotty, S. (2017). Spreadable spectacle in digital culture: Civic expression, fake news, and the role of media literacies in "post-fact" society. American Behavioral Scientist, 61(4), 441–454.

Page, M. J., McKenzie, J. E., Bossuyt, P. M., et al. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. BMJ, 372, n71.

Tsuyoshi, O., Okada, H., Yokota, R., & Kiuchi, T. (2025). Effectiveness and determinants of narrative-based corrections for health misinformation: A systematic review. Patient Education and Counseling, 139, 109253.

Van der Linden, S., Van Bavel, J., & Klein, D. G. (2024). Misinformation, disinformation, and fake news: Lessons from an interdisciplinary, systematic literature review. Annals of the International Communication Association, 48(2), 139–165.

Vosoughi, S., Roy, D., & Aral, S. (2018). The spread of true and false news online. Science, 359(6380), 1146–1151.

World Health Organization. (2020). Managing the COVID-19 infodemic: Promoting healthy behaviours and mitigating the harm from misinformation and disinformation. WHO.

Zarocostas, J. (2020). How to fight an infodemic. The Lancet, 395(10225), 676.

Zhang, S., Zhou, H., & Zhu, Y. (2024). Have we found a solution for health misinformation? A ten-year systematic review of health misinformation literature 2013–2022. International Journal of Medical Informatics, 188, 105478.

Ziapour, A., Malekzadeh, R., Darabi, F., Yıldırım, M., Montazeri, N., Kianipour, N., & Nejhaddadgar, N. (2024). The role of social media literacy in infodemic management: A systematic review. Frontiers in Digital Health, 6, 1277499.

M.13

The Implications of Smartphones and Digital Environments for Learning and Psychophysical Well-Being

PANEL CONVENORS: Marco Gui (Università di Milano "Bicocca"); Orazio Giancola (Università di Roma "Sapienza", Italy); Giovanni Maria Abbiati (Università degli Studi di Brescia)

PANEL KEYWORDS: Smartphone use, Educational inequalities, Psychophysical well-being

This research panel examines how smartphone and digital environments shape adolescents' and students' daily lives, with particular attention to learning processes, inequalities, and psychophysical well-being. The debate on digital technologies is often polarized between alarmist narratives about cognitive decline and digital addictions and optimistic views that attribute emancipatory potential to devices. The panel seeks to move beyond these positions by focusing on empirical evidence supported by solid theoretical and methodological frameworks. Recent studies show that the effects of smartphone use on attention, study habits, and academic performance are neither uniform nor linear. They vary according to the intensity and purposes of use, family and school contexts, the timing of first exposure, and students' self-regulation capacities. Contributions investigating how young people use digital devices (for communication, information, entertainment or study) and the consequences for learning and engagement are particularly welcome. A second focus concerns inequalities. Access to technology, digital skills, and usage patterns differ by socioeconomic background, territory, migration background, and gender. Digital environments may reflect, amplify, or reconfigure these disparities. Understanding how smartphones intersect with educational trajectories is crucial to clarifying their role in the reproduction or mitigation of inequalities. A third axis involves psychophysical well-being, including sleep quality, stress, emotional regulation, and peer relations. Here too, mechanisms are complex and require robust empirical approaches. The panel invites contributions adopting diverse disciplinary perspectives and sources - administrative data, surveys, mixed methods, causal inference, qualitative inquiry - to build an empirically grounded and nuanced understanding of digital practices among young people.

THINKING WITH AI IN SCHOOLS: CRITICAL DIALOGUE, METACOGNITION, AND STUDENT AGENCY

Giulia Valentini (SIPEIA, Italy)

AI literacy | Metacognition | Student agency

The rapid integration of artificial intelligence into educational contexts often outpaces shared, critical pedagogical reflection. Dominant approaches to AI literacy tend to prioritize technical and operational skills; however, when everyday AI use is not supported by intentional and reflective practices, it risks fostering forms of cognitive delegation (cognitive offloading). This, in turn, can weaken students' metacognitive reflection, sense of responsibility, and agency within democratic learning environments. This contribution draws on a situated educational experience in upper secondary education (grades 10–12) and is based on participant observation of a cycle of workshops in which AI is not introduced as a tool for providing answers or optimizing learning outcomes, but as an object and interlocutor of critical dialogue. Through structured activities comparing human-produced and AI-generated texts, collective discussion, and guided reflection, students are invited to interrogate not only the correctness or plausibility of responses, but also the cognitive and emotional processes activated in their interactions with AI systems. Across the activities, AI use emerges as responding not exclusively to cognitive needs, but also as a source of immediate reassurance and emotional containment. Especially during adolescence—when identity formation, performance anxiety, and emotional uncertainty tend to intensify—AI often becomes a first interlocutor to whom questions, doubts, and decisions are delegated. While this immediacy may reduce uncertainty, it can also limit students' engagement with doubt, error, and the inherent complexity of autonomous thinking. From this perspective, AI can be understood as a mediating object that, if not made explicit and critically examined, risks shifting from a transitional support to a stable substitute for reflective processes. The pedagogical approach adopted is grounded in a sociocultural and dialogical perspective, in which AI is framed as a potential mediator of learning rather than a replacement for educational mediation and pedagogical judgment. Within this framework, metacognition plays a central role: students are supported in making their thinking processes explicit, distinguishing between automatic reliance and deliberate choice, and developing reflective responsibility in the use of AI as a support for thinking and decision-making. The observations collected consistently indicate that dialogical practices of this kind foster active participation, critical awareness, and student agency. Rather than limiting learning to the acquisition of technical competencies, such

practices sustain processes of deliberation, dialogue, and positioning. In this light, AI is not framed as a threat to autonomy, but as a pedagogical opportunity to rethink and strengthen dialogical practices oriented toward conscious participation and democratic learning. This contribution engages with the panel Critical Dialogue with AI in Schools by foregrounding critical dialogue and metacognition as essential safeguards for nurturing agency, reflective responsibility, and democratic participation amid AI's growing presence in schools.

Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive–developmental inquiry. American Psychologist, 34(10), 906–911.
Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.
Bakhtin, M. M. (1981). The dialogic imagination. University of Texas Press.
Floridi, L. (2023). Ethics, governance, and the design of human-centered AI. Oxford University Press

WHEN (OVER)USE BECOMES RISK: SMARTPHONE PRACTICES AND DIGITAL VULNERABILITY AMONG YOUNG PEOPLE

Orazio Giancola ('Sapienza' University of Rome) · **Benedetto Pasanisi** ('Sapienza' University of Rome) · **Matteo Bonanni** ('Sapienza' University of Rome)

Smartphone overuse | Digital risks | Online vulnerability

Over the past years, sociological research has extensively investigated the use of digital devices and its implications, highlighting both problematic and positive aspects (Busch and McCarty, 2021). While identifying the determinants of problematic digital use has proven complex, age consistently emerges as one of the most relevant explanatory factors (Van Deursen et al., 2015). Building on this literature, the present study focuses on both ascriptive and acquired characteristics to examine which individual-level variables contribute to differentiated profiles of problematic smartphone use, while considering differences in digital skill levels and competencies in the use of digital devices (Gui and Argentin, 2011). This study investigates the relationship between problematic smartphone use (Giancola and Salmieri, 2020; 2024) and direct exposure to digital risks among individuals aged 17 to 31. It is based on an original survey designed to explore digital habits, perceptions, and forms of vulnerability associated with mobile device use. The analytical framework combines intensity of use - measured as hours spent on the mobile phone - with two composite indices: one capturing problematic use and the other measuring experiential exposure to the negative consequences of digital life. A multivariate approach is adopted to identify differentiated vulnerability profiles. The core hypothesis is that intensity of use, perceived problematic use, and directly experienced digital risks are interrelated dimensions of digital vulnerability. To disentangle this complex interplay, the analysis follows four steps: (1) the construction of an index of intensity of use, an index of problematic smartphone use, and an index of digital social risk; (2) the examination of these indices across individual characteristics of respondents; (3) the investigation of their interrelationships through bivariate and trivariate analyses; and (4) the estimation of regression models to identify the determinants of problematic smartphone use and to clarify the interactions between use intensity, perceived problems, and experienced risks. Overall, the study contributes to the literature by moving beyond an individual-pathology perspective on problematic smartphone use and by conceptualizing digital vulnerability as a relational and structural phenomenon emerging from the interaction between behavioural patterns, social positioning, and experiential exposure within contemporary digital environments.

Busch, P. A., & McCarthy, S. (2021). Antecedents and consequences of problematic smartphone use: A systematic literature review of an emerging research area. Computers in Human Behavior, 114, 106414
Giancola, O., & Salmieri, L. (2020). Icts overuse in the European educational space: Interpreting the Icts overdose on learning outcomes. Sociologia e ricerca sociale, 2020(121), 114-133
Giancola, O., & Luca, S. (2024). Internet overdose e apprendimento scolastico: Un'analisi degli studenti italiani attraverso i dati della rilevazione PISA 2022. Media Education, 15(2), 41–54
Gui, M., & Argentin, G. (2011). Digital skills of internet natives: Different forms of digital literacy in a random sample of northern Italian high school students. New Media & Society, 13(6), 963–980
Van Deursen, A. J. A. M., Bolle, C. L., Hegner, S. M., & Kommers, P. A. M. (2015). Modeling habitual and addictive smartphone behavior: The role of smartphone usage types, emotional intelligence, social stress, self-regulation, age, and gender. Computers in Human Behavior, 45, 411–420.

DIGITAL PRECOCITY AND LEARNING OUTCOMES: AN ANALYSIS OF ITALIAN, MATHEMATICS, AND DIGITAL COMPETENCES

Sofia Ercolanoni (University of Milan-Bicocca, Italy) · **Marco Gui** (University of Milan-Bicocca, Italy) · **Chiara Respi** (University of Milan-Bicocca, Italy)

Early digital exposure | Competences | Inequalities

Research to date has largely examined the intensity and type of digital use in relation to well-being and mental health (Twenge & Campbell, 2018; Orben & Przybylski, 2019), while less attention has been devoted to the long-term implications of age at first access for these outcomes (Dempsey et al., 2020). Research addressing the relationship between early digital access and students' academic and digital competences remains scarce (Respi et al., 2025; Rioseco-Pais et al., 2024; Gui et al., 2020). In this work, we investigate how early exposure to different digital technologies is associated with learning performance and digital competence, and how socio-economic, cultural, and territorial differences shape these dynamics. The study draws on INVALSI data from the Grade 10 (cohort 2024/2025). In addition to standardized test scores in Italian and Mathematics, the dataset includes information on students' current and past digital use and a newly developed performance-based measure of digital competence aligned with the European DigComp framework, providing a more robust alternative to self-reported indicators commonly used in large-scale surveys (Siddiq et al., 2016; Giganti, 2024). To examine the relationship between age of first access to digital technologies and learning outcomes, we estimate multivariate regression models controlling for students' socio-economic and cultural background (ESCS), gender, migrant background, school track, and geographical area. Models include both linear and non-linear specifications in order to capture potential threshold effects, and results are adjusted through weighting procedures aimed at improving comparability across groups characterized by different levels of early exposure. Standard errors are clustered at the classroom level to account for shared contextual effects. Findings on the average age of first access to smartphones, messaging apps, and social media are consistent with previous literature. Moreover, students from Southern Italy and those with a migrant background tend to access digital devices at earlier ages, particularly smartphones, messaging apps, and social media platforms. Early access to social media and messaging apps is consistently associated with lower achievement in both Italian and Mathematics. The magnitude of these differences is comparable to, and in some cases larger than, the well-documented gender gaps in Italian and Mathematics. For smartphones, however, the pattern is non-linear: postponing access up to lower secondary school is associated with higher scores, whereas further delay corresponds to a slight decline. A notable exception emerges for early access to personal computers, which is associated with higher academic performance. The relationship with digital competence is more complex: intermediate access to smartphones and messaging apps appears to be associated with the highest levels of competence, while both very early and very late access correspond to lower scores, suggesting a non-linear pattern in which early familiarity does not automatically translate into stronger digital skills. By contrast, access to social media accounts and personal computers follows patterns similar to those observed for academic achievement. Interaction analyses reveal subgroup heterogeneity, particularly by gender, school track and migrant background, although results remain uneven across technologies and outcomes. This study provides evidence to inform educational policies and contribute to reducing digital inequalities.

Dempsey, S., Lyons, S., & McCoy, S. (2020). Early mobile phone ownership: influencing the wellbeing of girls and boys in Ireland?. Journal of Children and Media, 14(4), 492-509. https://doi.org/10.1080/17482798.2020.1725902

Giganti, M. (2024). Assessment of students' digital competences: from the measurement scale to threshold levels. A systematic literature review. GIORNALE ITALIANO DELLA RICERCA EDUCATIVA, 17(33), 30-46.

Gui, M., Gerosa, T., Vitullo, A., & Losi, L. (2020). L'età dello smartphone. Un'analisi dei predittori sociali dell'età di accesso al primo smartphone personale e delle sue possibili conseguenze nel tempo. Report del Centro di ricerca Benessere Digitale, Università di Milano-Bicocca. www.benesseredigitale.eu/pubblicazioni

Orben, A., & Przybylski, A. K. (2019). The association between adolescent well-being and digital technology use. Nature human behaviour, 3(2), 173-182. https://doi.org/10.1038/s41562-018-0506-1

Respi, C., Gui, M., Abbiati, G., Trapani, V., Angiola, E., Ercolanoni, S., et al. (2025). Report di fine progetto EYES UP (EarlY Exposure to Screens and Unequal Performance). Precocità digitale, performance scolastiche e disuguaglianze: nuove evidenze e prospettive. Milano: EYES UP. ISBN 979-12-210-6453-7

Rioseco-Pais, M., Silva-Quiroz, J., & Vargas-Vitoria, R. (2024). Digital Competences and Years of Access to Technologies Among Chilean University Students: An Analysis Based on the DIGCOMP Framework. Sustainability (2071-1050), 16(22). https://doi.org/10.3390/su16229876

Siddiq, F., Hatlevik, O. E., Olsen, R. V., Throndsen, I., & Scherer, R. (2016). Taking a future perspective by learning from the past–A systematic review of assessment instruments that aim to measure primary and secondary school students' ICT literacy. Educational research review, 19, 58-84. https://doi.org/10.1016/j.edurev.2016.05.002

Twenge, J. M., & Campbell, W. K. (2018). Associations between screen time and lower psychological wellbeing among children and adolescents: Evidence from a population-based study. Preventive medicine reports, 12, 271-283. https://doi.org/10.1016/j.pmedr.2018.10.003

BEYOND SCREEN TIME: GENDER, INTENSITY, AND GOVERNANCE IN THE RELATIONSHIP BETWEEN SOCIAL MEDIA USAGE AND ADOLESCENTS' MENTAL HEALTH IN THE EUROPEAN UNION

Eleonora Bertoni (Independent Researcher) · **Clara Centeno** (Independent Expert) · **Romina Cachia** (European Commission, Joint Research Centre)

Social media | Adolescents | Mental Health

This study examines the relationship between social media use and adolescent mental health in the European Union drawing on PISA 2022 data. The study moves beyond "screen time" narratives by analyzing intensity of social media use, gender disparities, contextual vulnerabilities, and policy responses under the EU's regulatory framework. The first theme addresses the pervasiveness of social media use among 15-year-olds in Europe. With 96% of adolescents engaging in social media daily and 37% spending more than three hours per weekday on passive browsing activities, social media has become a structural component of youth socialization. The study will contextualize these findings within broader digital transformation trends and adolescence as a sensitive developmental phase marked by cognitive, emotional, and social re-configuration. It will highlight the distinction between moderate and intensive use, noting that excessive engagement, defined as more than three hours per day, is consistently associated with poorer well-being outcomes. The second theme explores the correlation between intensive social media use and self-reported depression and anxiety. Drawing on regression analyses from four EU Member States (Hungary, Ireland, Slovenia, and Spain), the study shows that adolescents engaging in high-intensity social media use are significantly more likely to report symptoms of depression and anxiety compared to low- or moderate-use peers. Importantly, the analysis controls for socioeconomic background, academic performance, family support, sense of belonging at school, and experiences of bullying, thereby strengthening the robustness of the association. While causality cannot be firmly established, the evidence underscores a meaningful and policy-relevant correlation. A third central theme concerns gender disparity. Female adolescents display both higher rates of intensive social media use and substantially higher prevalence of depression and anxiety symptoms. However, the marginal increase in mental health risk associated with higher use appears broadly similar across genders, suggesting that time spent online interacts with other structural and psychosocial factors. This section will argue for gender-sensitive approaches that recognize differential vulnerabilities without oversimplifying the phenomenon as exclusively female-driven. The fourth theme focuses on adolescents' perceptions of digital regulation. Evidence indicates strong resistance to blanket bans on devices or restrictive filtering measures, while demonstrating support for collaborative rule-setting with teachers. These finding foregrounds youth agency and suggests that participatory governance models may be more effective than prohibition-based approaches. The study will connect these insights to ongoing EU policy initiatives, including the Digital Services Act, which mandates risk assessment and mitigation of systemic harms, and the broader agenda on youth mental health protection in the digital sphere. Finally, the study outlines future research and policy directions. It calls for multidimensional interventions combining platform accountability, digital literacy education, parental and school engagement, and longitudinal EU-wide monitoring. It also emphasizes the need for improved access to platform data to better understand behavioral mechanisms and algorithmic exposure patterns. By integrating empirical evidence, youth perspectives, and regulatory developments, the proposed study aims to contribute to a balanced, evidence-based framework for safeguarding adolescent mental health while preserving the social and participatory benefits of digital environments.

European Commission, Joint Research Centre, Bertoni, E., Centeno, C., Cachia, R., Social media usage and adolescents' mental health in the EU, European Commission, Ispra, 2025, JRC141047.

THE FIGURATION OF THE OPAQUE: ARTIFICIAL INTELLIGENCE, KNOWLEDGE PRODUCTION AND DEMOCRATIC EDUCATION IN TROUBLED TIMES

Lucy Císař Brown (Institute of Political Studies, Faculty of Social Sciences, Charles University, Prague)

Elias | artificial intelligence | higher education

This paper proposes that the incorporation of artificial intelligence into higher education constitutes a figurational transformation whose implications for democratic knowledge production remain theoretically underspecified. Drawing on Norbert Elias's figurational sociology and the concept of technological re-enchantment developed in relation to Weberian rationalisation theory (Císař Brown, 2025), the paper argues that AI integration is restructuring the interdependence figuration of the university in ways that generate a structural form of epistemic dependence incompatible with the reality-adequate knowledge production Elias associated with civilising processes and functional democratisation. The argument consists of three pillars. First, it examines how Elias's concept of reality congruence, and the graduated detachment it requires, presupposes a figuration in which the transmission and validation of knowledge remains at least in principle reconstructable by participants. Second, it analyses how AI systems, through their subsymbolic architecture and recursive optimisation logic, produce what is characterised here as a structural explanation deficit: not contingent ignorance remediable through better pedagogy, but a constitutive opacity that renders epistemic submission a rational adaptation rather than an aberration. Third, it considers what this means for the Eliasian question of functional democratisation: specifically, whether higher education can continue to produce the capacity for autonomous, self-regulating epistemic judgement on which democratic participation depends when the figuration of knowledge production is being reorganised around interfaces rather than understanding. The paper is careful to avoid technological determinism: the structural conditions described are products of specific developmental choices rather than inherent properties of AI as such. Nevertheless, it argues that these choices have produced a figuration whose civilising and de-civilising implications deserve sustained sociological attention.

Císař Brown, L. 2025. ‘Beyond Weber’s disenchantment: artificial intelligence and the emergence of technological re-enchantment’, AI & Society. https://doi.org/10.1007/s00146-025-02824-7

M.14

Unpacking The Platformisation And Datification Of Education: Processes, Actors, Positionings and contexts

PANEL CONVENORS: Judith Jacovkis (Universitat de Barcelona); Pablo Rivera-Vargas (Universitat de Barcelona); Ainara Moreno (Universitat de Barcelona)

PANEL KEYWORDS: Platformisation, Datification, Education System

Platformisation and datification processes are changing the landscape of many education systems, regarding both its governance and the experiences of the school actors. From the point of view of the political economy, the increasing influence of private actors, and particularly Big Tech corporations, in the agenda setting of education policies worldwide has been analysed (Williamson et al., 2023). Research has also explained the process of adoption of specific private digital platforms in national education systems, highlighting its different expressions at the school level, from alignment to resistance (Jacovkis et al., 2022). In a scenario were nor the adoption neither the restrictions of digital platforms at schools have considered the systematic participation of the school actors, this panel aims to explore different strategies developed by the school actors to manage the platformisation and datification of their school systems and of their own experiences. Therefore, authors are invited to send abstract to this panel which address the platformisation and datification of education focusing on (1) the political and institutional dimensions of the processes or (2) the reconfiguration they represent for the education communities or its members (principals, teachers, students or families) at the school level. Empirical papers and theoretical, analytical and methodological contributions to the study of the platformisation and datafication of education that place democracy and educational justice at the centre are welcome.

FROM CLASSROOMS TO AI TESTBEDS: STRATEGIC BIASES IN IOS' AI LITERACY FRAMEWORKS

Michele Martini (Univeristà di Napoli "Federico II", Italy) · **Susan L. Robertson** (University of Manchester, UK)

AI | Policy | Big Tech

Since the 2022 emergence of advanced generative AI systems such as ChatGPT, narratives of urgency and transformation have come to dominate education policy debates. This paper critically investigates how two major international organizations (OECD and UNESCO) conceptualize "AI literacy" in their flagship policy documents. Drawing on text-mining and network text analysis, we compare their respective visions and the strategic selectivities they advance for reshaping national education systems. Guided by Jessop's (2005) strategic-relational approach, our analysis identifies a significant socio-technical shift: rather than positioning technology as something to be integrated into society, these frameworks portray society itself as being integrated into generative AI. Within this emerging educational paradigm, students are cast as "cybernetic" co-producers of knowledge who continuously interact with AI systems through feedback loops, while teachers are largely sidelined and confined to basic monitoring roles rather than pedagogical mediation. Educational institutions, in turn, are stripped of their pedagogical functions and reduced to sites that legitimize compliance. We contend that these strategic selectivities mark a sharp departure from earlier approaches to educational technology policy. In the documents examined, generative AI is presented as a totalizing force that reorganizes classrooms around productivity and assessment while downplaying key issues such as teacher agency, institutional context, and critical engagement. In particular, within the OECD/EU framework, schools are positioned simultaneously as testing environments and extraction sites for generative AI systems, fundamentally reshaping educational priorities and the roles of educational actors. Most significantly, these efforts to define AI literacy risk foreclosing opportunities for learners to develop a critical understanding of power and influence in a world increasingly shaped by oligarchic control.

OECD/EU (2025) Empowering Learners for the Age of AI. Paris: OECD
UNESCO (2024a) AI Competency Frameworks for Students, Paris: UNESCO.
UNESCO (2024b) AI Competency Frameworks for Teachers, Paris: UNESCO.
UNESCO (2025) Promoting and Protecting Teacher Agency in the Age of Artificial Intelligence, Paris: UNESCO.

ASKING TO THINK: DESIGNING AND VALIDATING A SCENARIO-BASED SURVEY ON DATAFICATION IN SPANISH PRIMARY EDUCATION

Diego Calderón-Garrido (Universitat de Barcelona, Spain) · **Judith Jacovkis** (Universitat de Barcelona, Spain) · **Pablo Rivera-Vargas** (Universitat de Barcelona, Spain) · **Ainara Moreno** (Universitat de Barcelona, Spain)

datafication platformisation scenario-based survey

The accelerated digitalisation of schools following the COVID-19 pandemic has intensified the presence of Big Tech corporations in educational settings, raising critical questions about child protection, data governance, and the everyday experiences of school communities. In Spain, as in many other national contexts, the adoption of digital platforms in primary education has proceeded without systematic participation from school actors, and with limited attention to how teachers and families understand, navigate, or resist these processes. This paper presents the design and validation process of a survey instrument developed within the DigiProtEd project, a mixed-methods study exploring the socio-educational effects of digital platforms and datafication on child protection in Spanish primary education. The survey targets two key school actors -teachers and families of primary school students- across three autonomous communities (Catalonia, Castilla-La Mancha, and Comunitat Valenciana). Although the ambition is having representativity for as many autonomous communities as possible, at least in these three this would be granted. A defining methodological choice in the instrument's design is its scenario-based structure. Rather than asking respondents to evaluate abstract propositions about technology, the questionnaire presents four situated scenarios grounded in recognisable school contexts: the institutional adoption of an official platform, inequalities in digital access when tasks are sent home, digital communication between teachers and families, and the generation and use of student data by the platform. Within each scenario, respondents are invited to assess their own practices, identify their concerns, and prioritise different values and responsibilities. This design serves a dual function: it captures empirical data on positioning and practice while simultaneously fostering reflexivity among participants, prompting them to articulate their own stance on platformisation and datafication processes that often remain tacit or unexamined. The validation process combined expert review —drawing on specialists in education policy, digital rights, and primary education— with cognitive interviews with teachers and families, and a pilot administration in the two target communities. This process allowed the research team to refine item wording, assess the instrument's sensitivity to professional and social diversity, and evaluate the degree to which the scenario-based format effectively activated critical reflection rather than socially desirable responding. The paper discusses the theoretical and methodological rationale behind the scenario-based approach, including its potential and limitations for studying platformisation and datafication from the perspective of school actors. Concretely, participants respond to grounded vignettes — such as a teacher navigating the adoption of a platform imposed by school administration, or a family confronting requests to consent to their child's data collection — that allow latent tensions to surface through practice-oriented reasoning rather than direct attitude measures. It also reflects on the ethical dimensions of designing a tool that, in the very act of measurement, may contribute to making visible processes —surveillance, data extraction, institutional pressure — that respondents have not previously framed in critical terms. We argue that survey design in this field can itself be understood as a pedagogical and political act, one that places democracy and educational justice not only as objects of study but as values embedded in the research process.

Jacovkis, J., Rivera-Vargas, P., Parcerisa, L., & Calderón-Garrido, D. (2022). Resistir, alinear o adherir. Los centros educativos y las familias ante las BigTech y sus plataformas educativas digitales. Edutec, Revista Electrónica De Tecnología Educativa, (82), 104-118. https://doi.org/10.21556/edutec.2022.82.2615

Blanco-Navarro, M., Moreno-González, A., & Sánchez-Antolín, P. (2025). Tensiones entre el deber y el (que)hacer: Agentes educativos y protección de la infancia en la sociedad digital. Revista Izquierdas, 54, 1-33. Mono08.pdf

CO-DESIGN AND TECHNOLOGY-MEDIATED PERSONALIZATION: TEACHERS' PARTICIPATION IN THE DEVELOPMENT OF DIGITAL LEARNING STRATEGIES

Rocio Villaroel (Departament de Didàctica i Organització Educativa, Facultat d'Educació, Universitat de Barcelona) · **Juan Francisco Hernández** (Departament de Didàctica i Organització Educativa, Facultat d'Educació, Universitat de Barcelona) · **Carles Lindín** (Departament de Didàctica i Organització Educativa, Facultat d'Educació, Universitat de Barcelona) · **Lluís Parcerisa** (Departament de Didàctica i Organització Educativa, Facultat d'Educació, Universitat de Barcelona)

Personalized learning | co-design | learning analytics; artificial intelligence

In recent decades, educational systems have faced increasing tension between standardized teaching models and the need to address the diversity of students' trajectories, interests, and sociocultural contexts (Matosas López, 2019). In this scenario, personalized learning has emerged as a relevant educational approach aimed at adapting learning experiences to the characteristics, motivations, and needs of learners (Gunawardena et al., 2024). At the same time, digital technologies have expanded the possibilities for designing, implementing, and scaling personalized learning processes through virtual platforms, adaptive systems, learning analytics, and artificial intelligence. Despite these opportunities, literature highlights significant conceptual, pedagogical, and ethical tensions associated with technology-mediated personalization. In many cases, technological proposals reduce personalization to algorithmic adaptation mechanisms detached from strong pedagogical frameworks and the participation of educational actors (Bartolomé et al., 2018; Vanbecelaere & Benton, 2021). This situation has generated concerns regarding the autonomy of learners and the evolving role of teachers in highly technologized learning environments (Salazar et al., 2024). From this perspective, we seek the most relevant strategies to incorporate artificial intelligence and learning analytics in secondary school classrooms. We approach it from a critical perspective on the incorporation of digital technologies in education (Macgilchrist, 2021), as well as from a pedagogical perspective far from techno-solutionism (Morozov, 2013) and the submission of classrooms to the logic of techno-feudalism (Durand, 2020). At the same time, we recognize that several countries have incorporated AI into their curricula (UNESCO, 2023), in a transnational framework that promotes digital teaching competence (Punie, 2017), expanded with AI competence for teachers (Miao & Cukurova, 2024) and students (Miao et al., 2024). We give teachers the role of mediator in the incorporation of educational technology with pedagogical meaning (Puentedura, 2013), with the possibility of designing learning scenarios. In this context, co-design has gained increasing relevance in educational research as a participatory methodology that enables collaborative processes among teachers, students, and other stakeholders in the design of curricula, learning environments, and technological solutions (Westbroek et al., 2019; Zeivots et al., 2024). Codesign emphasizes horizontal collaboration, contextual relevance, and shared ownership of educational innovation. From this perspective, co-design may represent a promising strategy for developing more participatory and pedagogically grounded approaches to technology-mediated personalized learning. This study analyzes the challenges and possibilities that codesign initiatives may represent for strengthening teachers' agency and pedagogical mediation in implementing personalized learning strategies supported by artificial intelligence and learning analytics. The research was conducted in four educational centers where teachers participated in structured co-design processes aimed at developing strategies for personalized learning supported by digital technologies. Three collaborative sessions were planned in which teachers identified pedagogical needs, explored technological possibilities, and designed strategies for personalization within their institutional contexts. Among other findings, the results show tensions regarding the appropriation of the IA and AA by teacher communities. Lack of technical knowledge about the functioning of these digital tools, as well as a perceived lack of clarity in institutional policy and school organization regarding the integration of AI and AA, may explain this scenario.

Bartolomé, A., Castañeda, L. & Adell, J. Personalisation in educational technology: the absence of underlying pedagogies. Int J Educ Technol High Educ 15, 14 (2018). https://doi.org/10.1186/s41239-018-0095-0

Durand, C. (2020). Techno-féodalisme: Critique de l'économie numérique. Éditions La Découverte.

Gunawardena, A., Bishop, P., & Aviruppola, K. (2024). Personalized learning: The simple, the complicated, the complex and the chaotic. Teaching and Teacher Education, 139, 104429. https://doi.org/10.1016/j.tate.2023.104429

Macgilchrist, F. (2021). What is "Critical" in Critical Studies of Edtech? Three Responses. Learning, Media and Technology, 46, 2021(Issue 3), 243-249. https://doi.org/10.1080/17439884.2021.1958843

Miao, F., Cukurova, M. (2024). AI competency framework for teachers. UNESCO. https://doi.org/10.54675/zjte2084

Miao, F., Shiohira, K., Lao, N. (2024). AI competency framework for students. UNESCO. https://doi.org/10.54675/jkjb9835

Morozov, E. (2013). To Save Everything, Click Here: The Folly of Technological Solutionism. PublicAffairs

Puentedura, R. R. (2013). SAMR: Moving from enhancement to transformation. Hippasus. http://www.hippasus.com/rrpweblog/archives/000095.html

Punie, Y. (Ed.) (2017). European Framework for the Digital Competence of Educators: DigCompEdu. Publications Office. https://data.europa.eu/doi/10.2760/159770

UNESCO (2023). K-12 AI curricula: a mapping of government-endorsed AI curricula. https://unesdoc.unesco.org/ark:/48223/pf0000380602

Salazar, M., Lapo, J., Romero, F., & Rosa, Y. (2024). La inteligencia artificial generativa como herramienta de apoyo en la personalización del aprendizaje: Implicaciones y desafíos éticos en el aula para estudiantes de EGB. Reincisol, 3(6), 6983–7007. https://doi.org/10.59282/reincisol.V3(6)6983-7007

Matosas López, L. (2019). Los retos educativos del siglo XXI en España y Latinoamérica: De las TIC a la enseñanza inclusiva. GKA Ediciones.

Vanbecelaere, S., & Benton, L. (2021). Technology-mediated personalised learning for younger learners: Concepts, design, methods and practice. British Journal of Educational Technology, 52, 1793–1797. https://doi.org/10.1111/bjet.13150

Westbroek, H., de Vries, B., Walraven, A., Handelzalts, A., McKenney, S. (2019). Teachers as Co-designers: Scientific and Colloquial Evidence on Teacher Professional Development and Curriculum Innovation. In: Pieters, J., Voogt, J., Pareja Roblin, N. (eds) Collaborative Curriculum Design for Sustainable Innovation and Teacher Learning. Springer, Cham. https://doi.org/10.1007/978-3-030-20062-6_3

Zeivots, S., Wardak, D., Cram, A., & Nash, J. (2024). What co-design has taught us about transformative practice and academic development. In Light touch: Innovative approaches to academic development. Routledge. https://doi.org/10.4324/9781003503149-21

NEGOTIATING DIGITAL PLATFORMS IN SPANISH PRIMARY EDUCATION: TENSIONS BETWEEN OPERATIONAL EFFICIENCY, PEDAGOGICAL MEANING AND INSTITUTIONAL SOVEREIGNTY

Ezequiel Passeron Kitroser (UNIVERSITAT BARCELONA, Spain)

technology education | plataformization of schools | datification of education

The platformisation and datafication of education are transforming school life not only through policy and infrastructure, but also through the everyday negotiations of school actors. In Spain, these processes have accelerated in primary education through the expansion of corporate digital ecosystems, the increased use of learning platforms and the growing presence of data-driven tools. Far from being a linear or consensual process, digitalisation is experienced in schools as a contested terrain in which leadership teams, ICT coordinators and teachers negotiate responsibilities, meanings, limits and risks. This research, developed within the Digiproted project, analyses the tensions surrounding the adoption and use of digital platforms in a Spanish primary schools. Based on qualitative interviews the study examines how actors justify adaptation to platforms, when and why they negotiate their use, and what tensions emerge between actors and within their professional positions. The analysis focuses on how platforms are embedded in school practices and how their use reconfigures pedagogical authority, labour distribution and institutional decision-making. The findings show that digital platform adoption is often driven less by pedagogical reflection than by organisational and economic rationalities. Platforms such as Google Classroom are valued because they reduce technical maintenance, simplify teacher onboarding and facilitate the management of tasks, materials and feedback. In this sense, platform adoption is linked to efficiency, sustainability and workload reduction. However, this operational logic also produces tensions: greater dependency on external providers, concerns about datafication and profiling, and a partial transfer of institutional control to corporate infrastructures. These concerns are particularly visible in family reservations about privacy and in school actors' awareness of the trade-off between convenience and sovereignty. At the pedagogical level, tensions emerge around autonomy, time and the design of teaching and learning. Some teachers value "empty" platforms because they allow them to choose and organise content freely; others experience them as increasing workload and expect more structured tools. The incorporation of complementary content platforms is often seen as a practical solution when these offer pre-designed sequences and personalised pathways. Yet this also raises a central question: who shapes the learning process—the teacher, the platform, or both? Platformisation thus not only introduces tools into the classroom, but also redistributes pedagogical agency and transforms the conditions under which teachers make curricular decisions. These tensions become even more visible in relation to online research and generative AI. Teachers recognise that students increasingly rely on digital sources and tools such as ChatGPT, while they often feel insufficiently prepared to guide critical uses of information, source verification and AI-supported inquiry. Responses range from prohibition to guided experimentation, but they remain fragmented. A key issue is the lack of collective time and institutional spaces to discuss shared criteria for digital and AI use. In this context, adaptation is frequently reactive rather than strategic. Top-down technology provision, limited school participation in decision-making and uneven training opportunities deepen this dynamic. The Spanish case shows that platformisation in primary education is continuously negotiated through unstable balances between operational efficiency, pedagogical meaning and institutional sovereignty.

Decuypere, M. (2021). Critical studies of digital education platforms. Critical Studies in Education.
Jacovkis, J., Rivera-Vargas, P., & Helsper, E. (2024). Platformising Public Education: Addressing socio-digital inequalities. RIMCIS.
Mingot, S. G. (2024). Digital educational platforms in primary education. Interactive Learning Environments.
Williamson, B. (2022). Big EdTech. Learning, Media and Technology
Williamson, B. (2023). The social life of AI in education. International Journal of Artificial Intelligence in Education.

AI AND MULTILEVEL LEADERSHIP IN SCHOOL DEVELOPMENT: FROM DISTRICT INITIATIVE TO SCHOOL IMPLEMENTATION

Kristin Børte (University of Bergen, Norway)

School leadership | School development | AI implementation

This paper investigates how local school authorities, understood as school owners and school leaders, initiate and lead the introduction of artificial intelligence (AI) in schools. Digital technologies have been present in schools for decades. However, studies show that school owners and school leaders have limited understanding of what it means to lead in an era shaped by digital technologies (Tømte 2024). AI is rapidly impacting teaching, learning, assessment and school administration. In this context, AI literacy becomes an important leadership competence, referring to leaders' capacity to critically understand, interpret, and govern AI technologies within educational decision-making and school development processes. School leaders therefore play an important role in working out how to introduce AI into their schools, acknowledging its potential benefits and risks (Fullan et al., 2024). The limited research on AI and school leadership and on school leaders' readiness to adopt and implement AI in local school contexts (Adams & Thompson, 2025; Tyson & Sauers, 2021; Wang, 2021) highlights the need to understand how district level school authorities and school leaders organise and lead the implementation of AI in local school contexts across leadership levels. This study adopts a multi-level perspective on leadership and answers the research question: How do district-level authorities and school leaders organise and lead AI implementation in schools and what barriers and enablers are identified for implementing responsible AI in schools? We followed how the work was initiated, organised and led across leadership levels over a period of 1.5 years in one county school district in Norway governing 43 high schools. The study follows the process from the initial mandate to establish a county-based working group for AI in upper secondary schools, through the AI group's work, to the implementation of local school development processes at two upper secondary schools organising professional development for teachers' pedagogical use of AI. Data consist of semi structured interviews with the regional district school director; members of the county AI working group, including five school authority representatives, four AI pedagogues (teachers hired as technology leaders to work 50% of their time in the county AI working group); two high school principals, two department heads; and 2 teachers appointed project leaders for local school professional development at one high school. Preliminary findings show that although a formal mandate guided the establishment of the county AI working group, the purpose and intentions of the initiative were interpreted differently across leadership levels. These differences also extended to understandings of the role of AI in schools. Furthermore, the study reveals variation in how local school development processes and teacher professional development related to AI were organised at the two participating schools. The paper provides new insights into how leadership across governance levels shapes the organisation and implementation of AI in schools. We discuss how AI implementation introduces new forms of data and algorithmic decision-support, raising questions about how school leaders interpret, negotiate, and act on these knowledge resources in organisational decision-making processes.

Adams, D., & Thompson, P. (2025). Transforming School Leadership with Artificial Intelligence: Applications, Implications, and Future Directions. Leadership and Policy in Schools, 24(1), 77–89. https://doi.org/10.1080/15700763.2024.2411295
Fullan, M., Azorín, C., Harris, A., & Jones, M. (2024). Artificial intelligence and school leadership: challenges, opportunities and implications. School Leadership & Management, 44(4), 339-346.
Tyson, M. M., & Sauers, N. J. (2021). School leaders' adoption and implementation of artificial intelligence. Journal of Educational Administration, 59(3), 271–285. https://doi.org/10.1108/JEA-10-2020-0221
Tømte, C. E. (2024). Conceptualisation of professional digital competence for school leaders in schools with 1: 1 coverage of digital devices. Computers & Education, 222, 105151.https://doi.org/10.1016/j.compedu.2024.105151
Wang, Y. (2021). Artificial intelligence in educational leadership: A symbiotic role of human-artificial intelligence decision-making. Journal of Educational Administration, 59(3), 256–270. https://doi.org/10.1108/JEA-10-2020-0216

ARE EDTECH ECOSYSTEMS ENABLERS OF GROWTH? A DEWEYAN PERSPECTIVE ON RECIPROCAL TRANSACTIONS BETWEEN STUDENTS AND DIGITAL ECOSYSTEMS

Rik van Eijk (TU Delft, The Netherlands; AUAS, The Netherlands)

pragmatism | transaction | edtech ecosystems

This contribution centralizes 'the student' and their aims and experiences, by using the pragmatic concept of 'transaction' to research the reciprocal relationship between students and digital educational technology (edtech). Contemporary edtech is part of complex (platform) ecosystems, with embedded platform logics (e.g. datafication) and connection to Big Tech (Van der Vlist, 2022). From a student perspective, 'edtech' includes not only school-initiated technologies but also digital platforms like YouTube and WhatsApp that support learning, communication, and educational logistics (Noteboom, 2025), thereby extending inquiry beyond the educational institution. The ecosystem too provides conceptual room to research student-edtech-relationship as a Darwinian 'struggle' between the many actors (biotic) and artefacts (abiotic), that give and take (Elliott-Graves, 2024). This creates possibilities to connect student perspectives with evolutionary inspired philosophies of technologies that focus on user-technology interactions, dynamics, and reciprocal shaping and being shaped. Fields such as the Niche Construction Theory (Sterelny, 2010) approach a subject always in combination withs it, in which it consider technologies as value-laden, that steers or certain behavior—whether for good or bad. Recently, Dewey's pragmatism has regained renewed attention in these fields as a way to research these complex interactions (Kivinen & Piiroinen, 2020). I argue that Dewey's well-known philosophy of education and his lesser-know philosophy of technology together offer a rich conceptual framework to study students' perspectives and agency amid the ongoing platformisation and datafication of education. His philosophy of education provides a normative lens to assess what constitutes "good" education and what this implies for students. For example on how Deweyan concepts such as inquiry and experience foster growth, and why education in democratic societies should remain open-ended without fixed end-goals (Dewey, 1916). His philosophy of technology enables an analysis of how contemporary edtech–student relationships unfold transactionally within a broader ecosystem of actors and technologies, and whether these dynamics align with educational ideals (Dewey & Bentley, 1960). Together, these perspectives form a normative framework for interpreting and critically examining today's datafied and platformised educational environments. It shift focus from individual entities, such as students or technologies, to the reciprocal transactions that continually shape each other, for better or worse.

Literature

- Elliott-Graves, Alkistis, "Ecology", The Stanford Encyclopedia of Philosophy (Spring 2024 Edition), Edward N. Zalta & Uri Nodelman (eds.)
- Dewey, J. (1916). Democracy and education: An introduction to the philosophy of education. Macmillan.
- Dewey, J., & Bentley, A. F. (1960). Knowing and the known (Vol. 111). Boston: Beacon press.
- Kivinen, O., & Piiroinen, T. (2020). John Dewey and the notion of trans-action: Evolutionary theory and social ontology. Pragmatism Today, 11(1), 45-62.
- Sterelny, K. (2010). Minds: extended or scaffolded?. Phenomenology and the Cognitive Sciences, 9(4), 465-481.
- Noteboom, L. (2025). Digital diaspora governance: How platforms shape international student experiences. Globalisation, Societies and Education, 23(1), 45-62.
- Van der Vlist, F. N. (2022). The platform as ecosystem: Configurations and dynamics of governance and power (Doctoral dissertation, Utrecht University).

DEEPFAKES AS CYBERSECURITY THREATS: WAR NARRATIVES, SOCIAL ENGINEERING AND THE EROSION OF AUDIOVISUAL TRUST

Gerardo Ferrentino (University of Salerno, Italy)

Deepfakes | Cybersecurity | Strategic narratives

This contribution analyses deepfakes not only as tools of information manipulation, but as emerging cybersecurity threats that reshape how war narratives are produced, weaponised and contested in digital environments. It situates synthetic audio and video within broader transformations of contemporary conflict, where informational and cyber domains are increasingly integrated under the rubric of hybrid warfare and information operations. In this perspective, deepfakes become instruments through which state and non-state actors intervene both in strategic interaction with adversaries and in the mediated relationship between citizens, institutions and distant battlefields. In conflict and crisis contexts, the

convergence between narrative manipulation and technical intrusion has direct implications for coercion, signalling and crisis stability, as well as for public understandings of war. Conceptually, the paper is grounded in a constructivist approach to international politics and security. It draws on work on strategic narratives and the social construction of threat, which highlights how meanings of aggression, defence, victimhood and responsibility are produced and stabilised through communicative practices and visual representations. From this perspective, deepfakes are understood as narrative and performative devices that can reframe identities and intentions by credibly simulating leaders' speech and behaviour ("deepfake diplomacy"), thereby affecting recognition, (de)legitimation and the possibility of de-escalation. The paper also engages constructivist research on norms and practices, asking how security communities, platforms and expert networks come to define certain synthetic artefacts as "incidents", "attacks" or "acceptable" uses of AI, and how these classificatory practices contribute to the emergence of shared expectations and informal rules around the use of deepfakes in international and domestic politics. Empirically, the paper adopts a qualitative, multi-case design focusing on episodes where synthetic media has been used or discussed as a tool to impersonate political, military or corporate actors in high-stakes situations (e.g., fake military orders, fabricated emergency messages, fraudulent requests for access) and where these artefacts intersect with war or security narratives, including in the Russia - Ukraine context. Drawing on opensource investigations, academic and policy studies on "deepfake diplomacy" and "deepfakes and international conflict", and industry reports, it maps how such deepfakes are anticipated, produced, disseminated and detected, and how organisations translate them into cybersecurity incidents (e.g., social engineering attacks, compromise of communication channels, integrity breaches. The central research question guiding the analysis is: How do security communities and political actors, understood in constructivist terms, come to frame deepfakes as a distinct cybersecurity threat, and how does this framing reshape the practices, norms and narratives through which war and security are publicly represented?

•Adler, E. (2004). Communitarian international relations: The epistemic foundations of international relations. Routledge;
•Busch, E., & Ware, J. (2023). The Weaponisation of Deepfakes–Digital Deception by the Far Right. International Centre for Counter-Terrorism;
•Byman, D. L., Gao, C., Meserole, C., & Subrahmanian, V. S. (2023). Deepfakes and international conflict (Vol. 8). Washington, DC: Brookings Institution;
•Chesney, B., & Citron, D. (2019). Deep fakes: A looming challenge for privacy, democracy, and national security. Calif. L. Rev., 107, 1753;
•Kuźnicka-Błaszkowska, D., & Kostyuk, N. (2025). Emerging need to regulate deepfakes in international law: the Russo–Ukrainian war as an example. Journal of Cybersecurity, 11(1), tyaf008;
•Mazzucchi, N. (2022). AI-based technologies in hybrid conflict: The future of influence operations. Hybrid CoE Paper, 14;
•Miskimmon, A., O'loughlin, B., & Roselle, L. (2014). Strategic narratives: Communication power and the new world order. Routledge;
•U.S. Cybersecurity and Infrastructure Security Agency (CISA). (2023). Contextualizing deepfake threats to organizations - https://media.defense.gov/2023/Sep/12/2003298925/-1/-1/0/CSI-DEEPFAKE-THREATS.PDF
•Wendt, A. (1999). Social theory of international politics (Vol. 67). Cambridge university press.

PLATFORMIZATION AND DATAFICATION IN SPANISH PRIMARY EDUCATION: A COMPARATIVE POLITICAL-INSTITUTIONAL ANALYSIS

Gustavo Herrera Urizar (Universitat de Barcelona (Spain)) · **Pablo Sánchez Antolín** (Universidad de Castilla-La Mancha (Spain)) · **Lluís Parcerisa** (Universitat de Barcelona (Spain)) · **Borja Mateu** (Universitat de València (Spain))

Platformisation | Datafication | Education governance

This paper investigates how the platformization and datafication of primary education in Spain—largely mediated by infrastructures provided by major Big Tech companies—reconfigure educational governance, institutional agency, and everyday experiences in school communities. Grounded in critical perspectives on digital education, platforms are approached as sociotechnical infrastructures embedded in political, economic, and institutional power relations rather than as neutral pedagogical tools (Williamson, 2017; van Dijck et al., 2018). Within this framing, platformization is conceptualized as the reorganization of professional autonomy, data practices, and governance arrangements around logics of standardization, dependency, and infrastructural control (Selwyn, 2019), raising questions about digital sovereignty in public schooling. Methodologically, the study adopts a comparative qualitative design across three autonomous communities—Catalunya, Castilla-La Mancha, and the Comunitat Valenciana. The comparative focus is justified by Spain's decentralized governance of education, which produces territorially differentiated policy instruments, procurement arrangements, and administrative infrastructures. Comparison therefore enables us to specify not simply whether corporate platforms become dominant, but how platformization is institutionally assembled through distinct mechanisms—particularly (a) identity and access

management and (b) device and service provisioning linked to administrative compliance. Empirical material consists of interviews with policymakers and technology-company representatives, as well as interviews and focus groups with school leaders, digital coordinators, teachers, students, and families. Findings show that Google Workspace, Microsoft 365, Google Classroom, Microsoft Teams, and private communication services (e.g., Dinantia) have become integral to school organization and communication, commonly normalized through usability, interoperability, and perceived efficiency. Yet the comparative analysis highlights substantive territorial differences. In the Catalan cases analyzed, institutionally managed accounts and authentication (e.g., domain-based accounts and single sign-on) operating through corporate platforms appear to produce a systemic form of platformization anchored in administrative routines, narrowing the space for locally developed alternatives and reinforcing infrastructural dependency. In the Castilla–La Mancha cases analyzed, the institutional provision of devices and administrative platforms seems to generate a functional duality between bureaucratic compliance and everyday pedagogical practice, intensifying pragmatic teacher adaptations and producing uneven distributions of data-related responsibilities. In the Valencian Community cases analyzed, despite normative controls over application ecosystems and a legacy associated with open-source solutions, Microsoft infrastructures tend to prevail due to perceived stability and security, even as privacy concerns remain explicit. Across cases, we identify a “usability trap," that is, corporate platforms consolidate dominance not only through policy decisions but also through technical integration that establishes de facto standards and marginalizes public or local solutions. The paper argues that platformization and datafication are political-institutional processes that redistribute agency and digital sovereignty, and it calls for stronger democratic deliberation on infrastructure choices and more just data governance in schooling.

Selwyn, N. (2019). Should robots replace teachers? AI and the future of education. Polity Press.
van Dijck, J., Poell, T., & de Waal, M. (2018). The platform society: Public values in a connective world. Oxford University Press.
Williamson, B. (2017). Big data in education: The digital future of learning, policy and practice. Sage.

PLATFORMISATION AND DATAFICATION IN HYBRID SCHOOLING: RETHINKING GOVERNANCE, INEQUALITY AND DEMOCRATIC AGENCY

Raffaele Sibilio (Università degli Studi di Napoli "Federico II", Italy) · **Angelo Falzarano** (Università degli Studi di Napoli "Federico II", Italy) · **Paola Buonanno** (Università degli Studi di Napoli "Federico II", Italy)

Platformisation · Datafication · Democratic agency

The growing hybridization of educational spaces, where physical classrooms intersect with digital platforms and informal networks, cannot be reduced to a mere technological shift. It reflects broader processes of platformisation and datafication that are reshaping the governance, visibility, and normative foundations of schooling. In this sense, hybrid schooling must be read within longer trajectories of rationalization and social ordering (Durkheim, 1961; Weber, 1978), now rearticulated through networked infrastructures (Castells, 1996) and cultures of convergence (Jenkins, 2006). This article offers a sociological framework that bridges classical theories of social order and rationalization with contemporary analyses of algorithmic governance and digital visibility (Han, 2015). Rather than celebrating or rejecting digital transformation, the paper conceptualizes hybrid schooling as a field structured by three enduring tensions: stability and adaptability, emancipation and control, inclusion and inequality. These tensions resonate with longstanding debates on democracy and education (Dewey, 1916; Biesta, 2013) and with critical analyses of social reproduction and distinction (Bourdieu, 1979). Building on this analytical triad, the article proposes a governance oriented model for hybrid communities grounded in environmental design, critical media literacy (Buckingham, 2003; Rivoltella, 2017), collaboration as a commons (Benkler, 2006), transparent data governance, and plural evaluation metrics. The central argument is that schools can evolve into reflective institutions only if they consciously negotiate the infrastructural power of platforms, preserve protected spaces of opacity, and redistribute decision making authority over data and metrics. By reframing hybrid education as a site where democratic agency and algorithmic governance coexist in tension, the paper contributes to current debates on the platformisation and datafication of education.

Bauman, Z. (2000). Liquid modernity. Polity Press.

Benkler, Y. (2006). The wealth of networks: How social production transforms markets and freedom. Yale University Press.
Biesta, G. (2013). The beautiful risk of education. Paradigm Publishers.
Bourdieu, P. (1979). La distinction: Critique sociale du jugement. Éditions de Minuit.
Buckingham, D. (2003). Media education: Literacy, learning and contemporary culture. Polity Press.
Castells, M. (1996). The rise of the network society (Vol. 1). Blackwell.
Dewey, J. (1916). Democracy and education. Macmillan.
Durkheim, É. (1961). Moral education: A study in the theory and application of the sociology of education (E. K. Wilson & H. Schnurer, Trans.). Free Press. (Original work published 1925).
Han, B.-C. (2015). The transparency society (E. Butler, Trans.). Stanford University Press. (Original work published 2012).
Jenkins, H. (2006). Convergence culture: Where old and new media collide. New York University Press.
Rivoltella, P. C. (2017). Media education. Modelli, esperienze, profilo disciplinare. FrancoAngeli.
Weber, M. (1978). Economy and society: An outline of interpretive sociology (G. Roth & C. Wittich, Eds.). University of California Press. (Original work published 1922).

DIGITAL PLATFORMS IN EDUCATION: BETWEEN SUPPORT AND WORK INTENSIFICATION FOR TEACHERS

Mercedes Pilar Blanco Navarro (Universitat de Barcelona, Spain) · **Francisco Ramos** (Universidad de Castilla La Mancha) · **Borja Mateu** (Universitat de València)

School Platformization | School Datafication | Teacher Workload

The COVID-19 pandemic catalyzed an unprecedented and rapid expansion of digital platforms within global education systems. This transition often occurred without sufficient critical reflection on its structural implications for pedagogical processes, school data sovereignty, or teacher labor conditions (Díez Gutiérrez, 2021). The Spanish educational landscape reflects this trend; as noted by Rivera et al. (2023), 79.7% of Spanish institutions rely on digital infrastructures provided by Big Tech conglomerates, such as Google, Microsoft, and Amazon, through institutional agreements with regional governments. This systemic dependency has intensified debates surrounding technological sovereignty, datafication, and the reconfiguration of the teaching profession within platform-mediated environments. Post-emergency, these digital tools and their associated practices have become deeply embedded in the institutional fabric of schools. This new normalcy has introduced emerging professional demands, including: (1) the implementation of techno-pedagogical methodologies; (2) the continuous production of digital content; and (3) the oversight of students' digital wellbeing and the prevention of problematic technology use (Blanco Navarro et al., 2025). Transcending purely regulatory or macro-structural analyses, this study explores the opportunities, constraints, and emerging tensions of school digitalization from the subjective perspective of teachers. Understanding these perceptions is vital for designing educational policies and teacher training programs capable of fostering a reflexive and critical response to the challenges of platformization. Methodologically, this research draws on eleven focus groups conducted with primary school teachers across various Spanish regions. This work is part of the second phase of the R&D project Digital platforms and datafication in Spanish primary education: protecting children in a context of educational digitalization (DigiProtEd), funded by the Spanish Ministry of Science, Innovation and Universities (PID2022-137033NA-I00). Utilizing an inductive qualitative analysis, the study systematizes how pedagogical, managerial, and communicative uses of platforms intersect with daily teaching practice. Preliminary findings suggest a dual reality; while platforms enhance communicative immediacy and administrative efficiency, they simultaneously contribute to the "intensification" of teaching labor. This is evidenced by an expansion of working hours, increased bureaucratic burdens, and the expectation of permanent availability, alongside new responsibilities in data curation and digital guardianship.

Blanco-Navarro, M., Moreno-González, A., & Sánchez-Antolín, P. (2025). Tensiones entre el deber y el (que) hacer: agentes educativos y protección de la infancia en la sociedad digital. Revista Izquierdas, 54, 1–33. http://dx.doi.org/10.4067/s0718-50492025000100242
Díez-Gutiérrez, E. J. (2021). Gobernanza híbrida digital y capitalismo EdTech: La crisis del COVID-19 como amenaza. Foro de Educación, 19(1), 105–133. https://doi.org/10.14516/fde.860
Rivera-Vargas, P., Jacovkis, J., Herrera-Urízar, G., Calderón-Garrido, D., Miño-Puigcercós, R., Parcerisa, L., Folguera, S., Moreno, A., Massot, B., Passerón, E., Alonso Cano, C., Gasull-Figueras, L., y Rilo-Borredà, C. (2023). Plataformas digitales BigTech del sistema educativo catalán y derechos de la infancia: Amenazas y retos. Informe final proyecto edDIT «Corporaciones tecnológicas, plataformas educativas digitales y garantía de los derechos de la infancia con enfoque de género (ACCD, 2022-23)». aFFaC y Universidad de Barcelona. http://hdl.handle.net/2445/192913

CONTESTING WAR NARRATIVES FROM THE MARGINS THE ITALIAN PEACE MOVEMENT BETWEEN PLATFORM LOGICS AND INFORMATION DISORDER

Mattia Zunino (Luiss Guido Carli, Italy)

War narratives | peace movement | platform logics

In an era of intensifying geopolitical conflict and the militarisation of European political discourse, peace movements occupy a paradoxical position within contemporary digital communication: structurally marginalised in mainstream media representation, yet among the few collective actors actively contesting the narrative and visual forms through which wars are told — storylines of aggression and defence, figures of victims and heroes, frames of legitimacy and moral necessity. This paper examines the Italian peace movement as a communicative actor challenging dominant war narratives within a media environment shaped by platform logics, information disorder, and the growing presence of synthetic content. Drawing on Gramsci's concept of hegemony and mediatisation theory (Hjarvard, Couldry, Hepp), and situated within debates on information disorder (Wardle & Derakhshan) and connected publics (Boccia Artieri), the research conceptualises the peace movement as a form of collective enunciation operating under conditions of profound communicative asymmetry. The theoretical framework integrates critical discourse analysis (CDA) with attention to platform affordances and algorithmic visibility. Methodologically, the research combines two approaches. The first is a discourse analysis of political speech acts by Italian parliamentary representatives and government officials concerning peace, war, and military support since the Russo-Ukrainian war and the renewed Middle East crisis. This corpus spans parliamentary debates, media appearances, and social media communication across X, TikTok, and Telegram, mapping the rhetorical structures through which war is legitimised and dissent delegitimised — through securitisation, emotional framing, strategic mobilisation of historical memory, and the discursive construction of peace activists as naïve or complicit. The second approach examines the communicative practices of the peace movement itself across digital platforms, analysing how movement actors produce counter-narratives linking pacifism to critiques of NATO militarisation, arms industry interests, and the democratic deficit in foreign policy. Crucially, it investigates how these counter-narratives operate within a digital environment where epistemic conditions are fundamentally altered: as synthetic media and deepfakes increasingly infiltrate conflict coverage — as investigations into AI-generated content during the 2025 India–Pakistan crisis and staged footage in the Russia–Ukraine and Israel–Gaza contexts have shown — the terrain on which peace movements contest dominant framings is itself unstable. The erosion of trust in audiovisual evidence structurally weakens the evidentiary resources available to counter-hegemonic actors who lack institutional authority to anchor their claims within a fragmented information ecosystem. Comparing institutional and movement discourse reveals a profound asymmetry of symbolic power, but also how platform logics generate contradictory effects: algorithmic visibility tends to favour affective framings reinforcing war narratives, yet the same platforms enable episodic moments of counter-narrative resonance. The paper contributes to critical media studies by arguing that the Italian peace movement functions as a liminal communicative space where alternative political subjectivities are constructed at the margins of platformised discursive power — and that understanding this marginality requires attention to the interplay between narrative contestation, information disorder, and the epistemic crisis of democratic deliberation on war in contemporary Europe.

Boccia Artieri, G. (2012). Stati di connessione. Pubblici, cittadini e consumatori nella (Social) Network Society. FrancoAngeli.
Couldry, N., & Hepp, A. (2017). The mediated construction of reality. Polity Press.
Fairclough, N. (2010). Critical discourse analysis: The critical study of language (2nd ed.). Longman.
Gramsci, A. (1971). Selections from the prison notebooks (Q. Hoare & G. Nowell Smith, Eds. & Trans.). International Publishers.
Hjarvard, S. (2013). The mediatization of culture and society. Routledge.
Wardle, C., & Derakhshan, H. (2017). Information disorder: Toward an interdisciplinary framework for research and policy making. Council of Europe.
Wodak, R. (2015). The politics of fear: What right-wing populist discourses mean. Sage.

THE SPREAD OF DISINFORMATION AND CONSPIRACY THEORIES ON SOCIAL MEDIA

Achille Paliotta (INAPP and Presidenza Consiglio Ministri (PCM) and IMT Lucca, Italy)

Disinformation and Conspiracy Theories | Social Media | Post-Democracy and Populism

In the midst of the pandemic health crisis, 20 percent of the world public believed that Bill Gates was planning to use COVID-19 to implement a mandatory vaccine program with tracking microchips. Some years back, the QAnon conspiracy spread on social media (SM), claiming that a cabal of cannibalistic pedophiles, Satan worshipers and child traffickers was plotting against President Trump. Current technology and SMs make it possible to reach both larger and more granular communities, to which hybrid methods can be applied. In the digital environment, SMs has become a vital source of information for many, it has also become a source of conspiracy theories (CTs), dis/mis-information (DMI), information operations (IOs), propaganda, narrative wars, hoaxes, psychological operations (PSYOPs), and fake news. Disinformation, including CT, hoaxes, and rumors, propagate on SM just as readily as factual information. In general, CTs, IOs, PSYOPs, and DMIs operations lead to real effects, from indecision about the usefulness of vaccines, to the denial of scientific consensus on the catastrophic effects of global climate change, and to the denial of human rights violations in Ukraine. Trust can be seen as both crucial and a vulnerable target as these operations aims to gain an advantage over adversaries or cause a change in the target group's policy, through a cognitive process. What emerges from this brief introduction is that there is a plexus of concepts, CT, IO, PSYOP, and DMI that are related to a common background, and it is also to be related to that of populism.

Wardle & Derakhshan, 2017

MARCELLINO WILLIAM, TODD C. HELMUS, JOSHUA KERRIGAN, HILARY REININGER, ROUSLAN I. KARIMOV, REBECCA ANN LAWRENCE (2021), Detecting Conspiracy Theories on Social Media. Improving Machine Learning to Detect and Understand Online Conspiracy Theories;

THOMAS TIMOTHY L. (2011), Recasting the Red Star. Russia Forges Tradition and Technology Through Toughness, Foreign Military Studies Office

M.16

Digital Transformation and Democratic Regeneration: The Essential Role of Critical Education in the Age of Algorithmic Capitalism

PANEL CONVENORS: Gilda Morelli (Aurea Studium, Italy); Giacinto Matarazzo (Aurea Studium, Italy); Roberta Nicchiarelli (Aurea Studium, Italy)

PANEL KEYWORDS: education, democracy, digital platforms

The expansion of digital media is profoundly reshaping democratic culture, transforming modes of political participation, collective imaginaries, and the quality of social time. The contemporary information ecosystem exhibits an amphibious character: while it broadens and simplifies access to knowledge—particularly through the growing use of generative artificial intelligence—it simultaneously intensifies disinformation, polarization, and algorithmic profiling. Digital society also produces new forms of discrimination that disproportionately affect women and marginalized groups. Algorithmic biases entrench structural inequalities, while platforms facilitate gender-based harassment and hate speech, making an intersectional analytical approach indispensable for examining how race, gender, class, and sexuality are being reconfigured within digital power relations. These dynamics are closely intertwined with shifts in labour paradigms and the organization of social time. The transition from Fordism to AI-driven economies redefines foundational dichotomies—individual and collective, care time and work time, labour and consumption—that underpin digital capitalism and lie at the heart of the current democratic crisis. Grasping platform logics requires critical reflection on how algorithmic management is transforming work, leisure, consumption, and intergenerational and gender relations, calling for renewed recognition of non-work and creative leisure. Within this context, formal and informal education assume a crucial strategic role. Schools remain essential intermediary spaces for strengthening dialogical democracies. The panel invites contributions on the following themes: • Media education, digital literacy, and democracy • Generative AI, platforms, and educational processes • Intersectional approaches in digital education • Disinformation, polarization, and the cultivation of critical thinking • Labour, social time, and education in the platform economy • Schooling, digital citizenship, and critical education

NARRATING WORK IN THE AGE OF ALGORITHMS: BIOGRAPHIES, TRANSFORMATIVE EDUCATION AND DEMOCRATIC IMAGINATION IN DIGITAL SOCIETY

Domenico Barricelli (Inapp, Italy)

Biographical learning | Transformative education | Digital capitalism

The rapid expansion of digital media ecosystems is profoundly transforming democratic culture, reshaping participation, collective imaginaries and the organisation of social time. Contemporary digital environments display what may be described as an “amphibious” nature: while expanding access to information and knowledge, they also intensify disinformation, polarisation and processes of data extraction and user profiling. Within the framework of platform capitalism, digital infrastructures operate through algorithmic personalisation and engagement maximisation, generating filter bubbles and echo chambers that weaken informational pluralism and the relational foundations of democratic life. From a sociological perspective, these transformations must be interpreted within broader structural changes affecting labour, culture and everyday life. The transition from industrial capitalism to digital platform economies (Srnicek, 2017) contributes to redefining key social dichotomies such as individual versus collective, care time versus work time, and labour versus consumption, reshaping expectations, professional identities and life trajectories. Drawing on critical analyses of surveillance capitalism (Zuboff, 2019), digital infrastructures increasingly operate as mechanisms of social regulation influencing communication processes, subjectivities and democratic participation. Within this scenario of democratic fragility, education emerges as a crucial space for critical reflection and democratic regeneration. Schools and universities represent key intermediary institutions capable of sustaining dialogical forms of democracy by fostering critical awareness of digital power structures. This requires moving beyond a purely instrumental understanding of digital competences and developing pedagogical practices capable of cultivating reflexivity, narrative interpretation and sociological imagination. This paper proposes a transformative pedagogical approach grounded in biographical and narrative methods. The theoretical framework draws on the tradition of sociological imagination (Mills, 1959) and on the methodological contribution of biographical sociology (Ferrarotti, 1981), emphasising the heuristic value of life stories for understanding the relationship between individual trajectories and broader social transformations. Through processes of biographical learning (Alheit, 1994; Mezirow, 1991), students are invited to reflect critically on their experiences of digital life, media practices and representations of work and the future. The paper presents an educational experimentation

based on biographical narrative workshops implemented in higher education contexts. Students engage in autobiographical reflection, narrative writing and collective interpretation of life stories in order to connect personal experiences with broader socio-economic transformations. This pedagogical experimentation draws on the research presented in the book Storie di vita... e di lavoro. Raccontare il lavoro che cambia nell'era digitale (Barricelli, 2026), based on qualitative biographical interviews with professionals from different sectors. The life stories collected in the research are used as narrative resources in teaching activities, enabling students to recognise the connections between personal biographies and structural transformations of digital capitalism. By linking sociological analysis with biographical learning, the paper argues that transformative education can foster critical agency and democratic awareness. Preliminary observations suggest that narrative practices enhance students' reflexive capacities and their ability to connect personal experiences with broader socio-economic transformations, revitalising the sociological imagination in the age of algorithmic capitalism.

Alheit, P. (1994). The Biographical Question as a Challenge to Adult Education.
Barricelli, D. (2026). Storie di vita... e di lavoro. Raccontare il lavoro che cambia nell'era digitale. Milano: FrancoAngeli.
Ferrarotti, F. (1981). Storia e storie di vita. Bari: Laterza.
Mezirow, J. (1991). Transformative Dimensions of Adult Learning. San Francisco: Jossey-Bass.
Mills, C. W. (1959). The Sociological Imagination. Oxford University Press.
Srnicek, N. (2017). Platform Capitalism. Polity Press.
Zuboff, S. (2019). The Age of Surveillance Capitalism. PublicAffairs.

AI LITERACY AS DEMOCRATIC EDUCATION: EVIDENCE FROM AN INAIL PILOT STUDY

Pierpaolo Ferrante (INAIL, Italy)

AI literacy | Experiential learning | Democratic participation

While Artificial Intelligence (AI) is rapidly reshaping professional practices and democratic life, meaningful participation in algorithmically mediated societies requires that AI knowledge be accessible also to non-specialists. Beyond technical competence, overcoming the cultural and emotional barriers associated with transformative technologies represents a crucial educational and civic challenge. This contribution presents a pilot experimental methodological approach, developed within an INAIL research workshop, aimed at fostering critical and operational AI literacy through everyday analogies, micro-narratives, and guided interactions with AI tools. All professionals of the Department of Occupational and Environmental Medicine, Epidemiology and Hygiene were invited; 26 expressed interest and 19 participated (94% female; mean age 53; 50% in research or administrative roles). The training module includes: Analogical teaching: artificial neurons, neural networks, weights, and training are introduced through structured analogies with familiar activities (e.g., baking a cake), fostering intuitive comprehension of abstract computational processes. From natural to artificial models: the narrative moves from biological intelligence to artificial neural networks and Large Language Models, presented as probabilistic predictive systems. Visual diagrams and bridging questions support the formation of coherent mental representations and critical awareness of how AI systems operate. Active practice through prompt engineering: after introducing an acronym-based prompt structure, participants engaged in guided experimentation with generative AI, evaluated outputs, and constructed vertical chats to develop foundational operational skills and reflective use. At the conclusion of the workshop, participants completed a structured questionnaire assessing interest and perceived impact. For 94% this was their first AI-focused training experience. All expressed satisfaction with materials and technologies; 86% reported that the content exceeded expectations. Before the workshop, 72% rarely or never used generative AI; afterwards, all participants reported increased interest in AI tools and related initiatives. These preliminary findings suggest that analogy-driven, hands-on, and narratively structured methodologies can reduce cognitive and emotional barriers to AI understanding, contributing to more inclusive and critically informed engagement with algorithmic systems. In this perspective, AI literacy becomes not only a technical competence, but a condition for democratic participation in digitally transformed societies.

1.R Eric Landrum, Karen Brakke, and Maureen A McCarthy. 2019. The pedagogical power of storytelling. Scholarship of Teaching and Learning in Psychology 5, 3 (2019), 247.

2.Tang, K.E., Song, T., Zhu, Z., Li, J. and Lee, Y.C., 2025, April. AI literacy education for older adults: Motivations, challenges and preferences. In Proceedings of the Extended Abstracts of the CHI Conference on Human Factors in Computing Systems (pp. 1-15).

3.Yim, I.H.Y. and Su, J., 2025. Artificial intelligence (AI) learning tools in K-12 education: A scoping review. Journal of Computers in Education, 12(1), pp.93-131.

LEARNING ARTIFICIAL INTELLIGENCE IN EARLY CHILDHOOD: ALGORITHMIC AND HUMAN AGENCY

Angelamaria De Feo (UNIVERSITA' TELEMATICA PEGASO, Italy) · **Chiara Bellotti** (UNIVERSITA' TELEMATICA PEGASO, Italy)

Artificial Intelligence | Early Childhood Education | Human Agency

Within the platform society, the silent risk arising from the delegation of human decision-making to algorithmic systems manifests itself in a progressive erosion of human agency in relation to the automatism of algorithmic agency. In this context, it becomes essential to cultivate, from early childhood onward, a critical competence oriented toward understanding how algorithms function. Educational robotics, AI platforms, AI-powered toys, and conversational agents represent, from this perspective, privileged pedagogical devices, as they enable children to recognize the algorithmic influences that anticipate and shape action and decision-making processes. This, in turn, supports the protection of those “micro-spaces of attentional autonomy” (Lazzaroli, 2025), which are fundamental for counteracting the risk of algorithmic discrimination. Such a risk may undermine collective memory, which is grounded in democratic ideals and values, thereby contributing to the perpetuation of anti-democratic political and cultural orientations, as well as racist and gender stereotypes. These mechanisms influence the presentation of online information and intersect with anti-democratic and nationalist dynamics aimed at erasing the identities and sovereignty of peoples and nations. Several studies have shown that the data used to train algorithms are shaped by historical constructions and deeply rooted social practices, which contribute to the systematic reproduction of inequalities (Buolamwini & Gebru, 2018; Noble, 2018). Applications such as ChatGPT, for instance, do not allow users to clearly identify the criteria employed in the training process of algorithms, nor to reconstruct the sources from which responses are generated. This limited transparency may foster the reproduction of stereotypes and biases, as well as the phenomenon of so-called “hallucinations”, namely the generation of responses based on an incorrect interpretation of the user’s request. Consequently, the opacity of the processes through which responses are produced makes it difficult to assess their reliability and limits users’ ability to exercise critical oversight over the generated content (Bordogna & Rubbia, 2024). An additional risk is represented by deepfakes—manipulated images and videos that can be used to distort reality and influence public opinion (Balafrej & Dahmane, 2024). Their detection is particularly challenging due to the high degree of realism with which they reproduce faces and voices, thereby constituting a significant threat to information integrity and democratic processes. Adopting a pedagogical approach grounded in experiential and cooperative learning, and acknowledging the educational value of play in early childhood development (Montessori, 1953), this paper aims to critically examine these processes. In doing so, it conceptualizes AI-based educational technologies both as tools for the pedagogical “debugging” of algorithmic automatism and as formative levers for strengthening critical agency within contemporary educational contexts.

Bordogna G. & Rubbia G. Un’indagine sui pregiudizi di genere nelle risposte su Chapt-GPT. pp.109-115 Avveduto S., Badaloni S., Mangia C., Martinelli L., Orsi M. Presto S,

Ravaioli M., Rubbia G. (2024). Donne e Scienza: venti anni fa, tra venti anni. CNR-IRPPS. https://unige.iris.cineca.it/retrieve/c0085357-b9ff-486d-82e2-a7d23110dad9/Bencivenga_Leone_et_al_Donne%20e%20scienza_2023.pdf

Balafrej, I., & Dahmane, M. (2024). Enhancing practicality and efficiency of deepfake detection. Scientific Reports, 14(1), 31084.

Buolamwini, J., & Gebru, T. (2018). Gender shades: Intersectional accuracy disparities in commercial gender classification. In Conference on fairness, accountability and transparency (pp. 77-91). PMLR

Lazzaroli, V. (2025) Agency umana e algoritmica: quando l’inconsapevolezza neuropsicologica incontra la previsione automatizzata. 23 novembre 2025. https://it.linkedin.com/pulse/agency-umana-e-algoritmica-quando-linconsapevolezza-la-lazzaroli-r63af

Noble, S. U. (2018). Algorithms of oppression: How search engines reinforce racism. In Algorithms of oppression. New York university press

Montessori, M. (1953). Il segreto dell’infanzia. Milano: Garzanti.

MEDIA EDUCATION, COMPLEXITY, AND DISPOSITIF: HOW ALGORITHMIC GOVERNMENTALITY SHAPES USER EXPERIENCE THROUGH DARK DESIGNS, GAMIFICATION AND GRINDING

Christian Gardoni (European University of Rome, Italy)

Media Education | Algorithmic Governmentality | Complexity

Contemporary digital user experience is characterized by acute techno-social opacity. Algorithms determine and exert significant influence over user choices. Media Education Literacy, in its various constructs, focuses on the multiple risks this entails, as well as aiming to counteract power and its ideologies mediated by narrative, messages, and images, and thus its ideologies. However, insights into complexity through the lens of Morin and Foucault's power-knowledge theory are often overlooked, with the risk of investigating and overlooking certain phenomenological issues of user experience. Through Morin's lens, along with Foucault's, and in conjunction with multiple readings of algorithmic governmentality, including Rouvroy's, it is possible to understand how the power of platforms and stacks, as a meta-device no longer of bodies but of the mind, reaches the user well before conveying their messages, situating itself in the systemic opacity of the interface, inducing errors or gestural repetitions, or so-called digital sludges. Specifically, the aim is to trace and reconstruct the connections and processes that systemically link dark patterns, gamification and nudging, fluidity-error and complexity, distraction, grinding and excessive use as the purposes of digital power-knowledge and surveillance capitalism. Finally, it elaborates these visions in light of Slow Media education, a pedagogy of care as a fundamental basis in contemporary educational contexts.

Foucault, M. (2008). The birth of biopolitics: Lectures at the Collège de France, 1978–1979. Palgrave Macmillan.

Freire, P. (2002). La pedagogia degli oppressi. EGA-Edizioni Gruppo Abele.

Gatti, G. (2019). Dispositivo. Un'archeologia della mente e dei media (Vol. 5). Roma TrE-Press.

Isola, C., & Esposito, F. (2025). A systematic literature review on dark patterns for the legal community: definitional clarity-and a legal classification based on the Unfair Commercial Practices Directive. Computer Law & Security Review, 58, 106169.

López, A. (2021). Ecomedia literacy: Integrating ecology into media education. Routledge.

Morin, E. (1992). Method: Towards a Study of Humankind, Vol. 1: The Nature of Nature. Peter Lang.

Rouvroy, A., Berns, T., & Carey-Libbrecht, L. (2013). Algorithmic governmentality and prospects of emancipation. Réseaux, 177(1), 163-196.

Zavalloni, G. (2008). La pedagogia della lumaca: Per una scuola lenta e nonviolenta. EMI.

CRITICAL DIGITAL COMPETENCES FOR SOCIAL INTERVENTION: TRAINING SOCIAL EDUCATORS IN THE AGE OF DATA AND AI

Valentina Guerrini (University of Sassari, Italy)

Digital competences | social workers | social inclusion

The digital transformation of contemporary societies is reshaping social institutions, governance mechanisms, and educational practices. In the context of what many scholars describe as algorithmic capitalism, digital technologies—particularly artificial intelligence and data-driven systems—are increasingly embedded in decision-making processes that affect access to rights, services, and opportunities. While these technologies offer unprecedented opportunities for improving social intervention and public policy, they also risk reinforcing inequalities and opaque forms of governance if not accompanied by critical educational frameworks capable of fostering democratic agency and ethical awareness. Within this context, the DIGICARE project (Digital Competences for the Improvement of Social Intervention Actions in Risk of Exclusion Contexts), funded under the Erasmus+ programme, addresses the growing need to strengthen the digital capacities of social intervention professionals working with vulnerable populations. The project responds to a structural gap in the social sector: despite the growing relevance of data management and artificial intelligence in service provision, many third-sector organisations still operate with limited technological resources and insufficient digital training. As a result, social professionals often lack the skills necessary to critically interpret data, evaluate algorithmic outputs, and integrate digital tools into evidence-based intervention strategies. DIGICARE proposes an interdisciplinary approach that combines vocational education and training (VET), social pedagogy, and digital competence frameworks in order to support the development of innovative training resources for educators and practitioners. Through the creation of open educational resources, best practice repositories, and training modules on advanced digital tools applied to social

intervention, the project seeks to foster a new generation of professionals capable of integrating technological innovation with socially responsible and democratically grounded practices. From a theoretical perspective, the project is grounded in critical pedagogy and digital citizenship studies, which emphasise the importance of empowering professionals and communities to critically engage with digital infrastructures. In the age of algorithmic governance, education plays a crucial role not only in transferring technical skills but also in cultivating critical literacy about the social, political, and ethical implications of datafication. For social educators, this implies developing competencies that enable them to interpret complex datasets, evaluate the biases embedded in algorithmic systems, and ensure that technological innovation contributes to social inclusion rather than reproducing exclusionary patterns. The contribution presented in this paper reflects on the DIGICARE experience as a case study illustrating how digital competence development can support democratic regeneration within social intervention practices. By promoting data-driven yet critically informed approaches, the project demonstrates how digital transformation can become an opportunity to strengthen participatory governance, improve the effectiveness of social services, and enhance the capacity of social professionals to address complex forms of marginalisation. Ultimately, the DIGICARE initiative highlights the strategic importance of integrating digital literacy, critical pedagogy, and social innovation within vocational training systems. In doing so, it contributes to a broader European effort to ensure that the digital transition supports not only economic development but also social justice, democratic participation, and inclusive forms of knowledge production.

Freire, P. (1970). Pedagogy of the Oppressed. New York: Continuum.

Eubanks, V. (2018). Automating Inequality: How High-Tech Tools Profile, Police, and Punish the Poor. New York: St. Martin's Press.

Couldry, N., & Mejias, U. (2019). The Costs of Connection: How Data Is Colonizing Human Life and Appropriating It for Capitalism. Stanford: Stanford University Press.

European Commission (2023). Digital Education Action Plan 2021–2027.

European Commission (2024). State of the Digital Decade Report.

Selwyn, N. (2021). Education and Technology: Key Issues and Debates. London: Bloomsbury.

van Dijck, J., Poell, T., & de Waal, M. (2018). The Platform Society. Oxford: Oxford University Press.

EDUCATING IN THE PLATFORM SPACE: SCHOOL, DIGITAL CAPITALISM AND CRITICAL RECONSTRUCTION OF THE PUBLIC SPHERE

Giacinto Matarazzo (Aurea Studium, Italy) · **Cosimo Dolente** (Fondazione Ugo Bordoni, Italy)

platform society | media education | digital capitalism

Contemporary digital ecosystems, grounded in economic models based on data extraction and user profiling, are not merely new communication tools but complex socio-technical environments that reshape cognitive processes, forms of social interaction, and the mechanisms through which information gains visibility. Within this framework, the so-called platform society generates new tensions concerning the quality of the public sphere: algorithmic logics of personalization and recommendation tend to reinforce dynamics of polarization, echo chambers, and misinformation, contributing to the fragmentation of informational environments and to the crisis of traditional cultural intermediaries. In this context, schools assume a crucial role as spaces of cultural and democratic mediation. While young people are among the most intensive users of digital technologies and online platforms, technical familiarity with these tools does not necessarily entail a critical understanding of how they operate or of the social, economic, and political implications embedded within them. As a result, practices of digital media consumption often develop within opaque informational environments governed by algorithmic and commercial logics that remain largely invisible to users. The paper addresses these issues through three interconnected sections. The first provides an analysis of the ICT ecosystem, focusing on the economic and cognitive dimensions that characterize digital capitalism. Particular attention is devoted to the different layers that compose this ecosystem: the material bases and physical infrastructures of networks, the invisible digital infrastructures, the services offered by online platforms, the devices used to access the network, and finally the political and regulatory dimension related to governance and sustainability. Within this framework, the paper also examines processes of datafication and user profiling and their potential implications for informational polarization and shared interpretative frameworks. The second section focuses on the social uses of digital platforms, drawing on recent surveys on Italian society. These data provide insights into the diffusion of digital technologies, the time devoted to online activities, patterns

of information consumption, and the transformation of media diets across different age groups. They also offer indications regarding possible effects on trust in institutions, attitudes toward politics and civic engagement, and selected indicators of social and existential distress. The third section connects the empirical findings with the theoretical framework, arguing that in a context marked by the weakening of traditional intermediary institutions, schools represent one of the few remaining institutional spaces capable of fostering critical debate. Digital competences are not spontaneous but require educational pathways making the operational mechanisms of digital platforms visible and promote critical information skills: from source verification to attention management, from awareness of one's digital traces to the ethical implications of producing and circulating online content. From this perspective, the paper reflects on the role of education within the broader context of digital capitalism, examining the relationship between media education, citizenship, and the transformation of the public sphere. Adopting an interdisciplinary approach that combines media studies, sociology of education, and the political economy of digital media, the paper highlights the need to develop forms of critical literacy capable of addressing the power structures, economic models, and governance logics.

-Agcom, (2020). Percezioni e disinformazione. Molto "razionali" o troppo "pigri"? https://www.agcom.it/documents/10179/4461837/Allegato+3-3-2020/17ba4bea-d963-49ce-8a1d-f67e9f9db634?version=1.0.

-Asvis, (2025). Barometro sul futuro. Future paper 3/2025. https://asvis.it/public/asvis2/files/Pubblicazioni/Futuro/indagine_Piepoli.pdf

-Buckingham, D. (2015) Defining Digital Literacy—What Do Young People Need to Know about Digital Media? Nordic Journal of Digital Literacy, 10, 21-35. https://doi.org/10.18261/ISSN1891-943X-2015-Jubileumsnummer-03

-Censis, (2025b). 20° Rapporto sulla comunicazione. I media e la libertà. www.censis.it

-Censis-Lundbeck Italia, (2026). Salute mentale e salute del cervello nella concezione della salute degli italiani. Sintesi del Rapporto. www.censis.it/sanita-il-benessere-del-cervello-e-della-mente-come-dimensione-essenziale-della-salute/

-Couldry, N., e Mejias, U.A., (2022). Il prezzo della connessione. Bologna: Il Mulino.

-Jenkins, H., (2010). Culture partecipative e competenze digitali. Media education per il XXI secolo. Milano: Guerini Studio.

-Rheingold, H., (2013), Perché la rete ci rende intelligenti, Milano: Raffaello Cortina.

-Srnicek, N., (2019). Capitalismo digitale. Google, Facebook, Amazon e la nuova economia del web. Roma: Luiss University Press.

-Sunstein, C., R., (2017). #republic. La democrazia all'epoca dei social media. Bologna: Il Mulino.

-van Dijck, J., Poell, T., e de Waal, M., (2019). Platform Society. Valori pubblici e società connessa. Milano: Guerini scientifica.

-Zuboff, S., (2019). Il capitalismo della sorveglianza. Il futuro dell'umanità nell'era dei nuovi poteri. Roma: Luiss University Press.

M.17

Educating with and Against AI: Pedagogical Practices and Algorithmic Infrastructures

PANEL CONVENORS: Leonardo Piromalli (Iref – Istituto di Ricerche Educative e Formative, Italy)

PANEL KEYWORDS: Teaching, Digital, AI

The panel explores the intersections between education and artificial intelligence, focusing on pedagogical practices and algorithmic infrastructures that shape learning, critical thinking, and democratic engagement. Contributions examine the influence of algorithmic bias and AI autocomplete predictions on students' epistemic autonomy, the use of techno-aesthetic experiences as socio-educational practices for sustainability education, and AI as a political infrastructure fostering algorithmic awareness among secondary school teachers in Calabria and Sicily. Further contributions analyze game-based learning initiatives, such as ClickWise, aimed at bridging the AI literacy gap, the role of Rudolf Steiner-inspired digital practices in Switzerland from the 1990s to the present, and the conceptualization of forgiveness in the age of algorithmic foreclosure as a lens for rethinking education for democratic futures. Overall, the panel highlights how critically informed engagement with AI can support pedagogical innovation, social awareness, and the cultivation of responsible, reflective citizenship.

SENSABLE CITIZENS: RUDOLF STEINER AND DIGITAL TECHNOLOGIES IN SWITZERLAND FROM THE 1990S TO THE PRESENT

Sara Kinell (ETH Zurich, Switzerland)

subjectivity | technology | Rudolf Steiner

In the midst of collective experiences of uncertainty and instability, how to educate new generations of citizens has become an increasingly contested question in technological societies. This piece asks how social actors—parents, educators, policymakers, and technologists—problematize the relation between digital technology and educational institutions and the ways in which this relation helps shape the human subject. It traces how these actors collectively respond in attempts to set this relation 'right' and the ways in which their responses reconfigure subjectivity and relationality in technological societies. This presentation builds upon an early version of one of my dissertation chapters, which focuses on how people come together around the educational philosophies and practices of Rudolf Steiner in efforts to make the social and technological conditions of subject formation through conventional forms of schooling into a concern worthy of public attention. This chapter traces how people committed to Steiner's pedagogy in Switzerland responded to the advent of the internet in the 1990s, the widespread use of mobile phones in the 2000s, the introduction of smartphones in the 2010s, and to the emergence of generative artificial intelligence in the 2020s. This piece contributes to this panel discussion by attending at once to the novelty of the mutual formation between algorithmic environments and the human subject, and to historical trajectories that have helped give the contemporary societal fabric its form. It aims to open avenues for continued and deepened dialogue between scholarship in Science, Technology, and Society (STS), history and philosophy of education. This piece brings together, on the one hand, a leading edge of scholarship in STS which builds upon and extends the Latourian notion of constitution (Latour [1991] 1993) and theories on bioconstitutionalism (Jasanoff 2003, 2011) to characterize constitutions of the human with science and technology in modern societies (Sunder Rajan 2011; Laurent 2017, 2024, 2025; Boenig-Liptsin 2024; Boenig-Liptsin and West Bassoff forthcoming). On the other hand, this text complements historical and contemporary accounts of education and technology by—in a dual sense—bringing 'and' back to life. It extends historical accounts of education technology (Cain 2021; Watters 2021; Flury and Geiss 2023; Trumbore 2025) by focusing on the lived experience of ordinary people, attending to the changing conditions of teaching, learning, and living with digital technologies as they were experienced by social actors committed to the educational philosophy and practice of Rudolf Steiner. Whereas earlier scholarship primarily focused on how technological artifacts entered the classroom, my project understands technology as social relations (Haraway 1997), as sets of techniques, practices, and epistemologies that are constitutive of ways of life (Latour 1987). Understood in this way, this chapter traces relations between education and technology in ways which extend histories of education technology (see also

Boenig-Liptsin forthcoming) by engaging ethnographic and historical source materials, privileging the situated experience of people living in particular social, cultural, political, and historical contexts, and by drawing on key theories and methods in social constructionism and phenomenology.

Boenig-Liptsin, Margarita. 2024. "Mechanic Citizenship: Boston Mayor's Office of New Urban Mechanics and the Constitution of Digital Citizens." Ethics and Information Technology 26 (3): 57.

Boenig-Liptsin, Margarita. forthcoming. Citizens of the Information Age: Becoming Computer Literate in the United States, France, and the Soviet Union.

Boenig-Liptsin, Margarita, and Nicole West Bassoff, eds. forthcoming. Code, Carbon and the Promise of Constitutionalism.

Cain, Victoria. 2021. Schools and Screens: A Watchful History. The MIT Press.

Flury, Carmen, and Michel Geiss, eds. 2023. How Computers Entered the Classroom, 1960–2000: Historical Perspectives. De Gruyter.

Haraway, Donna. 1997. Modest_witness Second Millennium: FemaleMan®_meets_OncoMouseTM$dfeminism and Technoscience. Second edition. With Thyrza Nichols Goodeve and Lynn Randolph. Routledge, Taylor & Francis.

Jasanoff, Sheila. 2003. "In a Constitutional Moment: Science and Social Order at the Millennium." In Social Studies of Science and Technology: Looking Back, Ahead, edited by Bernward Joerges and Helga Nowotny. Springer Netherlands.

Jasanoff, Sheila. 2011. Reframing Rights: Bioconstitutionalism in the Genetic Age. MIT Press.

Latour, Bruno. 1987. "Tribunals of Reason." In Science in Action: How to Follow Scientists and Engineers through Society. Harvard University Press.

Latour, Bruno. (1991) 1993. We Have Never Been Modern. Translated by Catherine Porter. Harvard University Press.

Laurent, Brice. 2017. Democratic Experiments: Problematizing Nanotechnology and Democracy in Europe and the United States. Inside Technology. The MIT Press.

Laurent, Brice. 2024. "Latour and the Question of Politics: A Constitutional Reading." Theory, Culture & Society 41 (5): 23–44.

Laurent, Brice. 2025. "Can Democracy Save Children's Lives? Addressing the Constitutional Problem of Expertise." Social Studies of Science, January 6, 03063127241310461.

Sunder Rajan, Kaushik. 2011. "Two Tales of Genomics: Capital, Epistemology, and Global Constitutions of the Biomedical Subject." In Reframing Rights: Bioconstitutionalism in the Genetic Age, edited by Sheila Jasanoff. MIT Press.

Trumbore, Anne. 2025. The Teacher in the Machine: A Human History of Education Technology. Princeton University Press.

Watters, Audrey. 2021. Teaching Machines: The History of Personalized Learning. The MIT Press.

THE INFLUENCE OF ALGORITHMIC BIAS AND AUTOCOMPLETE PREDICTIONS OF AI SYSTEMS IN EDUCATION (AIED) ON CRITICAL THINKING AND STUDENTS' EPISTEMIC AUTONOMY

Agnese Addone (Lab. Informatica&Scuola CINI, Rome, Italy; Institute for Globally Distributed Open Research and Education (IGDORE), Rome, Italy) · **Pietro Boccadoro** (IEEE member, Bari, Italy; Nextome srl, Bari, Italy)

AI | STEM Education | Critical Thinking

This study investigates the relationship between human agency and Artificial In- telligence (AI) systems, focusing on Artificial Intelligence in Education (AIED) dynamics and the growing crisis of technological integrity. As generative tools become part of everyday life, a significant threat to independent thinking arises from the hidden biases within autocomplete predictions ([8, 9]). These suggestions are the real-time word or phrase hints provided by an AI as a user types. Far from being neutral aids, they are weighted by the biases of their underlying training data. In education, AI may systematically steer students toward specific cultural perspectives, gender stereotypes, or Western- centric worldviews ([1]). When interacting with these systems, learners encounter a subtle but persis- tent form of algorithmic nudging, leading to subconscious adoption of both the logic and lexicon of these biased suggestions. This gradually reshapes a student's original intent, presenting a critical challenge for educators: ensuring that the AI does not lead to standardized thinking, nudging the next generation towards biased, polarized or ethically compromised worldviews ([4, 5, 6]). Given the recent geopolitical landscape, the integration of Large Language Model (LLM)s into national defense infrastructures and the resulting regulatory pressures on private AI labs, (e.g., the "supply chain risk" designation of entities resisting military dealignment). this study analyses the socio-pedagogical impact of autocomplete bias. As training datasets may move toward a "war-centric" ori- entation, the predictive nature of AI may cease to be a neutral utility, and may be a vehicle for cognitive heteronomy ([2, 7]). The analysis identifies three vectors of technological misuse and their impact on the educational landscape: • Dangerous Data Polarization and the Martial Shift: With given opti- mizations, a martial bias turns creative tools into devices for normalized conflict. These algorithms trap students into narrow, reactive thought echochambers. • From Surveillance to Cognitive Homogenization: The black-box implemen- tation of predictive analytics for student grading and the deployment of invasive biometric surveillance in schools are often framed as optimization. Learners are considered as data points to be managed rather than subjects to be nurtured. • Restoring the Ethical Covenant in Pedagogy: The educational stakehold- ers cannot effectively engage with tools appearing clandestine vehicles

for state propaganda or militarized logic. The paper posits that trustworthy and ethical AI is actually a pedagogical requirement for democracy. In conclusion, this work advocates for a Sovereign Ethical AI in Education, denouncing the risk of tools that may transform into silent devices for martial indoctrination ([3]). It also calls for schools to become sites of Critical AI Literacy, where polarized biases of modern technology are deconstructed. The transparency and ethical non-negotiability demand can ensure that technology remains an instrument for human flourishing, rather than a silent and polarized architect.

1. Baker, Ryan S., and Hawn, Aaron. “Algorithmic Bias in Education”. In: International Journal of Artificial Intelligence in Education 32.4 (Dec. 2022), pp. 1052–1092. issn: 1560-4306. doi: 10.1007/s40593-021-00285-9
2. Barnes, Tiffany, et al. Toward Ethical and Just AI in Education Research. Tech. rep. Community for Advancing Discovery Research in Education (CADRE), June 2024. https://eric.ed.gov/?id=ED655704 (last visited: 14/3/2026)
B3. inns, Reuben. “Human Judgment in Algorithmic Loops: Individual Justice and Automated Decision-Making”. In: Regulation & Governance 16.1 (2022), pp. 197–211. issn: 1748-5991. doi: 10.1111/rego.12358
4. Chinaka, Linda. “Developing K-12 Teachers’ Understanding of Fairness, Accountability, Transparency and Ethics (FATE) in AI Education”. In: Proceedings of the 2025 Conference on UK and Ireland Computing Education Research. UKICER ’25. New York, NY, USA: Association for Computing Machinery, Sept. 2025, p. 1. isbn: 979-8-4007-2078-9. doi: 10.1145/3754508.3754535
5. Grover, Shuchi. “Teaching AI to K-12 Learners: Lessons, Issues, and Guidance”. In: ACM Conferences,Proceedings of the 55th ACM Technical Symposium on Computer Science Education V 1 (2024). doi: https://dl.acm.org/doi/10.1145/3626252.3630937
6. Hooshyar, Danial, et al. “Towards Responsible AI for Education: Hybrid Human-AI to Confront the Elephant in the Room”. In: Computers and Education: Artificial Intelligence 9 (Dec. 2025), p. 100524. issn: 2666-920X. doi: 10.1016/j.caeai.2025.100524
7. Kong, Siu Cheung, and Hu, Wenxi. “Unleashing Human Potential: An Artificial Intelligence Competency Framework for K–12 Education”. In: Computers and Education: Artificial Intelligence 10 (June 2026), p. 100556. issn: 2666-920X. doi: 10.1016/j.caeai.2026.100556
8. Williams-Ceci, Sterling, et al. “Biased AI Writing Assistants Shift Users’ Attitudes on Societal Issues”. In: Science Advances 12.11 (Mar. 2026), eadw5578. doi: 10.1126/sciadv.adw5578
9. Zuboff, Shoshana. “Surveillance Capitalism and the Challenge of Collective Action”. In: New Labor Forum 28.1 (Jan. 2019), pp. 10–29. issn: 1095-7960. doi: 10.1177/1095796018819461

TRANSCALARITY AND AI: THE TECHNO-AESTHETIC EXPERIENCE AS A SOCIO-EDUCATIONAL PRACTICE FOR SUSTAINABILITY EDUCATION

Emanuela Guarcello (University of Turin, Italy) · **Adelaide Gallina** (University of Turin, Italy) · **Cristina Scarpocchi** (University of Turin, Italy) · **Antonio Falco** (University of Turin, Italy) · **Giorgio Borla** (University of Turin, Italy)

Education | Sustainability | Transcalarity

From work to everyday life, AI profoundly transforms processes and social relationships in ways that we are only beginning to understand. Human interactions, economic structures, and even decision-making processes are undergoing an unprecedented metamorphosis. With the rapid growth and diffusion of Artificial Intelligence technologies, many countries have recognized the importance of developing a specific national strategy aimed at promoting the effective, regulated, and sustainable adoption of these technologies. With particular regard to sustainability, the concept of transcalarity can represent a meaningful interpretative key for understanding how sustainability education from a transcalar perspective may foster the ability to recognize connections, interdependencies, and the consequences of choices made by individuals regarding AI, as well as by collective actors within complex systems. Indeed, AI operates

simultaneously across multiple levels: (i) Global: shaping information dynamics, technological infrastructures, and the scientific capacities needed to address sustainability challenges (climate, biodiversity, food security); (ii) National and institutional: influencing educational policies, school curricula, and investments in digital skills; (iii) Local and community: supporting participatory processes, environmental data management, and local monitoring tools; (iv) Individual: affecting the ways in which learners study, contributing to the development of critical thinking, and shaping the relationship between individuals and technology. Within this perspective, the paper aims to present and discuss the structural elements and the main educational outcomes of a new socio-educational practice designed to promote sustainability education in relation to the use of AI: the semi-immersive techno-aesthetic experience. This experience was developed within the international research project CairƐ (2023–2026), launched in partnership with Middlesex University London and West University of Timișoara. The techno-aesthetic experience has been tested with approximately 450 children in Grades 4 and 5 of primary school. The experience allows children, working in small groups, to "enter" an aesthetic virtual environment (a "painting") created in 3D and accessed using sensor-equipped goggles and a joystick. The environment is specifically designed around the theme of Gaia Earth and presents two different virtual spaces: a mountain and its surrounding natural habitat (external environment) and, at a second level, the cave inside the mountain (internal environment). Children explore the environment in order to search for clues related to the theme of sustainability and discuss their transscalar implications in groups (external environment), and to reflect on the specific relationship between transscalar sustainability and AI (internal environment). This reflection is also carried out through interaction with a humanoid robot integrated with AI.

Braga, C. & Cagol M. (Eds.) (2023). Educare al cambiamento tra sostenibilità e responsabilità. Zeroseiup.

Brenner, N. (2001). The limits to scale? Methodological reflections on scalar structuration. Progress in Human Geography, 25(4), pp. 591–61.

Dewey, J. (1980). Art as Experience. Perigee Books.

Guarcello, E. (2025). Esperienza immersiva di qualità estetica e promozione di processi critico emancipativi nella scuola primaria. In L. Fabbri, C. Melacarne & P. Malavasi (Eds.), Ricerca, servizi, politiche territoriali pedagogiche trasformative, innovative, emancipative (pp. 126–133). Pensa MultiMedia.

Guarcello, E. & Longo, A. (Eds.) (2024). School Children and the Challenge of Managing AI Technologies. Fostering a Critical Relationship through Aesthetic Experiences. Routledge.

Kohlberg, L. (1981). Essay on moral development. Harper & Row.

Latour, B. (2020). La sfida di Gaia. Il nuovo regime climatico. Meltemi.

Lovelock, J. (2016). Gaia: A New Look at Life on Earth. Oxford University Press City.

Lovelock, J. (2020). Novacene: The Coming Age of Hyperintelligence. Penguin Books Ltd.

Lovelock, J. (2021). We Belong to Gaia. Penguin Books Ltd.

Montani, P. (2010). L'immaginazione intermediale. Perlustrare, rifigurare, testimoniare il mondo visibile. Laterza.

Montani, P. (2014). Tecnologie della sensibilità. Estetica e immaginazione interattiva. Raffaello Cortina.

Swyngedouw, E. (2004). Globalisation or 'Glocalisation'? Networks, Territories and Rescaling. Cambridge Review of International Affairs,17(1), pp. 25-48.

ARTIFICIAL INTELLIGENCE AS POLITICAL INFRASTRUCTURE: DEMOCRATIC EDUCATION AND ALGORITHMIC AWARENESS AMONG SECONDARY SCHOOL TEACHERS BETWEEN CALABRIA AND SICILY

Paolo Siclari (Pedagogista ed Educatore professionale)

democracy education AI

The growing geopolitical disorder, characterized by the fragmentation of the information ecosystem and the progressive platformization of the public sphere, has profoundly redefined the conditions of possibility for democracy. As Habermas observed in his analysis of the structural transformation of the public sphere (Habermas, 1962), changes in communication technologies directly affect the forms of democratic deliberation. Today, artificial intelligence, while constituting an enabling technology, also represents a true epistemic and political infrastructure that shapes the formation of public opinion and the deliberative processes of individuals. From this perspective, AI cannot be interpreted merely as a tool; rather, it should be understood as a socio-technical device capable of organizing the relationship between knowledge, power, and the governance of information (Floridi, 2017). The structural transformation of the res publica now assumes a global dimension, within which AI contributes to redefining the boundaries of public information. In this context, education, as a foundation of democracy and a space for the formation of public intelligence, calls for a reconsideration of

educational practices in light of digital tools that mediate knowledge, opinion, and participation (Panciroli & Rivoltella, 2023). Consequently, there is a need to develop forms of algorithmic literacy and critical awareness of communication systems that today organize access to information and orient - more or less implicitly - the cognitive and decision-making processes of citizens (Beer, 2017). Starting from these epistemological premises, this contribution presents an exploratory quantitative descriptive study conducted through a questionnaire administered to a sample of secondary school teachers in Calabria and Sicily. The study analyzes teachers' level of awareness regarding the functioning of algorithms and artificial intelligence systems, the perceived effects of disinformation within the educational environment, and the emerging practices of critically integrating AI into teaching. The objective is twofold: on the one hand, to understand the degree of preparedness among teachers with respect to the transformations introduced by AI; on the other, to identify possible directions for the development of a democratic pedagogy of the algorithm, capable of integrating digital competencies, critical thinking, and civic responsibility into students' education.

- Habermas, J. (1962). Nuovo mutamento della sfera pubblica e politica deliberativa. Milano: Raffaello Cortina.
- Floridi, L. (2017). La quarta rivoluzione. Milano: Raffaello Cortina.
- Beer, D. (2017). The social power of algorithms. Information, Communication & Society, 20(1), 1–13. https://doi.org/10.1080/1369118X.2016.1216147
- Panciroli, C., Rivoltella, P.C. (2023). Pedagogia algoritmica. Per una riflessione educativa sull'intelligenza artificiale. Brescia: Scholé.

FORGIVENESS IN THE AGE OF ALGORITHMIC FORECLOSURE: RETHINKING EDUCATION FOR DEMOCRATIC FUTURES

Mario Di Paolantonio (York Univesity, Toronto, Canada)

algorithmic subjectification | the ethics of forgiveness and forgetting | digital capitalism

This paper aligns with the panel "Opacity, Subjectivity, and Pedagogy in Algorithmic Times" by examining how informational capitalism and algorithmic authority reshape conditions for trust, legitimacy, and sense-making among young people. Education, long entrusted with cultivating interpretative capacities and intergenerational connection critical to democratic subjectivity, now confronts chronopathologies that are eroding its very foundations.[i] Today's youth inhabit an unforgiving digital environment where interiority (attention, affect, desire) is converted into data, and their past is never permitted to fade.[ii] Social media platforms, driven by profit motives, construct a "digital unconscious" that archives every action in an endless loop, making forgetting and forgiveness increasingly arduous. While forgetting and forgiving are distinct –one can forgive without forgetting and forget without forgiving – the "digital unconscious" undermines both by trapping individuals in cycles of hyper-transparency and moralization, where every move is subject to scrutiny and social-judgement. For young people, this means fewer opportunities to reimagine themselves beyond their past actions or engage in the interpretive acts required for repair and renewal.[iii] These capacities are essential not only for individual formation but for cultivating democratic sensitivities (patience, interpretative generosity, tolerance for opacity, openness to otherness) upon which collective-convivial life depends. However, their erosion exposes fissures in institutional legitimacy. In an environment where algorithms immortalize missteps and intensify provocations, how can educational institutions sustain trust, forgiveness, and the possibility of beginning again? Under such conditions, education's role as a place for experimentation, failure, and renewal is squandered, threatening the very cultivation of sensibilities that make democratic life imaginable in the first place. Yet education retains a crucial "reparative potential." Drawing on an educational archive that includes notions such as skole, studium vs. acedia, and intellectus vs. ratio, this paper explores alternative temporalities to counteract the accelerating, punitive chronopathologies of digital life. These vocabularies, the paper proposes, help articulate how classrooms can cultivate the conditions necessary for forgiveness: interpretive generosity, symbolic room for error, and the temporal distance required to see oneself and others anew. Informed by thinkers like Hannah Arendt and Julia Kristeva's work on "forgiveness," this examination highlights the importance of rethinking forgiveness in light of digital realities.[iv] Additionally, by engaging with Mark Fisher's ideas on attending to "the strange, the unexpected, the weird, and obscured,"[v] this paper argues that education must create spaces for imaginative and ethical possibilities in an age of algorithmic foreclosure and the tyranny of transparency.[vi] By fostering experiences that exceed the logic of "total recall," the educational in education can help young people recover capacity to orient themselves toward ambiguity, renewal, generosity and relational repair. Ultimately, the paper argues that nurturing these

capacities is indispensable for rebuilding trust and sensibilities required for democratic life in an age when both education and democracy are being rendered increasingly senseless and hapless. Education remains one of the last institutions capable of cultivating the interpretative, temporal, and ethical resources necessary for democratic futures in which forgiveness, and thus genuine new beginnings, remain possible.

[i] Di Paolantonio, M. Education and Democracy at The End: The Crisis of Sense (Cham: Palgrave Macmillan, 2023).

[ii] Eichhorn, K. The End of Forgetting: Growing Up with Social Media (Cambridge: Harvard University Press, 2019).

[iii] Erikson, E. Identity: Youth and Crisis (New York: Norton, 1968).

[iv] Arendt, H. The Human Condition (Chicago: University of Chicago Press, [1958] 1998. Kristeva, J. "Thinking in Dark Times," p. 15. On interpretation as "pardon" see: Kristeva, J. Hatred and Forgiveness. Translated by Jeanine Herman. (New York: Columbia University Press, 2010) pp. 191-194.

[v] Fisher, M. Capitalist Realism, p. 76. Also see: Stock, N. "The Weird, Eerie, Exit Pedagogy of Mark Fisher," Pedagogy, Culture & Society, 31 no. 4 (2021), pp. 775–791.

[vi] Byung-Chul H. The Transparency Society, trans. Erik Butler (Stanford, CA: Stanford Briefs, 2015).

M.18

Pedagogies of Wellbeing: Self-Regulation, Inclusion and Learning in Diverse Educational Contexts

PANEL CONVENORS: Letizia Zampino (University of Trento, Italy)

PANEL KEYWORDS: Self-Regulation, Inclusion, Learning

The panel explores pedagogies of wellbeing, self-regulation, and inclusion, examining how diverse educational contexts can foster holistic learning and support for all students. Contributions address a range of topics: the role of special pedagogy in responding to future challenges, poetry therapy as a convivial pedagogical practice promoting autonomy, bias awareness, and democratic plurality in the age of AI, and music therapy interventions to enhance self-regulation and learning for youths with autism, SLD, ADHD, and other special educational needs. Further contributions analyze the accessibility of school buildings in Italy through a longitudinal study of architectural barriers from 2020 to 2025, practices of subjectivation and democratic learning in digital mental health narratives beyond the "clinical case," and the redesign of school-to-work transition programs for students with disabilities, highlighting inclusive approaches to adult life preparation. Overall, the panel emphasizes the potential of wellbeing-centered pedagogies to promote inclusion, agency, and transformative learning across educational settings.

MUSIC AS A TOOL FOR SELF-REGULATION AND LEARNING: A MUSIC THERAPY RESEARCH-INTERVENTION FOR YOUTHS WITH AUTISM, SLD, ADHD, AND SEN

Gabriella Aleandri (Roma Tre University, Italy) · **Samira Paradiso** (External collaborator)

Music therapy | Disability | Inclusion

Neurodevelopmental disorders and Special Educational Needs (SEN) consist in a complex framework characterised by marked functional heterogeneity, behavioural variability, and the clinical necessity for highly personalised educational and rehabilitative approaches. Children and adolescents with Specific Learning Disorders (SLD), Attention-Deficit/Hyperactivity Disorder (ADHD), and Autism Spectrum Disorder (ASD) frequently exhibit deficits in sustained attention, emotional regulation, impulse control, and social participation. Those factors negatively impact academic courses, the quality of interpersonal relationships, and overall psychophysical well-being. Within such a scenario, music therapy proves to be a privileged pedagogical intervention strategy, capable of simultaneously activating cognitive, emotional, and relational processes due to its intrinsically accessible and integrated nature. The proposed musical activities—specifically clinical improvisation, sonorous dialogue, shared listening, and the structured use of rhythm—stimulate complex neural circuits involved in self-regulation, interpersonal synchronization, working memory, and selective attention. The non-verbal characteristic of music further facilitates the activation of alternative and spontaneous forms of communication, proving particularly effective for neurodivergent profiles. The study analyses the impact of a research-intervention protocol consisting of eight sessions (individual or small group) conducted on a sample of ten participants, aged between 5 and 20 years, with diagnoses of SLD, ADHD, ASD, or other certified and non-certified forms of SEN. The research adopts a mixed-methods approach, integrating quantitative tools, such as assessment scales and observation grids, with qualitative

instruments including the music therapist's clinical diaries, semi-structured interviews with parents, and thematic analysis of direct observations. In this paper we will present some preliminary findings. The primary objectives aim to evaluate the effectiveness of the treatment in improving attentional skills, emotional self-regulation, and social participation. Secondarily, the study investigates how improvisation and sonorous dialogue can act as catalysts for communication and cooperation. A distinctive element of this work is the inclusion of the family perspective to monitor the transferability of changes emerged in the musical setting to daily and school life. Finally, the study proposes an integrated operational model that combines music therapy, educational psychology, and special pedagogy. The intent is to expand the empirical evidence on the use of music in the psycho-educational field, offering theoretical and practical contributions for the creation of replicable, evidence-based protocols to support the development of individuals with neurodevelopmental disorders.

Barkley, R. A. (2014). Attention-deficit hyperactivity disorder: A handbook for diagnosis and treatment (4ª ed.). Guilford Press.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77–101.

Cornoldi, C., & Tressoldi, P. (2007). Difficoltà e disturbi dell'apprendimento. Il Mulino.

Ghetti, C. M. (2011). Music therapy in the treatment of children with neurodevelopmental disorders: A review of clinical outcomes. Nordic Journal of Music Therapy, 20(2), 120–149.

Ianes, D. (2005). Bisogni educativi speciali e inclusione. Erickson.

Léonard, A., & Bard, C. (2018). Effects of rhythmic auditory cues on attentional performance in children with ADHD. Annals of the New York Academy of Sciences, 1426(1), 94–107.

Söderlund, G. B. W. (2012). Positive effects of white noise on cognitive performance in children with ADHD. Frontiers in Psychology, 3, Articolo 84.

Thaut, M. H., McIntosh, G. C., & Hoemberg, V. (2015). Neurobiological foundations of neurologic music therapy: Rhythmic entrainment and the motor system. Frontiers in Psychology, 5, 1185.

Trevarthen, C. (2002). Communication and cooperation in early infancy: A description of primary intersubjectivity. Developmental Review, 22(2), 115–163.

Vicari, S., & Caselli, M. C. (2019). Autismo: Dalla ricerca alla clinica. Il Mulino.

POETRY THERAPY AS CONVIVIAL PEDAGOGY IN THE AGE OF AI: AUTONOMY, BIAS AWARENESS, AND DEMOCRATIC PLURALITY

Dimitri Ruggeri (Independent Researcher, Italy)

Poetry Therapy | Convivial Pedagogies | AI Ethics

This panel explores poetry therapy as a form of convivial and non-directive pedagogy capable of sustaining autonomy, ethical self-formation, and democratic plurality in educational contexts increasingly shaped by artificial intelligence. Drawing on Ivan Illich's Tools for Conviviality and Paulo Freire's Pedagogy of Autonomy, the panel frames poetic and expressive practices as counter-hegemonic educational tools that resist epistemic homogenization, affective standardization, and predictive normalization. The panel challenges the assumption that AI is a neutral educational tool. Instead, it conceptualizes AI as a socio-technical agency whose computational logics shape language, cognition, and emotional expression. In educational settings, the integration of generative AI raises critical questions about linguistic autonomy, authorship, and the automation of meaning-making. Poetry therapy is proposed as a pedagogical and ethical response to these challenges, offering a way to preserve human agency and creative plurality in learning. Poetry therapy involves non-directive practices such as free writing, reflective reading, collective poem-making, and dialogical interpretation. These activities encourage learners to explore personal and collective meanings through language that resists quantification and algorithmic optimization. For example, a classroom exercise might invite students to write a poem about their experience of AI in daily life, then discuss how different metaphors reveal diverse perspectives. Another practice could involve co-creating a poem as a group, emphasizing listening, negotiation, and shared authorship rather than standardized outcomes. In university settings, reflective poetry journals can support students in articulating ethical dilemmas related to AI, data privacy, and digital surveillance. These practices privilege ambiguity, metaphor, and narrative plurality, fostering critical awareness of both cognitive and algorithmic bias. They also strengthen learners' capacity for reflective judgment and dialogical responsibility, as students are encouraged to interpret, challenge, and respond to each other's expressions rather than merely producing correct answers. This aligns with Freirean notions of conscientização, where education becomes a process of critical consciousness and moral agency. The panel further considers poetry therapy as an ethical-political pedagogy that can be integrated into institutional curricula. It discusses how schools and universities might

implement poetry-based modules to support emotional literacy, resilience, and democratic participation, countering educational models focused primarily on efficiency, prediction, and control. For instance, poetry therapy can be used in teacher education programs to develop reflective practice, or in digital literacy courses to foster critical engagement with AI-generated content. Interdisciplinary in scope, the panel brings together perspectives from philosophy of education, expressive arts therapy, critical AI studies, and media ethics. Ultimately, it asks how poetry-based pedagogies might contribute to reconfiguring AI from an apparatus of normalization into a convivial partner, capable of sustaining autonomy, plural reasoning, and non-homogenized educational experience.

Freire, P. (1998). Pedagogy of freedom: Ethics, democracy, and civic courage (M. B. Ramos, Trans.). Rowman & Littlefield. (Original work published 1996).
Illich, I. (1973). Tools for conviviality. Harper & Row.
González, N., Moll, L. C., & Amanti, C. (Eds.). (2005). Funds of knowledge: Theorizing practices in households, communities, and classrooms. Routledge.
Bolton, G. (2014). Writing works: A resource handbook for therapeutic writing workshops and activities. Routledge.
Husserl, E. (1970). The crisis of European sciences and transcendental phenomenology (D. Carr, Trans.). Northwestern University Press.
O'Neill, B. (2021). Poetry therapy in education: Creative practice for learning and wellbeing. Palgrave Macmillan.

ACCESSIBILITY OF SCHOOL BUILDINGS IN ITALY: A LONGITUDINAL ANALYSIS OF ARCHITECTURAL BARRIERS FROM 2020 TO 2025

Giulio Lucentini (University of Macerata, Italy; Sapienza Università di Roma) · **Giada Viotti** (Università degli Studi Roma Tre)

architectural barriers | school buildings | educational inclusion

This study examines the diffusion of architectural barrier removal measures in Italian school buildings over five school years, from 2020-2021 to 2024-2025, using open data collected by local authorities and made available through the Italian Ministry of Education portal. The legal framework requiring local authorities to ensure the accessibility of school buildings has been in place since Law No. 23 of 11 January 1996, yet the actual degree of compliance across the national territory has rarely been examined systematically over time. The dataset covers individual school buildings nationwide and includes information on school type and geographic location at regional, provincial and municipal level. Each building is classified according to whether accessibility measures are in place, allowing for both cross-sectional and longitudinal comparisons. The analysis adopts a descriptive approach to map the distribution and temporal evolution of these measures across different school levels, from kindergarten to upper secondary education. A core focus of the study is the identification of persistent geographic disparities, examining whether certain regions or municipalities consistently show lower rates of accessible buildings over the observation period. Differences across school types are also explored, as infrastructure characteristics and ownership arrangements may vary considerably between levels of education. In addition, buildings with "not defined" accessibility information are explicitly incorporated into the analysis. Rather than being excluded as simple missing data, their non-response is considered analytically relevant, especially given its concentration in specific segments of the school building stock, thereby enriching the overall national picture. Results describe how the share of accessible buildings has evolved over time, which school types and regions lag furthest behind, and where data coverage remains incomplete, offering a systematic overview of a dimension of school infrastructure that is central to inclusive education.

Italian Ministry of Education (Ministero dell'Istruzione e del Merito), Directorate General for Financial Resources (DGEFID). (2025). Accorgimenti per il superamento delle barriere architettoniche: dataset DS0156EDISUPBARARCSTA2021 [Dataset]. Portale Open Data Istruzione, DGCASIS. Licenza IODL 2.0. https://dati.istruzione.it/opendata/opendata/catalogo/elements1/leaf/?area=Edilizia%20Scolastica&datasetId=DS0156EDISUPBARARCSTA2021

THE INDIVIDUAL BEYOND THE "CLINICAL CASE": PRACTICES OF SUBJECTIVATION AND DEMOCRACY OF LEARNING IN DIGITAL MENTAL HEALTH NARRATIVES

Laura Di Passio (La Sapienza University of Rome, Italy)

New practices of active citizenship | process of subjectivation | spatial re-figuration

Democracy requires that all voices possess citizenship. Yet, in the field of mental health, since the 17th century, medical knowledge has held an interpretive monopoly over the social experience of mental distress (Foucault, 1961; Goffman, 1961). This proposal analyzes how the figures of bloggers who disclose their mental health status on social media platforms break this hegemony, positioning themselves as "experts by experience" (Rose, 1996; 1999), capable of restoring cognitive and transformative value to subjective lived experience. In these spaces of “democracy of learning” (Freire, 1970), the individual transits from object (“clinical case”) to narrating subject through processes of subjectivation (Dubet, 1994; Rose, 1999) and new forms of democratic citizenship, passing through the effects of digitalization on mental health (Illouz, 2012). Integrating the Re-figuration of Space (Löw, 2001; 2022), the Sociology of Experience (Dubet, 1994), and the Politics of Subjectivation (Rose, 1996; 1999), the contribute explores how users practice active citizenship by reclaiming their experience, conquering their own spaces of listening and representation, and partially redefining treatment practices. The empirical research, based on a digital ethnography of 70 social profiles and 30 in-depth interviews, examines how the tactics of social actors intersect with institutional strategies (de Certeau, 1980), focusing on the co-production of knowledge and affective practices (Slaby & von Scheve, 2019). This research highlights, therefore, how media self-exposure is not merely an empowerment strategy, but a practice of knowledge production that challenges stigma, transforming digital technologies into tools for emancipation and the restoration of agency (Rebughini, 2014). In conclusion, the study investigates the transformation of the psychiatric patient into a digital narrating subject, analyzing how self-narration on social media configures, emphasizing the valorization of subjective voices as essential partners in the design of clinical services and the fight against discrimination.

Martina Löw (2022). "Communicative Constructions and the Refiguration of Spaces"
Paola Rebughini (2014). "Subjectivity, agency and the critical edge"
Nikolas Rose. "The Politics of Life Itself" (2006); "Governing the Soul: The Shaping of the Private Self" (1989)
François Dubet (1994). "Sociology of Experience"
Slaby & von Scheve (2019). "Affective Societies: Key Concepts"

BEYOND THE SCHOOL GATE: RETHINKING THE TRANSITION TO ADULT LIFE FOR STUDENTS WITH DISABILITIES THROUGH SCHOOL–WORK ALTERNATION PROGRAMMES

Veronica Berni (Università di Milano - Bicocca, Italy) · **Monica Facciocchi** (Università di Milano - Bicocca, Italy)

Disability studies | school-to-work transition | educational inequalities

In recent decades, disability studies have emphasised that disability cannot be understood merely as an individual condition, but as the outcome of social, institutional, and cultural factors that produce inequality (Medeghini, 2015). From this perspective, people with disabilities can be considered a social group subject to structural oppression (Thomas, 2007; 2024), generated by systems of beliefs, practices, and institutions that implicitly define who is fully entitled to social participation (Allen, 2005). As Campbell (2009) argues, these processes are underpinned by ableism: norms and expectations that construct an implicit ideal of ability and productivity. These tensions are particularly evident in the transition from school to work for students with disabilities. They emerge through classification systems, organisational practices, and institutional expectations that structure educational trajectories in differential ways (Friso, 2017). Although inclusion policies have broadened access to education, the transition to adulthood and entry into the labour market remains one of the most vulnerable stages and among the least investigated by research (Traina et al., 2022). In this context, the Pathways for Transversal Skills and Guidance (PCTO) were introduced into the Italian school system to promote situated learning experiences and vocational guidance. However, recent studies (Pagani et al., 2025) highlight that their educational value depends on the quality of host contexts, student engagement, and the role of stakeholders shaping learning experiences. This report presents preliminary results of an action research project conducted within “PCTO: a support

system for students with disabilities", implemented in the Milan metropolitan area and promoted within the EMERGO programme. The project aims to support school-to-work transition processes for young people with disabilities through guidance and mediation between schools, families, and workplaces. The research investigates how work placement experiences during upper secondary school contribute to the development of life projects and future expectations among students with disabilities (Tino & Ruzzante, 2016), and which conditions facilitate or hinder the educational potential of PCTO. The study was conducted at the Milan branch of the Enaip Foundation. The research design adopts a qualitative approach based on narrative and semi-structured interviews with students with disabilities, parents, educators, curricular and special education teachers, and school representatives for inclusion and PCTO. Including multiple perspectives enables identification of convergences and dissonances between experiences, supporting data triangulation that enriches understanding of educational processes and relational dynamics. Data are analysed through reflective-interpretative thematic analysis (Braun & Clarke, 2022), aimed at identifying emerging patterns, shared meanings, and interpretative differences among participants. Preliminary findings show that PCTOs can represent meaningful contexts of learning and recognition, where students experience participation and skill development difficult to achieve in traditional school settings. At the same time, the analysis highlights challenges related to the discontinuity of experiences, the quality of work contexts, and the need for mediation between schools, families, companies, and local services. Overall, these results suggest that the inclusive potential of PCTOs lies not simply in access to work experience, but in the possibility of creating relational learning contexts capable of redefining participation and supporting transitions to adult life. .

Allen B., Foucault's Nominalism in Tremain S. (a cura di) (2005), Foucault and the Government of Disability. University of Michigan Press : Ann Arbor, 95-96.

Braun, V., Clarke, V. (2022), Thematic Analysis – A Practice Guide. Sage : London;

Campbell F.K. (2009), Contours of Ableism: the Production of Disability and Abledness. Palgrave Mcmillan : Basingstoke;

Friso, V. (2017), Disabilità, rappresentazioni sociali e inserimento lavorativo. Percorsi identitari, nuove progettualità. Edizioni Angelo Guerini e Associati : Milano, 101-148;

Medeghini R. (a cura di) (2015), Norma e normalità nei disability studies: Riflessioni e analisi critica per ripensare la disabilità. Erickson : Trento;

Pagani, V., Rossi, M., Viscuso, G., Benvenuto, G., Pastori, G. (2025). Rethinking PCTO with Student Voice: opportunities, challenges, and perspectives for combating school dropout. Form@re - Open Journal Per La Formazione in Rete, 25(2), 143–158.

Thomas C. (2007), Sociologies of Disability and Illness: Contested Ideas, Disability Studies and Medical Sociology. Basingstoke, Palgrave Macmillan, 73-74;

Thomas C. (2024), How is disability understood? Disability and Society, 19 (6), 563-568.

Tino, C., Ruzzante, G. (2016). Alternanza scuola-lavoro: un processo per l'inclusione. Ricercazione, 8 (1), 105-116;

Traina, I., Andreoli, M. ., Ghirotto, L., Leader, G. . (2022). I programmi a sostegno della transizione al lavoro di giovani con disabilità intellettiva: una integrative review. Education Sciences & Society - Open Access, 13(2).

M.19

Digital Culture, Knowledge and Democracy

PANEL CONVENORS: Giovanni Brancato (Sapienza University of Rome, Italy)

PANEL KEYWORDS: Digital Culture, Knowledge, Democracy

The panel explores the intersections of digital culture, knowledge, and democracy, examining how digital technologies, media practices, and socio-psychological processes shape participation, inclusion, and civic engagement. Contributions address diverse themes: the dynamics of affective fandom and their implications for democratic stability in European digital politics; systematic and bibliometric analyses of social sciences approaches to conspiracy interpretation; and critiques of how capitalist structures have eroded sensorial engagement and weakened democratic practices. Further contributions investigate the use of generative AI and digital storytelling to develop AI literacy among undergraduate students, the role of digital and virtual technologies in fostering inclusion in sports education, and the application of self-regulation, motivational design, and game-based contexts to promote wellbeing and human flourishing. Overall, the panel highlights how digital and technological practices can both challenge and enhance democratic knowledge, participation, and agency.

AFFECTIVE FANDOM DYNAMICS AND DEMOCRATIC STABILITY IN EUROPEAN DIGITAL POLITICS

Elena Varotto (UCAM UNIVERSITY/SISP MEMBER, Italy)

MEDIA SOCIALMEDIA DIGITAL

Affective Fandom Dynamics and Democratic Stability in European Digital Politics Elena VAROTTO Universidad Católica de Murcia (UCAM) Abstract (This paper develops the notion of fanatic politics to describe an expanding mode of political engagement shaped by platform architectures, affective identification, and the cultural grammars of fandom. In contemporary digital ecosystems, political leaders and parties are increasingly consumed as symbolic brands, while policy debates are reframed through aestheticized storytelling, emotional intensification, and algorithmic amplification. Drawing on mediatization theory (Strömbäck 2008; Couldry & Hepp 2017), affective polarization research (Iyengar et al. 2019; Huddy et al. 2015), and fandom studies (Jenkins 2006; Sandvoss 2013), the paper argues that political participation is progressively reconfigured as a form of affective consumption rather than deliberative engagement. The central research question is: How does the fan-driven transformation of politics reshape economic priorities and democratic resilience within European political systems? To address this question, the paper employs a qualitative, multi-layered methodology combining frame analysis, narrative reconstruction, and visual-aesthetic coding. It examines how political actors mobilize symbolic repertoires, emotional grammars, and platform-specific aesthetics across Instagram, TikTok, and Telegram. Particular attention is devoted to the construction of polarizing dichotomies, the personalization of conflict, and the conversion of political identity into a form of digital belonging. Through case studies from Italy and Spain, the analysis shows how fan-oriented narratives—such as anti-taxation frames surrounding property levies or crisis-centered energy discourses—can influence fiscal debates, redirect political attention, and weaken long-term industrial strategies. These dynamics are situated within broader debates on platform governance (Gillespie 2018; van Dijck, Poell & de Waal 2018), digital capitalism (Fuchs 2014; Zuboff 2019), and geopolitical vulnerabilities, including European dependencies on private data-analytics infrastructures, cyber-security incidents, and the democratic implications of algorithmic opacity. Pedro Sánchez's recent call for greater transparency in algorithmic decision-making provides an institutional anchor for discussing democratic stability under conditions of platform power. The paper contributes to digital politics scholarship in three main ways. First, it conceptualizes fanatic politics as a hybrid formation integrating affective, aesthetic, and algorithmic dimensions of political communication. Second, it demonstrates how fan-based political narratives can shape economic policy agendas, generating distortions that privilege short-term symbolic gains over long-term strategic planning. Third, it proposes an analytical framework for assessing the vulnerabilities of democratic systems exposed to platform-mediated polarization, emphasizing the need for institutional mechanisms capable of counterbalancing the emotional and economic pressures produced by digital fandoms. Keywords fanatic politics; affective polarization; digital platforms; political communication; democratic resilience References Couldry, N., & Hepp, A. (2017). The Mediated Construction of Reality. Fuchs, C. (2014). Social Media: A Critical Introduction. Gillespie, T. (2018). Custodians of the Internet.

Huddy, L., et al. (2015). “Expressive Partisanship.” Iyengar, S., et al. (2019). “Affective Polarization in the Digital Age.” Jenkins, H. (2006). Fans, Bloggers, and Gamers. Sandvoss, C. (2013). Fans: The Mirror of Consumption. Strömbäck, J. (2008). “Four Phases of Mediatization.” van Dijck, J., Poell, T., & de Waal, M. (2018). The Platform Society. Zuboff, S. (2019). The Age of Surveillance Capitalism.

SEE BELOW

Couldry, N., & Hepp, A. (2017). The Mediated Construction of Reality.
Fuchs, C. (2014). Social Media: A Critical Introduction.
Gillespie, T. (2018). Custodians of the Internet.
Huddy, L., et al. (2015). “Expressive Partisanship.”
Iyengar, S., et al. (2019). “Affective Polarization in the Digital Age.”
Jenkins, H. (2006). Fans, Bloggers, and Gamers.
Sandvoss, C. (2013). Fans: The Mirror of Consumption.
Strömbäck, J. (2008). “Four Phases of Mediatization.”
van Dijck, J., Poell, T., & de Waal, M. (2018). The Platform Society.
Zuboff, S. (2019). The Age of Surveillance Capitalism.

INTERPRETING CONSPIRACY: A SYSTEMATIC AND BIBLIOMETRIC ANALYSIS OF SOCIAL SCIENCES APPROACHES

Maurizio Cavaliere (University of Salerno, Italy) · **Elisa Musto** (University of Salerno, Italy)

conspiracism literature analysis biases

Since the mid-twentieth century, conspiracism has been predominantly interpreted within the social sciences through pathologizing paradigms, which have tended to frame it in implicitly or explicitly negative terms. From the early 2000s onward, several scholars have begun to challenge these approaches, drawing attention to their potential political weaponization and questioning the axiological neutrality of literature. Nevertheless, systematic reflection on these underlying assumptions remains limited and fragmented, potentially contributing to the reproduction of misinterpretations in subsequent research. This study aims to provide a historical and comparative analysis of the social scientific literature on conspiracism to assess whether, and to what extent, the phenomenon has been shaped by pre-existing axiological orientations that have constrained its analytical understanding. This has limited the possibility of scholars proposing critical instruments aimed at recognizing conspiracy thinking as an inter-partitical tool for gaining electoral consent in politics. The guiding hypothesis is that a substantial portion of literature has constructed ideal-typical models of conspiracism based on non-essential characteristics of the phenomenon, selectively emphasized through value judgments antecedent to empirical observation. This process may have contributed to the crystallization of predominantly negative paradigms and to their systematic association with other similarly stereotyped phenomena, such as populism. Our primary goal is to reconstruct the main interpretive paradigms that have emerged since the publication of “The Paranoid Style in American Politics” (Hofstadter, 1965), a proper milestone of the above-mentioned negative approach to conspiracism in social science. More specifically, we aim to identify their theoretical, disciplinary, and geographical foundations, and (if any) the consequent presence and persistence of evaluative biases in literature. Methodologically, the study adopts a quantitative approach based on a bibliometric analysis of papers in English and Italian produced in Europe and the United States. Using Bibliometrix, co-word and co-citation analyses will be conducted on datasets extracted from social science databases to identify recurring conceptual associations and dominant interpretative frameworks, as well as the most influential epistemic communities, references, and schools of thought. Further articulation of the analysis on a longitudinal and geographical basis, through the organisation of data into time intervals and geographical areas, will capture the phases of research development and conceptual evolution over time, identify regional clusters, and enable systematic comparison between regional normative and interpretative orientations. The expected outcomes include the identification of recurring theoretical approaches and evaluative elements that can be interpreted as structural biases. The study introduces analytical frameworks designed to provide guidance and critical tools for analysing bibliographic production, to strengthen critical thinking and to foster an impartial, contextualized understanding of the use of conspiracy theories, since their deployment has significant implications for the quality of democracy and participation. By seeking to identify

hypothetical value-based and epistemic biases, this study could make an important contribution to media literacy, promoting a critical view of the value-based categorization of certain social phenomena and how this is legitimized and disseminated through legacy and digital media.

Aslanidis, P. (2017) Avoiding Bias in the Study of Populism. Chin. Polit. Sci. Rev. 2, 266–287

Adinugroho, I. (2025). Exploring the Correlation Between Conspiracy Theories and Vaccine Intentions. University of Leeds.

Basham, L. (2021). Living with Conspiracy Theories. Routledge Bergmann, E. (2025). The weaponization of conspiracy theories. Routledge.

Bornmann, L., & Daniel, H.-D. (2008). What do citation counts measure? A review of studies on citing behavior. Journal of Documentation, 64(1), 45–80.

Butter, M., & Knight, P. (Eds.). (2020). Routledge handbook of conspiracy theories. Routledge

Callon, M., Courtial, J. P., Turner, W. A., & Bauin, S. (1983). From translations to problematic networks: An introduction to co-word analysis. Social Science Information, 22(2), 191–235.

Dentith, M. R. X. (2023). Taking Conspiracy Theories Seriously. Palgrave Macmillan.

Harambam, J. (2020). Contesting Epistemic Authority: Conspiracy Theories and Democratic Knowledge. Public Understanding of Science, 29(4).

Johnston, C. (2025). Exploring Predictors of Conspiracy Theory Belief. ProQuest Dissertations.

Mosbah-Natanson, S., & Gingras, Y. (2014). The globalization of social sciences? Evidence from a quantitative analysis of 30 years of production, collaboration and citations in the social sciences (1980–2009). Current Sociology, 62(5), 626–646.

Musolff, A. (2025). Cognitive Analysis of Conspiracy Theories. Rzeszów University Press Taguieff, P. (2023). Complottismo. Il Mulino.

Uscinski, J. E., & Parent, J. M. (2014). American conspiracy theories. Oxford University Press

Zhang, X., & Liao, Y. (2023). A Bibliometric and Visual Analysis of Populism Research (2000–2020). Sage Open, 13(4).

Zupic, I., & Cater, T. (2014). Bibliometric Methods in Management and Organization. Organizational Research Methods, 18(3), pp. 429-472.

SELF-REGULATION, MOTIVATIONAL DESIGN AND WELLBEING: FROM PSYCHOLOGICAL REGULATION TO GAME-BASED CONTEXTS FOR HUMAN FLOURISHING

Salvatore Fadda (University of Sassari, Italy) · **Carlo Andrea Pensavalle** (University of Sassari, Italy) · **Maria Giuliana Solinas** (University of Sassari, Italy)

Human Flourishing | COTS Board Games | Complexity Citizenship Education

This contribution reframes psychological wellbeing and human flourishing within the challenges of educating for democratic citizenship in an era of complexity, instability, and technoscientific opacity. Building on Self- vs. Externally-Regulated Behavior Theory, the paper argues that learners' capacity to inhabit complex systems responsibly depends on the interplay between (a) self-regulatory competencies and (b) the "regulatory quality" of learning environments—especially their emotional climate. Emotions are treated not as secondary outcomes but as the neuropsychological infrastructure of learning: supportive affective states enable exploration and deep understanding, while anxiety and stress—frequently triggered by uncertainty, feedback loops, and perceived loss of control—can produce cognitive withdrawal and helplessness. The paper proposes COTS board games as accessible "complexity simulators" for citizenship education: rule- based worlds where players experience uncertainty, systemic risk, resource conflicts, ethical dilemmas, cooperation/competition, and failure in a psychologically safe setting. Through structured play, students encounter emotionally resonant decision-making situations that can be debriefed to strengthen emotional intelligence (recognition, regulation, perspective-taking) and to transform mistakes into curiosity and redesign rather than fear and avoidance. In this way, game design becomes a pro-regulatory educational ecosystem that supports autonomy, competence, and relatedness while cultivating resilience, critical awareness, and hope—key dispositions for democratic agency under complexity. Finally, the paper explores how generative AI can function as a dialogic cognitive–emotional mediator integrated into game-based learning: not as an authority that simplifies complexity technocratically, but as a reflective scaffold that helps teachers and students articulate strategies, interpret emotional responses, test alternative narratives, and reduce performance anxiety. By combining complex-systems play, motivational design, and AI-supported reflection, the proposed framework expands learners' ability to understand technoscientific systems critically and to act with greater clarity, wellbeing, and responsibility in contemporary democratic life.

ALAMEDA C. – SANABRIA D. – CIRIA L. F. (2022), The brain in Flow: A systematic review on the neural basis of the Flow state, Cortex, Volume 154, 348-364, Issn 0010-9452.

ALONSO A. - KURTESSIS J. N. - Schmidt A. A. - STROBEL K. - DICKSON B. (2015), A Competency-Based Approach to Advancing Hr, People and Strategy, Alexandria Vol. 38, ISS. 4, 38-44.

ANTONOVSKY A. (1996), The Salutogenic Model as a Theory to Guide Health Promotion, Health Promotion International, 11, 11-18.

BAKKER A. B. - SCHARP Y. S. - BREEVAART K. - DE VRIES J. D. (2020), Playful Work Design: Introduction of a New Concept, The Spanish Journal of Psychology, 23, e19. doi:10.1017/SJP.2020.20.

BASSI M. - CARISSOLI C. - BERETTA S. - NEGRI L. - FIANCO A. - DELLE FAVE A. (2022), Flow Experience and Emotional Well-Being among Italian Adolescents during the Covid-19 Pandemic, The Journal of Psychology,156(6), 395–413.

CSÍKSZENTMIHÁLYI M. (1990), Flow: The Psycology of optimal experience, Harper & Row.

DECI E.L. - RYAN R.M. (1985), Conceptualizations of Intrinsic Motivation and Self-Determination. In: Intrinsic Motivation and Self-Determination in Human Behavior, Perspectives in Social Psy-chology. Springer, Boston, MA. https://doi.org/10.1007/978-1-4899-2271-7_2.

DETERDING S. (2012), Paideia as Paidia: from game-based learning to a life well-played, Games Learning Society, Carnegie Mellon University, Etc Press Pittsburgh (Pa).

DI DOMENICO S. I. - RYAN R. M. (2017), The Emerging Neuroscience of Intrinsic Motivation: A New Frontier in Self-Determination Research, Frontiers in Human Neuroscience, vol. 11,

https://www.frontiersin.org/journals/human-neuroscence/artcles/10.3389/fnhum. 2017.00145, doi:10.3389/fnhum.2017.00145, ISSN=1662-5161

FULLER S. K. - HANLON J. E. (2018), Play and Experiential Learning: Unlocking the Potential of Students, Journal of Experiential Education, 41(3), 295-309.

GLYNN R. (2012), The Role of Play in Adult Well-Being, American Journal of Play, 5(1), 1-13.

GUAY F. (2022), Applying self-determination theory to education: Regulation types, psychological needs, and autonomy supporting behaviors, Canadian Journal of School Psychology, 37(1), 75-92.

HAMARI J. - KOIVISTO J. (2014), Measuring motivations for gamification: The Gamification User Types Hexad Scale, Proceedings of the (2014) ACM International Joint Conference on Pervasive and Ubiquitous Computing: Adjunct Publication, 1–4.

HUIZINGA J. (1938), Homo Ludens: A Study of the Play-Element in Culture. Routledge & Kegan Paul

HUNICKE R. - LEBLANC M. - ZUBEK R. (2004), MDA: A Formal Approach to Game Design and Game Research, Proceedings of the AAAI Workshop on Challenges in Game AI (Vol. 4, No. 1, p. 1722).

KOLB D. A. (1984), Experiential Learning: Experience as the Source of Learning and Development, Prentice-Hall.

ILIES R. - WAGNER D. - WILSON K. - CEJA L. - JOHNSON M. – DERUE S. - ILGEN D. (2017), Flow at Work and Basic Psychological Needs: Effects on Well-Being, Applied Psychology, 66: 3-24.

LAZZARO N. (2008), The four fun keys. Game Usability: Advancing the Player Experience, Isbister K. & Schaffer N. eds., Elsevier, Burlington, 315–344.

MAGYARÓDI T. - OLÁH A. (2017), The Effect of Social Interaction on Flow Experience, International Journal of Psychology & Behavior Analysis, 3. 10.15344/2455-3867.

MAINEMELIS C. (2001), The Power of Play: A Playful Path to Innovation, Academy of Management Review, 26(1), 105-117.

MCGONIGAL J. (2011), Reality Is Broken: Why Games Make Us Better and How They Can Change the World, Penguin Publisher Group, ISBN-13 978-0143120612.

PANKSEPP J. (1998), Affective Neuroscience: The Foundations of Human and Animal Emotions, Oxford University Press.

PIVAC B. (2023), Game-based learning for culturally diverse students Designing a conceptual framework for embedding cultural capital into games, Master Thesis in Game Design, Depart-ment of Game Design, University of Uppsala, Sweden.

RYAN R. M. - DECI E. L. (2017), Self-determination theory. Basic psychological needs in motivation,

development and wellness, New York, NY: Guilford Press. Revue québécoise de psychologie. 38. 231.10.7202/1041847ar.

RYAN R. M. - DECI E. L. (2000), Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being, American Psychologist, 55(1), 68–78.

RYAN R. M. - DECI E. L. (2022), Self-Determination Theory, F. Maggino Ed., Encyclopedia of Quality of Life and Well-Being Research, Springer, 1-7 https://doi.org/10.1007/978-3-319-69909-7_2630-2.

SHRM (2025), Beyond Gamification Report, https://www.shrm.org/enterprise-solutions/in-sights/beyond-gamification-unlock-true-engagement-through.

ZIMMERMAN E. (2022), The Rules We Break: Lessons in Play, Thinking, and Design, Princeton Ar-chitectural Press.

FROM PROMPT TO STORY: GENERATIVE AI, DIGITAL STORYTELLING, AND AI LITERACY WITH UNDERGRADUATE STUDENTS

Melania Talarico (University of Turin, Italy)

Digital storytelling | AI literacy | undergraduate students

The growing development of generative artificial intelligence (AI) is increasingly assuming a central role in media communication processes. The textual and visual information that we produce and disseminate daily represents an important educational challenge today, requiring greater critical awareness of the role of artificial intelligence and media in democratic participation processes (Panciroli & Rivoltella, 2023). This context highlights the need to promote forms of thinking oriented toward solving complex problems and managing contemporary challenges. Data from ISTAT (2024) show the importance of strengthening digital competence in order to improve citizens' democratic participation. Long and Magerko (2020) also emphasize the need to develop skills related to data interpretation, understanding machine learning processes, and reflecting on the ethical and social implications of algorithms. In this context, it becomes crucial to train future teachers to critically understand media languages within educational processes. The new DigComp 3.0 framework (European Commission, 2025) highlights the importance of reflecting on artificial intelligence across the five areas of digital competence. This paper presents a teaching experience carried out within a university course on Educational Technologies, involving students enrolled in the Primary Teacher Education program. The activity was designed as a digital

storytelling laboratory in which students created short educational video stories intended for primary school pupils, using generative artificial intelligence tools to produce images. The activity aimed to enhance narrative design (Bruner, 1990; Robin, 2016), multimodal communication, and critical reflection on the role of AI in the creation of educational content. The choice to adopt a narrative methodology is linked to the role that storytelling plays in encouraging learners to ask questions, construct logical and causal relationships between events, and develop alternative perspectives. Recent studies highlight how the integration of generative artificial intelligence in storytelling activities can support students' creative and metacognitive processes, fostering a comparison between human ideas and AI-generated suggestions (Niclós et al., 2024). Accordingly, this study addresses the following research question: how can the use of generative artificial intelligence in digital storytelling activities contribute to the development of critical competencies related to media and algorithms in teacher education? The exploratory study adopts a qualitative approach. A sample of 100 video stories created by the students was analyzed considering three main dimensions: a. the narrative coherence and educational intention of the produced stories; b. the relationship between textual prompts and the images generated by AI systems; and c. the integration of multimodal elements in line with principles of multimedia learning (Mayer, 2024). A questionnaire was administered to explore students' perceptions of narrative meaning-making and the potential and critical aspects of AI in generating stories and images. Preliminary findings indicate that narrative guided the construction of visual meaning in the videos, shaping the use of prompts and the generation of both referential and evocative images. The analysis also revealed the presence of bias in the generated images, offering students an opportunity to critically reflect on algorithmic processes and on the role of artificial intelligence in the production of media content.

Bruner, J. (1990). Acts of meaning. Cambridge, MA: Harvard University Press.

European Commission. (2025). DigComp 3.0 – The Digital Competence Framework for Citizens. Luxembourg: Publications Office of the European Union.

Istat. (2024). Cittadini e ICT – Anno 2023. Roma: Istituto Nazionale di Statistica.

Long, D., & Magerko, B. (2020). Artificial intelligence literacy: Competencies and design considerations. CHI Conference on Human Factors in Computing Systems, 1–16.

Mayer, R. E. (2024). The past, present, and future of the cognitive theory of multimedia learning. Educational Psychology Review, 36.

Niclòs, I. P., Sanz, Y. E., Gómez, P. O., & Ezpeleta, A. M. (2024). Creativity and artificial intelligence: A study with prospective teachers. Digital Education Review, (45), 91-97.

Panciroli, C., & Rivoltella, P. C. (2023). Pedagogia algoritmica: Per una riflessione educativa sull'intelligenza artificiale. Scholé.

Robin, B. (2016). The power of digital storytelling to support teaching and learning. Digital Education Review, 30, 17–29.

ECHOES, SHADOWS: HOW CAPITALISM HAS DRAINED SPACE AND TIME OF SENSORIAL ENGAGEMENT AND DEGRADED DEMOCRACY

Lana Parker (University of Windsor, Canada)

everyday life | algorithmic capitalism | material conditions

In this paper, I draw upon contemporary engagements with Lefebvre's spatiotemporal critique of capitalism to argue that the emptiness of our common spaces degrades democratic commitments. Drawing from a Heideggerean phenomenological perspective, Lefebvre (2004, 2014) is concerned with the formation of being in relation to everyday life amidst the spaces of the world. Unlike Heidegger, however, Lefebvre states that it is in the everyday encounter with the world, and with the cultivated spaces of one's immediate environment, that capitalism asserts its control (Schmid, 2022). Here, I argue that capitalism has flattened our everyday environments by eliminating materials—what Heidegger (2001) calls the ready-to-hand—through programs of austerity and by impoverishing our imaginaries by tying life's worth to labour and consumption. A fulsome lifeworld, I contend, cannot be constructed from the remains, from the shadows and echoes of meaningful engagements with the world around us and with others. To develop this argument, I begin by describing how capitalism makes incursions into the spaces of young people's lives in two ways: first, through consumerist online worlds; second, through classrooms eroded by neoliberal conditions. For the former, I draw on Lefebvrian analyses to describe how capital's rapacious tendency toward marketization has shaped online environments into vapid spaces where children are both labourers for and consumers of Big Tech, but have few opportunities for meaningful human connection. For the latter, I extend the Lefebvrian analysis to argue that the neoliberal iteration of capitalism has altered the material conditions of schools, ridding them of rich, experiential opportunities for the arts and hands-on learning through

underfunding. These classrooms, I suggest, are now increasingly spaces for more blinkered, algorithmically-controlled online time, as students are rarely given materials outside of laptops or phones. Both online and classroom spaces then facilitate what Crary (2022) calls an "atomized crowd of individuals" (Ch. 3, para. 48). In the third section of the paper, I discuss how a lack of space to forge communities—to meaningfully experience the in-the-world phenomenon of being with—corrodes the foundations of democratic participation. That is, as fewer materials are available ready-to-hand, there are fewer opportunities for young people to encounter and forge care for the world. This lack of connection, of intention, and of imaginaries is a product of the emptiness of capitalist space, but not an accidental one. It is a way of insuring that democracies are less viable and that oligarchic regimes face fewer obstacles. I conclude my paper with an invitation to consider what Lefebvre's relentless focus on space permits us to see: that cultivating time and place for togetherness, in respite from capitalist phenomena, is a promising way forward. I assert that place-based, material enrichments should form the basis for arguments in support of public education, and for how children might spend their leisure time as well.

Crary, J. (2022). Scorched earth: Beyond the digital age to a post-capitalist world. Verso Books.
Heidegger, M. (2001). Being and Time: A Translation of Sein und Zeit (J. Macquarrie & E. Robinson, Trans.). Blackwell Publishers. (Original work published 1927)
Lefebvre, H. (2004). Rhythmanalysis: Space, time and everyday life (S. Elden & G. Moore, Trans.). Continuum Books. (Original work published 1992)
Lefebvre, H. (2014). A critique of everyday life: The one-volume edition. Verso Books. (Original work published 1991, 2002, 2005)
Schmid, C. (2022). Henri Lefebvre and the theory of the production of space (Z. M. King, Trans.). Verso Books.

PITFALLS OF ONLINE DISTORTED SCIENTIFIC KNOWLEDGE. A CASE STUDY ABOUT THE INSTRUMENTAL USAGE OF FAILED CLIMATE CHANGE PREDICTIONS

Fiammetta Corradi (Università degli Studi di Pavia, Italy)

Climate change denial | Scientific communication | Epistemic status of scientific knowledge

Manipulations and distortions in scientific divulgation and communication on the internet have become top issues in STSs and among the sociologists of cultural and communicative processes. Climate change, among other topics, has fallen under the lens. For instance, Dunlap and McCright (2010) have explored the heterogeneity of the so-called "climate denial blogosphere"; others have analysed the "rhetorical constellations" posted by bloggers on the public Facebook page of a denialist digital platform (Bloomfield and Tillery, 2019; Tillery and Bloomfield 2022). The present study, moving from the theory of "Co-Production" of science and social order (Jasanoff, 2004; Jasanoff and Kim, 2005), further explores the phenomenon of online climate change denial focusing on the website "Wattsup with that" (https://wattsupwiththat.com), founded in 2006 and run by William Anthony Wattsup, former television meteorologist, chatted climate change skeptic, among the protagonists of the American "Climategate" (Scott, 2021). The platform, self-proclaiming "the world's most viewed website on global warming and climate change", is one of the several adversaries of the Intergovernmental Panel on Climate Change (IPPC), established since 1987 by the United Nations, the main advocate of the anthropogenic theory of global warming (ATGW), currently shared by 99% of scientists (Lynas et al. 2021; Myers et al. 2021). In particular, the analysis concentrates on the archive of "failed predictions", containing more than sixty climate forecasts, delivered since 1966 until nowadays, by representatives of mainstream climate science and proved, based on observational data, ex post wrong. Together with some surprising outcomes (to anticipate one, until 1988 every prediction hinted at the coming of a new Ice Age, and not towards a warming trend), the empirical case study provides interesting insights to develop an inter-disciplinary reflection upon a constellation of related topics that span from the epistemic status of contemporary climate change science to the future of our climate modelling (Bordoni, 2025); from a critical discourse analysis unveiling fallacious reasonings and flaw explanatory logics, rhetorical tricks and unsound conclusions, to a deeper understanding of the role of epistemic coherence in climate change science (Corradi, 2025); from the intrinsic and multidimensional complexity of climate change predictions, to their instrumental, economic and political usages to erode public trust in mainstream scientific accounts (Blöbaum, 2016; Fischer, 2017). One important implication is that against climate change denial, it is urgent to safeguard the specific epistemic status of climate predictions, and disclose the actual limits of their reliability, showing the (ever shifting, but nonetheless knowledgeable) boundaries between what we know, what we don't know, and what we cannot know (Krauss, 2021; Stainforth, 2024). More generally, the positive democratization of access

to scientific knowledge through the internet, hiding distorted communicative means and aims, more urgently needs a careful and timing critical sociology of scientific communication, ready to reveal the pitfalls of misleading interpretations and instrumental usages of scientific tenets and findings: before they turn, online, quickly viral.

Blöbaum, B. ed. (2016), Trust and Communication in a Digitized World. Springer.

Bloomfield, E. F., & Tillery, D. (2019). The circulation of climate change denial online: Rhetorical and networking strategies on Facebook. Environmental Communication, 13(1), 23–34. doi:10.1080/17524032.2018.1527378

Bordoni, S. Kang, S.M., Shaw, T.A., Simpson, I.R, and Zanna, L. (2025), The Futures of climate modeling. Npj climate and atmospheric science, Perspective. 8:99.

Dunlap, R. E., & McCright, A. M. (2010). Climate change denial: Sources, actors and strategies. In C. Lever-Tracy (Ed.), Routledge handbook of climate change and society (pp. 240–259). New York and London: Routledge.

Corradi, F. (2025) The Role of Coherence in Climate Change Science: a methodological proposal. Cambio. Rivista sulle trasformazioni sociali. Version online first: https://oaj.fupress.net/index.php/cambio/article/view/17902.

Fischer, F. (2017). Climate Crisis and the Democratic Prospect. Participatory Governance in Sustainable Communities. Oxford: Oxford University Press.

Jasanoff, S. (2004). States of Knowledge. The Co-Production of Science and Social Order. London: Routledge.

Jasanoff, S. & Kim, Sang-Hung (eds.), (2005). Dreamscapes of Modernity. Sociotechnical Imaginaries and the Fabrication of Power. Chicago and London: The University of Chicago Press.

Krauss, L. M. (2021). The Physics of Climate Change. London: Head of Zeus, part of Bloomsbury Publishing.

Lynas M., Houlton B. Z., Perry S. (2021). Greater than 99% consensus on human caused climate change in the peer-reviewed scientific literature. Environmental Research Letters. 16 (11): 114005.

Myers K. F., Doran P. T., Cook J., Kotcher J. E. and Myers T. A. (2021). Consensus revisited: quantifying scientific agreement on climate change and climate expertise among Earth scientists 10 years later. Environmental Research Letters. 16 (10): 104030.

Scott, P. (2021). Hot Air. The Inside Story of the Battle Against Climate Change Denial. London: Atlantic Books.

Stainforth, D. (2023). Predicting Our Climate Future. What We Know, What We Don't Know, and What We Cant't Know. Oxford: Oxford University Press.

Tillery, D., & Bloomfield, E. F. (2022). Hyperrationality and Rhetorical Constellations in Digital Climate Change Denial: A Multi-Methodological Analysis of the Discourse of Watts up with That. Technical Communication Quarterly, 31(4), 356–373.

CONFERENCE PROGRAMME

Symposia

5 symposia

SYMPOSIUM

WHAT PEDAGOGY FOR MEANINGFUL LEARNING? FROM NEUROSCIENCE TO TEACHING PRACTICE

meaningful learning | neuroscience | teaching practice

PROMOTED BY ANP – Associazione Nazionale Presidi
VENUE Edificio di Scienze Politiche (CU002), Sala Lauree
DATE AND TIME 02/09/2026, 2:00–3:45pm
PROGRAMME 2 hours – in Italian
SPEAKERS Antonello Giannelli (President, ANP); Maria Luisa Iavarone (Università degli Studi di Napoli Parthenope); Luisa Anna Maria Giordani (Headteacher, I.C. "Terralba" Genova); Daniela Pes (Headteacher, Liceo Scientifico "Galileo Galilei" Napoli)
MODERATOR Licia Cianfriglia (ANP)

Promoted by ANP – Associazione Nazionale Presidi. Neuroscientific research over recent decades has profoundly transformed our understanding of learning processes, offering pedagogy conceptual and operational tools of extraordinary scope. Yet the dialogue between cognitive science findings and everyday teaching practice remains fragmented — often mediated by simplifications that risk distorting the complexity of both fields. This round table opens a space for genuine cross-disciplinary exchange, centred on a core question: what does 'meaningful learning' actually mean? When does an educational experience leave a lasting mark on the student's mind and person? What cognitive, relational, and contextual conditions must be created for learning to be more than momentary performance? Neuroscience teaches that learning is a deeply embodied act, modulated by emotion, memory, attention, and intrinsic motivation. Yet schools continue to organise time, space, and assessment according to logics that often disregard these fundamental mechanisms. How can this gap be bridged? How can scientific evidence be translated into concrete teaching choices, without falling into neurobiological determinism or methodological improvisation? The discussion will explore pedagogical practices that place the learner in their full complexity at the centre: competency-based teaching, cooperative learning, metacognition, the role of formative feedback, and the management of emotions in the classroom as a resource rather than an obstacle. The aim is not to import foreign models uncritically or to chase pedagogical trends, but to build a grounded, reflective, and scientifically informed professional teaching culture. The round table is addressed to school leaders, teachers, researchers, and trainers.

SYMPOSIUM

CONFUSED AND HAPPY. ITALIAN TEACHERS BETWEEN CHANGE, CRISIS, AND JOB SATISFACTION

teachers | job satisfaction | teacher surveys

PROMOTED BY Be for Education Foundation
VENUE Edificio di Scienze Politiche (CU002), Sala Lauree
DATE AND TIME 02/09/2026, 4:15–6:00pm
PROGRAMME 2 hours – held in Italian
SPEAKERS Gianluca Argentin (University of Milano-Bicocca); Laura Palmerio (INVALSI); Veronica Velasco (University of Milano-Bicocca)
CHAIR AND DISCUSSANT Orazio Giancola (Sapienza University of Rome)

Promoted by Be for Education Foundation. Teachers play a crucial role in the daily functioning of the school system and are called upon to mediate among numerous demands, covering different roles even within a single day. At the same time, teachers are central actors in school transformations, as they are the primary implementers of educational policies and systematically find themselves mediating between social innovations and the persistence of school bureaucracy. Alongside these tensions, which place teaching somewhere between an autonomous profession and clerical employment, a further set of significant challenges stems from the demands of social interactions—not only in educating and caring for students, but also in interfacing with parents and other professional figures. This complex set of tasks, roles, and

responsibilities leads to high stress levels for teachers and, particularly in Italy for those at the end of their careers, modest salary recognition. It is therefore unsurprising to find profound dissatisfaction among teachers regarding the social perception of their work and the belief that they do not enjoy the social prestige they deserve. Nor is it surprising to see the media representation of teachers as burned out and in deep crisis. Closer inspection, however, reveals that teachers generally tend to reaffirm their career choice and, above all, report widespread and high satisfaction with many aspects of their job. The symposium stems from this apparent contradiction and seeks to address three crucial questions: How do elements of satisfaction and crisis coexist within the teaching body? Which teacher profiles appear most at risk, and which school factors can tip teachers toward distress? Which factors can serve as resources? What policies can be introduced to support teachers? The symposium compares the results of three major surveys on teachers—OECD-TALIS 2024, the Fourth National Survey on Teachers, and HBSC (Health Behaviour in School-aged Children) Teachers—aiming to provide a nuanced answer to these questions, which are often oversimplified in the press. It highlights the importance of conducting rigorous research on teachers' needs as a vital component for the smooth functioning of the school environment.

SYMPOSIUM

DEMOGRAPHIC DECLINE AND THE FUTURE OF SCHOOL SYSTEMS: CONSTRAINTS AND OPPORTUNITIES

demographic decline | school networks | educational policy

PROMOTED BY Fondazione per la Scuola (Compagnia di San Paolo Foundation)
VENUE Edificio di Scienze Politiche (CU002), Sala Lauree
DATE AND TIME 01/09/2026, 11:00–12:45
PROGRAMME 2 hours – in Italian
WELCOME Giulia Guglielmini (President, Fondazione per la Scuola)
PRESENTATIONS Cristina Solera (Università degli Studi di Torino) – Too few children: by choice or by constraint? Low fertility in Italy in a comparative perspective; Roberto Ricci (President, INVALSI) – Rethinking school systems: organisation, quality and equity
Panel discussion – From demographic decline to policy and practice, chaired by Giulia Guglielmini (Fondazione per la Scuola): Roberto Ricci (President, INVALSI); Giuseppina Rita José Mangione (Researcher, INDIRE); Alessandro Clavarino (Head, Genoa Provincial School Office)

Promoted by Fondazione per la Scuola (Compagnia di San Paolo Foundation). Across Europe, demographic change is reshaping societies, with declining birth rates and ageing populations becoming structural features of many countries. Italy represents one of the most pronounced cases of this trend, with a sustained and significant reduction in births over the past decades. While the economic and social implications of demographic decline are widely discussed, its consequences for education remain insufficiently addressed. The progressive reduction of the school-age population is already producing declining enrolments, fewer classes, and — in some areas — the closure or consolidation of schools. In rural, inner, and peripheral areas, the contraction of school networks risks weakening access to education and reinforcing territorial inequalities. In urban contexts, demographic decline interacts with residential segregation and school choice, potentially reshaping the social composition of schools and amplifying inequalities. A critical but often overlooked dimension concerns the teaching workforce. Demographic decline is expected to reduce demand for teachers, raising challenges related to workforce planning, recruitment, and retention. Without strategic policy responses, there is a risk of a purely proportional reduction in teaching staff, potentially undermining the attractiveness of the profession and limiting opportunities for generational renewal. Demographic decline is not merely a quantitative contraction, but a structural transformation affecting school organisation, resource allocation, and classroom composition. At the same time, it opens a policy window: fewer students may allow for improved student–teacher ratios, more personalised learning, and innovative organisational models — if supported by appropriate strategic choices. The symposium explores these challenges with the school system as the main unit of analysis, combining demographic, territorial, and educational policy perspectives. It aims to move beyond a defensive approach centred on cost containment, and to discuss how demographic change can be leveraged as an opportunity to redesign school systems, improve quality, and strengthen equity. Key questions: What demographic scenarios are most relevant for the future of school systems, and how should they inform long-term plan-

ning? How does demographic decline reshape school networks, territorial inequalities, and the teaching workforce? Can demographic decline be leveraged as an opportunity to redesign school systems and improve equity and quality, rather than leading to proportional downsizing?

SYMPOSIUM

READING THE EDUCATION AND TRAINING ECOSYSTEM: INTERPRETIVE PERSPECTIVES ON EDUCATIONAL CHANGE

educational ecosystem | innovation | system monitoring

PROMOTED BY INDIRE – Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa
VENUE Edificio di Scienze Politiche (CU002), Sala Lauree
DATE AND TIME 03/09/2026, 4:15–6:00pm
PROGRAMME 2 hours – in Italian
CHAIR Elisabetta Mughini (INDIRE)
SPEAKERS Giuseppina Rita José Mangione; Jessica Niewint; Margherita Di Stasio
DISCUSSANT Francesca Borgonovi (OECD)

Promoted by INDIRE – Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa. The social, demographic, technological, and cultural transformations characterising our time are profoundly reshaping the role of educational institutions in contemporary societies. Schools — together with other segments of the education and training system — can no longer be understood solely as institutions devoted to the transmission of knowledge. They are increasingly configured as part of a complex educational ecosystem, in which schools, adult education pathways, professional tertiary education, and mechanisms integrating education, training, and work all interact. Understanding these transformations requires data collection and analysis tools capable of capturing the complexity of ongoing educational phenomena. The integrated use of quantitative data, system observatories, continuous monitoring, and analyses of emerging phenomena enables the research community to develop more nuanced interpretations of the processes of change affecting the education and training system. The symposium explores transformations in the education system through four complementary interpretive perspectives: a territorial perspective, examining the relationship between educational institutions and local contexts, demographic transition, and territorial learning ecosystems; a pedagogical perspective, focusing on how education systems respond to contemporary challenges — foundational competencies, metacognition, generative AI literacy, and new ecologies of knowledge; a professional perspective, considering innovation processes through the development of teachers, school leaders, and other educational professionals, and the role of in-service training and professional communities; and a systemic perspective, focusing on inter-organisational and inter-institutional processes through which innovations spread and become institutionalised within the education and training system.

SYMPOSIUM

LEARNING FOR DEMOCRACY / DEMOCRACY FOR LEARNING: GENDER STEREOTYPES AND THE DEVELOPMENT OF COMPETENCIES

gender stereotypes | competencies | financial literacy

PROMOTED BY INVALSI and Banca d'Italia
VENUE Edificio di Scienze Politiche (CU002), Sala Lauree
DATE AND TIME 01/09/2026, 2:00–3:45pm
PROGRAMME 2 hours – in Italian
CHAIR Patrizia Falzetti (INVALSI); Claudia Maurini (Banca d'Italia)
KEYNOTES (60 MINUTES) Michela Carlana (Università Bocconi, Milano); Carmela Aprea (University of Mannheim)
POLICY PANEL (40 MINUTES) Annamaria Ajello (Università "Sapienza", Roma); Roberto Ricci (INVALSI); Maria Teresa Sagri (INDIRE); Magda Bianco (Banca d'Italia); Carmela Palumbo (MIM – Ministero dell'Istruzione e del Merito)
OPEN DISCUSSION 20 minutes

Promoted by INVALSI and Banca d'Italia. Despite progress in recent decades, significant gender gaps persist in students' disciplinary and transversal competencies. The literature shows that such inequalities are strongly shaped by cultural stereotypes, social expectations, and interactions among students, teachers, and families. Gender gaps emerge early: evidence on adolescents indicates that socioeconomic status and family attitudes towards gender roles significantly influence performance differences between girls and boys, with effects that are amplified in contexts characterised by greater cultural and material inequalities. Teachers also play a crucial role: numerous studies document that implicit teacher stereotypes can widen the gender gap, particularly in mathematics and quantitative reasoning. Similar gaps are observed in financial literacy, where girls and women show lower levels of competence — including in non-numerical tasks. Gender stereotypes can heighten financial anxiety, reduce self-confidence, and impair performance in situations perceived as 'masculine'. Recent research further shows that, even among finance students with comparable knowledge, girls are less inclined to seize advantageous economic opportunities, revealing a persistent behavioural gap affecting economic choices and future career trajectories. In line with the conference theme Learning for Democracy / Democracy for Learning, the symposium explores how gender stereotypes influence the formation of competencies fundamental to democratic participation. Strong cognitive competencies, socio-emotional capacities such as agency and self-efficacy, and informed decision-making skills are essential preconditions for active and responsible citizenship. School environments informed by democratic practices — participation, collaboration, mutual recognition — can mitigate the impact of stereotypes and foster more equitable and inclusive competency development. The symposium adopts an interdisciplinary approach, integrating perspectives from economics of education, developmental psychology, sociology, and teacher education research.

AUTHOR INDEX

A

ABBIATI, Giovanni Maria
Digital Technologies in Italian Classrooms: Practices, Attitudes, and Emerging Challenges (C.07), p. 401

ABBIATI, GIOVANNI MARIA, Giovanni Maria
PANEL The Implications of Smartphones and Digital Environments for Learning and Psychophysical Well-Being (M.13), p. 1273

ABODAYEH, Ayat
Refusing Erasure: Gazan Women Engaging in Educational Resistance (A.05), p. 78
SPOCs for Gaza: Designing Community-Oriented Online Learning as Resistance to Scholasticide (A.05), p. 75

ABU IRMELEH, Nihad
Resistance through Education: Experiences of Palestinian Schools in Jerusalem (A.05), p. 77

ADAMOLI, Matteo
TEACH-AI: A multidimensional analysis of teachers' perceptions of Artificial Intelligence across the concepts of Affordance-in-Practice, Professional Capability, and Sentiment (C.06), p. 388
When Toys Talk Back: Anthropomorphization, Datafication, and a New Media Education Agenda for Early Childhood (M.01), p. 1178

ADDIUCCI, Luca
Designing AI to Avoid Cognitive Delegation: A Metacognitive Tutoring Model for Critical AI Literacy in Secondary Education (M.03), p. 1195

ADDONE, Agnese
Articulating Narrative Problems in AAC: Logical–Mathematical Representation in Word Problems and Story Problems through Symbols and Spatial Relations (B.04), p. 191
Beyond Graphicacy: Toward a Framework of Graphic Design Equity in STEM Education (B.04), p. 188
The Influence of Algorithmic Bias and Autocomplete Predictions of AI Systems in Education (AIED) on Critical Thinking and Students' Epistemic Autonomy (M.17), p. 1296

ADDONE, AGNESE, Agnese
PANEL Democratic Access to Scientific Knowledge through Graphic Reasoning and Visuo-Quantitative Literacy (B.04), p. 185

AGDAL, Rita
Neighbourhood conditions and educational opportunities in a Norwegian low-SES neighbourhood: A Freirean perspective (D.17), p. 531
Schools as Infrastructures for Community Commoning: Participation, shared spaces and community development in Norwegian municipalities (E.09), p. 576

AGEL, Ines
Learning Democracy by Shaping Space: Children's Co-Creation and Collective Decision-Making in a Primary School (D.11), p. 482

AGOSTINI, EVI, Evi
PANEL Learning Communities as Transformative Environments: Bridging Local Action and Global Challenges (B.09), p. 246

AGRATI, Laura Sara
Multi-Agency Data Sharing for School Dropout Prevention: Evidence from a Local Italian Context (D.14), p. 511

AGRUSTI, GABRIELLA, Gabriella
PANEL Research-based Teacher Professional Development as a Model of Professional Reflection for Teachers and Researchers (C.04), p. 370

AGUIAR, Jessica
Public Universities as Spaces of Resistance: A Study of an Intercultural Initial Indigenous Teacher Education Program in Northeastern Brazil (H.12), p. 965

AGUZZI, Giulia
Retelling Stories, Restarting Lives: Evaluating University Empowerment and Orientation Trainings through Neurodivergent Young Adult Self-Narrative Turning-Points (F.06), p. 643
Rediscover Human Similarities Throught Diversity. The Narrative Approach To Implement Empathy During Teacher Training Programs For Inclusion (F.09), p. 689

AISSA, Basma
Academic Pathways and the Teaching Profession for Young People from International Backgrounds (C.02), p. 357

AL-KHALIS, Bu'ad Muhammad
The Daily Journey: A Phenomenological Study of Students' Lived Experience Crossing Military Checkpoints as an Everyday Democratic Act and Resistance to Enforced Ignorance (A.05), p. 85

ALBANESE, Carmela
Autism and Prejudice. How Cinema Shapes the Collective Imaginary (F.04), p. 636

ALBANESI, Cinzia
Intergenerational Participation in School and Civil Society: Two Implementations of the IPARD Approach (B.10), p. 265

ALBANESI, CINZIA, Cinzia
PANEL Learning Democracy And Democratic Competencies Through Service Learning And Youth Lead Participatory Methods (B.10), p. 263

ALBY, Francesca
The Functions of Professional Teams in Addressing the Challenges of Reception Work with Young Migrants (B.09), p. 252

ALCOCEBA HERNANDO, José Antonio
Student Engagement and Civic Consciousness of Future Communicative Mediators: A Pilot Study in a Spanish University (I.02), p. 1050

ALDROVANDI, Alessandra
Intersectional Belonging: Adult Migrant Students' Experiences in Finland (G.13), p. 844

ALEANDRI, Gabriella
Financial Education Issues for Inclusion, Equity and Democratic Participation (G.09), p. 789
Music as a Tool for Self-Regulation and Learning: A Music Therapy Research-Intervention for Youths with Autism, SLD, ADHD, and SEN (M.18), p. 1300

ALESI, Barbara
The Encounter Between Schools and Mothers with Disabilities: Addressing Hidden Inequalities and Rethinking School–family Partnerships (D.12), p. 494
Women Teachers With Disabilities And Intersectional Methodologies: A Case-study In Educational Contexts (G.12), p. 832
Challenging Gender-based Violence Against Women With Disabilities: Narrative Practices and Peer Counselling from an Intersectional Perspective (G.18), p. 874

ALESSANDRA, Augelli
Mapping Civic Education in Italy: A National Study on Student Engagement and Human Rights Education from Nursery to Upper Secondary Schools (E.04), p. 554

ALESSANDRO, De Matteis
Inequalities and Discrimination in Brazilian Education: a 'Racial Democracy'? (D.16), p. 522

ALESSIA, Travaglini
Educational Opacity and Pedagogical Resistance in Algorithmic Environments: a Participatory Research-Formation Model for Teacher Educators (M.11), p. 1263

ALESSIA, Virzì
The Daily Emotional Impact of Online Hate Speech in Adolescence: The Role of Migrant Background (B.01), p. 155

ALEXAKIS, Dimitris
Democratic Experience and Praxis (E.11), p. 585

ALIBERTI, Daniela
New Ways Of Learning Inclusion: Dance-based Methodologies To Foster Reflective Ways To Think About Diversity (H.13), p. 979

ALKHANAFSA, Raneen
Meaningful Learning as a Pathway to Democratic Education: Evidence from English Language Classrooms in the Jerusalem Suburbs (A.05), p. 83

ALLEN, Kim
Meritocracy's winners? Young women's experiences of 'earning while learning' UK Higher Education (D.06), p. 451

ALLENA, Serena
Scuola Dell'Infanzia As An Educational Interstice: Documentary Action Research On The Italian Early Childhood Curriculum (F.06), p. 651

ALM FJELLBORG, Andreas
Parental Preferences and the Reproduction of School Segregation – Evidence from a Choice Experiment Linked to Register Data (D.15), p. 518

ALPINI, Matteo
The Functions of Professional Teams in Addressing the Challenges of Reception Work with Young Migrants (B.09), p. 252

ALTAMURA, Alessandra
Violence as a "Form of Love": Internalised Parenting Models and the Development of Emotional Relationships (G.07), p. 774

ALTOBELLI, Giorgia
Adult Education and Lifelong Learning Towards Inclusive Cultures: Freedom, Responsibility, and Generative Pedagogy (H.01), p. 898
From School to Work: Educational and Career Guidance, Future Expectations, and Social Inequalities (H.22), p. 1031

ALUCIN, Silvia
New Right Narratives on Teachers' Role in Education in Argentina: Symbolic Convergences, Negotiations and Tensions in Secondary Education Policies (A.03), p. 69

ALVARADO-URBINA, Andrea
Rural Lives, Urban Universities: Assembled Educational Trajectories of Rural-Origin Youth in a Chilean Border City (H.03), p. 923

ALVISI, Lorenzo
The Knowledge of Experience, the Experience of Knowledge: Time, Space and Subjectivation in the Contemporary University (H.11), p. 959

AMADINI, Monica
Learning Democratic Citizenship Through A European Homelessness Count Service-Learning Project (B.10), p. 266
Participatory Documentation as Civic Infrastructure (D.17), p. 529

AMASHA, Marcel
Caring Literacy as Institutional Practice: Empathetic Inquiry, Reflective Authority, and De-Escalation in Arab School Leadership (G.04), p. 741

AMBU, Barbara
Educational Leadership, Teachers' Motivation And Pathways To The Profession In Democratic Schools (C.07), p. 408

AMDAM, Synnøve H.
Navigating the AI Turn in Teacher Education: Compliance, Control or Creative Renewal? (I.12), p. 1103
Rethinking Democratic Bildung: Teacher Educators' Perspectives on Generative AI (M.04), p. 1210

AMENDOLA, Giovanna
Ageing With Disabilities Between Ageism And Ableism: Towards A Special Pedagogy Of Double Vulnerability (F.01), p. 614

AMENDOLA, ALFONSO, Alfonso
PANEL Media, Arts and Digital Democracy: Negotiating New Cultural Ecologies (M.08), p. 1240

AMMATURO, Pietro
Authorship and Participation, Simulation and Signification: Cinema in the Algorithmic Age Between Frame, Code, and Artificial Intelligence (M.08), p. 1244

AMMATURO, PIETRO, Pietro
PANEL Media, Arts and Digital Democracy: Negotiating New Cultural Ecologies (M.08), p. 1240

AMORUSO, Paola
Democratic Schools In The Netherlands: The Blossoming Of Neurodiversity (F.07), p. 666

ANDOLINA, Laura
Life Planning in Aging with Disability between Assistance and Caring Relationships (F.01), p. 613

ANDREA, Casavecchia
How Can University Dropouts And Delays In Degree Completion Be Addressed? (I.08), p. 1091

ANDREA, CASAVECCHIA, Casavecchia
PANEL Rethinking the University: Public Engagement, Academic Autonomy and Transformative Knowledge Practices (I.08), p. 1087

ANDREANI, Eleonora
When DIMMI MET REVERS-ED: Successful Educational Actions, Family Engagement, and the Co-Construction of Educating Communities (D.09), p. 473

ANDREATTI, Giovanna
Family Economic Socialization as a Key to Equitable Financial Education in Italian Primary Schools (G.09), p. 783

ANDREOLLI, Giorgia
How Language Creates Boundaries: Multilingual Families Encountering Monolingual Schools (D.12), p. 493
Recentering Epistemologies And Languages In Conditions Of Vulnerability: Reflections From The Perspective Of Critical And Decolonial Applied Linguistics (G.05), p. 750

ANDREOZZI, Sara
Roma Design Experience: A Systemic Challenge-Based Learning Model for Active Citizenship and Social Innovation in Design Education (B.02), p. 172

ANDREUCCI, Valentina Maria
Experiential Financial Education. Assessing the Effectiveness of a Banca d'Italia Museum Exhibition (G.09), p. 785

ANDRÉ, Géraldine
Political Socialization of Urban Lower-Class Youth in Schools: The Encounter Between the Educational Field and the "Subfield" (D.07), p. 457
The Clash Between School Field and Young People's Digital Skills from Working-Class Families Some Conceptual Refinements of Bourdieusian Theory (D.12), p. 492
Intersectionality and Educational Inequalities From Critical Literature Review to an Ecosystem of Epistemological Gestures (G.12), p. 826

ANDRÉ, GÉRALDINE, Géraldine
PANEL The Encounter Between Educational Institutions and Families in the 21st century: Educational Inequalities, New Conflicts and Social Changes (D.12), p. 490

ANGELI, Lorenzo
Queering Educational Spaces: The Intersection of Futures Studies and Challenge-Based Learning for Active Democratic Citizenship (B.02), p. 172

ANGELINI, Cristiana
CapitanAVIS: A Randomised Pilot Study on Gamification, Blood Donation Awareness and Pro-Social Attitudes in Primary School Children (A.09), p. 106

ANGELONI, Matteo
Algorithmic Bias, Student Agency and Critical Dialogue: A Two-Level Analysis of Territorial Evidence and International Pedagogical Case Studies (M.03), p. 1194

ANGLOIS, Francesca
"Lo Spettacolo Siamo Noi": Evaluating the Effects of a Philosophy and Theatre Program in Middle Schools (H.13), p. 977

ANGOTTI, Roberto
Enhancing Organization Well-Being Through Intergenerational Learning: Insights From The Agemil Project (H.02), p. 909
Inclusive Workplace Learning: Gender- and Age-Sensitive Returns of Training in Italian Firms (H.02), p. 914
Self-Employment, Learning Ecosystems, and Educational Inequalities: Analysis and Evidence From the 2025 INDACO-Adults Survey (H.06), p. 942
Intergenerational Learning Between Strategic Recognition And Resource Allocation Constraints: evidence from the Agemil project (H.21), p. 1027

ANGOTTI, ROBERTO, Roberto
PANEL Adult Learning as Democratic Renewal: Empowering Citizenship and Envisioning Alternative Futures (H.02), p. 906

ANICHINI, Alessandra
The Laboratori del Sapere as an Exercise in Research–Training (C.04), p. 379

ANNINO, Alessio
The Delicate Issue of the New Citizenship Education and of the Education for the New Citizenship Supported by Digital Technologies for Sharing Common Values and Rules in Democracy (M.04), p. 1213

ANTEQUERA MANZANO, Sofía
Building a European Consortium for Intercultural Prison Education: The SPARK Erasmus+ Project (B.02), p. 167

ANTEQUERA-MANZANO, Sofía
Decolonising healthcare communication: Intercultural training for providers in the Intercomsalud Project (G.05), p. 753

ANTONIUCCI, Chiara
Leggere Senza Stereotipi. An illustrated bibliography to combat gender-based violence (G.10), p. 812

ANTUNES DA SILVA, Cleidiana
Reinventing Futures. Encounters and engagements in a favela complex in Rio de Janeiro, Brazil (L.08), p. 1171

APOSTOLOU, Irini
Co-designing Service Learning Ecosystems: Institutional Reflexivity and Student Empowerment through University–Community Collaboration (B.14), p. 308

APRILE, Rosario
Expertise Under Pressure: Experts' Self-Representation, Lexicometric Media Narratives, and Public Recognition in the Digital Infodemic (M.12), p. 1268

APÓSTOLO, Irini
Beyond Enthusiasm: Structural Barriers and Critical Tensions in SL in HE (B.14), p. 309

ARAMBURUZABALA-HIGUERA, Pilar
Beyond Enthusiasm: Structural Barriers and Critical Tensions in SL in HE (B.14), p. 309

ARAZZI, Graziella
How do Secondary Schools in Liguria Assess the Well-Being of Students? Possible Paths of Equity, Participation and Reduction of Socio-educational Risk. (A.11), p. 125
RES School Centers in Genoa: a Program of Schools that learn with the local Community (B.13), p. 298
Can the Changing Regulatory Context Strengthen the Relationship Between School and the World of Work? (H.00), p. 892

ARBOIX CALDENTEY, Paula
Rethinking Educational Inequality through Taste: A Bourdieusian Analysis of Students' Dispositions towards Learning (G.02), p. 733

ARGENTIN, Gianluca
Separated At School: Which Challenges for Policies? (Presentation of SD Special Issue suppl/2025) (A.00), p. 59
Can Family Group Conferences Be A Resource In Addressing School Vulnerability? Evidence From A Randomized Controlled Trial In Italy (D.05), p. 442

ARGENTIN, GIANLUCA, Gianluca
PANEL Teachers and Principals in Contemporary Education Systems: Working Conditions, Professional Dynamics and Effectiveness (C.07), p. 390
PANEL Tracing Inequalities to Foster Democratic Education: The Value of Longitudinal Data (D.14), p. 508

ARIEMMA, Lucia
Deconstructing the Algorithmic Paradox: Co-writing and Critical AI Literacy in Early Primary Education (E.04), p. 555
Inclusive Citizenship and the Ecology of Relationship: Educating for Otherness through the Cinematic Medium (E.04), p. 558
Our "Daily" Bread: Educating for Critical Thinking between Information Fragments and AI (I.04), p. 1065

ARIEMMA, LUCIA, Lucia
PANEL Civic Education Between Formal And Substantive Democracy (E.04), p. 550

ARIKAN, Fatma Derya
New Perspectives on the Italian University System (I.06), p. 1081

ARNABOLDI, Francesca
Beyond Aspirations: Gender Stereotypes, Educational Expectations and STEM Choices among Italian Upper-Secondary Students (G.01), p. 721

ARNABOLDI, FRANCESCA, Francesca
PANEL Bias, Schooling, and Trajectories in STEM: How to Go Beyond the Gender Gap (G.01), p. 721

ARPINO, Leonardo
From Mathematics to Citizenship: An Educational Toolkit for Critical Data Literacy (M.07), p. 1230

ARRIGONI, Tatiana
The "A Suon di Parole" Tournament: Evaluation of a Success (B.05), p. 196

ARRIGONI, TATIANA, Tatiana
PANEL Democratic Education and Critical Thinking: Innovative Practices in School (B.05), p. 194

ARSENAULT, Faustina
Democratizing Assessment Practices in Higher Education: A Student–Faculty Collaboration on Alternative Assessment at Athabasca University, Canada (I.02), p. 1052

ARSTORP, Ann-Therese
Rethinking Democratic Bildung: Teacher Educators' Perspectives on Generative AI (M.04), p. 1210

ARSTORP, Ann-Thérèse
Navigating the AI Turn in Teacher Education: Compliance, Control or Creative Renewal? (I.12), p. 1103

ARUN, Shoba
Violence, trauma and Black African women's navigation of Higher Education (D.04), p. 438

ASHTON, Emily
Minor Infrastructures: Ethics and World-Making in Early Childhood Education (L.07), p. 1161

ASSIRELLI, Giulia
Can Family Group Conferences Be A Resource In Addressing School Vulnerability? Evidence From A Randomized Controlled Trial In Italy (D.05), p. 442

ASSMANN, Charlotte
Operationalizing Educational Disadvantage: Social Indices and Governance Instruments in the Startchancen Programme (A.12), p. 134

ASTORRI, Giacomo
Opaque For Whom? Neuro-Algo-Divergent Perspectives In The Digital Society (F.07), p. 668
Beyond the Antinomy. Generative Artificial Intelligence in Schools Between Support and Reliance (M.03), p. 1200

ATTARDO, Elena
Moving Ceilings, Uneven Floors: The Production of transclasses in Higher Education – and why this might be just what we need (D.06), p. 450

AUDINO, Francesca
Intercultural Urban Welfare and Active Citizenship in a Grassroots Italian Language School (H.12), p. 963

AUER, Petra
Steps towards sustainable schools: Understanding the relation between children's Values and their Environmental Orientations (B.16), p. 322

AUGENTI, Maria Antonietta
Teaching Inequality at the Dawn of History: Gender Stereotypes in Italian Primary School Textbooks (G.14), p. 848

AVELLINO, Andrea
Religion And Civic Education At School Between Misunderstandings And Opportunities (E.04), p. 550

AVENTAGGIATO, Flavia Lia
Scicafè Transforming a Lower Secondary School into a Community Hub for Scientific Citizenship and Student Agency (B.16), p. 327

AVRAAMIDOU, Lucy
Physics Educators Challenging the 'Myth of Neutrality': a Comparative Case Study (I.04), p. 1063

AWAD, Yasser
Caring Literacy as Institutional Practice: Empathetic Inquiry, Reflective Authority, and De-Escalation in Arab School Leadership (G.04), p. 741

AWAD MORAD, Miriam
From Authority to Inspiration: Reclaiming Religious Narratives for Democratic Civic Competence and Caring Literacy (G.04), p. 747

AWAD MORAD, MIRIAM, Miriam
PANEL Caring Literacy Education: Transforming Hatred and Violence in Divided Societies (G.04), p. 741

AZAOLA, Marta Cristina
Global Parents Rearing Global Children. The Role of Children's Education in Family Migration Decision-making. (H.15), p. 988

AZZOLINI, Davide
Effects of a Matched Savings Program to Tackle School Dropout in Italy (D.03), p. 426
Missed Opportunities And Barriers To Participation In Incentivised Saving Programmes Among Middle-to-low-income Families In Italy (D.03), p. 423

B

BABETTO, Chiara
When DIMMI MET REVERS-ED: Successful Educational Actions, Family Engagement, and the Co-Construction of Educating Communities (D.09), p. 473

BABLICK, Heike
Space as Studio: Experimental Architecture, Biophilic Infrastructures, and Object-Rich Displays to Catalyze Pedagogical Experimentation in Teacher Education (D.11), p. 488
The Epistemic School: Educational Architecture as Democratic Knowledge Infrastructure in the Algorithmic Age (D.11), p. 487

BACHAND, Charles-Antoine
Political Capabilities and Environmental Justice Among Socially and Economically Marginalised Youth in Québec (E.02), p. 545

BAELI, Valentina
Beyond The Canon: Comics, Queerness, And Alternative Literacies As Sites Of Epistemic Resistance In School Curricula (G.06), p. 767
Flourishing Desire: Female Sexuality And Botanical Imagery In Contemporary Italian Illustrated Books (G.08), p. 778

BAGNASCO, Federico
Musical instrument Study in Adolescence as a Path towards Active Citizenship: The Case of Music High Schools in Italy (E.08), p. 569

BAIOCCO, Roberto
Looking To The Future: A Comparison Of Adolescents' And Parents' Experiences And Opinions On Comprehensive Sexuality Education (B.01), p. 156

BAIUTTI, Mattia
PANEL Citizenship Education and International Pupil Mobility (E.00), p. 535
Citizenship Education and International Pupil Mobility: Theoretical Links (E.00), p. 537

BAKETA, Nikola
Youth Political Disengagement and Socio-Political Attitudes: Findings from a Croatian National Study of Political Literacy (B.01), p. 158
Understanding Youth Political Disengagement: Perspectives of Final-Year Secondary School Students (B.12), p. 282

BALARIN, Maria
Incomplete Puzzles And Shallow Pedagogies: Youth Transitions In Peru's Informal Urban Settlements (H.03), p. 920

BALBO, Jessica
"Lo Spettacolo Siamo Noi": Evaluating the Effects of a Philosophy and Theatre Program in Middle Schools (H.13), p. 977

BALCONI, Barbara
Life Skills Education and Democratic Classroom Practices: Teachers' Experiences of Implementing the Life Skills Training Programme in Primary Schools (B.05), p. 212

BALDI, Rita
Women and teaching between Sicily and America. The lesson of rural teacher Josephine Delva between the 19th and 20th centuries (G.08), p. 779

BALDISSERA, Carla
The Skin of School: A Recognition of Multispecies Schools in Urban Setting (B.13), p. 304

BALENZANO, Caterina
Italian Adolescents in Residential Care: Educational Poverty and Protective Factors (D.13), p. 507

BALESTRA, Antonio
Teacher Motivation and Participation in Inclusive Learning Environments: A Survey of Specialist Support Teachers (B.11), p. 275

BALLOI, Cristina
Community Based Participatory Research: A Methodological Approach as a Practice of Decolonisation. The Experience of the D@rts Horizon Project (G.05), p. 755

BALSANO, Clara
Human-in-the-Loop AI-Generated Flashcards: A Convivial Framework for Ethical Integration and Professional Autonomy in Emergency Medicine (M.02), p. 1186

BALZANO, Gennaro
Dwelling in Democracy: School, Infosphere and Community Participation (E.04), p. 554

BALZANO, Vito
Generativity and the Public Meaning of Education: A Social Pedagogical Perspective on Family-Institution Relationships (D.17), p. 528

BAMBINI, Valentina
From Grammar Reflection To Active Citizenship: The Educational Impact Of Valency Grammar In Italian Schools. (B.05), p. 213

BANCHETTI, Claudia
The ELCRA Project as a Space for Environmental Literacy and Critical Reflection on Climate Activism (B.07), p. 234

BANO, Lucrezia
Human and Artificial Intelligence Compared in Higher Education Assessment: a Standard Research on Semi-structured Tests and Potential Biases (D.05), p. 443

BARABANTI, Paolo
Gender Stereotypes And Social-Emotional Skills In Italian Students: Gender And Territorial Differences In A Democratic Perspective (G.14), p. 853

BARATTUCCI, Massimiliano
Mental Health in Contemporary Academia: Persistent Challenges and Emerging Frameworks from a Case study (I.02), p. 1048

BARBANERA, Lorenzo
Studying Academic Temporalities through "Temporal Paradigms": A Survey-Based Typology of Italian Professors and Fixed-Term Researchers (I.08), p. 1092

BARBERIS, Eduardo
The Territorial Dimension of Vet: Multilevel Governance and Spatial Disparities in Four European Countries (H.09), p. 951

BARBETTA, Gian Paolo
Can Family Group Conferences Be A Resource In Addressing School Vulnerability? Evidence From A Randomized Controlled Trial In Italy (D.05), p. 442

BARBIERI, Nicolo
Lifelong Learning and Self-Employment for the Twin and Just Transition (H.06), p. 938

BARBINO, Francesca
"Piacere di Conoscerci": Youth-led CSE as democratic practice of policy-making in South Italy (G.10), p. 806
Decolonial and Queer Approaches to CSE Reimagining Schools Beyond Patriarchal and Eurocentric Norms (G.13), p. 838

BARBOSA ARAUJO, Cláudio Alberto
Reinventing Futures. Encounters and engagements in a favela complex in Rio de Janeiro, Brazil (L.08), p. 1171

BARCA, Alessandro
Integrated Teaching and Motivation: Preliminary Findings from Ongoing Research (B.11), p. 271

BARCA, Fabrizio
Roundtable. Beyond Early School Leaving: Educational Justice, New Forms of Citizenship and Policy Recommendations (D.00), p. 420

BARNAO, CHIARLIE, Chiarlie
PANEL Nonviolent Education and Demilitarization of Schools: Practices, Tools, and Pedagogical Perspectives Towards Universalist Humanism (A.08), p. 92

BARONCELLI, Andrea
Returning Research Findings in School-based Psychological Research: Participatory and Generative Practices (A.08), p. 99

BARONI, Federica
Inclusive Design in Education from a Deaf Studies Perspective: Insights on Deaf Epistemologies and Learning Practices (F.03), p. 631

BARONI, Sara
Achievement and Achievement Differences in Primary Education: Inequality-critical Reflections on a Discourse Analysis of Educational Policy (F.10), p. 701

BARRICELLI, Domenico
Self-Employment, Learning Ecosystems, and Educational Inequalities: Analysis and Evidence From the 2025 INDACO-Adults Survey (H.06), p. 942
The Future of Self-Employment: A Middle-Term Analysis (2021–2025). Continuing Training, Hybridisation and Social Protection between Qualified Autonomy and Structural Vulnerability (H.06), p. 941
Narrating Work in the Age of Algorithms: Biographies, Transformative Education and Democratic Imagination in Digital Society (M.16), p. 1289

BARRIENTOS SOTO, Andrea
Grounding Democratic Practices: An Alternative School Community Addresses Socio-natural Phenomena (D.08), p. 459

BARROS, Rosa Yessenia
Ageing With Disabilities Between Ageism And Ableism: Towards A Special Pedagogy Of Double Vulnerability (F.01), p. 614

BARSOTTI, Susanna
An approach to Children's and Young Adult Literature Didactics: texts, dialogue and cooperative learning. (B.06), p. 224

BARUCH, Natalie
Caring Literacy and Nationalist Masculinity: Informal Education and the Mobilization of Marginalized Youth (G.04), p. 746

BARUCH, NATALIE, Natalie
PANEL Caring Literacy Education: Transforming Hatred and Violence in Divided Societies (G.04), p. 741

BARZAGHI, Alessandra
Participatory Action Research in a Multicultural After-School Centre: the case of the DREAM project (H.07), p. 949
Learning Across Borders: Recognizing the Intellectual Capital of Children Moving Alone in Italy (H.18), p. 1008

BARZAGHI, ALESSANDRA, Alessandra
PANEL Creative and Emancipatory Research with Migrants and Refugees: Rethinking Methods, Education, and Democratic Participation (H.07), p. 945

BARZANÒ, Giovanna
School Health Education and Global Citizenship: Integrating the One-Health Approach through Place-Based and Trialogical Learning. A Case Study (B.16), p. 329
Developing Climate Change Awareness Within the Context of Global Citizenship Education. The Venice Lagoon as a Laboratory: a Case Study (L.02), p. 1130

BASILE, Bianca
Can The Museum Function As A Platform For Social Resonance? (G.18), p. 877

BASILE, Marta
Educational Networks and Educational Poverty in Catania: Social Network Analysis and Community-Facing Digital Mapping (B.14), p. 310
Socio-Educational Interventions in At-Risk Neighborhoods of Catania: A Detection Strategy (D.04), p. 439

BASSETTI, Chiara
Piloting And Evaluating Challenge-based Learning In Vocational Education A Socio-anthropological Participatory Approach (B.02), p. 163

BASSETTI, CHIARA, Chiara
PANEL Participatory and Challenge-Based Learning for Educational Innovation, Active Citizenship and Democratic Transformation (B.02), p. 162

BASSI, Miriam
Guiding Teachers: Professional Reflexivity to Support Students (C.03), p. 363

BATES, Catherine
Community-Engaged Research and Learning in Higher Education: The TOGETHERNESS Project (I.08), p. 1090

BATINI, FEDERICO, Federico
PANEL Shared And Dialogic Reading Aloud And Its Equitable Benefits (B.15), p. 313

BATISTA, Susana
Student Participation in School Governance: A Critical Literature-Based Reflection on Democratic Spaces (B.12), p. 277
Imagining the Future School: Pre-Service Teachers' Narratives on Professional Role and Identity (C.03), p. 364

BATTAGLIA, Maria Vittoria
Nietzsche's Great Health and subjective well-being: Autobiographical writing as self-care (C.01), p. 346

BATTAGLINI, Chiara
From Grammar Reflection To Active Citizenship: The Educational Impact Of Valency Grammar In Italian Schools. (B.05), p. 213

BATTILORO, Valentina
Promoting Tertiary Education Through Asset Building: Impact Evaluation of the Percorsi Programme (D.03), p. 428

BATTIPEDE, Elena
Online Information-Seeking And Voting Decisions In Swiss Direct Democracy: Evidence From A Swiss Popular Vote (M.07), p. 1234

BATTISTA, Fernando
Dancing Among Desks; The Role Of The Body And Movement In The Intercultural School (F.06), p. 653

BATTISTI, Alessandra
The Heterogeneity of Needs in the School System: an Analysis of the Levels of Inclusion and Participation of Students with Disabilities (F.06), p. 654

BAXANEAN, Marcela
The "Together" Methodology: Strengthening Child and Youth Participation in Public Decision-Making. (B.12), p. 278

BAYRAKDAR, Sait
Uncertain Times, Uncertain Places: Exploring Policies And Place In Post 16 Transitioning (H.03), p. 928

BAYÓN CENITAGOYA, Candelas
Building a European Consortium for Intercultural Prison Education: The SPARK Erasmus+ Project (B.02), p. 167
Decolonising healthcare communication: Intercultural training for providers in the Intercomsalud Project (G.05), p. 753

BAZZANI, Rubina
Archives for Peace: Using Historical Sources to Foster Nonviolence Education in Primary Schools (A.08), p. 94
Patrimoni in valigia: Schools as Community Hubs for Democratic and Inclusive Learning Ecosystems (B.13), p. 297

BAZZUL, Jesse
Imagining A Relational Ethics of Becoming At The Heart Education (L.07), p. 1160

BAZZUL, JESSE, Jesse
PANEL Rethinking Care and Learning Within the Posthuman Turn (L.07), p. 1160

BEDNARZ, Furio
Rethinking Youth Participation And Democracy: Lessons From The CINI Method (B.10), p. 264

BEEGE, Maik
Post-Occupancy Evaluation for Learning Environments (POELE): A formative assessment tool (D.11), p. 486

BEIRANTE, David
A Profession Under Strain: Short-term Policy Fixes and Long-term Planning Gaps in Portugal's Teacher Workforce (C.03), p. 365
Reconfigurations of the Teaching Vocation: Engagement, Well-Being and Professional Regimes from the Perspective of School Leadership (C.03), p. 366

BELHAJ, Zakaria
Sabir: a Codesign Process To Foster Inquiry Based-Learning In The Mediterranean (B.05), p. 194

BELINGARDI, Chiara
Engendering City as a Practice of Transformative Education (L.01), p. 1123

BELLACICCO, Rosa
Meritocracy, Inclusion, and the Boundaries of Fairness in Schooling: Evidence from a Survey Experiment in Italy (F.10), p. 704

BELLAKEHAL, Hayette
From Passive Recipients to Co-creators: Learners' Voices Shaping Education for Sustainable Development (ESD) in Irish Higher Education Institutions (HEIs) (E.07), p. 561

BELLO, BARBARA GIOVANNA, Barbara Giovanna
PANEL Intersectional Methodologies: Approaches, Methods and Tools for Research in Educational and Organisational Contexts (G.12), p. 823

BELLONI, Simona
Building Capable Schools: Enhancing Teachers' Professional Capacity for Inclusion through a National Evidence-Based Training Network (F.09), p. 681

BELLOTTI, Chiara
Learning Artificial Intelligence in Early Childhood: Algorithmic and Human Agency (M.16), p. 1291

BELLUATI, Marinella
Communicating Europe in the Post-Digital Era: Youth Participation, Europeanization and Civic Agency (M.05), p. 1219

BELMONTE, Rosalba
Victims, Perpetrators and Media Narratives: Gender-Based Violence in Rome newspapers (G.11), p. 821

BELMONTE, ROSALBA, Rosalba
PANEL Learning For Democracy: Recognising and Deconstructing Sexist Stereotypes for a More Equal Society (G.14), p. 846

BENASSI, ANDREA, Andrea
PANEL Knowledge, Data, and Democracy: Towards Systemic Innovation in School (INDIRE) (B.08), p. 240

BENASSO, Sebastiano
Re-Framing 'Successful' Educational Trajectories And Subjectivities – The Role Of Structural, Discursive, And Contextual Factors In Shaping Educational Achievements (H.03), p. 917

BENEDETTI, Maura
The RETI Project: Actors' Perspectives on a Community Educational Pact in Porto Torres (B.09), p. 250

BENEDETTI, Virginia
Ableism, Ur-Fascism, Media-Social Control and Pseudo-Inclusive Practices. First outcomes of an Exploratory Survey (F.04), p. 637

BENEDUCI, Roberto
Logic-Constrained Prompt Learning for Euclidean Geometry Education (M.02), p. 1187

BENELLI, Caterina
Autobiography: A Device at the Service of Peace and Nonviolence (A.08), p. 97

BENERDAL, Malin
Investing in School Health Services: Illusio and Market Commitment in the Neoliberal Welfare State (G.19), p. 882

BENIGNO, Vincenza
Augmentative and Alternative Communication in Hospital School: A Matter of Educational and Health Justice for Students with Complex Communication Needs (C.01), p. 343

BENITES, Rodolfo
Beyond a Mere Submission to the Meritocratic Doxa: Exploring Undergraduate Students' Perceptions of Meritocracy at Elite Higher Education in England (D.16), p. 525

BENNARDI, Isabella
A Bridge Between Italy And Japan: The OECD "Infinity Project" for Promoting Inclusion And Shared Educational Perspectives Across Cultures (F.06), p. 642
Communicative Accessibility And Social Justice: Co-evolution and Neurodiversity in Primary School (F.07), p. 669

BENVENUTO, Guido
Problematizing School-to-Work Programs through Student Voice (H.00), p. 894

BENVENUTO, GUIDO, Guido
PANEL Research-based Teacher Professional Development as a Model of Professional Reflection for Teachers and Researchers (C.04), p. 370

BERENDI, Carmel
Reinventing Language as a Tool of Nonviolent Practice in Various Educational Settings (A.02), p. 64
Democratic Participation in Learning Cities. Learning Festivals as Educational Commons (E.07), p. 566

BERGONZINI, Luca
Cosmic Roots: Neurodiversity as a Resource for Exploring Connections Between Cosmos and Earth (F.07), p. 661

BERI, Arianna
Multi-Agency Data Sharing for School Dropout Prevention: Evidence from a Local Italian Context (D.14), p. 511

BERLINGÓ, Roberta
Limits and Conditions for a Decolonial Pedagogy: a Document Analysis of the Italian Guidelines on Interculturality (G.06), p. 764

BERNI, Veronica
Beyond the School Gate: Rethinking the Transition to Adult Life for Students with Disabilities through School–Work Alternation Programmes (M.18), p. 1303

BERNINI, Lorenzo
Cosmic Roots: Neurodiversity as a Resource for Exploring Connections Between Cosmos and Earth (F.07), p. 661

BERTI, Anna
Socioemotional development within the Universal Design for Learning Classroom (F.06), p. 652

BERTI, Francesca
Children as Social Actors in Heritage Education Practices: Co-construction of Knowledge in Real-World Labs (E.09), p. 583

BERTOLI, Roberta
Supporting the Transition from University to Professional Practice: Internship and Lifelong Guidance in Educator Training (B.20), p. 340

BERTOLINI, Chiara
Bridging Formal and Non-Formal Learning as Educational Commons: The Integration of the Delivery Museum and Scuola Diffusa in Reggio Emilia (E.09), p. 575
Integrating an AI-Based Conversational Agent in Dialogic Reading Practices: A Didactic Intervention in Primary School (M.06), p. 1226

BERTONI, Eleonora
Beyond Screen Time: Gender, Intensity, and Governance in the Relationship Between Social Media Usage and Adolescents' Mental Health in the European Union (M.13), p. 1276

BERTOZZI, Rita
Academic Pathways and the Teaching Profession for Young People from International Backgrounds (C.02), p. 357

BERTOZZI, RITA, Rita
PANEL Ethno-racial Diversity and Other Biographical Traits in Educational Professions: Possible Challenges for Democratic Education (C.02), p. 352

BETTI, Eleonora
Singing the Dialogue: Musical Languages and Collaborative Meaning-making as a Tool in Multicultural L2 Classrooms (B.06), p. 226

BETTINI, Elena
Beyond Teacher Expertise: Project Scaffolding and the Meaning of "Impact" in eTwinning Professional Development (C.06), p. 385

BETTUZZI, Stefania
Bridging School and Territory through the Atelier: Teacher Professional Learning in Context (C.04), p. 373

BHATNAGAR, Apoorva
Understanding Transformative Education through Invisible Pedagogical Mindsets in Indian Classrooms (B.07), p. 230
Structured Hybridity And The Democratic Struggle Over Educational Purpose (G.02), p. 731

BIAGINI, Erica
Exploring Futures Through Territory: Education Outside the Classroom as Pedagogical Leverage for Lifelong Orientation (B.13), p. 291

BIAGINI, Gabriele
Questioning the Machine: a Socratic Chatbot and Metacognitive Gains Among Pre-service Teachers (M.03), p. 1202

BIANCHI, Daniel
When Expectations Fade: Social Inequalities in Family University Expectations across Compulsory Schooling (D.12), p. 495

BIANCHI, Francesca
Vocation, Choice or Serendipity? Biographical Paths towards Special Education Profession (C.07), p. 404
Beyond Aspirations: Gender Stereotypes, Educational Expectations and STEM Choices among Italian Upper-Secondary Students (G.01), p. 721

BIANCHI, Martina
Educating Intimacy and Relational Awareness: An Educational Intervention to Counter Gender-Based Violence in University Settings (G.18), p. 869

BIANCHI, FRANCESCA, Francesca
PANEL Bias, Schooling, and Trajectories in STEM: How to Go Beyond the Gender Gap (G.01), p. 721

BIANCO, Adele
Educational poverty in Abruzzo and Implemented counter-practices (D.16), p. 523

BIANCONI, Laura
Re-educating the Adult: Unschooling as a Parent-Child Co-Transformative Practice of Democratic Citizenship and Mutual Care Work (G.20), p. 887

BIANQUIN, Nicole
Evaluating Inclusion Quality In Early Childhood Education And Care: Tools And Reflective Practices For a Democratic Community (A.11), p. 120

BIFULCO, Luca
Sport As Political-cultural Provocation And Pedagogy For New Criteria For Humanity: The Experiment And Threat Of Enhanced Games (E.12), p. 593

BIFULCO, LUCA, Luca
PANEL Bringing Elias Back To School (And Beyond): Figurational And Processual Perspectives On Education In Troubled Times (E.01), p. 538

BILANCINI, Ennio
CapitanAVIS: A Randomised Pilot Study on Gamification, Blood Donation Awareness and Pro-Social Attitudes in Primary School Children (A.09), p. 106

BILANCINI, ENNIO, Ennio
PANEL Citizenship, Social Justice and Playful Learning for Economic Awareness and Social Change (A.09), p. 104

BIONDO, Alberto
Archives for Peace: Using Historical Sources to Foster Nonviolence Education in Primary Schools (A.08), p. 94

BISCALDI, ANGELA, Angela
PANEL Homeschooling, Democracy, and the Public Sphere: Rethinking Education through Plural Perspectives (G.17), p. 861

BLANCATO, Ivan
How Teachers Evaluate Their Work: A Multidimensional Analysis of Italian Teachers' Job Satisfaction (C.07), p. 396
Pathways into Teaching: Recruitment, Timing, and Career Stabilization (C.07), p. 395

BLANCATO, IVAN, Ivan
PANEL Teachers and Principals in Contemporary Education Systems: Working Conditions, Professional Dynamics and Effectiveness (C.07), p. 390

BLANCO GARCIA, Nieves
Narrative Construction Of Teacher Identity And University Tutoring: A Case Study In The Primary Education Sciences Degree Program (C.04), p. 376
Between Regulatory Reform And Living Practice: The NUPE 2 Project As An Investigation Into Inclusion And Equity In Primary Schools (F.06), p. 657

BLANCO NAVARRO, Mercedes Pilar
Digital Platforms in Education: Between Support and Work Intensification for Teachers (M.14), p. 1286

BOARETTO, Giusi
From Humanism To The Pluriverse: Rethinking Education For Multispecies Democracy In More-than-Human Worlds (L.03), p. 1140
Designing Porous Multispecies Educational Landscapes: An Interdisciplinary Study Across Pedagogy, Architecture, And Design (L.06), p. 1159

BOCCACCI, Daniel
Education to Co-authorship Between AI Equity and Academic Autonomy (I.12), p. 1104

BOCCADORO, Pietro
The Influence of Algorithmic Bias and Autocomplete Predictions of AI Systems in Education (AIED) on Critical Thinking and Students' Epistemic Autonomy (M.17), p. 1296

BOCCHI, Barbara
From Classroom to City: Co-designing Educational and Urban Spaces as Democratic Practice (B.13), p. 295
Promoting Women's Empowerment through Financial Literacy Education: A Design Experience in Pre-Service Teacher Education (G.09), p. 790

BOCCI, Fabio
Ableism, Ur-Fascism, Media-Social Control and Pseudo-Inclusive Practices. First outcomes of an Exploratory Survey (F.04), p. 637
Disability Studies and Democratic Schooling (F.10), p. 703
Between Equity And Participation: A Research On International Vocational Training Contexts For Young People With Fragile X Syndrome (H.09), p. 952

BOCCI, FABIO, Fabio
PANEL In Praise of the Margin. The Representation of "Other Bodies" Between Disabling Devices and Practices of Self-Determination (F.04), p. 633
PANEL The Realm of Ableist Meritocracy: Unmasking Practices of Pseudo-Inclusion Within the Italian Education System (F.10), p. 697

BOCCONI, Stefania
Convivial Futures: Educating to Democratic Agency and Social Justice in the Age of AI (M.02), p. 1182

BODO, Martina
Educational Aspirations and Family Formation Desires among Native and Migrant-background Adolescents Living in Italy (H.20), p. 1021

BOERCHI, Diego
From Distal RAV to Proximal RAV: Peer Review for Actionable School Improvement (A.11), p. 122
Quality, Evidence, and Professional Agency: A Peer-Review-Inspired Approach to TPD in Schools (C.06), p. 382
Lifelong Guidance Against Inequalities: Why Italy's Non-system Fails and What Refugee Pathways Reveal (H.14), p. 981

BOERO, Marianna
The Development of Computer Adaptive Learning and Assessment: Toward Increasing Student Success and Intercultural and Social Tolerance (H.15), p. 991

BOGDANOVA, Margarita
Unveiling Heterogeneity in Cognitive Fatigue: A Methodological Framework for Assessing Individual Differences in Schoolchildren (F.07), p. 658

BOLZONI, Greta
School Segregation: Beyond Numbers. From Theoretical Perspectives to an Empirical Exploration of Desegregation Strategies (D.17), p. 530

BONACCORSI, Bianca
Co-designing Service Learning Ecosystems: Institutional Reflexivity and Student Empowerment through University–Community Collaboration (B.14), p. 308
Life Skills and Self-Directed Learning: Perceived Competence Development in Educational Pathways (I.05), p. 1074

BONAFEDE, Paolo
Cultivating Democratic Agency in Primary School: the MiniGiunta project in Rovereto Municipality (B.05), p. 201
When Violence Goes Viral: Upper Secondary Teachers and the Democratic Work of Controversy (M.10), p. 1254

BONAFEDE, PAOLO, Paolo
PANEL Educators as Agents of Change: Enacting Transformative Education in Practice (B.07), p. 228
PANEL Navigating the Controversial. Media Practices and Educational Challenges in the Digital Age (M.10), p. 1254

BONAL, Xavier
Private Education as an Exit Strategy in a Gentrifying City: School Choice and Educational Transitions in Barcelona (A.10), p. 109
Elective Belonging and the Gentrifier Habitus: School Choice, Moral Dilemmas, and Urban Inequality (D.15), p. 517

BONAL SARRÒ, XAVIER, Xavier
PANEL School Segregation Effects: the Educational and Social Impacts of Concentrated Vulnerabilities in Schools (D.10), p. 475

BONAL SARRÓ, Xavier
Accumulated Teacher Turnover: Approaching Intensified Educational Inequalities in Socially Vulnerable Schools (D.10), p. 477

BONAL, XAVIER, Xavier
PANEL Urban Education, Gentrification and School Segregation: Implications for Education and Social Justice (D.15), p. 516

BONANNI, Matteo
Crossing Borders, Transforming Attitudes? A Longitudinal Study on Civic and Intercultural Dispositions Among Students in International Mobility Programs (E.00), p. 537
Youth and Social Adaptation: A Mertonian Perspective on Inequalities and Pathways into Adulthood (H.20), p. 1017
When (Over)Use Becomes Risk: Smartphone Practices and Digital Vulnerability Among Young People (M.13), p. 1274

BONANNI, MATTEO, Matteo
PANEL Youth and Generations in the Contemporary Era: Exploring Social Change (H.20), p. 1017

BONATTI, Sonia
Exploring Teenagers' Friendship During the AI Era: First Issues from a Scoping Review (M.11), p. 1264

BONCI, Martina
Educational Community Pacts for Democratic Society (B.09), p. 248

BONCINELLI, LEONARDO, Leonardo
PANEL Citizenship, Social Justice and Playful Learning for Economic Awareness and Social Change (A.09), p. 104

BONGIORNO, Michela
Roots and Permeable Boundaries: the 0–6 Integrated System Between Community, Space, and Educational Continuity (B.13), p. 292
Land Art as a Pedagogical Language for Sustainability in Early Childhood Education: Place, Community, and Embodied Learning (L.06), p. 1158

BONGIORNO, Nicolò
Guidance as a Relational and Transformative Practice: The Experience of Choice Guidance Desks (H.14), p. 982

BONINELLI, Maria Luisa
Generative Artificial Intelligence and Formative Assessment: Designing Learning Pathways for Cognitive and Metacognitive Growth (B.08), p. 241
Inclusive Scholarly Ecologies: Reimagining the School within the Autism Spectrum through Best Practices and Systemic Habilitative Innovation' (F.07), p. 659

BONOMETTI, Stefano
A Change Laboratory Experience with Practitioners Working with Severely Marginalized Populations in Varese (E.13), p. 601
Collaborative Learning Experiences for Building an Urban Social Context for Adolescents (H.02), p. 912

BONOMI, Ester
Career and Educational Guidance Across Theory, Policy, and Practice (B.20), p. 337
Regional Policy Style in Career Guidance: Bach versus Coltrane (or Venetian Structure versus Lombard Experimentation) (H.14), p. 984

BONURA, Aurelia
Lifelong Guidance as Territorial Governance: The Community Educational Pact of Trapani as Infrastructure for Reducing Educational and Social Inequalities (H.14), p. 983

BONVINI, Eleonora
Where Silence Teaches: Hidden Curriculum and Democratic Learning in Italian CSE (G.10), p. 799

BONVINI, ELEONORA, Eleonora
PANEL Gender and Sexuality Education as Democratic Practice: Bodies, Relations, and Intimate Citizenship (G.10), p. 793

BORDANOBA, LIDIA, Lidia
PANEL Reversing Educational Inequalities: Successful Interventions for Democratic Learning (D.09), p. 469

BORDANOBA-GALLEGO, Lidia
Successful Educational Actions as Democracy in Practice: Longitudinal Successful Trajectories of Vulnerable Students (D.09), p. 470

BORDIGNON, Pierangelo
Authentic Tasks in Higher Education: Towards an Interdisciplinary Model for Competency-Based Design and Assessment (I.13), p. 1113

BORELLI, Chiara
Counteracting the Normalization of Dissident Identities: Pedagogical Reflections Emerging From Neuroqueerness (F.02), p. 617
Gender Inequalities, Co-parenting, and Educational Alliances in Early Childhood Education: Preliminary Findings from a Qualitative Study (G.10), p. 797
Critical Transfeminist Posthumanism in Education: Deconstructing Hierarchies for Ecological and Democratic Pedagogies (L.03), p. 1138

BORGHINI, ANDREA, Andrea
PANEL Prison Education for Democracy. Tensions and Contradictions of a Transformative Space (H.17), p. 996

BORGI, Rachele
The Laboratori del Sapere as an Exercise in Research–Training (C.04), p. 379

BORLA, Giorgio
Transcalarity and AI: The Techno-Aesthetic Experience as a Socio-Educational Practice for Sustainability Education (M.17), p. 1297

BORRI, Matteo
Biographical Friction: Personality, Migration and Work in Adult Learning Trajectories (H.01), p. 899

BORTOLOTTI, Ilaria
Digitalization in Early Childhood: A Quantitative Study on Parental and Professional Mediation Strategies in the 0-6 Context (M.01), p. 1176
Governing AI Interaction: Metacognitive Profiles, Self-Assessment, and Peer Feedback in a rAIse-Structured E-tivity (M.03), p. 1201

BOSATELLI, Sofia
Life Skills Education and Democratic Classroom Practices: Teachers' Experiences of Implementing the Life Skills Training Programme in Primary Schools (B.05), p. 212
Supporting Teachers' Professional Reflection through Pedagogical-Didactic Documentation: Evidence from a Mixed-Methods Study (C.04), p. 378
Rethinking the Impact of Teacher Professional Development with a focus on the Ricerca-Formazione Perspective: Insights from a Scoping Review (C.06), p. 384

BOSCO, Nicolina
Culturally Responsive Teaching For Promoting Transformative And Democratic Learning In Higher Education (C.02), p. 353

BOSCOLO, Alessandra
Rethinking the Impact of Teacher Professional Development with a focus on the Ricerca-Formazione Perspective: Insights from a Scoping Review (C.06), p. 384

BOSCOLO NALE, Simonetta
Developing Climate Change Awareness Within the Context of Global Citizenship Education. The Venice Lagoon as a Laboratory: a Case Study (L.02), p. 1130

BOSTANJE, Haneen
The Daily Journey: A Phenomenological Study of Students' Lived Experience Crossing Military Checkpoints as an Everyday Democratic Act and Resistance to Enforced Ignorance (A.05), p. 85

BOTTANI, Matteo
Paralympic Sport and Inclusive Governance: Practices and Perspectives of Local Actors in Italian Pilot Study (E.12), p. 597

BOTTARO, Chiara
Photovoice in Higher Education for Developing Life Skills, Reflective Participation and Democratic Agency (I.13), p. 1112

BOTTURI, Luca
Online Information-Seeking And Voting Decisions In Swiss Direct Democracy: Evidence From A Swiss Popular Vote (M.07), p. 1234

BOU ZEID, Marc
Sabir: a Codesign Process To Foster Inquiry Based-Learning In The Mediterranean (B.05), p. 194

BOULIN, Audrey
Research-Based Support in a Cité éducative: Navigating Uncertainties and the Demands of Public Commission (A.12), p. 127

BOURELLY, Richard
Intersections of Invisibility: A Quantitative Analysis of the Trans* BPOC Community's School Experiences in Europe (G.06), p. 768

BOURET, Cassiopée
Political Capabilities and Environmental Justice Among Socially and Economically Marginalised Youth in Québec (E.02), p. 545

BOUZID, Dalel
Fostering Critical Thinking Through The "Tribunal For The Future Generations" Pedagogical Project: Project Structure, Student Development, And Impact Of Tribunal-Based Learning (I.09), p. 1095

BOVE, Chiara
Invisible Barriers And Gender Segregation. Voices In Dialogue From A Study On Promoting Female Participation In STEM Fields (G.01), p. 723
Transnational Assembled Youths: Complex Biographies and Educational Trajectories between China and Italy (H.03), p. 922

BOZZETTI, Alessandro
Unequal Access, Unequal Experiences: Housing Pathways of University Students with Migrant Backgrounds (H.19), p. 1013

BOZZON, Rossella
After Upper Secondary School: An Analysis of Students' Aspirations in Lombardy (H.03), p. 925

BRACCI, Adele
Cultivating Scientific Citizenship through Playfulness: The third time of tinkering in Primary Science (L.08), p. 1170

BRADOVÁ, Jarmila
Echoes of Home : How Czech Parental Attitudes Towards Ukrainians in Czech Society Shape Peer Relations Between Czech and Ukrainian Students (F.12), p. 717
Educational Support and Public Opinion: Experiences of Ukrainian Children and Parents in Czech lower secondary Schools (F.12), p. 716
Fictional Classmates, Real Biases: Exploring Peer Ingroup and Outgroup distinctions Through a Vignette-based experiment (F.12), p. 716
Navigating the Gap: Sociological Perspectives on the Inclusion of Refugee Students in Czech Schools (F.12), p. 714
Teachers as Border Guards? Narrative Framing of Ukrainian Refugees in Czech Schools (F.12), p. 715
"Finding My Place at School": Pupil Perspectives on the Inclusion of Ukrainian Students in Czech Classrooms (F.12), p. 713

BRADOVÁ, JARMILA, Jarmila
PANEL Inclusion Beyond Crisis: Navigating Diversity, Inequality, and Social Justice in the Schooling of Ukrainian Refugee Students in the Czech Republic (F.12), p. 713

BRAGAGLIA, Sonia
Cripping the Sense of Place: Disability, Urban Accessibility and Spatial Belonging (F.11), p. 709

BRAHIC, Benedicte
Violence, trauma and Black African women's navigation of Higher Education (D.04), p. 438

BRAMANTI, Donatella
Family Centers and Active Ageing: Action research between good practices and local capacity building (H.01), p. 902

BRANCALEONI, Gabriele
ChillOut: an Example of Best Practices in Rehabilitation and Transformative Education (B.07), p. 232

BRANCATO, Giovanni
Medical Communication and Social Media: the Role of Experts as "Science Influencers" (M.12), p. 1270

BRANCATO, GIOVANNI, Giovanni
PANEL Science Communication and Scientific Information: actors, practices, and strategies in the Digital Era (M.12), p. 1267
PANEL Digital Culture, Knowledge and Democracy (M.19), p. 1305

BRANDA, Marta
Can Social Support Buffer Inequality? Evidence from PISA 2022 on Objective-Subjective Status Gaps and Perceived Social Mobility (B.01), p. 157
Teachers' Occupational Health and Organisational Support in Italian Schools: Evidence from the "4th Teachers' Living and Working Conditions" and "HBSC Teachers" Surveys (C.07), p. 399

BRANDI, LUDOVICA, Ludovica
PANEL Facing AI Challenges in a Democratic and Socio-Constructivist Perspective: Imaginaries, Agency and Explorative Experiences with a Reggio Emilia-Inspired Approach (M.06), p. 1223

BRANDIZZI, Nicolo'
The Mirror-Box Bias in the Neoliberal University: Generative AI, the Crisis of Humanitas, and Critical Thinking (I.12), p. 1102

BRARD, Nicolas
Instrumentalisation or democratic commitment? Local constraints and the adoption of Public Engagement in French universities (I.08), p. 1089

BRASCA, Margherita
The "Together" Methodology: Strengthening Child and Youth Participation in Public Decision-Making. (B.12), p. 278
Preventing Peer Violence in Schools: the Applying Safe Behaviours Participatory Approach with Vulnerable Adolescents (B.16), p. 319

BRAVO VARGAS, Gabriela
Mediations and Epistemic Agency in Higher Education at the Amazonian Triple Border (H.12), p. 966

BREMBILLA, Maria
Towards the Democratisation of Educational Processes: The Entanglement of Pedagogical Reflection, Technological Development and Ecological Thinking (L.03), p. 1139

BREMM, Nina
Operationalizing Educational Disadvantage: Social Indices and Governance Instruments in the Startchancen Programme (A.12), p. 134

BRENNAN, Rebekah
Intersectional Adult Education Pathways: Participatory Action Research and Epistemic Justice in Community–University Partnership (G.13), p. 839

BRESCIA, Paolo
Cooperation as a rhetorical strategy? The European University Alliances and the challenge of democratic participation (I.03), p. 1054

BRESCIANINI, Flavio
Exploring the Impact of SCAFFOLD Cards on Teachers' Design Practices for Competence-Based Education: A Mixed-Methods Study (C.06), p. 387

BRIGHENTI, Martina
Geographic Capital, Territorial Stigma and Educational Inequalities: A Bourdieusian Perspective on Southern Italian Migrations (G.19), p. 881
From Precarity to Collective Resource: Peer-Based Infrastructures of Solidarity and Knowledge as Democratic Innovation in Neoliberal Academia (I.02), p. 1049

BRIGNOLI, Sabrina
Influ-activists Shaping Political Participation: Publics' Negotiations between Personalised Fandom and Feminist Engagement (M.05), p. 1218

BRIZIO, Greta
New Ways Of Learning Inclusion: Dance-based Methodologies To Foster Reflective Ways To Think About Diversity (H.13), p. 979

BROOKS, Rachel
Student Politics In The UK Media: Whose Voices Are Heard, And Whose Are Left Out? (A.03), p. 66

BROOKS, Ruby Juanita
Cultural Capital and Symbolic Violence in English Early Years Education Regulation (D.04), p. 434
Everyday Intimacies of Early Years Practitioners: Gossip as Symbolic Power in the Early Childhood Workforce in England (G.02), p. 727

BROWN, Chris
Leading for Democratic Intelligence: Teacher Agency, Emotion, and Epistemic Stewardship in Inclusive Schools (F.09), p. 692

BROWN, Neenah
Democratizing Assessment Practices in Higher Education: A Student–Faculty Collaboration on Alternative Assessment at Athabasca University, Canada (I.02), p. 1052

BRUNETTO, Alessia
Social Work Education at the Crossroads: Professional Identity, Neoliberal Governance, and the Challenge of Democratic Professionalism (A.13), p. 142

BRUNI, Carmelo
Reconciling Inclusion and Regeneration of Inland Areas. The Case of the Seproter Project (H.06), p. 940

BRUNI, Elisa
Narrative Practices For Preventing Social Isolation And Fostering Community Connections: Insight From The Ginkgo Erasmus+ Project (H.01), p. 905

BRUNI, Elsa Maria
INDIRE-Training Courses for the Specialisation of Support Teachers: Participants' Final Feedback (F.06), p. 647

BRUNI, Filippo
From Multimedia to Multisensory Room: A Preliminary Investigation into New Perspectives for Inclusion and Teachers' Professional Competencies (F.09), p. 691
Using, Not Being Used: Toward a Convivial Pedagogy of AI with Adolescents (M.02), p. 1188

BRUNI, CARMELO, Carmelo
PANEL Continuing Training for Self-Employed Workers: Lifelong Learning and Inclusive Democracy (H.06), p. 936

BRUNI, ELSA MARIA, Elsa Maria
PANEL Learning Together, Participating Fully: Inclusion and Difference as Educational Resources (F.06), p. 642

BRUNO, Rosa Tiziana
Beyond National Canons: Japanese Literary Narratives as a Resource for Emotional Regulation and Democratic Citizenship in Italian Schools (B.01), p. 154
The Right To Anger And Dialogic Transformation: Reading Aloud As A Device For Narrative Equity (B.15), p. 314

BRUNO, Valeria
Looking To The Future: A Comparison Of Adolescents' And Parents' Experiences And Opinions On Comprehensive Sexuality Education (B.01), p. 156
For a future Italian Comprehensive Sexualities Education: An analysis of teachers' and future educators' suggestions (G.10), p. 794

BRUNORI, Michela
Building Interpersonal Trust in Digital Contexts to Enhance Democratic Engagement. The Role of Gender (B.03), p. 175
DIGITAL TRUST. What about the Otherness in Digital Agency? (M.10), p. 1256

BRUZZONE, Federica
Experience as Essence: A "FuoriClasse" Journey. For a Democratic School Outside and Inside the Classroom (B.05), p. 202

BRYCHOVÁ, Alice
Teaching Forced Migrants in Czechia: Challenges of Diversity and Necessary Support Systems (F.12), p. 718

BUCCI, Daniele
Organizational Compass: Experimenting with Regenerative Processes within a Doctoral Team Abstract (I.02), p. 1047

BUFFARDI, ANNALISA, Annalisa
PANEL Adult Education and Lifelong Learning: Toward a Culture of Inclusion (H.01), p. 895
PANEL Lifelong Guidance Against Social Inequalities: Toward Integrated Policies (H.14), p. 980

BUGLISI, Carmen
“Piacere di Conoscerci”: Youth-led CSE as democratic practice of policy-making in South Italy (G.10), p. 806

BUGNO, Lisa
Conceptions in Education: Making Unexamined Logics Visible for Transformative Practice (B.07), p. 237
Intersecting Realities: Guidelines for Intersectionality-Informed Educational Research Design (G.13), p. 840

BUGNO, LISA, Lisa
PANEL Intersectionality in Educational Research: Epistemologies and Methodologies favouring a Democratization of Postmigrant Societies (G.13), p. 835

BULGARELLI, Aurora
Beyond Academic Hegemony: Undercommons, Popular Education, and Decoloniality (G.05), p. 757
Performing Identity and Agency through Participatory Theatre: The Rampa Prenestina Experience with Roma Youth (H.12), p. 967

BULLETTI, Francesca
Giving “Body” to Research: Embodied Inquiry and Crip Pedagogy for the Democratization of Educational Contexts (F.11), p. 707
Epistemic Inequality In Transformative Research With Women with Endometriosis: The Construction Of A Methodological Framework Based On Intersectionality Perspectives (G.12), p. 825

BULLON-CASSIS, Laura
From Media Literacy to Democratic Practice: Youth Learning Communities Confronting Disinformation and AI (B.09), p. 257

BUONANNO, Paola
Territorial Networks for Lifelong Learning: Organizational Dynamics and Governance Challenges in the Campania Region (H.01), p. 903
Platformisation and Datafication in Hybrid Schooling: Rethinking Governance, Inequality and Democratic Agency (M.14), p. 1285

BUONOMO, Alessio
Aspirations and University Attendance Among Immigrant Students in Italy: A Longitudinal Perspective (H.19), p. 1010
Educational Aspirations and Family Formation Desires among Native and Migrant-background Adolescents Living in Italy (H.20), p. 1021

BUONPORTO, Simone Aldo
Beyond Bureaucracy: Regenerating Public Administration through Life Skills. A Case Study of a Large-Scale School Network in Southern Italy. (B.18), p. 333
Building Capable Schools: Enhancing Teachers' Professional Capacity for Inclusion through a National Evidence-Based Training Network (F.09), p. 681

BURASCHI, DANIEL, Daniel
PANEL Creative and Emancipatory Research with Migrants and Refugees: Rethinking Methods, Education, and Democratic Participation (H.07), p. 945

BURCHHART, Evelyn
Learning Democracy by Shaping Space: Children’s Co-Creation and Collective Decision-Making in a Primary School (D.11), p. 482

BURCHI, Sandra
To Be Neet Or Not To Be Neet ... Little Women Living In Disadvantaged Metropolitan Contexts Tell Us Another Story (H.11), p. 961

BURGIO, GIUSEPPE, Giuseppe
PANEL Decolonizing and Queering Education: Intersections of Power, Epistemic Justice, and School Practices (G.06), p. 759

BUSCEMI, Virgilio
Intergenerational Learning Between Strategic Recognition And Resource Allocation Constraints: evidence from the Agemil project (H.21), p. 1027

BUSSI, Margherita
Policy Feedback Effects on Mass Politics in Adult Education: Theoretical Contribution and Research Designs (H.02), p. 911

BUSSI, MARGHERITA, Margherita
PANEL Adult Learning as Democratic Renewal: Empowering Citizenship and Envisioning Alternative Futures (H.02), p. 906

BUSTAMANTE SAGE, María Francisca
Meritocracy and University Choice: Decision-Making Logics Among High-Achieving Affirmative Action Students in Ecuador (D.06), p. 452
Navigating Inequality: First-Generation Students' Choice, Access and Belonging in Chilean and Ecuadorian Universities (H.03), p. 924

BUZZACCHI, Chiara
Interruption And Connection: Movements for a democratic education (L.03), p. 1137

BØRTE, Kristin
AI and Multilevel Leadership in School Development: From District Initiative to School Implementation (M.14), p. 1282

BÖHMOVÁ, Martina
Are They Ready To Teach Sexuality Education In The Digital Era? (G.10), p. 802

C

CABEZAS BRAVO, Diego
Popular Education Against the New Right: Grassroots Experiences and Democratic Struggles in Post-Authoritarian Chile (A.03), p. 68

CABRAL MATOS, Sonia
Children as Social Actors in Heritage Education Practices: Co-construction of Knowledge in Real-World Labs (E.09), p. 583

CACCIAMANI, Stefano
“Classi In Rete”: A Form Of Extended Schooling To Support Teachers’ Collaboration And Technological Skills (B.09), p. 258

CACHIA, Romina
Beyond Screen Time: Gender, Intensity, and Governance in the Relationship Between Social Media Usage and Adolescents’ Mental Health in the European Union (M.13), p. 1276

CACIAGLI, Carlotta
Inequalities in Educational Pathways: The Role of Lower Secondary School Composition in Upper Secondary School Choice (D.10), p. 475

CADAVERO, Marco
Bloom Is Maslow: Learned Epistemic Helplessness, Neurodiversity, and the False Hierarchy Between Wellbeing and Thought (F.07), p. 662
From Clinical Intervention to Universal Education: The STARC Protocol for Socio-Emotional Literacy in an Inclusive School (F.07), p. 660
Narrating Neurodiversity. A Phenomenological Inquiry into the Lived Experiences of Pre-service Educators (F.07), p. 667
Promoting Self-Determination in Adults with Disabilities. Intersectional Approaches (G.12), p. 827
The Mirror-Box Bias in the Neoliberal University: Generative AI, the Crisis of Humanitas, and Critical Thinking (I.12), p. 1102

CADAVERO, MARCO, Marco
PANEL Neurodiversity, Education, and Social Justice (F.07), p. 658

CADEI, Livia
A Change Laboratory Experience with Practitioners Working with Severely Marginalized Populations in Varese (E.13), p. 601
Collaborative Learning Experiences for Building an Urban Social Context for Adolescents (H.02), p. 912
Professional Development And Collegial Culture: The Potential Of Peer Observation Of Teaching For Rethinking The Mission Of University Teaching (I.06), p. 1080

CAETANO, Pedro
Reconfigurations of the Teaching Vocation: Engagement, Well-Being and Professional Regimes from the Perspective of School Leadership (C.03), p. 366

CAGLIARI, Giovanna
Educating for Peace in Times of War: Transformative Education in the Movimento di Cooperazione Educativa and Its Journal (L.01), p. 1125

CAGOL, Michele
From Humanism To The Pluriverse: Rethinking Education For Multispecies Democracy In More-than-Human Worlds (L.03), p. 1140

CALAMAI, Silvia
Linguistic Discrimination and Intersectional Inequality in Education (G.12), p. 833

CALDERÓN-GARRIDO, Diego
Asking to Think: Designing and Validating a Scenario-Based Survey on Datafication in Spanish Primary Education (M.14), p. 1279

CALIA, Raffaella Monia
Operationalising Intersectionality through Transdisciplinary Research: Methodological Reflections from the INTERGEN Project (G.12), p. 824

CALLAIOLI, Jessica
When DIMMI MET REVERS-ED: Successful Educational Actions, Family Engagement, and the Co-Construction of Educating Communities (D.09), p. 473

CALLIARI, Giuseppe
CD as Connection Device (E.08), p. 567

CALOGERO, Giulia
Reframing Bloom's Taxonomy for the AI Age: From Knowledge Reproduction to Democratic Agency (M.03), p. 1191
Who Controls Whom? Developing Metacognitive Agency Through AI-Resistant Debate in an Italian Secondary School (M.03), p. 1190

CALOI, Luca
COTS Board Games and AI as Emotional and Cognitive Ecosystems for Democratic Citizenship: A Teacher's Professional Development Program (M.09), p. 1246
From Uncertainty to Agency: AI-Supported Playful Learning for Critical Technoscientific Citizenship (M.09), p. 1248

CALTABIANO, Cristiano
The Value of Community Networks in Disadvantaged School Settings: lessons from Two Italian Case Studies (B.09), p. 255

CALVANO, GABRIELLA, Gabriella
PANEL Ecological Narratives and Biodiverse Education: Reimagining Worlds Through Critical Pedagogy (L.02), p. 1126

CALZA, Bruno
Beyond Graphicacy: Toward a Framework of Graphic Design Equity in STEM Education (B.04), p. 188
Visual Organization and Cognitive Load in Digital Mathematics Instruction: An Experimental Study in Lower Secondary School (B.04), p. 185

CALZA, BRUNO, Bruno
PANEL Democratic Access to Scientific Knowledge through Graphic Reasoning and Visuo-Quantitative Literacy (B.04), p. 185

CALZAVARA, Desiree
In Tune With Inclusion - Designing In-service Professional Development for Instrumental Music Teachers in Inclusive Contexts: Teachers' Perspectives (F.09), p. 688

CALZOLARO, Sandra
Building Capable Schools: Enhancing Teachers' Professional Capacity for Inclusion through a National Evidence-Based Training Network (F.09), p. 681

CALZONE, Samuele
Democracy as Deliberative Practice. Ethical Dilemmas and Platone 3.0 AI in the PATHS Model of Critical Democratic Education (B.05), p. 203

CALÒ, MARIA CHIARA, Maria Chiara
PANEL Prison Education for Democracy. Tensions and Contradictions of a Transformative Space (H.17), p. 996

CAMANDONA, Fabiola
Beyond The Language Barrier: An Immersive Serious Game Promoting Equity And Participation In Secondary Schools (F.06), p. 646

CAMATTINI, Francesco
Teachers' Professional Narratives and Educational Inequalities: Constructing Migrant Students' Trajectories in Italian Schools (C.07), p. 394

CAMAULI, Luna
When Intention Isn't Enough. Validating a Recognition-of-Harm Game Mechanic to Address Social Complexity In Applied Game Design. (M.09), p. 1250

CAMIZZI, Loredana
From Grammar Reflection To Active Citizenship: The Educational Impact Of Valency Grammar In Italian Schools. (B.05), p. 213
The Laboratori del Sapere as an Exercise in Research–Training (C.04), p. 379

CAMIZZI, LOREDANA, Loredana
PANEL Dialogic Teaching in Education: Practices, Languages, and Conditions for Democratic Learning (B.06), p. 216

CAMOZZI, Ienya
PANEL Is There a Role for Arts-based Education in Tackling Educational Poverty and Social Exclusion? (H.13), p. 974

CAMPAGNARO, Marnie
Biography for Young Readers, Co-Research Networks and Cultural Prevention of Gender-Based Violence: The BIBI Programme as a National Model (G.07), p. 772

CAMPANA, Domenico
Educating for Peace in Times of War: Transformative Education in the Movimento di Cooperazione Educativa and Its Journal (L.01), p. 1125

CAMPANELLA, Simone
New Perspectives on the Italian University System (I.06), p. 1081

CAMPANELLA, SIMONE, Simone
PANEL New Social, Professional and Educational contexts: Rethinking the Italian University System (I.06), p. 1077

CAMPBELL, Kristyna
Graduate Teaching Assistants In The Third Dimension: Identity And Career Continuation (C.04), p. 371

CAMPISI, Francesca
Enhancing Organization Well-Being Through Intergenerational Learning: Insights From The Agemil Project (H.02), p. 909
Intergenerational Learning Between Strategic Recognition And Resource Allocation Constraints: evidence from the Agemil project (H.21), p. 1027

CANFAROTTA, Daniela
Delegation Or Deliberation? AI, Metacognition And Democratic Agency In A Classical High School (M.03), p. 1195

CANGIANO, Ciro
Effets de lieu and Visions of the Future: Young Entrepreneurs Navigating Place, Local Culture, and Structural Inequalities (H.20), p. 1020

CANIL, Laura
Italian L2 Education for Adult Learners: A Collaborative Approach to Social Inclusion and NEET Prevention (D.08), p. 465

CANNELLA, Giuseppina
Caring for Others in Late Childhood: Self-Regulation, Reward Sensitivity, and Cultural Values as Predictors of Prosocial Behavior in Rural Schools. (B.01), p. 160
From Proximity Schooling to Community Hub Reframing the Forme Scolaire through Educational Community Alliances in Italian Small Schools (B.13), p. 305

CANO AUTET, Meritxell
Pedagogical Spaces Without Barriers: Analising Responses of educators about questionnaire on Inclusive Science Free-choice Spaces for Children in Spain (D.08), p. 468

CANTA, Alba Francesca
Adaptation Strategies For Navigating Complexity: An Empirical Research Among Working Students at Roma Tre University (I.08), p. 1087
Family Capital and Disinformation: Resilience Grounded on Trust and Comparative Thinking. Results from the Erasmus+ Project DRONE (M.07), p. 1232

CAPARRÓS MARTÍN, Ester
Narrative Construction Of Teacher Identity And University Tutoring: A Case Study In The Primary Education Sciences Degree Program (C.04), p. 376
Between Regulatory Reform And Living Practice: The NUPE 2 Project As An Investigation Into Inclusion And Equity In Primary Schools (F.06), p. 657

CAPO, Marianna
Narrating Life Paths for Social Inclusion: The DiMMi Project as a Guidance Strategy in Adult Education Centres (H.14), p. 980

CAPOBIANCO, Davide
Integrated Educational Ecosystems for Democratic Citizenship: Tabletop Role-Playing Games and Generative AI (M.09), p. 1249

CAPOBIANCO, Rosa
Educational Commons and Youth Activism: Reinterpreting Processes of Change in Rural Schools through a Bourdieusian Lens (E.09), p. 576

CAPOBIANCO, Rosaria
Protecting Children from the Risks of Algorithmic Bias and Amplified Discrimination of AI Through Educational Strategies and Debiasing Techniques (B.03), p. 181

CAPOLLA, Lorenza Maria
Beyond Devolution: Encouraging Co-agency as a Political Act (I.04), p. 1062
Student's alienation. An intersectional lens (I.04), p. 1069

CAPOLLA, LORENZA MARIA, Lorenza Maria
PANEL Higher Education Teaching Practices as Micro-spaces of Democracy and Resistance. What Does it Mean to be 'Political'? (I.04), p. 1060

CAPONE, Francesca
Scuola Dell'Infanzia As An Educational Interstice: Documentary Action Research On The Italian Early Childhood Curriculum (F.06), p. 651

CAPOZZA, Viviana
Beyond Digital Infrastructure: Pedagogical Innovation And Democratic Participation In Mediterranean Universities Between Possibilities And Limits (I.03), p. 1055

CAPPELLI, Pietro
Financial Thinking for Reflective Citizenship in Primary School (G.09), p. 792

CAPPELLO, Gianna
Digital Technologies in Italian Classrooms: Practices, Attitudes, and Emerging Challenges (C.07), p. 401
The Educative Community and Educational Commons: a Processual Analysis of Change in a Context of Urban Vulnerability (E.09), p. 580

CAPPELLO, Silver
Inclusive Planning In K-12 Educational Settings Through GenAI: A Systematic Review (F.06), p. 656

CAPPELLO, GIANNA, Gianna
PANEL Beyond the Screen: Educational Mediation, Children's Rights, and Digital Citizenship in Early Childhood (M.01), p. 1175
PANEL Learning for Democracy: Media Education and Civic Agency in Times of Disinformation (M.07), p. 1228

CAPPI, Valentina
Imagining Possible Futures After the Flood: Participatory Artistic Practices for Climate Justice and Social Inclusion (H.13), p. 976

CAPRINO, Francesca
Bodies out of frame Film and Television Representation of Disability in the Italian School, Between Objectification and Self-determination. (F.04), p. 638
Schooling Inclusion: Genesis, Fragilities, and Perspectives of the Italian Model (F.06), p. 645

CAPURRO, Rita
The Shared Construction of a Diffused University Museum as a Participatory Device (I.01), p. 1044

CAPUTO, Valerio
Human-in-the-Loop AI-Generated Flashcards: A Convivial Framework for Ethical Integration and Professional Autonomy in Emergency Medicine (M.02), p. 1186

CAPUZZA, Bruna
Convivial Threshold Design for Ancient Greek with Generative AI: Autonomy, Bias, Democratic Plurality (M.02), p. 1184
Dialogic Metacognitive Protocols for Ancient Greek: Preserving Teacher Judgment and Student Agency with Generative AI (M.03), p. 1196

CARAVITA, Silvia
Open Knowledge, Transformative Education And Textbooks (L.01), p. 1118

CARBONARI, Maddalena
Naming Femicide, Reproducing Bias: Media Representations of Ilaria Sula's Case and Their Democratic Implications (G.11), p. 818
Digital Gender-Based Violence and News Media Representation: Non-Consensual Dissemination of Intimate Images in Italian Newspapers (G.14), p. 849

CARBONE, Antonia
Cultivating Scientific Citizenship through Playfulness: The third time of tinkering in Primary Science (L.08), p. 1170

CARBÈ, Beatrice
Didactics of Discussion and Professional Development of Teachers. A Research-training Path in Primary School (B.06), p. 217

CARCONE, Katia
From Training To Transformation: the Ispra Experience For Organizational Culture Change Through A Gender Lens (I.09), p. 1097

CARDINALE, Alice
AI and Media Literacy: Critical, Creative and Emotional Skills for Democratic Participation (M.05), p. 1222

CARDINALI, Cristiana
Academic Leadership as Pedagogical Infrastructure: A Meso-Institutional Reinterpretation of University Quality (I.06), p. 1078

CARENINI, Felicita
Dialogic Teaching in STEM Education: Supporting Conceptual Progression from Preschool to Secondary School (B.06), p. 220

CARENZIO, Alessandra
Future Teachers in Contested Times: Science-Related Populism, Epistemic Trust, and Science Education (L.08), p. 1172

CARILLO, Filomena
Returning Research Findings in School-based Psychological Research: Participatory and Generative Practices (A.08), p. 99

CARIMANDO, Francesca
Ethnic Gaps in Tracking Choices Within the COVID-19 Timeline (D.14), p. 513

CARLESIMO, Sara
Relational Biographies And The Democracy Of Care In Elena Ferrante's My Brilliant Friend (G.18), p. 876

CARLETTI, Chiara
Irony, Desire and Self-Writing: Read-Aloud as a Transformative Practice in Adolescence (B.15), p. 314
Reading Aloud as Democratic Practice: Reversing Inequalities Through Irony, Desire and Agency in Tuscan Schools (D.09), p. 472

CARLETTI, CHIARA, Chiara
PANEL Reversing Educational Inequalities: Successful Interventions for Democratic Learning (D.09), p. 469

CARLI, Marta
Historical Scientific Instruments as Tools for Nature of Science Reflection in Teacher Professional Development (L.08), p. 1167

CARLINI, Andrea
Technical and Vocational Education and Training Quality: Empirical Evidence from IFTS Programmes (H.22), p. 1032

CAROLLA, Simona
Adult Learning, Artificial Intelligence and Workplace Transformation: Towards a Democratic Digital Transition (H.02), p. 910
Self-Employment, Learning Ecosystems, and Educational Inequalities: Analysis and Evidence From the 2025 INDACO-Adults Survey (H.06), p. 942

CAROLLO, Luca
Mental Health in Contemporary Academia: Persistent Challenges and Emerging Frameworks from a Case study (I.02), p. 1048

CARPENA MENDEZ, Fina
Pedagogical Spaces Without Barriers: Analising Responses of educators about questionnaire on Inclusive Science Free-choice Spaces for Children in Spain (D.08), p. 468

CARPENÉ, Valeria
Universities as Agents of Social Innovation through Public Engagement Projects (I.08), p. 1093

CARRARA, Chiara
“Wood Snoezelen”. From Research, To Project, To Start-up: A Multisensory Environment With Untreated Wood For Inclusive Schools As Community Hub (B.13), p. 300

CARRILLO-TRUEBA, César
The Decolonization of Knowledge in Education: A Cornerstone for a Pluricultural and Democratic Society (H.12), p. 969

CARRO, Raffaella
Schools as Community Hubs: A Systemic Approach to Well-being and Inclusion in Tuscany (B.13), p. 303

CARRO, RAFFAELLA, Raffaella
PANEL Schools as Community Hubs. Learning Ecosystems for Democracy across Pedagogy, Health, Architecture, and Urban Planning (B.13), p. 290

CARRUBA, Maria Concetta
Integrated Teaching and Motivation: Preliminary Findings from Ongoing Research (B.11), p. 271

CASACCI, Carlotta
Learning to Learn in the School-to-University Transition: Educational Counselling as a Context for Observing and Supporting Strategic Autonomy (A.06), p. 87

CASADO LEDESMA, Lidia
Financial Thinking for Reflective Citizenship in Primary School (G.09), p. 792

CASALBORE, Alessandra
Urban Aesthetics and Interculturalism: Banksy's contribution to contemporary debate (H.12), p. 968

CASALDI, Laura
Assessment Tools For Digital STEAM Educational Practices: Evidence From The Erasmus+ Edumat + Project (D.05), p. 447

CASASOLA, Giosuè
Systematic Barriers to Unaccompanied Minors' Educational Rights: A Bottom-Up Case Study from Friuli Venezia Giulia (Italy) (H.15), p. 990

CASO, Rossella
Narrating The Non-Human. The Otherness Of The Child Body In Stories For Children (G.08), p. 781

CASSAR, Charlot
Digitally Mediated Unplanned Controversy in the Classroom (M.10), p. 1257
When Violence Goes Viral: Upper Secondary Teachers and the Democratic Work of Controversy (M.10), p. 1254

CASSAR, CHARLOT, Charlot
PANEL Navigating the Controversial. Media Practices and Educational Challenges in the Digital Age (M.10), p. 1254

CASTELLA, Krystina
How Play Develops Beauty, Skills, and Belonging (A.09), p. 108

CASTELLANI, Sara
Discussion as a tool for STEAM learning in ECEC. Reflections and examples from the Scuola Bambini Bicocca (B.06), p. 221

CASTIGLIONI, Ida
Art Therapy For Supporting Ethnic Identity With Roma Minors. Discussion Of A Case In The City Of Milan, Italy (H.13), p. 974

CASTIGLIONI, Micaela Donatella
Educational Living (B.13), p. 294

CASTILLO-ADRIÁN, Josep
Student Participation And School Democracy: A Theoretical-Conceptual Contribution From Practice In Five Secondary Schools In Spain (D.08), p. 460

CASTRO, Maria Pia
Professionalism, Social Services and the Political Role of Social Workers in Welfare Organizations (A.13), p. 140

CASTRO MALLAMACI, Sonia
Peace Education in Initial Teacher Training: Curriculum, Institutional Practices and Professional Identity Building (L.01), p. 1121

CATALDI, LAURA, Laura
PANEL Which (Democratic) Professionalism in Neoliberal Times? (A.13), p. 137

CATANIA, Valeria
Towards an Ecosystemic Model of Global Citizenship Education: Between the Capability Approach and Participatory Practices (B.12), p. 281
Research-Training Professional Trajectories: Self-Assessment and Metaphors as Reflective and Transformative Devices (C.06), p. 383

CATARCI, TIZIANA, Tiziana
PANEL Convivial Pedagogies for the Age of AI: Autonomy, Bias Awareness, and Democratic Non-Homogenization (M.02), p. 1180

CAUDLE, Lori
A Place To Belong: Fostering Computer Science Identity And Social-Emotional Competencies Through Play In Rural Preschools (A.09), p. 105
Shifting Educator Perspectives On Challenging Behavior Through A Research–Practice Partnership In Rural Early Childhood Settings (B.09), p. 256
Early Childhood Teaching Assistants As Partners: Centering Their Lived Experiences And Voices (B.18), p. 334

CAVA, Antonia
The New Feminine Mystique: a Study on the Platformization of Everyday Care (G.11), p. 817

CAVAGLIÀ, Marco
Transdisciplinary Perspectives for Research and Intervention on Teachers' Emotional-Relational Competencies: The LAB-CERD (University of Modena and Reggio Emilia, Italy) (F.09), p. 680

CAVAGNUOLO, Michela
Events as Learning Environments. An Innovative Teaching Laboratory During Uniforoitalico Sport Day (I.05), p. 1072
The Digital Dimension In PTSO's: Educational Configurations And Learning Practices (I.05), p. 1070

CAVALERI, Loriana
Guidance as a Relational and Transformative Practice: The Experience of Choice Guidance Desks (H.14), p. 982

CAVALIERE, Maurizio
Interpreting Conspiracy: A Systematic and Bibliometric Analysis of Social Sciences Approaches (M.19), p. 1306

CAVALLI, Letizia
Invisible Targets at School: Camouflaging, Cyberbullying and Overlooked Risks for Girls with Mild Autism (F.07), p. 663

CAVALLO, Matteo
When Intention Isn't Enough. Validating a Recognition-of-Harm Game Mechanic to Address Social Complexity In Applied Game Design. (M.09), p. 1250

CAVALLO, Simona
Life Skills and Self-Directed Learning: Perceived Competence Development in Educational Pathways (I.05), p. 1074
Teaching Styles and Didactic Innovation: Differentiated Trajectories in the Development of Cognitive, Relational, and Socio-Emotional Competences within Lifelong Learning (I.05), p. 1075

CAVATORTA, Elisa
Learning conflict-resolution using immersive Virtual Reality: a proof-of-concept study (I.01), p. 1042

CAVEDINI, Patricia
Children, Bodies and Algorithms: Democratic Explorations of Artificial Intelligence in Early Childhood (M.06), p. 1225

CAVIEZEL, Valeria
What Drives Erasmus Mobility Choices? EU vs. Non-EU Destinations Among Italian Students (B.02), p. 168

CAVRINI, Giulia
Family Economic Socialization as a Key to Equitable Financial Education in Italian Primary Schools (G.09), p. 783

CAZZATO, Giorgia
Representing Disability and Producing Alterity in Cinema: The Academy Awards as a Case Study of Narrative Recognition (F.04), p. 639

CECALUPO, Marta
Research-Based Professional Development to Contrast Educational Poverty and Cultural Disadvantage: An Exploratory Triangulation of Stated and Perceived Teaching Practices (C.04), p. 375

CECCACCI, Laura
Exhibition Spaces and Museum Education: AI Support for the Creation of New Narratives with an Inclusive Approach (M.08), p. 1240

CEFALO, Ruggero
The Territorial Dimension of Vet: Multilevel Governance and Spatial Disparities in Four European Countries (H.09), p. 951

CEGLÉDI, Tímea
Roma Teachers' Resilience: A Sociological Study of Life Course Experiences and Professional Impact (C.02), p. 352

CEGOLON, Andrea
Beyond Employability: Adult Education as Democratic Empowerment (H.02), p. 907

CELARDI, Elvira
Educational Networks and Educational Poverty in Catania: Social Network Analysis and Community-Facing Digital Mapping (B.14), p. 310
Socio-Educational Interventions in At-Risk Neighborhoods of Catania: A Detection Strategy (D.04), p. 439

CELO, Pietro
Translation to and from Sign Language as a Democratic Process of Inclusion (F.03), p. 629

CENTEMERI, Carlo
Understading Each Other's Own Noise: Exchanging Knowledge About Music Between Generations (E.08), p. 572

CENTEMERI, CARLO, Carlo
PANEL Music and Anthropology a Synergistic Dialogue in School Autonomy: Is It Possible to Co-construct Permanent Values of Active Citizenship? (E.08), p. 567

CENTENO, Clara
Beyond Screen Time: Gender, Intensity, and Governance in the Relationship Between Social Media Usage and Adolescents' Mental Health in the European Union (M.13), p. 1276

CENTRONE, Barbara
Ableism, Ur-Fascism, Media-Social Control and Pseudo-Inclusive Practices. First outcomes of an Exploratory Survey (F.04), p. 637
Cripping Meritocracy: Ableist Performance and Normative Bodies in Contemporary Education (F.10), p. 702
Cripping the Sense of Place: Disability, Urban Accessibility and Spatial Belonging (F.11), p. 709
Personal Assistance as Crip Freedom: Care, Autonomy and Self-Determination for Disabled LGBTQ+ Subjectivities (F.11), p. 710

CENTRONE, BARBARA, Barbara
PANEL Toward an Embodied Crip Pedagogy: Activism, Interdependence, and Democratic Transformation in Educational Spaces (F.11), p. 706

CERASOLI, Matteo
PANEL Hip Hop as Educational Ecology: Epistemologies, Pedagogical Frameworks, Youth Development, and the Challenge of Educational Inequality (H.23), p. 1038

CERRILLO-MARTIN, Rosario
Beyond Enthusiasm: Structural Barriers and Critical Tensions in SL in HE (B.14), p. 309

CERSOSIMO, Rita
Intersectional Co-Design and Social Robotics: Reframing Work Preparation for Autistic Adolescents (G.12), p. 829

CERTINI, ROSSELLA, Rossella
PANEL The Child is a Citizen: Democratic Experience, Participation and Rights in the Early Age (E.11), p. 585

CESARETTI, Lorenzo
From Spectators to Authors: A Collaborative School-Work Module on AI Literacy, Podcast Production and the Conditions of Critical Agency (M.03), p. 1193

CESARINI, Giorgia
Alliances and Boundaries: Networking Between School, Family and Healthcare Team in Hospital Schooling and Home Education (C.01), p. 350

CESTARO, Margherita
Guidelines for the Right to Education of Children Outside the Birth Family (2017-2023). A Critical-Pedagogical Rereading (D.13), p. 500

CHAMBOREDON, Audrey
Are Public and Private Schools Urban Amenities in French Regional Cities? (A.10), p. 115

CHARLES, Frédéric
Teachers' Perceptions of a Changing Profession under New Public Management and Inclusive Education Reforms (C.08), p. 411

CHELLINI, Claudia
Embracing Peer Culture: Training Teachers in the Collective Version of the Folktale (C.06), p. 380

CHIACCHIARARELLI, Simone
The Pedagogy of Absence: Disability, Artistic Training and the Limits of Access to the Performing Arts (F.11), p. 711

CHIANESE, Gina
From Classroom to City: Co-designing Educational and Urban Spaces as Democratic Practice (B.13), p. 295

CHIAPPELLI, Tiziana
Reversing Educational Inequalities through Community Participation: Building Democratic Learning Environments through Interactive Groups and Parental Involvement (D.09), p. 474
Feminist, Decolonial and Antiracist Youth Activism as Transformative Pedagogies: Reimagining Gender, Citizenship, and Human Rights Education in Italy (G.06), p. 759

CHIAPPELLI, TIZIANA, Tiziana
PANEL Reversing Educational Inequalities: Successful Interventions for Democratic Learning (D.09), p. 469

CHIARO, Marina
From Study Skills to Learning to Learn: Evidence-Informed Approaches to Inclusion in Lower Secondary Schools (A.06), p. 86

CHILLEMI, Maria Grazia Giovanna
Educational Leadership, Teachers' Motivation And Pathways To The Profession In Democratic Schools (C.07), p. 408
Developing Climate Change Awareness Within the Context of Global Citizenship Education. The Venice Lagoon as a Laboratory: a Case Study (L.02), p. 1130

CHINAZZI, ANNA, Anna
PANEL Homeschooling, Democracy, and the Public Sphere: Rethinking Education through Plural Perspectives (G.17), p. 861

CHIODI, Alicia
Learning Autonomy in Troubled Times: Habitus Formation and Functional Democratization in Italian Alpine Club Schools (E.01), p. 543

CHIODO, Simona
The Embedding Model: Integrating Meta-technoscientific Competences in STEM Education (I.09), p. 1094

CHIPA, Stefania
"Classi In Rete": A Form Of Extended Schooling To Support Teachers' Collaboration And Technological Skills (B.09), p. 258
From Proximity Schooling to Community Hub Reframing the Forme Scolaire through Educational Community Alliances in Italian Small Schools (B.13), p. 305

CHIRICO', Donata
A Democratic School before Democracy: Charles-Michel L'Épée and the Birth of Sign Language (F.03), p. 627

CHIRICÒ, Rita
The Art of Childbirth and the Pedagogy of Redemption: The Hospital of San Rocco delle Partorienti e delle Celate and the Emancipation of Roman Midwives (G.18), p. 873

CHIRICÒ, DONATA, Donata
PANEL Deaf Inclusion as a Democratic Imperative (F.03), p. 622

CHIULLI, Susanna
The Teacher as a Body in the Classroom: transfeminist pedagogies and Comprehensive Sexuality Education as democratic practices in Italian Secondary Schools (G.10), p. 804

CHKAMBAYEVA, Dinara
Convergent Tasks As A Means Of Integrating Biological, Mathematical And Digital Knowledge: A Systematic Approach And Monitoring Of Achievements (B.02), p. 162

CIAMMELLA, Fabio
Data, Science and Information in the Pandemic: Data-Driven Journalism as a Space for Science Communication (M.12), p. 1269
Pop Science Communication and Epistemic Mediation: Scientific Communication, Mediatization, and Democratic Citizenship (M.12), p. 1267

CIANCI, Eloisa
Operationalising Quality Areas: A Competence Mapping Model For Peers In VET (H.09), p. 957

CIANFRIGLIA, Maria Chiara
Authentic Tasks in Higher Education: Towards an Interdisciplinary Model for Competency-Based Design and Assessment (I.13), p. 1113

CIARNELLI, Francesco
The Role of Innovation Studies in the Knowledge Society: Shared Responsibility, Inclusive Citizenship, and Community Empowerment (H.01), p. 896

CIASCHI, Matteo
Human-Centered Artificial Intelligence, Emotional Intelligence, and Pedagogies of Conviviality: Reframing AI and Education for Democratic Learning in Complex Systems (M.02), p. 1185

CICCARDI, Claudia
Playing Together to Build New Democratic and Inclusive Worlds: the Experience of Officina Koinè (E.11), p. 586

CICCARELLI, Gaia
Emotional Intelligence and Democratization Processes: the Contribution of Intersectional Research in the PoEmS Project (G.12), p. 828

CICCIOTTI, Claudia
PANEL Learning on the Margins: Early School Leaving, Educational Inequalities and the Politics of Place (D.00), p. 417
Introduction. Education, Territory and Democracy: Why Early School Leaving Is a Political Issue (D.00), p. 418

CICIRELLI, Teresa Ester
Between Devaluation And Self-Determination: Migrant And Refugee Women Confronting The Recognition Of University Degrees In Italy And Greece (B.20), p. 338

CICOGNANI, Elvira
Intergenerational Participation in School and Civil Society: Two Implementations of the IPARD Approach (B.10), p. 265

CID-ROMERO, Esperanza
Creative Teaching Practices With Digital Media That Transform The School Space:From The School Classroom To The University Degree (I.04), p. 1066

CIGOGNINI, Elisabetta
School Libraries and Democratic Learning Environments: Evidence from a National Italian Survey (B.12), p. 285
Rethinking "Impact" in Teacher Professional Development: A Scoping Review Protocol and Conceptual Map (C.06), p. 386

CIGOGNINI, MARIA ELISABETTA, Maria Elisabetta
PANEL Rethinking Teacher Professional Development Impact: Conceptual, Methodological, and Policy Issues (C.06), p. 380

CINQUE, Maria
Developing Democratic Competencies Through Service-learning: Evidence from Six Case Studies in Ukrainian Universities (B.10), p. 267
Academic Leadership as Pedagogical Infrastructure: A Meso-Institutional Reinterpretation of University Quality (I.06), p. 1078
Alphabets of Peace in Wartime Education: Service-Learning as a Transformative Pedagogy for Ukraine's Recovery (L.01), p. 1124

CIOFALO, Giovanni
Data, Science and Information in the Pandemic: Data-Driven Journalism as a Space for Science Communication (M.12), p. 1269

CIPRIANI, Letizia
Pain, Temporal Discontinuity, and Educational Continuity: An Ontological, Phenomenological, and Hermeneutic Perspective on Hospital and Home Schooling (C.01), p. 344

CIPRIANI, MATTIA, Mattia
PANEL Becoming Anticipatory Citizens: Adult Learning for Deep Democracy in Complex, Embodied and Pluriversal Societies (H.04), p. 930

CIRELLA, Antonio
Human-in-the-Loop AI-Generated Flashcards: A Convivial Framework for Ethical Integration and Professional Autonomy in Emergency Medicine (M.02), p. 1186

CIRELLA, CLAUDIA, Claudia
PANEL Ecofeminist dialogues across History of Education and Children's Literature (G.08), p. 777

CIRILLO, Irene
When Intention Isn't Enough. Validating a Recognition-of-Harm Game Mechanic to Address Social Complexity In Applied Game Design. (M.09), p. 1250

CIROLIA, Andrea
Hybrid Teaching and Fundamental Skills: Rethinking Curriculum in the Age of Artificial Intelligence (M.04), p. 1214

CIUCCI, Enrica
Returning Research Findings in School-based Psychological Research: Participatory and Generative Practices (A.08), p. 99

CIVIDIN, Alessia
The Etherogeneous Class: How the Teachers Should be to Face the Complexity of School Groups (B.18), p. 335

CLARIS, Sonia
The System Of Responsibilities Democracy Is Not Taught; It Is Lived In Mutual Care. (L.01), p. 1120

CLARK, Lauren Beth
Research Productivity and Community: Tensions, Breakdowns and Repairs in Writing Groups (I.02), p. 1046

CLAUSEN, Lorena Elektra
Children as Political Subjects: Infrapolitics, War of Position and Democratic Struggle in School (E.02), p. 547

CLEMENTI, Federica
Queer Stories in the Language Classroom: Arts-Based Literacy Practices and Epistemic Justice in Primary ELT (G.06), p. 763

COACCI, Rebecca
Building Democratic Bridges to Prevent Early School Leaving. The Role of Non-Formal Education Between Schools and Migrant Families (D.08), p. 464
Having No Voice, Being Non-Citizens: The Political Dimension Of Community Service Learning Between Intersectionality And Social Innovation (I.04), p. 1061

COCCHI, Chiara
Intercultural Education: Cohen-Emerique's Cultural Shock Method for Teacher Training (H.12), p. 973

COCCO, Maddalena
Peer Tutoring in a Neighbourhood-Based Service and Teacher Education: Boundaries, Alliances, and Learning Pathways to Counter Early School Leaving (D.08), p. 462

COHEN, Rachel
Meritocracy's winners? Young women's experiences of 'earning while learning' UK Higher Education (D.06), p. 451

COIRO, Annabella
Archives for Peace: Using Historical Sources to Foster Nonviolence Education in Primary Schools (A.08), p. 94
Nonviolence as a Public and Political Category of Education: Collective Reflections (A.08), p. 103

COIRO, ANNABELLA, Annabella
PANEL Nonviolent Education and Demilitarization of Schools: Practices, Tools, and Pedagogical Perspectives Towards Universalist Humanism (A.08), p. 92

COLAK, Zehra
Listening Otherwise: Witnessing Narratives of Youth of Color in Urban Education (D.07), p. 456

COLELLA, Francesca
From Protection to Agency: the UNICORE Project – University Corridors for Refugees as a Strategy of Multilevel Governance and International Cooperation (H.18), p. 1006

COLETTI, Ginevra
Democratic Governance And Workforce Learning In the Twin Transition: A Configurational Analysis Of Italian Manufacturing Cooperatives (H.06), p. 943

COLLET, Jordi
Libraries as Educational Commons for Democratic Culture and Inclusive Learning (E.09), p. 577

COLLI VIGNARELLI, Simone
Universalism and Innocence as Technologies of Childhood: A Queer and Decolonial Reading of Children's Rights (G.06), p. 761

COLOMBO, Federico
Financial Thinking for Reflective Citizenship in Primary School (G.09), p. 792

COLUSSI, Erica
Participatory Action Research in a Multicultural After-School Centre: the case of the DREAM project (H.07), p. 949

COMITALE, Clementina
Caring for Others in Late Childhood: Self-Regulation, Reward Sensitivity, and Cultural Values as Predictors of Prosocial Behavior in Rural Schools. (B.01), p. 160

COMITALE, CLEMENTINA, Clementina
PANEL Building Inclusive and Democratic Schools Through Students' Psychological Resources (B.01), p. 154

COMPARE, Christian
Intergenerational Participation in School and Civil Society: Two Implementations of the IPARD Approach (B.10), p. 265

COMPARE, CHRISTIAN, Christian
PANEL Learning Democracy And Democratic Competencies Through Service Learning And Youth Lead Participatory Methods (B.10), p. 263

CONCAS, Alessandro
Measuring School-Related Economic Difficulties: Development and Validation of a Parent-Reported Scale in Italy (D.03), p. 424
Measuring School-Related Gender Bias: Insights from a New Ad Hoc Italian Survey (G.01), p. 725

CONDÒ, Jacopo
Beyond Teacher Expertise: Project Scaffolding and the Meaning of "Impact" in eTwinning Professional Development (C.06), p. 385

CONSALVO, Giulia
School Cultures And Teachers' Professionalization: Research-Based Reflections On Complex Relations (C.06), p. 381

CONSEGNATI, Simone
Outdoor Education and Service Learning as Responses to Educational Poverty in Socio-Economically Disadvantaged School Contexts (D.04), p. 440
Schooling Inclusion: Genesis, Fragilities, and Perspectives of the Italian Model (F.06), p. 645
Beyond Compensatory Inclusion: Parents' Perspectives on School And Social Participation Among Neurodivergent Children In Italy (F.07), p. 671

CONSOLONI, Martina
From Comics to Health: a Qualitative Comparative Study between Italy and Chile within Medical Education (G.16), p. 860

CONSOLONI, MARTINA, Martina
PANEL Challenging Educational Inequality Through Alternative: Thinking In Comics Visual Narrative and Hip Hop Pedagogical Frameworks (G.16), p. 855

CONTI, Cinzia
Aspirations and University Attendance Among Immigrant Students in Italy: A Longitudinal Perspective (H.19), p. 1010

CONTI, Julian
Students as Agents of Change? Transformative Education in Democratic Schooling (B.07), p. 232

CONTI, Luisa
Students as Agents of Change? Transformative Education in Democratic Schooling (B.07), p. 232
Intersecting Realities: Guidelines for Intersectionality-Informed Educational Research Design (G.13), p. 840

CONTI, LUISA, Luisa
PANEL Educators as Agents of Change: Enacting Transformative Education in Practice (B.07), p. 228
PANEL Intersectionality in Educational Research: Epistemologies and Methodologies favouring a Democratization of Postmigrant Societies (G.13), p. 835

CONTINI, Rina Manuela
The Development of Computer Adaptive Learning and Assessment: Toward Increasing Student Success and Intercultural and Social Tolerance (H.15), p. 991

CONTRERAS, CAMILA, Camila
PANEL Building Inclusive and Democratic Schools Through Students' Psychological Resources (B.01), p. 154

COOPER, Hallam
Closing the Gap: Dialogic Book-Sharing as a Tool for Developmental Equity in Low-Middle Income Countries (B.15), p. 317

COPPOLA, Giorgia
From Care to Wear and Tear. Representations of Stress and Burnout in Teacher Education (C.08), p. 412
Tackling Misinformation Through Education. Teachers 4.0 Digital Age as a Tool for Adult Learning and Digital Awareness (M.07), p. 1231

COPPOLA, Margherita
How Poverty in Education Impacts the NEET Phenomenon (D.08), p. 466

CORBELLI, Giuseppe
The Daily Emotional Impact of Online Hate Speech in Adolescence: The Role of Migrant Background (B.01), p. 155

CORBI, Vitaliano
Affective and Sexual Relationships in the Time of Dating Apps. Hookup Culture and the Expectation System of Young People (G.10), p. 800

CORBO, Antonio
Educational Communication and Democracy at School: Didactic Mediation, Digital Environments and Educational Responsibility (M.04), p. 1208

CORDINI, Marta
PANEL Separated At School: Which Challenges for Policies? (Presentation of SD Special Issue suppl/2025) (A.00), p. 59
Separated At School: Which Challenges for Policies? (Presentation of SD Special Issue suppl/2025) (A.00), p. 59
Gentrifying Neighbourhoods and Schools Composition. Diverse Outcomes in a TraNsforming City (D.15), p. 520

CORDINI, MARTA, Marta
PANEL School Segregation Effects: the Educational and Social Impacts of Concentrated Vulnerabilities in Schools (D.10), p. 475

CORNAND, Renaud
Playing Both Sides? Between Requests For Expertise And Sociological Research: Opportunities And Constraints For Education Researchers (A.12), p. 130

CORRADI, Fiammetta
Pitfalls of Online Distorted Scientific Knowledge. A Case Study About the Instrumental Usage of Failed Climate Change Predictions (M.19), p. 1310

CORRADINI, Sara
The Heterogeneity of Needs in the School System: an Analysis of the Levels of Inclusion and Participation of Students with Disabilities (F.06), p. 654

CORREDDU, Vito
From Rigid Identity to Narrative Identity - Nonviolent Education as a Condition for Reconciliation (A.08), p. 100

CORREGGIA, Enrico
The Kingdom of Competence: The Choir as a Mirror of Society Between Vice and Virtue (E.08), p. 572

CORREIA, Marisa
A Profession Under Strain: Short-term Policy Fixes and Long-term Planning Gaps in Portugal's Teacher Workforce (C.03), p. 365

CORRIERO, Michele
The Educational Dimension As A Protective Factor In Paediatric Palliative Care At Home (C.01), p. 349
Guidelines to Promote the Right to Education for Pupils Who Have Been Adopted 2023. Resources, Challenges, Proposals (D.13), p. 506

CORTESI, Arianna
Reinventing Futures. Encounters and engagements in a favela complex in Rio de Janeiro, Brazil (L.08), p. 1171

CORTONI, Ida
The Museum as a Meaning-Making Device: Adult Learning and Anticipatory Citizenship in Complex and Global Societies (H.04), p. 933

COSENZA, Alida
An Innovative and Holistic Approach in The Magic of Knowledge – The Night of the Little Explorers: Embodied Cognition, Dynamic Learning, and the School as an Experiential Archipelago (B.05), p. 207

COSIMO, Di Bari
The Daily Emotional Impact of Online Hate Speech in Adolescence: The Role of Migrant Background (B.01), p. 155

COSTANTINI, Giada
Indispensable yet Ineducable: Disability, Displacement, and the Spatial Politics of Inclusion in Education in Emergencies (F.02), p. 616

COSTANTINI, Stefano
Connecting Generations. Using Grandparents' Memories to Build Classroom Community (B.03), p. 176
School as a Figurational Survival Unit: Civic Habitus, Second Generations, and Democratic Resilience in Crisis Contexts (E.01), p. 538

COSTANTINO, Elisa
Personal Assistance as Crip Freedom: Care, Autonomy and Self-Determination for Disabled LGBTQ+ Subjectivities (F.11), p. 710

COSTANTINO, Vincenza
Listening With The Body: The Performativity Of Bobò And Christine Sun Kim (F.03), p. 632
The Experience Of Art As A Contrast To Disinformation. Reflections On Knowledge, Education, And Democracy In The Age Of Epistemia (M.04), p. 1216

COSTANTINO, ELISA, Elisa
PANEL Toward an Embodied Crip Pedagogy: Activism, Interdependence, and Democratic Transformation in Educational Spaces (F.11), p. 706

COTZA, Valeria
Building Democratic Bridges to Prevent Early School Leaving. The Role of Non-Formal Education Between Schools and Migrant Families (D.08), p. 464
Having No Voice, Being Non-Citizens: The Political Dimension Of Community Service Learning Between Intersectionality And Social Innovation (I.04), p. 1061

COVACI, Alexandra
Voices in the Lab: Reimagining the Italian EFL Classroom through Dialogic Inquiry and Democratic Practice (B.06), p. 218
The Reflective Community: Reimagining Teacher Identity and Well-being through Collective Critical Reflexivity in European Educational Fields (C.03), p. 366

COVELLI, Venusia
Practices of Care and Inclusion in Higher Education: the CABES Questionnaire as a Tool for Institutional Listening (F.08), p. 678

CRESCENZO, Nadia
Understanding Peer Effects in Educational Choices: Insights from a Qualitative Meta-analysis of the Literature (H.20), p. 1023

CRETAZZO, Federica
Artificial Intelligence as a Sociological Object for Student Reflexivity: A Classroom Laboratory on Knowledge, Bias and Digital Mediation (M.03), p. 1199

CRISPINI, INES CRISPINI, Ines Crispini
PANEL Convivial Pedagogies for the Age of AI: Autonomy, Bias Awareness, and Democratic Non-Homogenization (M.02), p. 1180

CRISTINI, Annalisa
Mental Health in Contemporary Academia: Persistent Challenges and Emerging Frameworks from a Case study (I.02), p. 1048

CRISTMANN, Nicele Cardoso Caceres
Children, Bodies and Algorithms: Democratic Explorations of Artificial Intelligence in Early Childhood (M.06), p. 1225

CRISTOFOLETTI, Camilla
Constructing Heritage Language Education through Policy: A Comparative Macro-Level Analysis across South Tyrol and the cantons of Bern and Lucerne (H.15), p. 991

CROSBY, Andrew
Educational Inequalities and Precarious Migratory Status (D.12), p. 492

CROSBY, ANDREW, Andrew
PANEL The Encounter Between Educational Institutions and Families in the 21st century: Educational Inequalities, New Conflicts and Social Changes (D.12), p. 490

CROSS, David
An Experimental Activity In The Chemistry Laboratory For In-service Science Teacher Training (L.08), p. 1169

CRUPI, Kristal Martina
Socio-Educational Interventions in At-Risk Neighborhoods of Catania: A Detection Strategy (D.04), p. 439

CUCCARO, Antonio
Life Project and Ageing with Disability: Pedagogical Perspectives for Quality of Life (F.01), p. 610

CUCCARO, ANTONIO, Antonio
PANEL Ageing with Disability, Life Projects and Democratic Citizenship: Rethinking Special Pedagogy for Older Adults (F.01), p. 606

CUCONATO, Simone
Logic-Constrained Prompt Learning for Euclidean Geometry Education (M.02), p. 1187

CUCUZZA, Guendalina
Interruption And Connection: Movements for a democratic education (L.03), p. 1137

CUENCA-SOTO, Nuria
Beyond Enthusiasm: Structural Barriers and Critical Tensions in SL in HE (B.14), p. 309

CULCASI, Irene
The RETI Project: Actors' Perspectives on a Community Educational Pact in Porto Torres (B.09), p. 250
Developing Democratic Competencies Through Service-learning: Evidence from Six Case Studies in Ukrainian Universities (B.10), p. 267
Alphabets of Peace in Wartime Education: Service-Learning as a Transformative Pedagogy for Ukraine's Recovery (L.01), p. 1124

CULOT, Marco
Systematic Barriers to Unaccompanied Minors' Educational Rights: A Bottom-Up Case Study from Friuli Venezia Giulia (Italy) (H.15), p. 990

CUMERAS, Jasmina
Libraries as Educational Commons for Democratic Culture and Inclusive Learning (E.09), p. 577

CUNY, Guillaume
Which Factors Shape the Development of Critical Thinking Skills at University (B.05), p. 204
How Can Universities Foster Students' Critical Thinking Skills (M.07), p. 1228

CUOZZO, Giulia
Questioning the Machine: a Socratic Chatbot and Metacognitive Gains Among Pre-service Teachers (M.03), p. 1202

CURCI, Ilaria
Cultural Heritage and Active Citizenship: Transmedia Ecosystems for Democratic Education in Early Childhood (B.03), p. 177

CUSMAI, Mario
Towards a Museum of Futures in Italy: Seeds of Futures Literacy Sprouting at The Human Safety Net (H.04), p. 930

CUSMAI, MARIO, Mario
PANEL Becoming Anticipatory Citizens: Adult Learning for Deep Democracy in Complex, Embodied and Pluriversal Societies (H.04), p. 930

CUZZOCREA, Luca
Intergenerational Learning Between Strategic Recognition And Resource Allocation Constraints: evidence from the Agemil project (H.21), p. 1027

CÍSAŘ BROWN, Lucy
The Figuration of the Opaque: Artificial Intelligence, Knowledge Production and Democratic Education in Troubled Times (M.13), p. 1277

D

D ADDIO, Anna Cristina
Leadership in Education: Lead for Democracy (B.08), p. 243

D IGNAZIO, Alessio
Experiential Financial Education. Assessing the Effectiveness of a Banca d'Italia Museum Exhibition (G.09), p. 785

D'ADDELFIO, Giuseppina
From Hegemony to Reciprocity: Philosophies of Education on Gender, Embodiment, and Dependence (G.07), p. 775

D'AGOSTINO, Sandra
Quality, Equity, and Participation in Adult Education and Training (H.09), p. 954

D'ALESSIO, Francesca
"An antidote to the logic of domination": An Ecofeminist Reading of Selected Raccontini by Caterina Percoto (G.08), p. 782

D'ALESSIO, Simona
Disability Studies and Democratic Schooling (F.10), p. 703

D'ALESSIO, SIMONA, Simona
PANEL The Realm of Ableist Meritocracy: Unmasking Practices of Pseudo-Inclusion Within the Italian Education System (F.10), p. 697

D'AMATO, Federica
The Skin of School: A Recognition of Multispecies Schools in Urban Setting (B.13), p. 304

D'AMATO, Susanna
Building Capable Schools: Enhancing Teachers' Professional Capacity for Inclusion through a National Evidence-Based Training Network (F.09), p. 681

D'AMBROSI, LUCIA, Lucia
PANEL Educating to Participate. Educational Innovation in University Systems as a Tool for Inclusion and Democratic Participation (I.03), p. 1054

D'AMBROSIO, Gabriella
Gender Education and Intimate Citizenship: Youth Representations of Democracy in Educational Settings (G.10), p. 798

D'AMICO, Agostino
University and Cognitive Capitalism (I.08), p. 1093

D'ANGELO, Ilaria
International Cooperation For Inclusion And Empowerment: A Participatory Research Framework For Inclusive Education In Emergency (A.05), p. 81

D'ANTONIO, Claudio
Digital Competence in Early childhood: the Guidelines for Digital Education in the Di.Co.Each Project (B.03), p. 178

D'APRILE, Cristiana
Heroes, ethics, and democracy: Superman and My Hero Academia as epistemic lenses for citizenship (G.16), p. 855

D'ASCENZO, Mirella
Towards a History of School Leadership Professionalism. The Case Study of Giancarlo Cerini, Primary School Headteacher in Italy in the 1980s (C.07), p. 397

D'AVERSA, Beatrice
Between Inclusion and Representation. Politics, Power and Agency in the Italian Deaf Community (F.03), p. 625

D'ONOFRIO, Delia Maria
Picturebooks and Narrative Self-Reconstruction as Practices of Women's Empowerment in Migrant Contexts (G.18), p. 871

D'OVIDIO, Fabrizio
Measuring and Building Data Literacy in Schools: A Multilevel Perspective from EVIDALI and Città dell'Educazione (B.08), p. 242

DABNEY-FEKETE, Ilona
Roma Teachers' Resilience: A Sociological Study of Life Course Experiences and Professional Impact (C.02), p. 352

DAGANI, Cassandra
Deafhood: Evaluating An Italian Equivalent (F.03), p. 629

DAHAL, Milan
Children, Bodies and Algorithms: Democratic Explorations of Artificial Intelligence in Early Childhood (M.06), p. 1225

DAL BEN, Althea Bianca
Can Social Support Buffer Inequality? Evidence from PISA 2022 on Objective-Subjective Status Gaps and Perceived Social Mobility (B.01), p. 157

DAL BEN, Irene
Systematic Barriers to Unaccompanied Minors' Educational Rights: A Bottom-Up Case Study from Friuli Venezia Giulia (Italy) (H.15), p. 990

DAL TOSO, Paola
Women's Work in Politics: The Contribution of Angela Maria Guidi Cingolani (G.18), p. 866

DALAI, Giampiero
Articulating Narrative Problems in AAC: Logical–Mathematical Representation in Word Problems and Story Problems through Symbols and Spatial Relations (B.04), p. 191
Science Education for Democracy: Unveiling Epistemological and Learning Constraints to Enhance the Didactic Efficacy of Scientific Visual Representations (B.04), p. 193

DALAI, GIAMPIERO, Giampiero
PANEL Democratic Access to Scientific Knowledge through Graphic Reasoning and Visuo-Quantitative Literacy (B.04), p. 185

DALLA MUTTA, Edoardo
Augmentative and Alternative Communication in Hospital School: A Matter of Educational and Health Justice for Students with Complex Communication Needs (C.01), p. 343

DAMIANI, Paola
Teacher Self-Efficacy and Affective Dimensions to Support the Professional Development of Inclusive Teachers: An Exploratory Study (F.09), p. 682
Transdisciplinary Perspectives for Research and Intervention on Teachers' Emotional–Relational Competencies: The LAB-CERD (University of Modena and Reggio Emilia, Italy) (F.09), p. 680
Impact Evaluation to Support Inclusive and Democratic University: the INSIGHT Project (I.02), p. 1051

DAMIANI, Valeria
Research-based Teacher Professional Development and Citizenship Education: Insights from a research on Democratic Learning Environments (C.04), p. 372
Reframing International Student Mobility for Democratic and Global Citizenship: Findings from Action 2 – Phase 1 of the National Research Project "Civic Education and International Student Mobility" (E.00), p. 535

DAN, Daniel
Human-Centered Artificial Intelligence, Emotional Intelligence, and Pedagogies of Conviviality: Reframing AI and Education for Democratic Learning in Complex Systems (M.02), p. 1185

DANZÌ, Eliana
An Innovative and Holistic Approach in The Magic of Knowledge – The Night of the Little Explorers: Embodied Cognition, Dynamic Learning, and the School as an Experiential Archipelago (B.05), p. 207
Bodies In-movement as a Tool for Promoting Transformative Learning (B.16), p. 326

DARHMAOUI, Hassane
Sabir: a Codesign Process To Foster Inquiry Based-Learning In The Mediterranean (B.05), p. 194

DATTI, Massimiliano
Roma Design Experience: A Systemic Challenge-Based Learning Model for Active Citizenship and Social Innovation in Design Education (B.02), p. 172

DAUKILAS, Sigitas
Factors of Access to Vocational Education and Training to Vulnerable and Involuntary Migrants: Migrants' Perspective (H.09), p. 956

DAVOLI, FRANCESCA, Francesca
PANEL Practices of Freedom in Democratic Schooling: Policies, Reflections and Actions to Prevent and Counteract Early School Leaving (D.08), p. 459

DE ANGELIS, Maria Chiara
Bridging University and Civil Society: Challenges and Opportunities in Fostering Public Engagement and Social Innovation (I.08), p. 1088

DE ANGELIS, Marta
From Multimedia to Multisensory Room: A Preliminary Investigation into New Perspectives for Inclusion and Teachers' Professional Competencies (F.09), p. 691

DE BARTOLO, Arianna
Building Educating Communities through Community Pacts: A Case Study (D.08), p. 467

DE BIASIO, Aurora
Practices of Care and Inclusion in Higher Education: the CABES Questionnaire as a Tool for Institutional Listening (F.08), p. 678

DE BLASI, Federica
Building Capable Schools: Enhancing Teachers' Professional Capacity for Inclusion through a National Evidence-Based Training Network (F.09), p. 681

DE BORTOLI, ANDREA, Andrea
PANEL Rethinking the University: Public Engagement, Academic Autonomy and Transformative Knowledge Practices (I.08), p. 1087

DE CASTRO, Martina
Ableism, Ur-Fascism, Media-Social Control and Pseudo-Inclusive Practices. First outcomes of an Exploratory Survey (F.04), p. 637
Autism and Prejudice. How Cinema Shapes the Collective Imaginary (F.04), p. 636

DE CASTRO, MARTINA, Martina
PANEL In Praise of the Margin. The Representation of "Other Bodies" Between Disabling Devices and Practices of Self-Determination (F.04), p. 633

DE CONTI, Manuele
Educating for Democratic Culture: The Role of Personal Epistemologies in Curriculum and Pedagogy (B.05), p. 199

DE CORDOVA, Federica
Speaking between Accountability and Protection: Ethical and Methodological Challenges in Participatory Research with LGBTIQ Adolescents (G.03), p. 739

DE DEO, Leonardo
Cosmic Roots: Neurodiversity as a Resource for Exploring Connections Between Cosmos and Earth (F.07), p. 661
Re-enacting The Complexity Of Scientific Research Practices In Higher Education Through Cinematic Narratives (L.08), p. 1168

DE FELICE, Deborah
Socio-Educational Interventions in At-Risk Neighborhoods of Catania: A Detection Strategy (D.04), p. 439

DE FEO, Angelamaria
Learning Artificial Intelligence in Early Childhood: Algorithmic and Human Agency (M.16), p. 1291

DE FEO, Antonietta
Teachers as Intellectuals in the Age of Platforms: Mediatization and the Redefinition of Professional Legitimacy in the Italian School System (C.08), p. 413

DE FEO, ANTONIETTA, Antonietta
PANEL Working in Schools Today: Between Public Space, Mediatization, New Managerialism and Inclusion (C.08), p. 410
PANEL Nurturing Inclusivity: Care Practices and the Transformation of Higher Education (F.08), p. 674
PANEL Learning Democracy Across Life Contexts: Participation, Inclusion and Social Change (H.21), p. 1026

DE GIUSEPPE, Tonia
Virtual Museums as Pedagogical Infrastructures for Inclusion and Democratic Participation in Later Life (F.01), p. 607

DE GIUSTI, Lisa
Promoting Women's Empowerment through Financial Literacy Education: A Design Experience in Pre-Service Teacher Education (G.09), p. 790

DE LORENZO, Elisabetta
Financial Literacy: A Tool of Empowerment to' Reduce tre Risks of Domestic Economic Violence (G.18), p. 869

DE LOS REYES, Jay
Global Parents Rearing Global Children. The Role of Children's Education in Family Migration Decision-making. (H.15), p. 988

DE LUCA, Claudio
Democratic Citizenship and Cultural Heritage Education: Social Impact Assessment for the AI Era (M.04), p. 1211

DE LUCA, Federica
Can Active Citizenship Increase Employability? (H.00), p. 891
Active Citizenship and Employability: Developing Composite Indicators from the Italian Universal Civic Service (H.11), p. 962

DE LUCA, Ivano
Beyond Bureaucracy: Regenerating Public Administration through Life Skills. A Case Study of a Large-Scale School Network in Southern Italy. (B.18), p. 333
Building Capable Schools: Enhancing Teachers' Professional Capacity for Inclusion through a National Evidence-Based Training Network (F.09), p. 681

DE LUCA PICIONE, Giuseppe Luca
Territorial Networks for Lifelong Learning: Organizational Dynamics and Governance Challenges in the Campania Region (H.01), p. 903

DE LUCA, CLAUDIO, Claudio
PANEL Democracy Education and A.I. in the Geopolitical Disorder. A Proposal for a New Democratic Citizenship (M.04), p. 1206

DE MARCO, Federica
Indicators of Peace Education in Primary School: A Systematic Literature Review (B.03), p. 182

DE MARCO, Lavinia
Links between Positivity and Students' Perceptions of Peer Climate at School: A Daily Diary Study in Early Adolescents (B.01), p. 159

DE MASCELLIS, Alberto Maria
Sport As Political-cultural Provocation And Pedagogy For New Criteria For Humanity: The Experiment And Threat Of Enhanced Games (E.12), p. 593

DE MAURISSENS, Isabel
Nature-based Solutions (NBS) as Climate Adaptation Measures: A Green Privilege for Some Schools? (B.09), p. 246

DE MONTE, Maria Tagarelli
Sign Language and Linguistic Democracy at School: the Case of Italian Deaf Students (F.03), p. 630

DE NARDO, Valerio
Learning Cities, Anticipatory Governance and Deep Democracy (H.04), p. 934

DE PADUA, Leandro
Governing Suffering. Genealogy Of Neoliberal Rationality In Territorial Mental Health Services: The Emilia-Romagna Case (A.13), p. 141

DE PASCALIS, Leonardo
Closing the Gap: Dialogic Book-Sharing as a Tool for Developmental Equity in Low-Middle Income Countries (B.15), p. 317

DE SANTIS, Cristiana
Descriptive Feedback From INVALSI National Tests And Student Motivation To Learn (B.11), p. 270

DE SANTIS, Dario
Democracy as Deliberative Practice. Ethical Dilemmas and Platone 3.0 AI in the PATHS Model of Critical Democratic Education (B.05), p. 203

DE SANTIS, Mina
PANEL Agency, Citizenship and Transformative Education for Social Justice, Democracy and Sustainability (B.16), p. 319
Citizenship and Democratic Principles (B.16), p. 324
Pedagogy and Generative Teaching for Democratic Participation (B.16), p. 321
Active Aging in Local Communities and Participation (H.01), p. 901

DE SAVORGNANI, Irene
Systematic Barriers to Unaccompanied Minors' Educational Rights: A Bottom-Up Case Study from Friuli Venezia Giulia (Italy) (H.15), p. 990

DE STEFANO, Alessia
From Comics to Health: a Qualitative Comparative Study between Italy and Chile within Medical Education (G.16), p. 860

DE VITA, Antonietta
Feminist and Decolonial Classrooms: Learning with bell hooks (G.05), p. 758

DE VITA, Fabio
Building Capable Schools: Enhancing Teachers' Professional Capacity for Inclusion through a National Evidence-Based Training Network (F.09), p. 681

DE VITA, Luisa
Gendered Stratification of Risk: Long-Term NEET Trajectories in Contemporary Italy (H.11), p. 958

DE VITA, LUISA, Luisa
PANEL Intersectional Methodologies: Approaches, Methods and Tools for Research in Educational and Organisational Contexts (G.12), p. 823
PANEL Indicators of Youth Condition Within and Beyond Education: Integrating Quantitative and Qualitative Evidence (H.11), p. 958

DE VITO, Alessia
Educational Aspirations and Family Formation Desires among Native and Migrant-background Adolescents Living in Italy (H.20), p. 1021

DE VITO, Francesca
Pedagogy Of Nonviolence Between Theory And Practice: The Significance Of "Energia Per i Diritti Umani" (A.08), p. 101

DEBS, Safaa
When School Becomes a Space of Silence: Democratic Costs of Suppressing Palestinian Identity Learning in East Jerusalem (A.05), p. 73

DECATALDO, Alessandra
PANEL Framing School-to-Work Programs: Evaluation, Voice and Social Justice (H.00), p. 890
PCTO Between Policy Frames and Local Constraints: Host Organisations, Coordination Gaps, and Stratified Opportunities (H.00), p. 890

DECEMBROTTO, Luca
Resisting Through Studying: Negotiations and Transformations in University Programs in Prison (H.17), p. 1000

DEL GIUDICE, Vincenzo
Historical Memory and New Rights in Civic Education the Ventotene Manifesto as a Laboratory of European Citizenship (E.04), p. 557

DEL PIRO, Danilo
Sign Language and Linguistic Democracy at School: the Case of Italian Deaf Students (F.03), p. 630

DEL PIRO, DANILO, Danilo
PANEL Deaf Inclusion as a Democratic Imperative (F.03), p. 622

DEL PRETE, Annachiara
Feminist Photovoice As An Epistemic Device Of Care And Redistribution Of Interpretive Power (H.07), p. 945

DELGADO VINTIMILLA, Cristina
Pedagogical Reflections for the Anthropocene: Co-existing and Educating in Times of Ecological Justice (L.03), p. 1141

DELL'ANNA, Silvia
BRIDGE BUILDERS The Role of Educators in Kindergartens for the early Prevention of School Dropout (D.08), p. 463

DELL'ATTI, Elisabetta
Scicafè Transforming a Lower Secondary School into a Community Hub for Scientific Citizenship and Student Agency (B.16), p. 327

DELLA ROCCA, Silvia
Financial Thinking for Reflective Citizenship in Primary School (G.09), p. 792

DELLO PREITE, Francesca
Networking: Policies, Strategies and Tools to Combat Gender Based Violence (G.07), p. 773

DELL'OCA, Chiara
Resisting Through Studying: Negotiations and Transformations in University Programs in Prison (H.17), p. 1000

DELMOTTE, Florence
Learning Detachment and Democracy: Understanding Students' Emotional Responses to Climate and Citizenship Education with Elias (E.01), p. 542

DELUIGI, Rosita
Transformative Challenges Between Decolonial Educational Research and Learning Communities: Longitudinal Explorations in Socio-educational Contexts in Kenya (B.09), p. 254

DELUIGI, ROSITA, Rosita
PANEL Decolonial Researches between Pedagogical Horizons and Critical-Participatory Methodologies (G.05), p. 748

DEMO, Heidrun
BRIDGE BUILDERS The Role of Educators in Kindergartens for the early Prevention of School Dropout (D.08), p. 463
Inclusive Planning In K-12 Educational Settings Through GenAI: A Systematic Review (F.06), p. 656

DEMOZZI, SILVIA, Silvia
PANEL Gender and Sexuality Education as Democratic Practice: Bodies, Relations, and Intimate Citizenship (G.10), p. 793

DENTAL, María
Beyond Enthusiasm: Structural Barriers and Critical Tensions in SL in HE (B.14), p. 309

DENTALE, Maria
Contexts, Mechanisms and Effects in Service Learning Programs: A Realistic Evaluation (B.14), p. 311
The Digital Dimension In PTSO's: Educational Configurations And Learning Practices (I.05), p. 1070

DENTALE, MARIA, Maria
PANEL Service Learning As A Strategy For Institutional Reflexivity And Student Empowerment (B.14), p. 306

DEPENTORI, Daniela
Student Surveys and School Evaluation for Improvement: a Provincial Analysis and a Case Study from Trentino (A.11), p. 124

DES DORIDES, Luca
Inclusive Design in Education from a Deaf Studies Perspective: Insights on Deaf Epistemologies and Learning Practices (F.03), p. 631
More Than A Thousand Words: The Photographic Archive Of The Pious Institute Of The Deaf In Milan (G.03), p. 740

DESIO, Ariela
Hiding And Seeking The Italian Colonial Past: An Analysis Of Images Inserted In History Textbooks From 1950 To Present Days (G.05), p. 752

DHIMA, Flahert Joel
Dialogic Interruptions During Read-Aloud: An Empirical Classroom Study with Collodi's Pinocchio (B.15), p. 316

DI BARI, Cosimo
Digital Competence in Early childhood: the Guidelines for Digital Education in the Di.Co.Each Project (B.03), p. 178

DI BENEDETTO, Rossella
Starting From A Common Vocabulary As An Educational Strategy. Notes For A Glossary Of Sexual And Emotional Education (G.10), p. 809

DI CARLO, Gabriele
Hiding And Seeking The Italian Colonial Past: An Analysis Of Images Inserted In History Textbooks From 1950 To Present Days (G.05), p. 752

DI CASTRO, Giovanna
Adult Learning, Artificial Intelligence and Workplace Transformation: Towards a Democratic Digital Transition (H.02), p. 910

DI CHIACCHIO, Carlo
Emotional Demands, Professional Agency And The Democratic Sustainability Of Inclusion: Evidence From TALIS 2024 Italian Data (F.09), p. 687

DI CICCO, Giulio
Teaching Mathematics in Primary School: Teachers' Profiles, Attitudes, and Early Educational Inequalities (C.07), p. 407

DI DOMENICO, Monica
Algorithmic Citizenship in Ageing: Artificial Intelligence, Cognitive Delegation and the Democratic Rights of Older Persons with Disabilities (F.01), p. 608

DI DONATO, Flavia
A Framework For An AI-Supported Design Of Game-Based Learning Units Aimed At Enhancing Prosocial Behaviour And Recognition Of The Others (A.09), p. 107
Training Teachers in Shared Reflexivity Through the Authentic Inclusive Task: a Research-based Training Path in a Comprehensive Institute in Rome (F.06), p. 649
Educational Opacity and Pedagogical Resistance in Algorithmic Environments: a Participatory Research-Formation Model for Teacher Educators (M.11), p. 1263

DI FRANCO, Donatella
A "Door" As An Inclusive, Democratic, Transformative Tool. Neurodiversity, Systemic Perspective, Processes Of Inclusion And Coevolution In The Educational Community (F.07), p. 670

DI GALLO, Andrea
Enactive Assemblages: Exploring the Bodily Dimension of Learning in Immersive Technology-Enabled Environments. Insights from a Literature Review. (L.07), p. 1165

DI GIUNTA, Laura
Caring for Others in Late Childhood: Self-Regulation, Reward Sensitivity, and Cultural Values as Predictors of Prosocial Behavior in Rural Schools. (B.01), p. 160

DI GRIGOLI, Antonio Raimondo
Gender-Expansive Childhoods And The Question Of Epistemic Justice In Early Childhood Teacher Education (G.10), p. 811

DI LECCE, Annunziata
Semantic Inequality in Lifelong Guidance: Toward a Fourth Policy Level (H.14), p. 985

DI LEO, Rita Agatina
Site of Resistance: Santarcangelo Festival Between Media Scandal, Cultural Policy and Democratic Negotiation (M.07), p. 1233

DI MASI, Diego
Reconceptualizing Social Intervention with Children and Families from Individual and Reactive to Systemic and Participatory. A Change Lab (E.13), p. 602

DI MASI, DIEGO, Diego
PANEL Learning Democracy And Democratic Competencies Through Service Learning And Youth Lead Participatory Methods (B.10), p. 263

DI MEO, Francesca
More Than A Thousand Words: The Photographic Archive Of The Pious Institute Of The Deaf In Milan (G.03), p. 740

DI NAPOLI, Gaetano
Photovoice and Participatory Democracy: Promoting Agency and Empowerment in the University Community (B.02), p. 164
Educational Poverty and Protective Factors in Adoptive Families: The Role of Family Digital Mediation in AI-Based Contexts (D.13), p. 502

DI NUZZO, Annalisa
Ukrainian Migrant and Refugee Minors - Resilience, Creativity, Integration (H.18), p. 1005

DI PALMA, Davide
Critical Issues and Inclusive Perspectives to Promote the Participation of People with Disabilities and Neurodiversities in Educational Contexts (A.11), p. 116
Gamification Inclusive Teaching Methods And Participatory Democracy (A.11), p. 118
Unveiling Heterogeneity in Cognitive Fatigue: A Methodological Framework for Assessing Individual Differences in Schoolchildren (F.07), p. 658

DI PAOLANTONIO, Mario
Forgiveness in the Age of Algorithmic Foreclosure: Rethinking Education for Democratic Futures (M.17), p. 1299

DI PAOLO, Roberto
CapitanAVIS: A Randomised Pilot Study on Gamification, Blood Donation Awareness and Pro-Social Attitudes in Primary School Children (A.09), p. 106

DI PASSIO, Laura
The individual Beyond the "Clinical Case": Practices of Subjectivation and Democracy of Learning in Digital Mental Health Narratives (M.18), p. 1303

DI PRIAMO, Claudia
The Heterogeneity of Needs in the School System: an Analysis of the Levels of Inclusion and Participation of Students with Disabilities (F.06), p. 654

DI RENZO, Alessio
Between Inclusion and Representation. Politics, Power and Agency in the Italian Deaf Community (F.03), p. 625

DI STASIO, Margherita
Rethinking “Impact” in Teacher Professional Development: A Scoping Review Protocol and Conceptual Map (C.06), p. 386

DI STASIO, MARGHERITA, Margherita
PANEL Rethinking Teacher Professional Development Impact: Conceptual, Methodological, and Policy Issues (C.06), p. 380

DI TORE, Pio Alfredo
Ageing With Disabilities Between Ageism And Ableism: Towards A Special Pedagogy Of Double Vulnerability (F.01), p. 614
Algorithmic Citizenship in Ageing: Artificial Intelligence, Cognitive Delegation and the Democratic Rights of Older Persons with Disabilities (F.01), p. 608

DIAO, Haoxuan
Contesting the Past in the Digital Infosphere: Narrative Fragmentation and Media Literacy Regarding the Nanjing Massacre among Youth (M.05), p. 1220

DICORATO, Noemi Giulia
"Did You Eat at School?" Action Research with Ethnographic Nature on Full-time Schooling in a Context with High School Dropout Rates (D.08), p. 463

DIDONI, Elena
From Grammar Reflection To Active Citizenship: The Educational Impact Of Valency Grammar In Italian Schools. (B.05), p. 213

DIDONÈ, Lara
Using Discussion and ODIS in Science Teaching: Action Research in a Primary Classroom (B.06), p. 223

DIESTE- GRACIAS, Belén
Creative Teaching Practices With Digital Media That Transform The School Space:From The School Classroom To The University Degree (I.04), p. 1066

DIEVAITIS, Povilas
Peace Education In The Discourse Of Education Policy Of Lithuania (A.08), p. 98

DILETTI, Mattia
Education as a Culture War Arena: The Conservative Assault on Knowledge Institutions in the Trump Era (A.03), p. 70

DILETTI, MATTIA, Mattia
PANEL The Global Right and Education: Hegemony, Social Justice, and the Post-Liberal Turn (A.03), p. 65

DIMATTIA, Bartolo Giuseppe
Cosmic Roots: Neurodiversity as a Resource for Exploring Connections Between Cosmos and Earth (F.07), p. 661

DINSLEDER, Cornelia
Dialogical Processes and the Co-Design of Porous Educational Landscapes in Higher Education (L.06), p. 1155

DIRODI, Claudia
The Impact of the EbISS Program for Learning to Study in a Lifelong Learning Perspective (F.06), p. 648

DIRRAS, Guy
Fostering Critical Thinking Through The “Tribunal For The Future Generations” Pedagogical Project: Project Structure, Student Development, And Impact Of Tribunal-Based Learning (I.09), p. 1095

DISALVO, Angelica
Risk and Protective Factors in the Resilience of Mothers Survivors of Violence: A Reflexive Thematic Analysis (G.07), p. 775

DISPENZA, RAFFAELLA, Raffaella
PANEL Economic Constraints in Educational Participation and the Design of New Policies (D.03), p. 421

DISTASO, Altomare
Margins, Vulnerability, and Transformation: Philoctetes and bell hooks as a Pedagogical Laboratory for Positive Peace (L.01), p. 1119

DISTEFANO, Christian
Pedagogical Professionalism as a Promoter of Inclusion and Rights at School: a Case Study in Tuscany (E.11), p. 589

DIVÉKI, Rita
Navigating Controversial Topics through AI: Exploring Pre-Service EFL Teachers' Experiences with AI-Powered Discussions (M.10), p. 1259

DOLDERER, Eleonora
When Inclusion Excludes - Sexuality Education as Democratic Practice Between Non Formal Settings and School Logics (G.10), p. 807

DOLENTE, Cosimo
Educating in the Platform Space: School, Digital Capitalism and Critical Reconstruction of the Public Sphere (M.16), p. 1293

DOMENICO (1, 2) Barricelli
PANEL Continuing Training for Self-Employed Workers: Lifelong Learning and Inclusive Democracy (H.06), p. 936

DONATO, Matteo
Events as Learning Environments. An Innovative Teaching Laboratory During Uniforoitalico Sport Day (I.05), p. 1072

DONDERO, Maria Giulia
Comparing Human and Artificial Scientific Images for Learning Enhancement (B.04), p. 190

DONINI, Alessia
Rethinking Artificial Intelligence in Education: Playful Inquiry, Aesthetic Dimension, and Democratic Participation (M.06), p. 1227

DONINI, ALESSIA, Alessia
PANEL Facing AI Challenges in a Democratic and Socio-Constructivist Perspective: Imaginaries, Agency and Explorative Experiences with a Reggio Emilia-Inspired Approach (M.06), p. 1223

DONNICI, Maria Barbara
Cultivating Democratic Education in Schools: Playful Learning and Children's Agency (E.13), p. 604
Rethinking Artificial Intelligence in Education: Playful Inquiry, Aesthetic Dimension, and Democratic Participation (M.06), p. 1227

DONNICI, MARIA BARBARA, Maria Barbara
PANEL Facing AI Challenges in a Democratic and Socio-Constructivist Perspective: Imaginaries, Agency and Explorative Experiences with a Reggio Emilia-Inspired Approach (M.06), p. 1223

DORDONI, Paolo
Neosocratic Dialogue and Democratic Culture in Education - A Pedagogical Approach for Cultivating Democratic Competences (B.05), p. 210

DOWDALL, Nicolas
Closing the Gap: Dialogic Book-Sharing as a Tool for Developmental Equity in Low-Middle Income Countries (B.15), p. 317

DR. HA, Julia
Thinking Together – Critical Reflexivity to Strengthen Diversity-Sensitive Competences in Teacher Education (B.07), p. 228

DRURE, Eloïse
How Deconstruction informs Intersectional Analysis (G.13), p. 842

DRUSIANI, Maria
ChillOut: an Example of Best Practices in Rehabilitation and Transformative Education (B.07), p. 232

DUCART, Marcelo
How Play Develops Beauty, Skills, and Belonging (A.09), p. 108

DUMONT LAUX, Michelle
Post-Occupancy Evaluation for Learning Environments (POELE): A formative assessment tool (D.11), p. 486

DURANTI, Silvia
Bridging Skills and Jobs: How ITS Academies Align Tertiary Education with Local Labour Demand (H.06), p. 937

DUSI, Paola
Becoming Legible: Migrant Women's Situated Narratives between Skill Formation, Work and Recognition (G.05), p. 751

DUSI, PAOLA, Paola
PANEL Decolonial Researches between Pedagogical Horizons and Critical-Participatory Methodologies (G.05), p. 748

DUTTON, Eleanor
De-classifying Higher Education: Temporal Fields, Shared Barriers and Imagined Futures (G.19), p. 884

E

EDEROCLITE, Mario
Intergenerational Participation in School and Civil Society: Two Implementations of the IPARD Approach (B.10), p. 265
Teaching Inequality at the Dawn of History: Gender Stereotypes in Italian Primary School Textbooks (G.14), p. 848

EL BOUHALI, Charaf
Limits and Conditions for a Decolonial Pedagogy: a Document Analysis of the Italian Guidelines on Interculturality (G.06), p. 764
The Educational Pathways of Youth with a Migrant Background in Italy: a Scoping Review (H.12), p. 970

EL KHOURY, Eliana
Democratizing Assessment Practices in Higher Education: A Student–Faculty Collaboration on Alternative Assessment at Athabasca University, Canada (I.02), p. 1052

ELARDO, Giulia
From Voice to Belonging: Reimagining University Community Through Dialogue Tables (E.07), p. 562

ELFERT, Maren
The Evolution of the Concept of Lifelong Learning in the Context of the Transformation of Capitalist Society since World War II (H.02), p. 908

ELMESKI, Mohammed
Democratic Professionalism, Teacher Agency, Relational Governance, Professional Capital; Social-Emotional Learning (F.09), p. 693

EMANUEL, Federica
Human-Centred AI and Collective Learning in Socio-Educational Communities: Insights from the TEACH-AI Project (B.09), p. 260
TEACH-AI: A multidimensional analysis of teachers' perceptions of Artificial Intelligence across the concepts of Affordance-in-Practice, Professional Capability, and Sentiment (C.06), p. 388

EMILIANO, Domenico
Youth Policies as Drivers for Urban Regeneration and Social Innovation in the Mediterranean Context: The Case "Galattica" in Puglia, Italy (E.12), p. 596

EMMANUELE, Stella Rita
Educating for Plural Desire: Decolonizing Affective and Sexual Education (G.06), p. 760

EMMANUELE, STELLA RITA, Stella Rita
PANEL Decolonizing and Queering Education: Intersections of Power, Epistemic Justice, and School Practices (G.06), p. 759

ENRICO (3, 4) Dolza
PANEL Deaf Inclusion as a Democratic Imperative (F.03), p. 622

EPIFANI, Graziana
Building Inclusive Agency through Teacher Collaboration: Classroom and Special Education Teachers in Italian Schools (F.09), p. 683
Teacher Agency and Inclusion: Constraints and Strategies in High Complexity Schools (F.09), p. 686
Teachers' Emotions and Professional Agency in Data-Informed School Governance (F.09), p. 685
Feeling Informed? Students' Perspectives on Guidance and Choice in School-to-Work Programs in Italy (H.00), p. 893

ERCOLANONI, Sofia
Digital Precocity and Learning Outcomes: An Analysis of Italian, Mathematics, and Digital Competences (M.13), p. 1275

ERRICHIELLO, Luisa
Inclusive Workplace Learning: Gender- and Age-Sensitive Returns of Training in Italian Firms (H.02), p. 914

ERRICO, Gemma
Healing by Caring: the Educational Relationship in the Hospital School (C.01), p. 342

ESCUDERO FONTAN, Blanca
Rethinking Space in Inclusive Assessment: Neurodivergence and the Structural Limits of Supports in Assessment Practices in Higher Education (F.02), p. 621

ESLEN-ZIYA, Hande
Dual Voices on Skills and Migration: Stakeholders and Migrants in Conversation (H.07), p. 948

ESPOSITO, Dalila Maria
Children's Equality Rights: the Relevance of Educational Guidance from the First Stages of Life (E.11), p. 587

ESPOSITO, Lucio
Inequalities and Discrimination in Brazilian Education: a 'Racial Democracy'? (D.16), p. 522

ESPOSITO, Vincenzo
Events as Learning Environments. An Innovative Teaching Laboratory During Uniforoitalico Sport Day (I.05), p. 1072

ESPOSITO DE VITA, Gabriella
Engendering City as a Practice of Transformative Education (L.01), p. 1123

ESPOSTO, EDOARDO, Edoardo
PANEL Whose University is it? Neoliberal Governance: The Challenge to Academic Freedom, Equity, and Critical Thinking (I.12), p. 1100

ESQUIVEL DA SILVA, Carlos
Reinventing Futures. Encounters and engagements in a favela complex in Rio de Janeiro, Brazil (L.08), p. 1171

EVANGELISTA, Laura
From Distal RAV to Proximal RAV: Peer Review for Actionable School Improvement (A.11), p. 122
Governing Skills Through Quality: Knowledge, Data Infrastructures And The Politics of European VET Coordination (A.12), p. 135
Quality, Evidence, and Professional Agency: A Peer-Review-Inspired Approach to TPD in Schools (C.06), p. 382
Lifelong Learning and Self-Employment for the Twin and Just Transition (H.06), p. 938
Integrating The Capability Approach Into Quality Evaluation Paradigms: From Self And Teacher Evaluation To Quality Signals In The Italian IeFP (H.09), p. 953
Operationalising Quality Areas: A Competence Mapping Model For Peers In VET (H.09), p. 957

EVANGELISTA, LAURA, Laura
PANEL Evaluating The Quality Of Vocational Training Between Equity and Participation (H.09), p. 951

EZZAT, Asmaa
Learning conflict-resolution using immersive Virtual Reality: a proof-of-concept study (I.01), p. 1042

F

FABBRO, Francesco
When They Rap Us. Epistemological Insights from Pedagogic Discourses in the Postcolonial Rap Scene in Italy (G.16), p. 856
Memetic hate speech and the challenges of Critical Meme Education (M.10), p. 1258

FABIAN, Dunja
Sabir: a Codesign Process To Foster Inquiry Based-Learning In The Mediterranean (B.05), p. 194

FABIANI, Maria
Democrazy Buzzwords or Democratic Futures? FINNA and the Epistemology of Anticipatory Citizenship (H.04), p. 932

FABIANI, MARIA, Maria
PANEL Becoming Anticipatory Citizens: Adult Learning for Deep Democracy in Complex, Embodied and Pluriversal Societies (H.04), p. 930

FABIANO, ALESSIO, Alessio
PANEL Democracy Education and A.I. in the Geopolitical Disorder. A Proposal for a New Democratic Citizenship (M.04), p. 1206

FABRIS, Luca
The non-neutrality of The Educational Guidance Of Students With Disabilities: An Ethnography Of School Transitions (F.10), p. 701

FABRIZIO, Serena
Learning To Learn Within Research Infrastructures: Transformative Training For Community Building In FOSSR (A.06), p. 89
Toward Positive Peace through Open Science: Transformative Education in Research Infrastructures - the FOSSR case (L.01), p. 1122

FACCHINETTI, Silvia
Beyond Aspirations: Gender Stereotypes, Educational Expectations and STEM Choices among Italian Upper-Secondary Students (G.01), p. 721

FACCHINETTI, SILVIA, Silvia
PANEL Bias, Schooling, and Trajectories in STEM: How to Go Beyond the Gender Gap (G.01), p. 721

FACCIOCCHI, Monica
Beyond the School Gate: Rethinking the Transition to Adult Life for Students with Disabilities through School–Work Alternation Programmes (M.18), p. 1303

FADDA, Salvatore
Self-Regulation, Motivational Design and Wellbeing: From Psychological Regulation to Game-Based Contexts for Human Flourishing (M.19), p. 1307

FADDA, SALVATORE, Salvatore
PANEL Navigating Complexity: Game Design, Emotions, and AI for Democratic Citizenship Education (M.09), p. 1246

FAGGIANO, Maria Paola
Innovative Teaching and Life Skills in Higher Education: A Pilot Study at Sapienza University of Rome (I.05), p. 1071

FAGGIANO, MARIA PAOLA, Maria Paola
PANEL Life Skills and Innovative Didactics as Drivers of Democratic Agency in Higher Education (I.05), p. 1070

FAGGIOTTO, ALESSANDRA, Alessandra
PANEL Deaf Inclusion as a Democratic Imperative (F.03), p. 622

FAITINI, Tiziana
Empowering Educators as Agents of Change: A Transnational Ecosystem for Transformative and Democratic Schooling (B.07), p. 229

FALASCA, Marco
Dialogic Teaching in STEM Education: Supporting Conceptual Progression from Preschool to Secondary School (B.06), p. 220

FALAVIGNA, Greta
Inclusive Workplace Learning: Gender- and Age-Sensitive Returns of Training in Italian Firms (H.02), p. 914

FALCI, Laura
Gender Education and Intimate Citizenship: Youth Representations of Democracy in Educational Settings (G.10), p. 798

FALCICCHIO, Gabriella
Reopening History: Capitini's Intergenerational Antifascism and Nonviolent Pedagogy for Democratic Civic Education (A.08), p. 92

FALCO, Antonio
Transcalarity and AI: The Techno-Aesthetic Experience as a Socio-Educational Practice for Sustainability Education (M.17), p. 1297

FALCOLINI, Emanuele
The Teacher as a Body in the Classroom: transfeminist pedagogies and Comprehensive Sexuality Education as democratic practices in Italian Secondary Schools (G.10), p. 804

FALZARANO, Angelo
Platformisation and Datafication in Hybrid Schooling: Rethinking Governance, Inequality and Democratic Agency (M.14), p. 1285

FALZETTI, Patrizia
Gender Stereotypes And Social-Emotional Skills In Italian Students: Gender And Territorial Differences In A Democratic Perspective (G.14), p. 853

FALZONI, Anna Maria
What Drives Erasmus Mobility Choices? EU vs. Non-EU Destinations Among Italian Students (B.02), p. 168

FANARA, Gabriella
Archives for Peace: Using Historical Sources to Foster Nonviolence Education in Primary Schools (A.08), p. 94

FANELLI, Luca
PANEL Learning on the Margins: Early School Leaving, Educational Inequalities and the Politics of Place (D.00), p. 417

FANELLI, Luca Andrea
Estimating the Cost of Compulsory Education: Household Expenditure, Perceived Barriers, and Policy Implications (D.03), p. 421
Monitoring School Guidance to Tackle Social Inequalities: Evidence from Italian Schools (H.22), p. 1033

FANELLI, LUCA ANDREA, Luca Andrea
PANEL Economic Constraints in Educational Participation and the Design of New Policies (D.03), p. 421

FANIZZA, Fiammetta
The Role of Innovation Studies in the Knowledge Society: Shared Responsibility, Inclusive Citizenship, and Community Empowerment (H.01), p. 896

FANTI, Elena
Unschooling in France Following the 2021 Reform: Practices, Motivations and Consequences of the Transition to the Authorisation System (G.20), p. 888

FARAONI, Elisabetta
Teacher Self-Efficacy and Educational Continuity in Hospital Schooling: Professional and Organizational Contexts (C.01), p. 345

FARAONI, Natalia
Bridging Skills and Jobs: How ITS Academies Align Tertiary Education with Local Labour Demand (H.06), p. 937

FARAONI, ELISABETTA, Elisabetta
PANEL Continuity, Pedagogical Care, and Educational Justice in Hospital and Home Instruction (C.01), p. 342

FAROU, Aglaia
Navigating Precarity and Pathways to Adulthood: Young Adults in Greece and Italy (H.20), p. 1019

FAROU, AGLAIA, Aglaia
PANEL Youth and Generations in the Contemporary Era: Exploring Social Change (H.20), p. 1017

FARRUGGIA, Francesca
Between Aspirations and Obligations: Identity Construction in the University Experience of Second-generation Youth (H.19), p. 1014

FARRÉ, Mariona
Unequal Trajectories, Unequal Futures: Youth Aspirations and Upper Secondary Transitions in Rural Catalonia (H.03), p. 921

FARRÉ-RIERA, Laura
Student Participation And School Democracy: A Theoretical-Conceptual Contribution From Practice In Five Secondary Schools In Spain (D.08), p. 460

FASANELLA, Antonio
Innovative Teaching and Life Skills in Higher Education: A Pilot Study at Sapienza University of Rome (I.05), p. 1071

FASANELLA, ANTONIO, Antonio
PANEL Life Skills and Innovative Didactics as Drivers of Democratic Agency in Higher Education (I.05), p. 1070

FASSARI, Letteria G.
The Knowledge of Experience, the Experience of Knowledge: Time, Space and Subjectivation in the Contemporary University (H.11), p. 959

FATIGANTE, Marilena
The Functions of Professional Teams in Addressing the Challenges of Reception Work with Young Migrants (B.09), p. 252

FATTICCIONI, Luca
School Health Education and Global Citizenship: Integrating the One-Health Approach through Place-Based and Trialogical Learning. A Case Study (B.16), p. 329

FATTORI, Giorgia
Valuing Learners' Voice For Democratic Culture: A Case Study On Service Learning Within Plurilingual Education At Primary School (B.10), p. 263

FAUSTMANN, Stefanie
„Chi sono io, con permesso?": The Educational Potential of Graphic Novels for Narratives of Migration, Identity and Citizenship in Teaching Italian as a Foreign Language (G.16), p. 858

FAVARETTO, Mattia
Expansive Learning in Civic Movements: Democractic Activation, Deliberation, and Advocacy to Confront Socio-ecological Crises (E.13), p. 603

FAVELLA, Astrid
Integrating The Capability Approach Into Quality Evaluation Paradigms: From Self And Teacher Evaluation To Quality Signals In The Italian IeFP (H.09), p. 953

FAVOTTO, Francesca
Words That Care: Creative Reading and Emotional Education in Pediatric Contexts – The "Gentle Fairy Tales" Project (C.01), p. 348

FAZIO, Claudio
Teaching Physics to Neurodivergent Student: Which Methodologies Foster Effective Learning? (F.07), p. 661

FECIORU, Brandușa
Co-designing Service Learning Ecosystems: Institutional Reflexivity and Student Empowerment through University–Community Collaboration (B.14), p. 308

FEDELI, Emanuele
Unequal Classrooms: The Joint Effects of Ability Peer Effect and Socioeconomic Composition on Academic Track Enrollment (D.14), p. 510

FEMMININI, Alice
Rethinking University Starting From Professional Contexts: Pedagogical Supervision As An Indicator Of A Training Mismatch (I.06), p. 1077

FENG, Kaiyun
Graduate Teaching Assistants In The Third Dimension: Identity And Career Continuation (C.04), p. 371

FENIZIA, Elisabetta
Returning Research Findings in School-based Psychological Research: Participatory and Generative Practices (A.08), p. 99

FEO, Natale
Gender and the Construction of "the People": Radical Right Narratives and Anti-Democratic Imaginaries in the Digital Public Sphere (G.11), p. 821

FERRACCI, Eleonora
The Integrated Theatre Workshop Between Inclusion and Wellbeing: A Study in Primary Schools (F.06), p. 654

FERRANTE, Pierpaolo
AI Literacy as Democratic Education: Evidence from an INAIL pilot study (M.16), p. 1290

FERRANTE, ALESSANDRO, Alessandro
PANEL Ecologies of Education and Democracy in Posthuman Times: More and Less-than-human Troubles (L.03), p. 1135

FERRARI, Chiara
Reintroducing the Early Women Sociologists: Effects on University Teaching and Pedagogical Practices (F.09), p. 694
Participatory Action Research in a Multicultural After-School Centre: the case of the DREAM project (H.07), p. 949

FERRARI, Daniela
Empowering Educators as Agents of Change: A Transnational Ecosystem for Transformative and Democratic Schooling (B.07), p. 229
Transnational Learning Communities for Active Citizenship: Lessons from 'Schools Beyond Regions and Borders' (B.09), p. 253

FERRARI, Laura
Self-Disclosure and Classroom Climate: A Narrative Intervention in Primary School Classes Including Adopted Children (D.13), p. 499

FERRARI, Simona
Service Learning and Teacher Training: Analysis of a Blended Learning Experience (B.10), p. 268
Future Teachers in Contested Times: Science-Related Populism, Epistemic Trust, and Science Education (L.08), p. 1172

FERRATO, Giacomo
"Lo Spettacolo Siamo Noi": Evaluating the Effects of a Philosophy and Theatre Program in Middle Schools (H.13), p. 977

FERREIRA, Francisco
Reconfigurations of the Teaching Vocation: Engagement, Well-Being and Professional Regimes from the Perspective of School Leadership (C.03), p. 366

FERRENTINO, Gerardo
Deepfakes as Cybersecurity Threats: War Narratives, Social Engineering and the Erosion of Audiovisual Trust (M.14), p. 1283

FERRER-ESTEBAN, Gerard
Data Use in Italian Schools: A Qualitative Analysis of Data Use Processes and Attitudes Towards Data Beyond National assessments (B.08), p. 244

FERRERO, Valerio
Teaching as Inquiry: Philosophy for Children as a Path to the Transformation of Professional Habitus in Early Childhood and Primary Education (B.05), p. 205
Middle Leadership and the Political Dimension of Teaching: Insights from the Italian School System (C.07), p. 390
Teaching on Demand: MAD Teachers in Italy and the Erosion of Professional Boundaries in Italy (C.08), p. 410

FERRI, Anna Teresa
The "Rinnovata": the Shared Construction of a School as a Driver of Social Transformation (B.13), p. 294

FERRI, Giulia
Mapping the Pedagogical Ecology of Democracy: Media, Civic Learning, and Citizen Agency (M.07), p. 1236

FERRI, Jacopo
Breaking as Intelligent Movement: Embodied Pedagogy and Educational Ecology in Hip Hop Dance (G.16), p. 856

FERRI, Letizia
A Change Laboratory Experience with Practitioners Working with Severely Marginalized Populations in Varese (E.13), p. 601
Collaborative Learning Experiences for Building an Urban Social Context for Adolescents (H.02), p. 912

FERRI, Matilde
When DIMMI MET REVERS-ED: Successful Educational Actions, Family Engagement, and the Co-Construction of Educating Communities (D.09), p. 473

FERRITTI, Monya
Everyday School Practices as Risk and Protective Factors for Students Living Outside Their Birth Families: Self-Determination, Narrative Privacy and Inclusive Teaching (D.13), p. 505
Gender And Discrimination In Educational Processes: Invisible Vulnerabilities And Protective Resources (D.13), p. 497

FERRO, Jacopo
Digital Media Education. Analysis And Proposal Of A Guideline System From Empirical Evidence On Field Throughout Italian School (M.01), p. 1178
Promoting Media Education in the Educational System 06 (M.01), p. 1177

FERRUZZA MARCHETTA, Antonina Eugenia
Bodies In-movement as a Tool for Promoting Transformative Learning (B.16), p. 326

FESTA, Francesca
Experiential Financial Education. Assessing the Effectiveness of a Banca d'Italia Museum Exhibition (G.09), p. 785

FIASCO, Maria Rita
Learning Democracy at Work Organizations as Spaces for Civic Learning in Times of Social Disconnection (H.21), p. 1030

FICCADENTI, Cecilia
Who Pays for Public Education? Hidden Funding Mechanisms and Territorial Inequalities in Roman Schools (D.03), p. 427

FICO, Martin
Echoes of Home : How Czech Parental Attitudes Towards Ukrainians in Czech Society Shape Peer Relations Between Czech and Ukrainian Students (F.12), p. 717
Educational Support and Public Opinion: Experiences of Ukrainian Children and Parents in Czech lower secondary Schools (F.12), p. 716
Fictional Classmates, Real Biases: Exploring Peer Ingroup and Outgroup distinctions Through a Vignette-based experiment (F.12), p. 716
Navigating the Gap: Sociological Perspectives on the Inclusion of Refugee Students in Czech Schools (F.12), p. 714
Teachers as Border Guards? Narrative Framing of Ukrainian Refugees in Czech Schools (F.12), p. 715
"Finding My Place at School": Pupil Perspectives on the Inclusion of Ukrainian Students in Czech Classrooms (F.12), p. 713
Are They Ready To Teach Sexuality Education In The Digital Era? (G.10), p. 802

FICO, MARTIN, Martin
PANEL Inclusion Beyond Crisis: Navigating Diversity, Inequality, and Social Justice in the Schooling of Ukrainian Refugee Students in the Czech Republic (F.12), p. 713

FIERLI, Elena
Questionings, Silences, and Cessions of Power. Practices and reflections through picture books (G.03), p. 736
Leggere Senza Stereotipi. An illustrated bibliography to combat gender-based violence (G.10), p. 812
Starting From A Common Vocabulary As An Educational Strategy. Notes For A Glossary Of Sexual And Emotional Education (G.10), p. 809

FIERZ, Anna Ida
Constructing Heritage Language Education through Policy: A Comparative Macro-Level Analysis across South Tyrol and the cantons of Bern and Lucerne (H.15), p. 991

FILIPPI, Giulia
Re-reading Intersectionality: A Systematic Literature Review within the Field of Educational Research (G.13), p. 835

FILIPPI, Sibilla
Selecting, Separating, Segregating: a school data-based analysis (D.10), p. 476

FILIPPI, GIULIA, Giulia
PANEL Intersectionality in Educational Research: Epistemologies and Methodologies favouring a Democratization of Postmigrant Societies (G.13), p. 835

FILOGRASSO, Ilaria
Biography for Young Readers, Co-Research Networks and Cultural Prevention of Gender-Based Violence: The BIBI Programme as a National Model (G.07), p. 772

FILOSA, Giovanna
The Complexity of the Scholastic Inclusion of Students with a Migrant Background: a Comparison between Italy and Spain (H.18), p. 1002

FILOSA, GIOVANNA, Giovanna
PANEL The Enhancement of the Intellectual Capital of Young Migrants as an Inclusion Strategy (H.18), p. 1001

FINCO, Matteo
Promoting Social Inclusion of Migrants and Refugees and High-quality Care of Older Adults through an Original Eldercare Training implemented in Four European Countries (H.06), p. 939
Reconciling Inclusion and Regeneration of Inland Areas. The Case of the Seproter Project (H.06), p. 940

FINCO, MATTEO, Matteo
PANEL Continuing Training for Self-Employed Workers: Lifelong Learning and Inclusive Democracy (H.06), p. 936

FINN, Kirsty
Meritocracy's winners? Young women's experiences of 'earning while learning' UK Higher Education (D.06), p. 451
Illusio and the misrecognition of belonging in Higher Education (G.02), p. 729
Just Giving? The Growing Emphasis on Philanthropy and Donations in the UK Universities Sector (I.12), p. 1108

FINN, Philip
Disability, Social Justice and the Power of Learner Voice (E.07), p. 565

FINN, PHILIP, Philip
PANEL Learner Voice for Democratic Learning (E.07), p. 561

FIORE, Brunella
Mapping Teachers' Attitudes Towards School–Family Relationships: Social Determinants and Links to Work-Related Well-Being (C.07), p. 408
Understanding Students with Migrant Backgrounds: Educational Pathways, Institutional Barriers, and Governance Proposals for a More Inclusive University (H.19), p. 1012

FIORE, Rolando
Virtual Museums as Pedagogical Infrastructures for Inclusion and Democratic Participation in Later Life (F.01), p. 607

FIORETTI, Francesca
Research-Based Professional Development to Contrast Educational Poverty and Cultural Disadvantage: An Exploratory Triangulation of Stated and Perceived Teaching Practices (C.04), p. 375

FIORIN, Italo
The RETI Project: Actors' Perspectives on a Community Educational Pact in Porto Torres (B.09), p. 250

FIORUCCI, Andrea
Representing Disability and Producing Alterity in Cinema: The Academy Awards as a Case Study of Narrative Recognition (F.04), p. 639

FIORUCCI, MASSIMILIANO, Massimiliano
PANEL Intercultural Knowledges and Practices for Democratic Education (H.12), p. 963

FIRAUX, Tommaso
Transdisciplinary Perspectives for Research and Intervention on Teachers' Emotional–Relational Competencies: The LAB-CERD (University of Modena and Reggio Emilia, Italy) (F.09), p. 680

FISCHETTI, Alice
Education as a Culture War Arena: The Conservative Assault on Knowledge Institutions in the Trump Era (A.03), p. 70

FLAGIELLO, Giuliano
Beyond Standards: Mapping Sexuality Education Approaches in Italy (G.10), p. 808

FLAUTO, Roberto
Sparks Without Fire. Youth Condition, Identity and Social Change (H.20), p. 1020

FLORIANI, Sonia
Imagining Otherwise: Intercultural Belongingness and Future Expectations of Children of Migration in Italian Tertiary Education (H.19), p. 1011

FOLKMANE, Mairita
Place, Art, and Community: Building Social Cohesion through the Cultural Commons (D.17), p. 532

FOLKMANE, MAIRITA, Mairita
PANEL Rethinking Educational Inequalities and Democratic Practices (D.17), p. 527

FOLLENTI, Emanuele
Non-Collaboration with War as Pedagogical Praxis: Aldo Capitini's Nonviolent Framework for Peace and Disarmament (A.08), p. 93

FONOVIC, Ksenija
Inclusion of young Roma, Sinti and Camminanti: intellectual capital and intercultural strategies (H.18), p. 1009

FONTANA, Antonella
Human-in-the-Loop AI-Generated Flashcards: A Convivial Framework for Ethical Integration and Professional Autonomy in Emergency Medicine (M.02), p. 1186

FONZO, Concetta
From Distal RAV to Proximal RAV: Peer Review for Actionable School Improvement (A.11), p. 122
Governing Skills Through Quality: Knowledge, Data Infrastructures And The Politics of European VET Coordination (A.12), p. 135
Quality, Evidence, and Professional Agency: A Peer-Review-Inspired Approach to TPD in Schools (C.06), p. 382
Democratic Governance And Workforce Learning In the Twin Transition: A Configurational Analysis Of Italian Manufacturing Cooperatives (H.06), p. 943
Lifelong Learning and Self-Employment for the Twin and Just Transition (H.06), p. 938
Integrating The Capability Approach Into Quality Evaluation Paradigms: From Self And Teacher Evaluation To Quality Signals In The Italian IeFP (H.09), p. 953
Operationalising Quality Areas: A Competence Mapping Model For Peers In VET (H.09), p. 957

FONZO, CONCETTA, Concetta
PANEL Evaluating The Quality Of Vocational Training Between Equity and Participation (H.09), p. 951

FORNACINI, Marta
Communicating Europe in the Post-Digital Era: Youth Participation, Europeanization and Civic Agency (M.05), p. 1219

FORNARI, Rita
The Performative Logic of School Experience: When the Future Fades And Judgment Takes Over (G.19), p. 883
The End of Synchronous Experience? A Cross-Cohort Analysis of Generational Transitions and Platformization of Cultural Exposure in Italy (H.20), p. 1024

FORNARI, RITA, Rita
PANEL Indicators of Youth Condition Within and Beyond Education: Integrating Quantitative and Qualitative Evidence (H.11), p. 958

FORNI, DALILA, Dalila
PANEL Ecofeminist dialogues across History of Education and Children's Literature (G.08), p. 777

FORSBERG, Hakan
The Secret Garden of School Segregation in the UK: Private Schools, Social Class and Geography (A.10), p. 110

FORSBERG, Håkan
Parental Preferences and the Reproduction of School Segregation – Evidence from a Choice Experiment Linked to Register Data (D.15), p. 518

FORTUNA, Maria Paola
AACcessibility: Cognitive Accessibility As A Lever For Equity, Participation, And Democratic Schooling Between School And Community (F.06), p. 655

FOX, Emma
Intersectional Adult Education Pathways: Participatory Action Research and Epistemic Justice in Community–University Partnership (G.13), p. 839

FRACCAROLI, Franco
From Qualitative Evidence to Digital Narrative Tools for Equitable Youth Transitions across Education, VET, and Work (H.09), p. 955

FRAGAPANE, Stefania
Educational Poverty And the Digital Public Sphere: Cognitive Inequalities And Democratic Participation (D.04), p. 433

FRAIOLI, Bernadette
Third Mission, Interreligious Dialogue And Transversal Pathways To Counter anti-Semitism, Anti-Gypsyism, And Islamophobia: A Historical-religious, Socio-political, And Intersectional Perspective (B.02), p. 169

FRANCESCHETTI, Rita
Learning from Lady Ada Lovelace: bridging early computing and Artificial Intelligence (G.18), p. 877

FRANCESCO, Ugolini
Educational Opacity and Pedagogical Resistance in Algorithmic Environments: a Participatory Research-Formation Model for Teacher Educators (M.11), p. 1263

FRANCESCONI, DENIS, Denis
PANEL Learning Communities as Transformative Environments: Bridging Local Action and Global Challenges (B.09), p. 246

FRANCHI, Giulia
Questionings, Silences, and Cessions of Power. Practices and reflections through picture books (G.03), p. 736
Leggere Senza Stereotipi. An illustrated bibliography to combat gender-based violence (G.10), p. 812

FRANCHINA, Giorgia
Financial Thinking for Reflective Citizenship in Primary School (G.09), p. 792

FRASCARELLI, Raffaella
Epistemic Capture and Democratic Education: Reclaiming the University in the Age of Algorithmic Infrastructures (M.07), p. 1237

FRASCARIA, Yasmin
Art-Based Social Work: An Ethnographic Study In The "Centro De Referencia Da Juventude Di Novo Horizonte" In Brazil (H.22), p. 1034

FREDDANO, Michela
School Self-Evaluation Data in 'Scuola in Chiaro (Open School)' Platform between Rigor and Participation: the Students' Perspective (A.11), p. 126
Wellbeing in Schools: Lessons from the Italian National Evaluation System. (A.14), p. 150
Self-Evaluation in the Italian Vocational Education and Training: Evidence from the INVALSI Experiment (D.05), p. 446

FREDDANO, MICHELA, Michela
PANEL School Evaluation For Improvement, Equity, Inclusion And Well being (A.11), p. 116
PANEL Evaluating The Quality Of Vocational Training Between Equity and Participation (H.09), p. 951

FREDELLA, Claudia
Peer Tutoring in a Neighbourhood-Based Service and Teacher Education: Boundaries, Alliances, and Learning Pathways to Counter Early School Leaving (D.08), p. 462
Having No Voice, Being Non-Citizens: The Political Dimension Of Community Service Learning Between Intersectionality And Social Innovation (I.04), p. 1061

FREMLOVÁ, Vendula
The Předlice Suburb Through the Eyes of Children. The Role of Art Education in a Low-threshold Club in the Socially Excluded Locality in the Czech Republic (H.13), p. 975

FRESCHI, Anna Carola
Vocation, Choice or Serendipity? Biographical Paths towards Special Education Profession (C.07), p. 404

FRIGERIO, Alessandro
Educational Landscapes and Urban Resilience: Reimagining Schools as Socio-ecological Nodes. The Case of Savona (L.06), p. 1156

FRISO, Valeria
Narrating Neurodiversity. A Phenomenological Inquiry into the Lived Experiences of Pre-service Educators (F.07), p. 667
Promoting Self-Determination in Adults with Disabilities. Intersectional Approaches (G.12), p. 827

FRIZZARIN, Anna
Inclusive Planning In K-12 Educational Settings Through GenAI: A Systematic Review (F.06), p. 656

FROLA, Alessia
Inside the Classroom and Outside the Nation: Addressing the Epistemic Gap Between History and Civic Education in Italian Upper-Secondary Schools (E.04), p. 552
Italianness as a Racialised Regime of Truth: Whiteness and Belonging in History and Civic Education (G.06), p. 762

FRONTONI, Emanuele
From Teacher Mediation To Student Agency: The PAIDEIA Model For Critical Integration Of AI (M.03), p. 1192

FRYER, Tom
Student Politics In The UK Media: Whose Voices Are Heard, And Whose Are Left Out? (A.03), p. 66

FU, YUANHANG, Yuanhang
PANEL Building Inclusive and Democratic Schools Through Students' Psychological Resources (B.01), p. 154

FURINO, Valentina
Developing Democratic Competencies Through Service-learning: Evidence from Six Case Studies in Ukrainian Universities (B.10), p. 267

G

GABELLI, Lucia
Historical Scientific Instruments as Tools for Nature of Science Reflection in Teacher Professional Development (L.08), p. 1167

GABRIEL, Norman
Processes Of Learning For Democracy – Developing A Democratic Habitus (E.01), p. 540

GABRIELLI, Francesca
University Academic Tutoring Services As Spaces For The Democratic Participation And The Empowerment Of Student Tutors (I.13), p. 1113

GABRIELLI, Giuseppe
Aspirations and University Attendance Among Immigrant Students in Italy: A Longitudinal Perspective (H.19), p. 1010

GABRIELLI, Sara
Teachers' Self-Efficacy and Emotional Intelligence: Exploring the Implementation of Self-Regulated Learning Strategies in Inclusive Classrooms (B.11), p. 273

GABRIELLI, SARA, Sara
PANEL Psychopedagogical Perspectives on Motivational Processes and Participation in Contemporary Learning Environments (B.11), p. 270

GAGGERO, Giulia
Links between Positivity and Students' Perceptions of Peer Climate at School: A Daily Diary Study in Early Adolescents (B.01), p. 159

GAGLIANO, Maria
Scuola Dell'Infanzia As An Educational Interstice: Documentary Action Research On The Italian Early Childhood Curriculum (F.06), p. 651

GALANO, Silvia
Addressing the gender issue in STEM Education (G.01), p. 722

GALANTINO, MARIA GRAZIA, Maria Grazia
PANEL University Students with Migrant Backgrounds: Rethinking Educational Justice and Democratic Inclusion (H.19), p. 1010

GALAS, Maddalena
Visual Organization and Cognitive Load in Digital Mathematics Instruction: An Experimental Study in Lower Secondary School (B.04), p. 185

GALASSO, Sabrina
Universal Design for Learning as Democratic Infrastructure: Ecosystemic Design in Initial Teacher Education (B.13), p. 299

GALATEO, Simona
Beyond the School: Training Spatial Porosity Across Pedagogy, Architecture, and Nature. The Case of EDENSPACES (L.06), p. 1153

GALATEO, SIMONA, Simona
PANEL Porous Educational Landscapes: Interdisciplinary Approaches to Democratic Spaces (L.06), p. 1151

GALIMBERTI, Andrea
The Loss of Biodiversity as a Hyperobject. Implications for a World-based Education (L.02), p. 1129

GALIMBERTI, ANDREA, Andrea
PANEL Ecological Narratives and Biodiverse Education: Reimagining Worlds Through Critical Pedagogy (L.02), p. 1126
PANEL Ecologies of Education and Democracy in Posthuman Times: More and Less-than-human Troubles (L.03), p. 1135

GALLEGOS JARA, Francisca
"I'm Desperately Seeking The Answer, Please Help ;) <3": Emerging Knowledge In A Sociomaterial Analysis Of A Facebook Group Of Special Education Teachers (L.05), p. 1145

GALLINA, Adelaide
Transcalarity and AI: The Techno-Aesthetic Experience as a Socio-Educational Practice for Sustainability Education (M.17), p. 1297

GALLO, Francesca
Schools as Community Hubs: A Systemic Approach to Well-being and Inclusion in Tuscany (B.13), p. 303

GALLONI, Michele
From Clinical Intervention to Universal Education: The STARC Protocol for Socio-Emotional Literacy in an Inclusive School (F.07), p. 660

GAMBACORTI-PASSERINI, MARIA BENEDETTA, Maria Benedetta
PANEL Ecologies of Education and Democracy in Posthuman Times: More and Less-than-human Troubles (L.03), p. 1135

GAMBERONI, Emanuela
Enhancing Intellectual Capital through Intercultural Urban Education: A Migration Study in Verona, Italy (H.18), p. 1005

GAMSU, Sol
The Secret Garden of School Segregation in the UK: Private Schools, Social Class and Geography (A.10), p. 110
From Academics to Education Workers: Building Cross-staff Solidarity and Forging Class Relations to Make Another University Possible (I.07), p. 1085

GAMSU, SOL, Sol
PANEL Organising As Workers In Higher Education: In, Against And Beyond The University (I.07), p. 1083

GANUGI, GIULIA, Giulia
PANEL Designing Democratic Innovation: Alternative Practices for the Future of Academia (I.02), p. 1046

GARBAUSKAITĖ-JAKIMOVSKA, Justina
Bridging Knowledge and Society: Advancing the University's Third Mission (I.01), p. 1042

GARCIA-BORÉS, Nur
Analysing School Gentrification in Barcelona: Operating Mechanisms and Implications for Public Policy (D.15), p. 519
The Desired, The Saviour And The Intruder: Public Schools' Perceptions And Logics Of Action Under Urban Gentrification (D.15), p. 520

GARCIA-MOLSOSA, Marta
Student Participation And School Democracy: A Theoretical-Conceptual Contribution From Practice In Five Secondary Schools In Spain (D.08), p. 460

GARDONI, Christian
Transparent Games, Opaque Algorithms: Board Games, AI, and Ludoliteracy for Critical Technoscientific Education (M.09), p. 1252
Media Education, Complexity, and Dispositif: How Algorithmic Governmentality Shapes User Experience Through Dark Designs, Gamification and Grinding (M.16), p. 1292

GARGIULO, Teresa
School as a Common Good: A Porous Plant Nursery linking Archaeology, Nature and Collaborative Art in Taranto (L.06), p. 1157

GATTA, Gianluca
The City of Diasporic Memories: from Participatory Research to Educational Practices with Biographical Creative Methods (H.07), p. 950

GATTO, Paola Valentina
Dialogic Teaching in STEM Education: Supporting Conceptual Progression from Preschool to Secondary School (B.06), p. 220

GAVRILA, Mihaela
Empowering Teaching Communities against Health Misinformation. (M.12), p. 1271

GEDDA MUÑOZ, Relmu Antonio
Navigating Inequality: First-Generation Students' Choice, Access and Belonging in Chilean and Ecuadorian Universities (H.03), p. 924

GELONECK, Patrik
Structured Discourse Workshops as a Tool for Fostering Democratic Competencies in Schools (B.05), p. 211

GEMMA, Sara
When personal is political? Migrant biographies through Podcasting (H.01), p. 895

GENET, Laurie
Research-Based Support in a Cité éducative: Navigating Uncertainties and the Demands of Public Commission (A.12), p. 127

GENTILE, Annamaria
Fostering Learning to Learn in Preschool and Primary Education: An Investigation of Teachers' Conceptions, Practices, and Professional Needs (A.06), p. 90
Impact Evaluation to Support Inclusive and Democratic University: the INSIGHT Project (I.02), p. 1051

GENTILE, Manuel
AI-Supported School Visions: Multi-Agent Systems and Teacher Agency in Small and Rural Schools (M.03), p. 1204
Partner, Not Creator: Evaluating Product Creativity of AI-supported Storyboard Writing in Marginalized Educational Contexts (M.03), p. 1203

GENTILE, Maurizio
Rethinking "Impact" in Teacher Professional Development: A Scoping Review Protocol and Conceptual Map (C.06), p. 386

GENTILE, MAURIZIO, Maurizio
PANEL Rethinking Teacher Professional Development Impact: Conceptual, Methodological, and Policy Issues (C.06), p. 380

GENTILOZZI, Chiara
Life Project in Ageing with Disabilities (AWD): The Role of Animal-Assisted Interventions (AAI) (F.01), p. 611

GENTILOZZI, CHIARA, Chiara
PANEL Ageing with Disability, Life Projects and Democratic Citizenship: Rethinking Special Pedagogy for Older Adults (F.01), p. 606

GERLI, Matteo
Contexts, Mechanisms and Effects in Service Learning Programs: A Realistic Evaluation (B.14), p. 311

GERLI, MATTEO, Matteo
PANEL Service Learning As A Strategy For Institutional Reflexivity And Student Empowerment (B.14), p. 306

GERMANI, Sara
Initial Training of Socio-Pedagogical Educators: Motivation to attend L-19 Bachelor's and Competence Self-Evaluation (B.18), p. 332
Multicultural Attitudes and (De)Motivating Teaching Styles in Primary School: A Study with In-Service and Pre-Service Teachers (B.18), p. 331
Perceived Autonomy Support Among Colleagues and Teachers' Psychological Need Satisfaction: Implications for Motivating Teaching Styles (B.18), p. 330

GERMANI, SARA, Sara
PANEL Psychopedagogical Perspectives on Motivational Processes and Participation in Contemporary Learning Environments (B.11), p. 270

GERMI, Daniela
A Change Laboratory Experience with Practitioners Working with Severely Marginalized Populations in Varese (E.13), p. 601
Collaborative Learning Experiences for Building an Urban Social Context for Adolescents (H.02), p. 912

GERVAIS, Aude-Line
Educational Policy Instruments and Territorial Attractiveness: The Political Dimension of Educational Action Tools (A.12), p. 128

GEWIRTZ, Sharon
Uncertain Times, Uncertain Places: Exploring Policies And Place In Post 16 Transitioning (H.03), p. 928

GHIBELLINI, Valentina
Community-Engaged Research and Learning in Higher Education: The TOGETHERNESS Project (I.08), p. 1090

GIACOPINI, Bruna Elena
Cultivating Democratic Education in Schools: Playful Learning and Children's Agency (E.13), p. 604

GIAMBERINI, Ester
The Right To Feel: Musical Improvisation As A Practice Of Democratic Participation In Early Childhood (E.11), p. 590

GIAMBO, Debra
Democratic connectivism through dialogues in Collaborative Online International Learning (COIL): An empirical case study at Italian and US Universities (B.06), p. 222
Community-Based Experiential Learning for Democratic Education: Promoting Transformative Learning Through City as Text in Higher Education (B.07), p. 239

GIAMBRONE, Alessandro
Land of the Future or Land of Departure? Dreams, Needs, and "Restanza" Among Students in Agrigento (B.07), p. 238

GIAMELLO, Giovanni
Dialogic Literary Gatherings as an Evidence-Based Educational Practice: Theoretical Foundations, Empirical Evidence, and Implications for Social Inclusion (D.09), p. 471

GIAMELLO, GIOVANNI, Giovanni
PANEL Reversing Educational Inequalities: Successful Interventions for Democratic Learning (D.09), p. 469

GIAMMATTEO, Jacopo
Addressing the gender issue in STEM Education (G.01), p. 722

GIAMPAOLO, Mario
Vocation, Choice or Serendipity? Biographical Paths towards Special Education Profession (C.07), p. 404

GIAMPIETRO, Letizia
Building Inclusive Agency through Teacher Collaboration: Classroom and Special Education Teachers in Italian Schools (F.09), p. 683
Teacher Agency and Inclusion: Constraints and Strategies in High Complexity Schools (F.09), p. 686
Teachers' Emotions and Professional Agency in Data-Informed School Governance (F.09), p. 685

GIAMPIETRO, LETIZIA, Letizia
PANEL Teachers' Emotions, Agency and Professional Capacity for Inclusion within the Education–Democracy Nexus (F.09), p. 679

GIANCOLA, Orazio
PANEL A Passion for Education Policy: The Research Journey of Luciano Benadusi (A.01), p. 60
Assessing Learning: Teachers' Assessment Cultures Across Subject Areas and School Levels (C.07), p. 406
Crossing Borders, Transforming Attitudes? A Longitudinal Study on Civic and Intercultural Dispositions Among Students in International Mobility Programs (E.00), p. 537
When (Over)Use Becomes Risk: Smartphone Practices and Digital Vulnerability Among Young People (M.13), p. 1274

GIANCOLA, ORAZIO, Orazio
PANEL Meritocracy, Educational Inequalities and Democratic Transformations Across Contexts (D.16), p. 522
PANEL The Implications of Smartphones and Digital Environments for Learning and Psychophysical Well-Being (M.13), p. 1273

GIANNANDREA, Lorella
Beyond Devolution: Encouraging Co-agency as a Political Act (I.04), p. 1062
Student's alienation. An intersectional lens (I.04), p. 1069

GIANNANDREA, LORELLA, Lorella
PANEL Higher Education Teaching Practices as Micro-spaces of Democracy and Resistance. What Does it Mean to be 'Political'? (I.04), p. 1060

GIANNONE, Arianna
From Spectators to Authors: A Collaborative School-Work Module on AI Literacy, Podcast Production and the Conditions of Critical Agency (M.03), p. 1193

GIANNONI, Sara
From the "Segregated School" to the "International School": Counter-narratives to Challenge Stigma and Inform Policies (H.15), p. 989

GIARDIELLO, Mauro
Educational Commons and Youth Activism: Reinterpreting Processes of Change in Rural Schools through a Bourdieusian Lens (E.09), p. 576

GIATSI CLAUSEN, Maria
Children as Political Subjects: Infrapolitics, War of Position and Democratic Struggle in School (E.02), p. 547

GIATSI CLAUSEN, MARIA, Maria
PANEL Children as Political Actors: Rethinking School, Agency, and Democracy (E.02), p. 544

GIGANTI, Marco
School, Territory, and Data-Informed Alliance Against School Dropout: Identity, Meaning, and Motivational Processes Among Adolescents (B.11), p. 274

GIGLIA, Alice
From Mathematics to Citizenship: An Educational Toolkit for Critical Data Literacy (M.07), p. 1230

GIGOUX, Juan Pablo
From Comics to Health: a Qualitative Comparative Study between Italy and Chile within Medical Education (G.16), p. 860

GIGOUX, JUAN PABLO, Juan Pablo
PANEL Challenging Educational Inequality Through Alternative: Thinking In Comics Visual Narrative and Hip Hop Pedagogical Frameworks (G.16), p. 855

GIL, Sara
Roots and Leaves: Rethinking the Relationship Between Habitus and Identity (G.02), p. 733

GILLO, Sarah
Sexuality Education in Schools: Socialization Spheres, Gender Political Socialization, and Inequality Regimes (D.07), p. 455

GILLON, Corinne
Valuing, Practicing deliberately of Regional Language Varieties as an Essential Democratic Actor: The Case of French-Speaking Belgium (B.06), p. 216

GIOFTSALI, Katerina
Our Carnival!: Children Learning and Living Democracy Through Being Involved in Local Authority Decision Making (E.09), p. 581

GIORGI, Pamela
Archives for Peace: Using Historical Sources to Foster Nonviolence Education in Primary Schools (A.08), p. 94
Patrimoni in valigia: Schools as Community Hubs for Democratic and Inclusive Learning Ecosystems (B.13), p. 297

GIOVANE, Piervito
University Academic Tutoring Services As Spaces For The Democratic Participation And The Empowerment Of Student Tutors (I.13), p. 1113

GIOVANNI, Castagno
Not Technicians of Knowledge but Intellectuals for a Disinterested Education in Sport (E.12), p. 595

GIRARDI, Francesco
When personal is political? Migrant biographies through Podcasting (H.01), p. 895

GIRNUS, Luisa
Transformative Practices for Democratic and Sustainable Education in everyday school life: Empirical insights from German schools (B.07), p. 235
Changing Schools from within: Levers for Transformation Based on a Case Study from Germany (B.12), p. 289

GIROMETTI, Andrea
Habit, Habitus And Consequences On Participation In Political Life: A Comparison Between Bourdieu And Dewey (D.04), p. 430
University Presses at the Crossroads: Open Access, Neoliberal Governance and the Future of Academic Freedom (I.12), p. 1109

GIROTTI, Camilla
Starting From A Common Vocabulary As An Educational Strategy. Notes For A Glossary Of Sexual And Emotional Education (G.10), p. 809

GIUDICE, Giorgia
Land of the Future or Land of Departure? Dreams, Needs, and "Restanza" Among Students in Agrigento (B.07), p. 238

GIUFFREDI, Rita
Learning To Learn Within Research Infrastructures: Transformative Training For Community Building In FOSSR (A.06), p. 89

GIUNCHI, Irene
Private Logics in Public Schools: Marketisation and School Segregation in Bologna (A.10), p. 114

GIUNTI, Chiara
Outdoor Education and Service Learning as Responses to Educational Poverty in Socio-Economically Disadvantaged School Contexts (D.04), p. 440

GIUSEPPE GATI, Centro Studi
Land of the Future or Land of Departure? Dreams, Needs, and "Restanza" Among Students in Agrigento (B.07), p. 238

GODED MERINO, Alejandra
Sabir: a Codesign Process To Foster Inquiry Based-Learning In The Mediterranean (B.05), p. 194

GODEFROID, Raphaël
Ordering The Research, Researching The Orders. Turning Funding-related Obstacles Into Heuristic Elements (A.12), p. 134
To Be Or Not To Be A Citizen: How Children Work Around Policies That Disqualify Them As Legitimate Actors (E.02), p. 549

GOGESCU, Fiona
Degrees of Value: Cultivating Privilege at an Elite University (D.06), p. 450

GOMEZ PALOMA, FILIPPO, Filippo
PANEL Ageing with Disability, Life Projects and Democratic Citizenship: Rethinking Special Pedagogy for Older Adults (F.01), p. 606

GONZALEZ MOTOS, Sheila
Private Education as an Exit Strategy in a Gentrifying City: School Choice and Educational Transitions in Barcelona (A.10), p. 109

GONZALEZ, SHEILA, Sheila
PANEL Urban Education, Gentrification and School Segregation: Implications for Education and Social Justice (D.15), p. 516

GONZÁLEZ MOTOS, Sheila
Accumulated Teacher Turnover: Approaching Intensified Educational Inequalities in Socially Vulnerable Schools (D.10), p. 477

GOODE, Kylee
Citizens' Assemblies as Assessment: Cultivating Reflexive Scientists Through Democratic Pedagogies in Doctoral STEM Education (I.09), p. 1096

GOODE, KYLEE, Kylee
PANEL The Democratic Turn in University STEM Education (I.09), p. 1094

GORACCI, Serena
The Laboratori del Sapere as an Exercise in Research–Training (C.04), p. 379

GORACCI, SERENA, Serena
PANEL Dialogic Teaching in Education: Practices, Languages, and Conditions for Democratic Learning (B.06), p. 216

GORDON, Anastasia
Hybrid Community of Practice for sustainable critical pedagogy in ICT-integrated Mathematics Teaching among Pre-Service Teachers (F.09), p. 679

GORETZKO, Nina
Transformative Practices for Democratic and Sustainable Education in everyday school life: Empirical insights from German schools (B.07), p. 235
Changing Schools from within: Levers for Transformation Based on a Case Study from Germany (B.12), p. 289

GORODETSKAYA, Olga
Missed Opportunities And Barriers To Participation In Incentivised Saving Programmes Among Middle-to-low-income Families In Italy (D.03), p. 423

GOSTOLI, Riccardo
Can Family Group Conferences Be A Resource In Addressing School Vulnerability? Evidence From A Randomized Controlled Trial In Italy (D.05), p. 442

GOTTARDO, Giovanni
Giving "Body" to Research: Embodied Inquiry and Crip Pedagogy for the Democratization of Educational Contexts (F.11), p. 707
Emotional Intelligence and Democratization Processes: the Contribution of Intersectional Research in the PoEmS Project (G.12), p. 828
Epistemic Inequality In Transformative Research With Women with Endometriosis: The Construction Of A Methodological Framework Based On Intersectionality Perspectives (G.12), p. 825

GOZZELINO, Giulia
Embracing Plurality: Rethinking Migrant Identities and Educational Practice through a Complex Epistemology (G.05), p. 749

GOZZO, Simona Manuela Antonietta
Educational Networks and Educational Poverty in Catania: Social Network Analysis and Community-Facing Digital Mapping (B.14), p. 310
Socio-Educational Interventions in At-Risk Neighborhoods of Catania: A Detection Strategy (D.04), p. 439

GRANDE, Clarissa
'Feeling on a Mission'. Motivations and Educational Choices of Social Work Students with Migrant Backgrounds in Italy (H.19), p. 1015

GRASSENI, Mara
What Drives Erasmus Mobility Choices? EU vs. Non-EU Destinations Among Italian Students (B.02), p. 168

GRASSO, Giada
Enhancing Organization Well-Being Through Intergenerational Learning: Insights From The Agemil Project (H.02), p. 909

GRATANI, Francesca
Beyond Devolution: Encouraging Co-agency as a Political Act (I.04), p. 1062
Student's alienation. An intersectional lens (I.04), p. 1069

GRATANI, FRANCESCA, Francesca
PANEL Higher Education Teaching Practices as Micro-spaces of Democracy and Resistance. What Does it Mean to be 'Political'? (I.04), p. 1060

GRATICOLA, Agnese
Mapping Changes: The Theatre of the Oppressed as a Transformative and Emergent Practice in a Nonviolent Training Pathway. (A.08), p. 98
Nonviolent Teacher Training: A Narrative Review (A.08), p. 102

GRAVINO, Gianluca
Critical Issues and Inclusive Perspectives to Promote the Participation of People with Disabilities and Neurodiversities in Educational Contexts (A.11), p. 116
Gamification Inclusive Teaching Methods And Participatory Democracy (A.11), p. 118

GRAZIA, Valentina
Returning Research Findings in School-based Psychological Research: Participatory and Generative Practices (A.08), p. 99

GRAZIOLI, Riccardo
Finance through Play:
A Comparative Study of Play-Based Financial Education in Early Childhood (G.09), p. 791

GRAZZANI, Ilaria
Returning Research Findings in School-based Psychological Research: Participatory and Generative Practices (A.08), p. 99

GRECO, Cristian
Leggere Senza Stereotipi. An illustrated bibliography to combat gender-based violence (G.10), p. 812

GRECO, Sabrina
Emotional Demands, Professional Agency And The Democratic Sustainability Of Inclusion: Evidence From TALIS 2024 Italian Data (F.09), p. 687

GRECO, Serena
"Classi In Rete": A Form Of Extended Schooling To Support Teachers' Collaboration And Technological Skills (B.09), p. 258
INDIRE-Training Courses for the Specialisation of Support Teachers: Participants' Final Feedback (F.06), p. 647

GRECO, SERENA, Serena
PANEL Learning Together, Participating Fully: Inclusion and Difference as Educational Resources (F.06), p. 642

GREMIGNI, Elena
Historical Knowledge and Citizenship Competences in Italian Secondary Schools: An Exploratory Analysis of Educational Opportunity Inequalities in History Education (D.04), p. 437

GREMIGNI, ELENA, Elena
PANEL Educational Poverty, Symbolic Violence and Democratic Fragility (D.04), p. 430

GRIMALDI, Emiliano
Digital Technologies in Italian Classrooms: Practices, Attitudes, and Emerging Challenges (C.07), p. 401
Literacies Reimagined: Reconceptualizing Critical Digital Literacy Through Art-based Postdigital Encounters (M.07), p. 1231

GRIST, Cathy
A Place To Belong: Fostering Computer Science Identity And Social-Emotional Competencies Through Play In Rural Preschools (A.09), p. 105
Shifting Educator Perspectives On Challenging Behavior Through A Research–Practice Partnership In Rural Early Childhood Settings (B.09), p. 256
Early Childhood Teaching Assistants As Partners: Centering Their Lived Experiences And Voices (B.18), p. 334

GROSS, Barbara
Re-reading Intersectionality: A Systematic Literature Review within the Field of Educational Research (G.13), p. 835

GROSS, BARBARA, Barbara
PANEL Intersectionality in Educational Research: Epistemologies and Methodologies favouring a Democratization of Postmigrant Societies (G.13), p. 835

GSOTTBAUER, Elisabeth
Steps towards sustainable schools: Understanding the relation between children's Values and their Environmental Orientations (B.16), p. 322

GUALDARONI, Federica
Words That Care: Creative Reading and Emotional Education in Pediatric Contexts – The "Gentle Fairy Tales" Project (C.01), p. 348

GUANDALINI, Paolo
Self-Efficacy and Organizational Levers in Italian Teaching: Profiles, Resources, and Professional Outcomes (C.07), p. 400

GUARCELLO, Emanuela
Transcalarity and AI: The Techno-Aesthetic Experience as a Socio-Educational Practice for Sustainability Education (M.17), p. 1297

GUARDA, Marta
Recentering Epistemologies And Languages In Conditions Of Vulnerability: Reflections From The Perspective Of Critical And Decolonial Applied Linguistics (G.05), p. 750
Constructing Heritage Language Education through Policy: A Comparative Macro-Level Analysis across South Tyrol and the cantons of Bern and Lucerne (H.15), p. 991

GUARIENTO, TOMMASO, Tommaso
PANEL Democratic Access to Scientific Knowledge through Graphic Reasoning and Visuo-Quantitative Literacy (B.04), p. 185

GUASCONI, Elisa
An Exploratory Analysis of Factors Affecting the Research-based Teacher Professional Development Model: Reflections on a Case Study (C.04), p. 374

GUASTI, Lorenzo
From 'Atelier Creativi' to Community Hubs: A 10-Year Retrospective on School Makerspaces in Italy (B.13), p. 296

GUELI, Carla
Going Flat as Collective Self-Determination: Counter-Narratives of Post-Mastectomy Bodies (F.04), p. 640

GUERINI, Ines
Between Equity And Participation: A Research On International Vocational Training Contexts For Young People With Fragile X Syndrome (H.09), p. 952

GUERRA, Maria Letizia
Universities as Agents of Social Innovation through Public Engagement Projects (I.08), p. 1093

GUERRA, Monica
The Practice of the Gaze as an Ecological Posture: towards an Education based on Reciprocity between Subjects and the World (L.02), p. 1133

GUERRA, MONICA, Monica
PANEL Ecological Narratives and Biodiverse Education: Reimagining Worlds Through Critical Pedagogy (L.02), p. 1126

GUERRESCHI, Asia
Democratic Governance And Workforce Learning In the Twin Transition: A Configurational Analysis Of Italian Manufacturing Cooperatives (H.06), p. 943

GUERRIERI, Anna
Everyday School Practices as Risk and Protective Factors for Students Living Outside Their Birth Families: Self-Determination, Narrative Privacy and Inclusive Teaching (D.13), p. 505

GUERRIERI, ANNA, Anna
PANEL The Multidimensionality of Educational Poverty on the Lives of Children Living Outside Their Birth Families. A Focus on Protective Factors (D.13), p. 497

GUERRINI, Valentina
Educating for Diversity through an Intersectional Lens: Methodological Reflections from an Erasmus Blended Intensive Programme in Educator Training (G.12), p. 830
Critical Digital Competences for Social Intervention: Training Social Educators in the Age of Data and AI (M.16), p. 1292

GUI, Marco
Digital Technologies in Italian Classrooms: Practices, Attitudes, and Emerging Challenges (C.07), p. 401
Digital Precocity and Learning Outcomes: An Analysis of Italian, Mathematics, and Digital Competences (M.13), p. 1275

GUI, MARCO, Marco
PANEL The Implications of Smartphones and Digital Environments for Learning and Psychophysical Well-Being (M.13), p. 1273

GUILLAUME LE-GALL, Maela
Spatial Inequalities of Educational Opportunity and Political Discontent: Longitudinal Evidence from Urban Chile (A.10), p. 111

GULISANO, Daniela
Generative Agency, Capability, and Well-Being in inclusive teaching practices (F.09), p. 696

GVENETADZE, Gaga
New Perspectives on the Italian University System (I.06), p. 1081

H

HAMDOUNA, Yousef
From Independent Living to Rethinking Humanitarian Response: Beyond “Leave No One Behind”. Disability, Participation, and Inclusive Humanitarian Action in Gaza (A.05), p. 84

HANSON, Lorelei
Democratizing Assessment Practices in Higher Education: A Student–Faculty Collaboration on Alternative Assessment at Athabasca University, Canada (I.02), p. 1052

HARDY, Kate
Meritocracy’s winners? Young women’s experiences of ‘earning while learning’ UK Higher Education (D.06), p. 451

HARLING, Martin
Taking Place: Migrant Youth Activism, Democratic Learning and Political Subjectification in the Gothenburg Sit-Strike (H.21), p. 1029

HARPER, Frances
A Place To Belong: Fostering Computer Science Identity And Social-Emotional Competencies Through Play In Rural Preschools (A.09), p. 105
Early Childhood Teaching Assistants As Partners: Centering Their Lived Experiences And Voices (B.18), p. 334

HARTL, Jakob
Moving Ceilings, Uneven Floors: The Production of transclasses in Higher Education – and why this might be just what we need (D.06), p. 450

HASSAN, Claudia Gina
Memetic hate speech and the challenges of Critical Meme Education (M.10), p. 1258

HAVERLANT, Ivan
Formal Civic Education and Democratic Education Through Direct Experience Within the School Place : a Productive Tension or Virtuous Interplay? (E.04), p. 557

HEALEY, Karen
Professionalised School Governance and the Evacuation of Politics: Reclaiming Parental Voice in Multi-Academy Trusts in England (A.13), p. 139

HELLED, Alon
School as a Figurational Survival Unit: Civic Habitus, Second Generations, and Democratic Resilience in Crisis Contexts (E.01), p. 538

HEMINGWAY, Lucy
De-classifying Higher Education: Temporal Fields, Shared Barriers and Imagined Futures (G.19), p. 884

HENNIG, Sabine
Co-designing Service Learning Ecosystems: Institutional Reflexivity and Student Empowerment through University–Community Collaboration (B.14), p. 308

HENRY, Antoine
Libraries as a place for Educational Commons (E.09), p. 573

HERNÁNDEZ, Juan Francisco
Co-design and Technology-Mediated Personalization: Teachers’ Participation in the Development of Digital Learning Strategies (M.14), p. 1280

HERRERA URIZAR, Gustavo
Platformization and Datafication in Spanish Primary Education: A Comparative Political-Institutional Analysis (M.14), p. 1284

HERZER, Gernot
Civic Participation and Civic Education: Institutional Perspectives from Germany and Teacher Training Practices in Italy (I.03), p. 1056

HETHERINGTON, Dr Jan
Hysteresis, Symbolic Violence and a Habitus of Resistance: A Bourdieusian Analysis of School Governance in England. (G.19), p. 878

HEYES, Kim
Violence, trauma and Black African women’s navigation of Higher Education (D.04), p. 438

HIDALGO BAZAN, Gonzalo
Meritocracy From The Top: Elite Students’ Perspectives On The Distribution Of Higher Education Opportunities In The UK (D.06), p. 448
"Education Starts at Home": Intensive Parenting as a Moral Boundary in the Enactment of Desegregation Policy in Chile (D.17), p. 527

HOFFMANN, Jeanette
Shared and Dialogic Reading Aloud in Multilingual Contexts – The Picturebook Die Heule Eule/La Civetta Disperetta in a Ladin Primary School (B.15), p. 318

HOMONT, Louis Pierre Philippe
Student Engagement and Civic Consciousness of Future Communicative Mediators: A Pilot Study in a Spanish University (I.02), p. 1050

HOSODA, Miwako
Whose Knowledge, Whose University? Academic Freedom and Equity under Neoliberal Higher Education Governance (I.12), p. 1100

HOSTIĆ, Bernard
Convivial Personalism as a Philosophical Foundation of Education (M.02), p. 1181

HUANG, Ting
Enchantment and Disillusion: Rural Female Students Navigating Meritocracy in Small-Town China (D.16), p. 525

HUSSEIN, Nagwa
Having No Voice, Being Non-Citizens: The Political Dimension Of Community Service Learning Between Intersectionality And Social Innovation (I.04), p. 1061

HÖSCH, Sebastian
Operationalizing Educational Disadvantage: Social Indices and Governance Instruments in the Startchancen Programme (A.12), p. 134

I

IANNONE, Gaetana Tiziana
Non-formal Education and Participatory Practices: Inclusive Spaces for Intercultural and Democratic Co-construction. (H.12), p. 964

IANNUCCI, Lucia
Critical Dialogue with AI in Civic Education: Teacher Mediation, Metacognition and Democratic Agency in Lower Secondary School (M.03), p. 1202

IAPADRE, Filippo
Peace Education and Unaccompanied Children with Migratory Backgrounds in Italy (A.02), p. 63

IAVARONE, Maria Luisa
When personal is political? Migrant biographies through Podcasting (H.01), p. 895

IERONCIC, Enrico
Towards a Third Space Within a Middle School: a Quest for Subjectivation (E.02), p. 546

ILARDO, Marta
Problematising Education for Sustainable Development: Critical and Decolonial Approaches to Rethink Teacher Professionalism (L.02), p. 1131

IMPERIALI, Elena
A Change Laboratory Experience with Practitioners Working with Severely Marginalized Populations in Varese (E.13), p. 601
Collaborative Learning Experiences for Building an Urban Social Context for Adolescents (H.02), p. 912

IN RICERCA, Cuerpa
Unsustainable Passion. Practices of Care in Academia Between Invisibilization and Radical Resistance (F.08), p. 677

INDARRAMENDI, Cintia
Delegating Educational Justice? Neoliberal Governance and the Transformation of Inequality Policies (A.03), p. 71
Academic Research as an Additional Partner in Local Educational Action: Instrumentalization vs. Reflexivity? (A.12), p. 129

INDIRE, Massimiliano Naldini
Service Learning as a Pedagogical Tool for Student Agency and Autonomy (B.14), p. 306

INFANTE, Pierpaolo
Schools as Community Hubs: A Systemic Approach to Well-being and Inclusion in Tuscany (B.13), p. 303

INGRAM, Nicola
Violence, trauma and Black African women's navigation of Higher Education (D.04), p. 438
Illusio and the misrecognition of belonging in Higher Education (G.02), p. 729

INGRAO, Tristan
The Emergence of a New Private Higher Education Path : the French "bachelors" (A.10), p. 113

IOVITA, Mattia
The Teacher's Gaze in Shared Reading Aloud Logbooks: An Analytical Model of Classroom Observation Practices (B.15), p. 315

IPPOLITI, Roberto
Inclusive Workplace Learning: Gender- and Age-Sensitive Returns of Training in Italian Firms (H.02), p. 914

IVANOVA-VARDZHIYSKA, Evelina
Neosocratic Dialogue and Democratic Culture in Education - A Pedagogical Approach for Cultivating Democratic Competences (B.05), p. 210
Seeing Together, Experiencing Together, Thinking Together: Civic Education through the Collaborative Exploration of Images (B.06), p. 219

J

JACOVKIS, Judith
PANEL Unpacking The Platformisation And Datification Of Education: Processes, Actors, Positionings and contexts (M.14), p. 1278
Asking to Think: Designing and Validating a Scenario-Based Survey on Datafication in Spanish Primary Education (M.14), p. 1279

JARVINEN, Tero
The Territorial Dimension of Vet: Multilevel Governance and Spatial Disparities in Four European Countries (H.09), p. 951

JESACHER-ROESSLER, Livia
Families as Partners: Learning Communities in Socio-Economically Disadvantaged School Contexts (B.09), p. 259

JESACHER-RÖSSLER, Livia
Operationalizing Educational Disadvantage: Social Indices and Governance Instruments in the Startchancen Programme (A.12), p. 134

JIBRIL, Nidaa
Democracy Under Restrictions: A Phenomenological Study of the Experiences of Teachers and Students in Palestine (A.05), p. 77

JIMÉNEZ-RODRÍGUEZ, Claudia
Artificial Intelligence as a Sociological Object for Student Reflexivity: A Classroom Laboratory on Knowledge, Bias and Digital Mediation (M.03), p. 1199

JOFFRE, Valentina
The End of Synchronous Experience? A Cross-Cohort Analysis of Generational Transitions and Platformization of Cultural Exposure in Italy (H.20), p. 1024

JOFRE, Pamela
From Comics to Health: a Qualitative Comparative Study between Italy and Chile within Medical Education (G.16), p. 860

JOFRE, PAMELA, Pamela
PANEL Challenging Educational Inequality Through Alternative: Thinking In Comics Visual Narrative and Hip Hop Pedagogical Frameworks (G.16), p. 855

JOSEPH, Partick
Political Capabilities and Environmental Justice Among Socially and Economically Marginalised Youth in Québec (E.02), p. 545

JURČÍK, Miroslav
Educational Support and Public Opinion: Experiences of Ukrainian Children and Parents in Czech lower secondary Schools (F.12), p. 716
Fictional Classmates, Real Biases: Exploring Peer Ingroup and Outgroup distinctions Through a Vignette-based experiment (F.12), p. 716
Navigating the Gap: Sociological Perspectives on the Inclusion of Refugee Students in Czech Schools (F.12), p. 714
Teachers as Border Guards? Narrative Framing of Ukrainian Refugees in Czech Schools (F.12), p. 715
"Finding My Place at School": Pupil Perspectives on the Inclusion of Ukrainian Students in Czech Classrooms (F.12), p. 713

JURČÍK, Miroslav Jurčík
Echoes of Home : How Czech Parental Attitudes Towards Ukrainians in Czech Society Shape Peer Relations Between Czech and Ukrainian Students (F.12), p. 717

JURČÍK, MIROSLAV, Miroslav
PANEL Inclusion Beyond Crisis: Navigating Diversity, Inequality, and Social Justice in the Schooling of Ukrainian Refugee Students in the Czech Republic (F.12), p. 713

JUSTICE, Laura
Enhancing Implementation of Shared-Reading Interventions to Advance Equity (B.15), p. 313

K

KAKATI-SHAH, Rita
Leadership, Global Citizenship, and 21st Century Skills for Democracy in Higher Education (I.01), p. 1040

KANGILASKI, Erik
Orchestrating Democratic CBL For Climate Resilience: Institutional Design And An AI-Enabled Research Agenda (I.03), p. 1057

KARACHUN, Tatsiana
New Perspectives on the Italian University System (I.06), p. 1081

KASHYAP, Kashmir
Between Indian Education and Society: Hattee Girls of Himachal Pradesh (G.11), p. 817

KATZ, Serge
Teachers' Perceptions of a Changing Profession under New Public Management and Inclusive Education Reforms (C.08), p. 411

KAZEPOV, Yuri
The Territorial Dimension of Vet: Multilevel Governance and Spatial Disparities in Four European Countries (H.09), p. 951

KAČĀNE, Ilze
Developing Cultural Awareness and Expression in Youth: Dance Teachers' Experiences and Perspectives (B.07), p. 233

KEEHN, Melissa
Teaching Social Studies Education in a World on Fire: Reflexive Journaling as Democratic Method with Pre-Service Teachers (B.05), p. 197
Affective Complexity, Intimate Citizenship, and Queer(er) Futures in Sex Education (G.10), p. 793

KEIL, Maria
Affective, Spatial and Temporal Dimensions of Inequality in Youth and Their Internalisation (H.03), p. 929
Challenges of Organising Academic Workers in Germany: Loyalty, Asceticism and Precarious Labour Conditions (I.07), p. 1086

KEMAL, AHSON, Ahson
PANEL Is There a Role for Arts-based Education in Tackling Educational Poverty and Social Exclusion? (H.13), p. 974

KEMPS, Thomas
Organizational Compass: Experimenting with Regenerative Processes within a Doctoral Team Abstract (I.02), p. 1047

KENNA, Therese
Rethinking Space in Inclusive Assessment: Neurodivergence and the Structural Limits of Supports in Assessment Practices in Higher Education (F.02), p. 621

KHALES, Buad
Democracy Under Restrictions: A Phenomenological Study of the Experiences of Teachers and Students in Palestine (A.05), p. 77

KHALES, Prof. Buad
Meaningful Learning as a Pathway to Democratic Education: Evidence from English Language Classrooms in the Jerusalem Suburbs (A.05), p. 83

KHALES, BUAD, Buad
PANEL Education, Democracy and Resistance in Occupied Palestine (A.05), p. 73

KHALFALLA, Gofran
Educators' Conceptions of Child Participation: Implications for Educational Development in Khartoum State, Sudan (G.05), p. 754

KINELL, Sara
Sensable Citizens: Rudolf Steiner and digital technologies in Switzerland from the 1990s to the present (M.17), p. 1295

KIRCHGÄSSNER, Ulrich
Dialogical Processes and the Co-Design of Porous Educational Landscapes in Higher Education (L.06), p. 1155

KLEIN, Anne Julia
Operationalizing Educational Disadvantage: Social Indices and Governance Instruments in the Startchancen Programme (A.12), p. 134

KLINGER, Don A.
The Global Impact Of The Pandemic On Student Outcomes (D.14), p. 508

KNETTEL, Kornelius
Learning Democracy by Shaping Space: Children's Co-Creation and Collective Decision-Making in a Primary School (D.11), p. 482

KOFLER, Doris
Integrated Educational Partnerships In School-based Financial Education (G.09), p. 786
Civic Participation and Civic Education: Institutional Perspectives from Germany and Teacher Training Practices in Italy (I.03), p. 1056

KOFLER, Ingrid
Children as Social Actors in Heritage Education Practices: Co-construction of Knowledge in Real-World Labs (E.09), p. 583

KOHOUT- DIAZ, Magdalena
Reasonable Uses of Artificial Intelligence in Higher Education: Democratic Promises and Symbolic Dispossession (M.11), p. 1261

KOKKONI, Angeliki
GEOCIVIS – Geography and Socially Acute Questions for Democratic Citizenship in Primary Education (B.02), p. 164

KOLOKITHA, Magdalini
School Principals' Disaster Preparedness Governance: From Bureaucracy to Commoning Practices (E.13), p. 600

KOLOKITHA, MAGDALINI, Magdalini
PANEL Democratic Practices, Expansive Learning and the Commons in Education (E.13), p. 599

KONIDARI, Viktoria
Family Capital and Disinformation: Resilience Grounded on Trust and Comparative Thinking. Results from the Erasmus+ Project DRONE (M.07), p. 1232

KONSTANTONI, KRISTINA, Kristina
PANEL Children as Political Actors: Rethinking School, Agency, and Democracy (E.02), p. 544

KORP, Helena
Widening Participation or Narrowing the Path? Intersectional and Decolonial Readings of Supplementary Higher Education Policies for Migrant Academics in Sweden (G.13), p. 837

KORTAM, Marie
Schooling Under Shifting Rule: Education, Harm Regulation, and Legitimacy in Afrin (B.20), p. 336

KOVACHEVA, Siyka
The Territorial Dimension of Vet: Multilevel Governance and Spatial Disparities in Four European Countries (H.09), p. 951

KOVZELE, Oksana
Developing Cultural Awareness and Expression in Youth: Dance Teachers' Experiences and Perspectives (B.07), p. 233

KOZMA, Kitti
Roma Teachers' Resilience: A Sociological Study of Life Course Experiences and Professional Impact (C.02), p. 352

KRAVCHENKO, YULIIA, Yuliia
PANEL Educating to Participate. Educational Innovation in University Systems as a Tool for Inclusion and Democratic Participation (I.03), p. 1054

KRIGER, Samantha
Who Gets In And Why? Race, Class And Aspiration In South Africa's Schools (D.16), p. 526

KROMPAK, Edina
Constructing Heritage Language Education through Policy: A Comparative Macro-Level Analysis across South Tyrol and the cantons of Bern and Lucerne (H.15), p. 991

KRÁLOVÁ, Nikol
Fictional Classmates, Real Biases: Exploring Peer Ingroup and Outgroup distinctions Through a Vignette-based experiment (F.12), p. 716

KRÜGER RUIZ, Veda
Emotional School Regimes in Neoliberal Times: Conceptions, Practices and Resistances over Student Wellbeing at Madrid's Public Secondary Education (A.03), p. 72

KUBRUSLY, Ana
Imagining the Future School: Pre-Service Teachers' Narratives on Professional Role and Identity (C.03), p. 364

KUHN, Samy-Jo
Families as Partners: Learning Communities in Socio-Economically Disadvantaged School Contexts (B.09), p. 259

KUMAR, Amit V
Understanding Transformative Education through Invisible Pedagogical Mindsets in Indian Classrooms (B.07), p. 230
Structured Hybridity And The Democratic Struggle Over Educational Purpose (G.02), p. 731

KUMAR, Sujith
Higher Education Priorities Engineered by the Trump-Musk Phase of the Second Trump Administration (A.03), p. 65

KUMAR, Sunil
Inequalities and Discrimination in Brazilian Education: a 'Racial Democracy'? (D.16), p. 522

KUNANE, Rosemary
Intersectional Adult Education Pathways: Participatory Action Research and Epistemic Justice in Community–University Partnership (G.13), p. 839

KUSHNIR, Iryna
Higher Education Priorities Engineered by the Trump-Musk Phase of the Second Trump Administration (A.03), p. 65

KUSTATSCHER, MARLIES, Marlies
PANEL Children as Political Actors: Rethinking School, Agency, and Democracy (E.02), p. 544

KÖCK, Bianca-Maria
From Waste to Workshop: Upcycling as a Porous Infrastructure for Democratic Engineering Education (L.06), p. 1154

L

L. ROBERTSON, Susan
From Classrooms to AI Testbeds: Strategic Biases in IOs' AI Literacy Frameworks (M.14), p. 1278

LA BARBERA, Giulia
"Piacere di Conoscerci": Youth-led CSE as democratic practice of policy-making in South Italy (G.10), p. 806

LA FICO, Giuliana
Self-Disclosure and Classroom Climate: A Narrative Intervention in Primary School Classes Including Adopted Children (D.13), p. 499

LA MELA, Simone
Educational Networks and Educational Poverty in Catania: Social Network Analysis and Community-Facing Digital Mapping (B.14), p. 310

LA MELA, Simone Antonino
Socio-Educational Interventions in At-Risk Neighborhoods of Catania: A Detection Strategy (D.04), p. 439

LA ROCCA, Concetta
Quality in Family Childcare Services. An Empirical Study (A.14), p. 145

LADURNER, Christa
BRIDGE BUILDERS The Role of Educators in Kindergartens for the early Prevention of School Dropout (D.08), p. 463

LAGOMARSINO, Francesca
Homeschooling and Parenting Models: a Challenge to Secondary Socialisation Processes (G.17), p. 861
Intercultural Education: Cohen-Emerique's Cultural Shock Method for Teacher Training (H.12), p. 973

LAGUARDIA, Stefania
Compensated or Conformed? Spatialized Inequalities in Education (F.02), p. 618

LAI, Aurora M.
The Tyranny of Flexibility: Compulsion to Identity and Biographical Performance in Italian Schools (H.03), p. 927

LAMBICCHI, Alessia
From Learning for Democracy to Democracy for Learning: Rethinking School Through Student Voice (B.12), p. 280

LANDI, Giovanna
'Ex Silens' ad 'sensorium'. Donnarumma and the Democratic Negotiation of Perception: Towards Art as an Epistemological and Pedagogical Environment (M.08), p. 1243

LANDI, Laura
Rethinking the Impact of Teacher Professional Development with a focus on the Ricerca-Formazione Perspective: Insights from a Scoping Review (C.06), p. 384
Cultural Heritage, School, Museum: Educational Practices To Promote Active Citizenship And Democratic Participation (E.04), p. 559
Bridging Formal and Non-Formal Learning as Educational Commons: The Integration of the Delivery Museum and Scuola Diffusa in Reggio Emilia (E.09), p. 575
Impact Evaluation to Support Inclusive and Democratic University: the INSIGHT Project (I.02), p. 1051

LANDI, GIOVANNA, Giovanna
PANEL Media, Arts and Digital Democracy: Negotiating New Cultural Ecologies (M.08), p. 1240

LANDINI, Claudia
Bridging Formal and Non-Formal Learning as Educational Commons: The Integration of the Delivery Museum and Scuola Diffusa in Reggio Emilia (E.09), p. 575

LANDRA, Tiziana
Fostering Peace and Nonviolence Through School-Community Partnerships: A Case Study Of Best Practices. (A.08), p. 96

LANDRI, Paolo
More-Than-Human Education Governance and AI: Analytical Tools For Policy (L.05), p. 1144
More-Than-Human Education Governance and Radical Democracy (L.05), p. 1150

LANDRI, PAOLO, Paolo
PANEL Living together, Co-Governing, Becoming: More-than-Human Futures for Democracy in Education (L.05), p. 1142

LANINI, Chiara
Homeschooling and Parenting Models: a Challenge to Secondary Socialisation Processes (G.17), p. 861

LAPIETRA, Federica
The Construction Of The Identity Of Women With Disabilities And The Invisibility Of Violence: A Literature Review (G.07), p. 771
Corporeality, Disability, and Epistemic Injustice: The Transformative Potential of Participatory and Creative Methodologies in Gender and Sexuality Education (G.10), p. 795

LAPOV, Zoran
Right to Intercultural Childhood: Towards a Socio-Pedagogical Commitment in an Intercultural, Intersectional and Decolonial Perspective (E.11), p. 588

LASIO, Maria Luisa
Emotions In Digital Environments: Building Critical And Preventive Educational Practices In Sardinian Schools (B.03), p. 174

LATTANZI, Teodora
Career and Educational Guidance Across Theory, Policy, and Practice (B.20), p. 337

LAUDER, Hugh
The Social and Economic Conditions for Democratic Education (A.03), p. 69

LAUDISA, Federica
Grants as Bridge to University Access: The impact of an Information Intervention (D.03), p. 422

LAURA, Evangelista
Democratic Governance And Workforce Learning In the Twin Transition: A Configurational Analysis Of Italian Manufacturing Cooperatives (H.06), p. 943

LAURIN, Emma
Dropout and Throughput in Teacher Education: Students' Educational Strategies (G.19), p. 880
Investing in School Health Services: Illusio and Market Commitment in the Neoliberal Welfare State (G.19), p. 882
School Withdrawal Trajectories: Experiences of Alienation and Resonance among Youth (H.03), p. 919

LAVAZZA, Sara
Italian L2 Education for Adult Learners: A Collaborative Approach to Social Inclusion and NEET Prevention (D.08), p. 465

LAZARIDOU, Angeliki
School Principals' Disaster Preparedness Governance: From Bureaucracy to Commoning Practices (E.13), p. 600

LAZARIDOU, ANGELIKI, Angeliki
PANEL Democratic Practices, Expansive Learning and the Commons in Education (E.13), p. 599

LAZZARI, Marco
Multi-Agency Data Sharing for School Dropout Prevention: Evidence from a Local Italian Context (D.14), p. 511

LEALI, Sergio
Spaces and Times of Democratic Education (E.09), p. 584
The Dialectic Between the Public and the Private Sphere as a Constitutive Moment of The Learning Process in Unschooling (G.20), p. 887

LEARDI, Renata
Becoming Students Together: An Ethnographic Study of Summer University Courses in Spanish Prisons (H.17), p. 996

LECCESE, Marzia
Learning For Democracy And Democracy For Learning: Financial Education As A Transformative Practice In Teacher Training (G.09), p. 787

LECUSAY, Robert
Toddler's Narrative Commons in Aesthetic Literacy Events: Democracy as a Way of Life in Early Childhood Education and Care (E.09), p. 579

LECUYER, Lise
Enabling Residential Mix, Reinforcing School Segregation? Private School Choice in Gentrifying Working-Class Neighbourhoods in Paris Metropolitan Area (A.10), p. 112

LEFTEROV, Petar
Italian L2 Education for Adult Learners: A Collaborative Approach to Social Inclusion and NEET Prevention (D.08), p. 465
Having No Voice, Being Non-Citizens: The Political Dimension Of Community Service Learning Between Intersectionality And Social Innovation (I.04), p. 1061

LEGENDRE, Florence
Teachers' Perceptions of a Changing Profession under New Public Management and Inclusive Education Reforms (C.08), p. 411

LEGROS, Baptiste
Vocation and Emancipation. The Place of Work and Teaching in Students' Utopian Aspirations. (C.03), p. 369

LEIŠYTĖ, Liudvika
Introducing Intersectionality In Teaching Staff Trainings To Foster Institutional Resilience (I.01), p. 1045

LEJEUNE, Marcelline
Formal Civic Education and Democratic Education Through Direct Experience Within the School Place : a Productive Tension or Virtuous Interplay? (E.04), p. 557

LEMKOW TOVIAS, Gabriel
Pedagogical Spaces Without Barriers: Analising Responses of educators about questionnaire on Inclusive Science Free-choice Spaces for Children in Spain (D.08), p. 468

LENZI, Francesca Romana
Events as Learning Environments. An Innovative Teaching Laboratory During Uniforoitalico Sport Day (I.05), p. 1072

LEONARDO (1, 3) Tantari
PANEL In Praise of the Margin. The Representation of "Other Bodies" Between Disabling Devices and Practices of Self-Determination (F.04), p. 633

LEONCINI, Sabina
Dialogic Literary Gatherings as an Evidence-Based Educational Practice: Theoretical Foundations, Empirical Evidence, and Implications for Social Inclusion (D.09), p. 471
Rethinking Masculinity, Care, and Gender-Based Violence: Toward Shared Responsibility in Care Practices (G.07), p. 770

LEONCINI, SABINA, Sabina
PANEL Reversing Educational Inequalities: Successful Interventions for Democratic Learning (D.09), p. 469

LEONE, Clara
Multicultural Attitudes and (De)Motivating Teaching Styles in Primary School: A Study with In-Service and Pre-Service Teachers (B.18), p. 331

LEONE, Giovanna
Hiding And Seeking The Italian Colonial Past: An Analysis Of Images Inserted In History Textbooks From 1950 To Present Days (G.05), p. 752

LEONE PIZZIGHELLA, Andrea R.
Linguistic Discrimination and Intersectional Inequality in Education (G.12), p. 833

LEONE-PIZZIGHELLA, Andrea Renee
'I Need to Learn How to Talk': Sociolinguistic Reflections on Habitus and Doxa in First-generation University Students Narratives (G.02), p. 734

LEONI, Maila
Reconfiguring Political Participation: Youth Activism as Decolonial Pedagogy through the Lens of Doing Society (E.02), p. 548

LEONZI, Silvia
Data, Science and Information in the Pandemic: Data-Driven Journalism as a Space for Science Communication (M.12), p. 1269

LESSKY, Franziska
Student Politics In The UK Media: Whose Voices Are Heard, And Whose Are Left Out? (A.03), p. 66
(Re)assembling The Belief In The University 'Game': First-In-Family Students' Perceptions Of The Value Of Higher Education (D.06), p. 449

LETHBRIDGE, Jane
Crises, Uncertainty and Risk – the Role of Democratic Professionalism (A.13), p. 143

LETNES, Mari-Ann
Navigating the AI Turn in Teacher Education: Compliance, Control or Creative Renewal? (I.12), p. 1103
Rethinking Democratic Bildung: Teacher Educators' Perspectives on Generative AI (M.04), p. 1210

LETTERI, Ivan
Human-in-the-Loop AI-Generated Flashcards: A Convivial Framework for Ethical Integration and Professional Autonomy in Emergency Medicine (M.02), p. 1186

LEVA, Carolina
Civic Education Teaching in Italian Schools: The Contribution of Law 92/2019 to Democratic Education in Contemporary Society (M.04), p. 1211

LEVRINI, Olivia
Re-enacting The Complexity Of Scientific Research Practices In Higher Education Through Cinematic Narratives (L.08), p. 1168

LEZZI, Antonio
Schools as Community Hubs: A Systemic Approach to Well-being and Inclusion in Tuscany (B.13), p. 303

LI ROSI, Giuseppe
Beyond Knowledge Hierarchies: A Qualitative Inquiry into Epistemic Justice and Adolescent Participation (G.06), p. 765

LICHENE, Claudia
Evaluating Inclusion Quality In Early Childhood Education And Care: Tools And Reflective Practices For a Democratic Community (A.11), p. 120

LICURSI, Sabina
Learning on the Margins: Educational Inequalities, Dropout Risk, and School Well-Being in Rome's Sixth Municipality (D.00), p. 419
Building Educating Communities through Community Pacts: A Case Study (D.08), p. 467

LIDEGRAN, Ida
Forced Habitus Transformation: Fast Track to Employment for Newly Arrived Academics in Sweden (G.19), p. 880

LIEVORE, ILARIA, Ilaria
PANEL Tracing Inequalities to Foster Democratic Education: The Value of Longitudinal Data (D.14), p. 508

LIGORIO, Maria Beatrice
Developing Climate Change Awareness Within the Context of Global Citizenship Education. The Venice Lagoon as a Laboratory: a Case Study (L.02), p. 1130

LILENSTEN, Lola
Fostering Critical Thinking Through The "Tribunal For The Future Generations" Pedagogical Project: Project Structure, Student Development, And Impact Of Tribunal-Based Learning (I.09), p. 1095

LILENSTEN, ola
PANEL The Democratic Turn in University STEM Education (I.09), p. 1094

LINDGREN, Joakim
Investing in School Health Services: Illusio and Market Commitment in the Neoliberal Welfare State (G.19), p. 882

LINDÍN, Carles
Co-design and Technology-Mediated Personalization: Teachers' Participation in the Development of Digital Learning Strategies (M.14), p. 1280

LIOTTA, Emanuele
Observing the Difference: Pedagogical Observation, Aesthetic Education and Epistemic Queer Justice (G.06), p. 769

LIPPIELLO, Stefania
Historical Scientific Instruments as Tools for Nature of Science Reflection in Teacher Professional Development (L.08), p. 1167

LIUZZI, Annalisa
Una Costellazione Luminosa: Cooperative Learning And Expressive Languages To Foster Critical, Creative, And Caring Thinking in Primary School. (B.05), p. 198

LLOS, Berta
'Intruders', 'Transformers' and 'Fallen Soldiers': Experiences of Non-Heterosexual Boys and Trans and Non-Binary Students in Secondary Education (G.10), p. 805

LO BELLO, Anna
Between Inclusion and Representation. Politics, Power and Agency in the Italian Deaf Community (F.03), p. 625

LO CICERO, Adamo
From School to Citizenship: The Role of Education and Social Origin in Shaping Civic Engagement (D.04), p. 436
Educational Inequality in Italy: Persistent Gaps or Emerging Convergence? An Intertemporal Analysis Using OECD PISA Data (D.14), p. 509

LO PICCOLO, Alessandra
Addressing Educational Poverty in Adoption Pathways: Associative Networks, Social Capital, and Educational Justice (D.13), p. 503
Life Planning in Aging with Disability between Assistance and Caring Relationships (F.01), p. 613

LO PRESTI, Fabrizio
Partner, Not Creator: Evaluating Product Creativity of AI-supported Storyboard Writing in Marginalized Educational Contexts (M.03), p. 1203

LO PRESTI, Veronica
Life Skills and Self-Directed Learning: Perceived Competence Development in Educational Pathways (I.05), p. 1074

LO PRESTI, VERONICA, Veronica
PANEL Educating to Participate. Educational Innovation in University Systems as a Tool for Inclusion and Democratic Participation (I.03), p. 1054

LOCATELLI, Gabriele
The "Rinnovata": the Shared Construction of a School as a Driver of Social Transformation (B.13), p. 294

LOI, Anna
Achievement Gaps across School Stages: Educational Trajectories of Migrant-Background Students in Italy (D.14), p. 512

LOIODICE, ISABELLA, Isabella
PANEL Democracy of Care: Rethinking Networks and Relationships of Counter Gender-Based Violence (G.07), p. 770

LOMBARDI, Elisabetta
Financial Thinking for Reflective Citizenship in Primary School (G.09), p. 792

LOMBARDINILO, Andrea
Cooperation as a rhetorical strategy? The European University Alliances and the challenge of democratic participation (I.03), p. 1054

LOMBARDO, Giulia
Critical Media Literacy and Gender Equality: Fostering Democratic Agency through Gaze Theory and Standpoint Epistemology (G.11), p. 819
Rethinking Inclusion in AIED (Artificial Intelligence in Education): Explicability and Literacy in the Onlife Era (H.01), p. 900

LONGO, Marialucia
Experiential Financial Education. Assessing the Effectiveness of a Banca d'Italia Museum Exhibition (G.09), p. 785

LONGO, Michele
Pacifism and Nonviolence: Limits, Aporias, and Political Control (A.02), p. 62

LONGO, Patrizia Giuseppina
A Phenomenological Investigation Into The Perception Of Loneliness In Deaf Adults (F.03), p. 624

LONIDETTI, Irene
Bridging Formal and Non-Formal Learning as Educational Commons: The Integration of the Delivery Museum and Scuola Diffusa in Reggio Emilia (E.09), p. 575

LOPEZ, ANNA GRAZIA, Anna Grazia
PANEL Democracy of Care: Rethinking Networks and Relationships of Counter Gender-Based Violence (G.07), p. 770

LORENZI, Fabiana
Children, Bodies and Algorithms: Democratic Explorations of Artificial Intelligence in Early Childhood (M.06), p. 1225

LORENZINI, Stefania
Guidelines to Promote the Right to Education for Pupils Who Have Been Adopted 2023. Resources, Challenges, Proposals (D.13), p. 506
Intercultural Education and Adoptive Families. Navigating Between Origins and New Identities (H.12), p. 971

LORENZO, BARBANERA, Barbanera
PANEL Rethinking the University: Public Engagement, Academic Autonomy and Transformative Knowledge Practices (I.08), p. 1087

LORENZON, Marion
BRIDGE BUILDERS The Role of Educators in Kindergartens for the early Prevention of School Dropout (D.08), p. 463

LORENZONI, Giulia
From Spectators to Authors: A Collaborative School-Work Module on AI Literacy, Podcast Production and the Conditions of Critical Agency (M.03), p. 1193

LOTTI, Patrizia
Reagenti and Strabene: Youth-Led Participatory Practices as Laboratories for Democratic Citizenship. Competencies, Perceptions and Alignment with Service Learning (B.14), p. 307

LOTTI, PATRIZIA, Patrizia
PANEL Learning Democracy And Democratic Competencies Through Service Learning And Youth Lead Participatory Methods (B.10), p. 263

LUATTI, Lorenzo
Selecting, Separating, Segregating: a school data-based analysis (D.10), p. 476
Countering Stereotypes and Educational Segregation in Schools: The Gender Equality Charter Mark (G.14), p. 852

LUCATTINI, Paolo
How Play Develops Beauty, Skills, and Belonging (A.09), p. 108
From Multimedia to Multisensory Room: A Preliminary Investigation into New Perspectives for Inclusion and Teachers' Professional Competencies (F.09), p. 691

LUCCHINA, Veronica
Educational Strategies for the Protection of Children in Complex Situations: Success Cases (D.13), p. 501

LUCCHINI, Fabio
Professionalism, Resilience and Sharing: the Case of a Community of Practice at the Time of COVID-19 (A.13), p. 144
Practices of Care and Inclusion in Higher Education: the CABES Questionnaire as a Tool for Institutional Listening (F.08), p. 678

LUCENTINI, Giulio
Migrant-Background Gaps in Mathematics Before Upper Secondary Tracking: Evidence from TIMSS 2023 (H.15), p. 986
Accessibility of School Buildings in Italy: A Longitudinal Analysis of Architectural Barriers from 2020 to 2025 (M.18), p. 1302

LUGARO, Gabriele
Between Democracy and Autonomy: Educating for the Society of the Future (E.11), p. 591
Digital Media Education. Analysis And Proposal Of A Guideline System From Empirical Evidence On Field Throughout Italian School (M.01), p. 1178
Promoting Media Education in the Educational System 06 (M.01), p. 1177

LUINI, Letizia
Documenting Biodiversity in Early Childhood Outdoor Education: Artistic and Visual Practices for Ecological Understanding (L.02), p. 1127
Maps as Counter-Narratives: Documenting Ecological Relationships through Participatory Mapping in Environmental Education (L.02), p. 1132

LUINI, LETIZIA, Letizia
PANEL Ecological Narratives and Biodiverse Education: Reimagining Worlds Through Critical Pedagogy (L.02), p. 1126

LUIS, Helena
A Profession Under Strain: Short-term Policy Fixes and Long-term Planning Gaps in Portugal's Teacher Workforce (C.03), p. 365

LUKAČIN, Lorelaj
Youth Political Disengagement and Socio-Political Attitudes: Findings from a Croatian National Study of Political Literacy (B.01), p. 158
Understanding Youth Political Disengagement: Perspectives of Final-Year Secondary School Students (B.12), p. 282

LUPA, Aline
Achievement and Achievement Differences in Primary Education: Inequality-critical Reflections on a Discourse Analysis of Educational Policy (F.10), p. 701

LUPATINI, Marco
GEOCIVIS – Geography and Socially Acute Questions for Democratic Citizenship in Primary Education (B.02), p. 164
Peace Education in Initial Teacher Training: Curriculum, Institutional Practices and Professional Identity Building (L.01), p. 1121

LUPPI, Elena
Exploring the Impact of SCAFFOLD Cards on Teachers' Design Practices for Competence-Based Education: A Mixed-Methods Study (C.06), p. 387
Narrative Practices For Preventing Social Isolation And Fostering Community Connections: Insight From The Ginkgo Erasmus+ Project (H.01), p. 905

LUPPI, Elisa
"Founded on Culture": Singing as a Practice of Active Citizenship Between Educational Autonomy and Inclusivity. (E.08), p. 568

LURASCHI, Sara
Participatory Art as an Educational Tool for Co-constructing Knowledge with Adolescents: the Experience of the Sottobanco Project (H.13), p. 978

LUTRINGER, Christine
From Media Literacy to Democratic Practice: Youth Learning Communities Confronting Disinformation and AI (B.09), p. 257

LUZMORE, Ruth
Leading for Democratic Intelligence: Teacher Agency, Emotion, and Epistemic Stewardship in Inclusive Schools (F.09), p. 692

LÓPEZ DE AGUILETA, Garazi
Successful Educational Actions as Democracy in Practice: Longitudinal Successful Trajectories of Vulnerable Students (D.09), p. 470

LÓPEZ DE AGUILETA, GARAZI, Garazi
PANEL Reversing Educational Inequalities: Successful Interventions for Democratic Learning (D.09), p. 469

LÓPEZ DE ARANA, Elena
Beyond Enthusiasm: Structural Barriers and Critical Tensions in SL in HE (B.14), p. 309

LÓPEZ-MEDIALDEA, Ana
Creative Teaching Practices With Digital Media That Transform The School Space:From The School Classroom To The University Degree (I.04), p. 1066

LÓPEZ-NAVAS, Cristina
Student Engagement and Civic Consciousness of Future Communicative Mediators: A Pilot Study in a Spanish University (I.02), p. 1050

LÖFFLER, Johannes Ludwig
Actors, Factors, And Spaces Shaping Educational Trajectories Of Young People – Contrasting The Experiences Of Migrant-Background Youth In Hamburg-Mitte And Halle(Saale), Germany (H.15), p. 993

M

MACAGNO, Alessia
Beyond Aspirations: Gender Stereotypes, Educational Expectations and STEM Choices among Italian Upper-Secondary Students (G.01), p. 721

MACAGNO, ALESSIA, Alessia
PANEL Bias, Schooling, and Trajectories in STEM: How to Go Beyond the Gender Gap (G.01), p. 721

MACALE, Carlo
The AAT Model in Hospital Schools as a Generative Pedagogical Approach (C.01), p. 342

MACALUSO, Paola
Tackling Disinformation and Promoting Digital Media Literacy: The Teachers 4.0 Digital Age Online Training Model for In-Service Teachers (M.07), p. 1238

MACALUSO, PAOLA, Paola
PANEL Learning for Democracy: Media Education and Civic Agency in Times of Disinformation (M.07), p. 1228

MACCHIA, Vanessa
Socioemotional development within the Universal Design for Learning Classroom (F.06), p. 652

MACEDO, Sandra
Inequalities and Discrimination in Brazilian Education: a 'Racial Democracy'? (D.16), p. 522

MACHAT, Karl-Heinz
Space as Studio: Experimental Architecture, Biophilic Infrastructures, and Object-Rich Displays to Catalyze Pedagogical Experimentation in Teacher Education (D.11), p. 488
The Epistemic School: Educational Architecture as Democratic Knowledge Infrastructure in the Algorithmic Age (D.11), p. 487

MACINAI, EMILIANO, Emiliano
PANEL The Child is a Citizen: Democratic Experience, Participation and Rights in the Early Age (E.11), p. 585

MADDALENA, Stefania
Designing as a Framework for Educating for Choice (E.04), p. 553

MADEDDU, Sabrina
Cultivating Democratic Agency in Primary School: the MiniGiunta project in Rovereto Municipality (B.05), p. 201

MAGGI, Carlo
Philosophy for Children in School-Work Training: Teaching critical thinking through observation and dialogue (B.05), p. 206

MAGGI, Daniela
Teacher Motivation and Participation in Inclusive Learning Environments: A Survey of Specialist Support Teachers (B.11), p. 275
Practices of Care and Inclusion in Higher Education: the CABES Questionnaire as a Tool for Institutional Listening (F.08), p. 678

MAGGIARRA, Isabel
The Role Of Training Needs In Italian Universities: Three Experiences Of Inclusion Compared (I.03), p. 1058

MAGGIO, Maria Antonietta
Reflections on Intermediate Leadership as a Resource for Inclusion in Italian Schools: Themes and Issues from a Disability Studies Perspective (F.10), p. 705

MAGGIOLO, Raffaella
Educating for Peace in Times of War: Transformative Education in the Movimento di Cooperazione Educativa and Its Journal (L.01), p. 1125

MAGUIRE, Meg
Uncertain Times, Uncertain Places: Exploring Policies And Place In Post 16 Transitioning (H.03), p. 928

MAGURNO, Chiara
Integrating an AI-Based Conversational Agent in Dialogic Reading Practices: A Didactic Intervention in Primary School (M.06), p. 1226

MAGURNO, CHIARA, Chiara
PANEL Facing AI Challenges in a Democratic and Socio-Constructivist Perspective: Imaginaries, Agency and Explorative Experiences with a Reggio Emilia-Inspired Approach (M.06), p. 1223

MAHER, Michelle
From Passive Recipients to Co-creators: Learners' Voices Shaping Education for Sustainable Development (ESD) in Irish Higher Education Institutions (HEIs) (E.07), p. 561

MAIORANO, Alessandra
"Schools in the World, the World in Schools" Integrating International Student Mobility and Civic Education: Insights from a Pilot Project in Secondary Schools (E.00), p. 536

MAKHETHA, Trevor
Autoethnography, Adjunct Labour, and the Political Economy of Knowledge in South Africa and the Global South* (I.07), p. 1083

MALAGUTI, Elena
The Construction Of The Identity Of Women With Disabilities And The Invisibility Of Violence: A Literature Review (G.07), p. 771

MALARA, Silvestro
Educating the Imaginary: Narrative, Childhood, and Symbolic Disarmament in Peace-Building Processes (A.14), p. 151
The Fireflies of Oral Tradition (L.02), p. 1134

MALKNECHT, Ludovica
Redefining Music Listening Practices in the Platform Society (M.08), p. 1244

MALUSÀ, Giovanna
A Decentralised Tutoring Model in Initial Teacher Education: A Case Study on the Democratic Governance of the School-Based Tutor Role (A.13), p. 143

MAMBRIANI, Serena
Teaching How to Think: Intellectual Skills and Medical Education in the Scottish Enlightenment (I.09), p. 1098

MANCA, Valentina
Starting From A Common Vocabulary As An Educational Strategy. Notes For A Glossary Of Sexual And Emotional Education (G.10), p. 809

MANCANIELLO, Maria Rita
Reading Aloud as Democratic Practice: Reversing Inequalities Through Irony, Desire and Agency in Tuscan Schools (D.09), p. 472
Intersectional Body Shaming. A Tool For Quantifying A Relational Phenomenon (G.12), p. 823

MANCANIELLO, MARIA RITA, Maria Rita
PANEL Reversing Educational Inequalities: Successful Interventions for Democratic Learning (D.09), p. 469

MANCARELLA, Dino
Autobiography: A Device at the Service of Peace and Nonviolence (A.08), p. 97
Fostering Peace and Nonviolence Through School-Community Partnerships: A Case Study Of Best Practices. (A.08), p. 96

MANCINI, Riccardo
Teachers' Self-Efficacy and Emotional Intelligence: Exploring the Implementation of Self-Regulated Learning Strategies in Inclusive Classrooms (B.11), p. 273

MANERA, Marika
The Italian LGBTQ+ Anti-Discrimination Centers As Places for Learning Democracy (G.14), p. 854

MANERA, LORENZO, Lorenzo
PANEL Facing AI Challenges in a Democratic and Socio-Constructivist Perspective: Imaginaries, Agency and Explorative Experiences with a Reggio Emilia-Inspired Approach (M.06), p. 1223

MANFREDI, Lucia
Links between Positivity and Students' Perceptions of Peer Climate at School: A Daily Diary Study in Early Adolescents (B.01), p. 159

MANGANELLO, Flavio
Integrated Educational Ecosystems for Democratic Citizenship: Tabletop Role-Playing Games and Generative AI (M.09), p. 1249

MANGIONE, Giuseppina Rita Jose
"Classi In Rete": A Form Of Extended Schooling To Support Teachers' Collaboration And Technological Skills (B.09), p. 258
From Proximity Schooling to Community Hub Reframing the Forme Scolaire through Educational Community Alliances in Italian Small Schools (B.13), p. 305
Roundtable. Beyond Early School Leaving: Educational Justice, New Forms of Citizenship and Policy Recommendations (D.00), p. 420
AI-Supported School Visions: Multi-Agent Systems and Teacher Agency in Small and Rural Schools (M.03), p. 1204
Partner, Not Creator: Evaluating Product Creativity of AI-supported Storyboard Writing in Marginalized Educational Contexts (M.03), p. 1203

MANGIONE, GIUSEPPINA RITA JOSE, Giuseppina Rita Jose
PANEL Schools as Community Hubs. Learning Ecosystems for Democracy across Pedagogy, Health, Architecture, and Urban Planning (B.13), p. 290

MANNO, Daniela
Leaving the Last Word to Students: Thought and Resistance in Higher Education Teaching (I.04), p. 1064

MANSINGH, Aradhana
Violence, trauma and Black African women's navigation of Higher Education (D.04), p. 438

MANSOUR, Sarah
Learning conflict-resolution using immersive Virtual Reality: a proof-of-concept study (I.01), p. 1042

MANTICA, Sandra
Learning Democracy by Shaping Space: Children's Co-Creation and Collective Decision-Making in a Primary School (D.11), p. 482

MANTZANARIS, Konstantinos
Creating Arendtian Spaces of Appearance in Adult Civic Education: Fostering Plurality and Inclusion in Polarized Societies (H.21), p. 1026

MANZANO, Martí
Roots and Leaves: Rethinking the Relationship Between Habitus and Identity (G.02), p. 733

MANZANO MOLINER, Martí
Between Ambition and Alignment, Transitions to Post-compulsory Education of Children of Migrants in Barcelona (H.15), p. 994

MANZELLA, Elisa
Teachers' Working Conditions And Perceived Effectiveness In Heterogeneous Classrooms: Evidence From A Factorial Survey Experiment (C.07), p. 403

MARABINI, Alessia
Competences, Bildung Education and Evolution: How Can Humans Adapt to a Changing Digital Habitat? (B.03), p. 183

MARANGI, Michele
TEACH-AI: A multidimensional analysis of teachers' perceptions of Artificial Intelligence across the concepts of Affordance-in-Practice, Professional Capability, and Sentiment (C.06), p. 388
When Toys Talk Back: Anthropomorphization, Datafication, and a New Media Education Agenda for Early Childhood (M.01), p. 1178

MARAVIGLIA, Lorenzo
Educational Poverty Across the Life Course: Evaluating Intersections of Inequality in Schooling, Skills and Lifelong Learning (D.05), p. 445

MARCARINI, Mariagrazia
A Bridge Between Italy And Japan: The OECD “Infinity Project” for Promoting Inclusion And Shared Educational Perspectives Across Cultures (F.06), p. 642
A “Door” As An Inclusive, Democratic, Transformative Tool. Neurodiversity, Systemic Perspective, Processes Of Inclusion And Coevolution In The Educational Community (F.07), p. 670

MARCELLI, Andrea Mattia
Systematic Barriers to Unaccompanied Minors' Educational Rights: A Bottom-Up Case Study from Friuli Venezia Giulia (Italy) (H.15), p. 990

MARCELLO, Giorgio
Building Educating Communities through Community Pacts: A Case Study (D.08), p. 467

MARCHESANI, Sara
Promoting Self-Determination in Adults with Disabilities. Intersectional Approaches (G.12), p. 827

MARCHESINI, Federica
From Spectators to Authors: A Collaborative School-Work Module on AI Literacy, Podcast Production and the Conditions of Critical Agency (M.03), p. 1193

MARCHETTI, Igor
The Daily Emotional Impact of Online Hate Speech in Adolescence: The Role of Migrant Background (B.01), p. 155

MARCHIORO, Fabiana
Transnational Assembled Youths: Complex Biographies and Educational Trajectories between China and Italy (H.03), p. 922

MARCON, Sonia
Authentic Tasks in Higher Education: Towards an Interdisciplinary Model for Competency-Based Design and Assessment (I.13), p. 1113

MARCONE, Valerio Massimo
The Generative Value of Work-Based Learning in Tertiary VET: Promoting Capabilities, Inclusion, and Active Citizenship (H.02), p. 916

MARCONI, Valentina
Educating for Peace in Times of War: Transformative Education in the Movimento di Cooperazione Educativa and Its Journal (L.01), p. 1125

MARCUCCIO, Massimo
Learning to Learn in the School-to-University Transition: Educational Counselling as a Context for Observing and Supporting Strategic Autonomy (A.06), p. 87
Between Inclusion and Neurodiversity: Future Educators’ Conceptions in an AI-Mediated Educational Context (F.07), p. 672
Predictive Governance in Higher Education: Early Intervention, Critical Taxonomy, and the Tension between Institutional Care and Neoliberal Rationality (I.12), p. 1106

MARINELLO, Matteo
Television as Citizenship: Rai and Public Service in the Digital Media Environment (M.08), p. 1241

MARINI, Sara
Questionings, Silences, and Cessions of Power. Practices and reflections through picture books (G.03), p. 736
Leggere Senza Stereotipi. An illustrated bibliography to combat gender-based violence (G.10), p. 812

MARINO, Iva
Photovoice and Participatory Democracy: Promoting Agency and Empowerment in the University Community (B.02), p. 164

MARLOT, Jeanne
Comparing Human and Artificial Scientific Images for Learning Enhancement (B.04), p. 190

MAROCCHINI, Eleonora
Counteracting the Normalization of Dissident Identities: Pedagogical Reflections Emerging From Neuroqueerness (F.02), p. 617

MARONE, FRANCESCA, Francesca
PANEL Childhood and Democracy in the Digital Age: Building the Foundations of Active Citizenship (B.03), p. 174

MAROTTI, Francesca
The Role of Ableism in Producing Micro-Exclusion (F.10), p. 700

MARRAZZO, Francesco
Media and Digital Literacy Needs Among Italian Seniors. The Key Role of Algorithmic Literacy Level in the News Media Diet Diversification (H.01), p. 904

MARROCCOLI, Giulia
When Disadvantage Concentrates: Students’ Achievements, Teaching Practices, and Segregation Dynamics in Milan (D.10), p. 480

MARROCCOLI, GIULIA, Giulia
PANEL Migrant-background Youth in Education: the Role of Policy and Practice in (Re)producing and Challenging Inequalities (H.15), p. 986

MARSILI, Samantha
Deafblind Inclusion: Tactile Communication and Personalized Approaches as Educational Imperative (F.03), p. 622

MARTELLI, Duccio
Enhancing Financial Literacy Through Board Game-Based Learning (A.09), p. 104

MARTENA, Paolo
Scicafè Transforming a Lower Secondary School into a Community Hub for Scientific Citizenship and Student Agency (B.16), p. 327

MARTIGNAGO, Vittoria
Una Costellazione Luminosa: Cooperative Learning And Expressive Languages To Foster Critical, Creative, And Caring Thinking in Primary School. (B.05), p. 198

MARTINELLI, Sara
Beyond Teacher Expertise: Project Scaffolding and the Meaning of "Impact" in eTwinning Professional Development (C.06), p. 385
Formative Assessment as a Lever For Teacher Professional Development: Evidence From The Italian Teacher Self-Assessment Framework (C.06), p. 389

MARTINEZ, Lucia
The Heterogeneity of Needs in the School System: an Analysis of the Levels of Inclusion and Participation of Students with Disabilities (F.06), p. 654

MARTINI, Berta
Articulating Narrative Problems in AAC: Logical–Mathematical Representation in Word Problems and Story Problems through Symbols and Spatial Relations (B.04), p. 191

MARTINI, Michele
From Classrooms to AI Testbeds: Strategic Biases in IOs’ AI Literacy Frameworks (M.14), p. 1278

MARTINI, BERTA, Berta
PANEL Democratic Access to Scientific Knowledge through Graphic Reasoning and Visuo-Quantitative Literacy (B.04), p. 185

MARTINO, Paola
The Terrestrial Condition: Promoting Transpersonal Consciousness Through The Eco-Theatre Laboratory (L.03), p. 1135

MARTUCCI, Marco
“...La Principessa racconta...”: Fabulo-Technological Pathways for Inclusion of Gender Variant/Non-Binary Students in Italian Schools (G.10), p. 801

MARTÍNEZ-MUÑOZ, L. Fernando
Beyond Enthusiasm: Structural Barriers and Critical Tensions in SL in HE (B.14), p. 309

MARZULLO, Rossella
Between Visibility and Invisibility: Digital Identities and Social Media Practices Across Generations (H.22), p. 1037

MARÔPO, Lídia
Imagining the Future School: Pre-Service Teachers' Narratives on Professional Role and Identity (C.03), p. 364

MASELLA, Marvin
Education for Democracy in the Civics Classroom – Effects of Teacher Training Courses and Classroom Interventions (C.07), p. 402

MASI, Giancarlo
Integrated Educational Ecosystems for Democratic Citizenship: Tabletop Role-Playing Games and Generative AI (M.09), p. 1249

MASOUMI, HOUSHMAND, Houshmand
PANEL Educating to Participate. Educational Innovation in University Systems as a Tool for Inclusion and Democratic Participation (I.03), p. 1054

MASSARI, Monica
The City of Diasporic Memories: from Participatory Research to Educational Practices with Biographical Creative Methods (H.07), p. 950

MASSARI, Sonia
Roma Design Experience: A Systemic Challenge-Based Learning Model for Active Citizenship and Social Innovation in Design Education (B.02), p. 172

MASSIDDA, Luca
Education as a Culture War Arena: The Conservative Assault on Knowledge Institutions in the Trump Era (A.03), p. 70
Representing Gender-Based Violence at School: Media Narratives, Stereotypes, and Public Discourse (G.14), p. 850

MASSIDDA, LUCA, Luca
PANEL The Global Right and Education: Hegemony, Social Justice, and the Post-Liberal Turn (A.03), p. 65

MASSULLO, Chiara
Poetic Sexuality Education: Art, Expression and Relational Learning for Democratic Coexistence (G.10), p. 810

MASTROGIOVANNI, Antonella
Descriptive Feedback From INVALSI National Tests And Student Motivation To Learn (B.11), p. 270

MASTROLIA, Alfonsina
Beyond Digital Infrastructure: Pedagogical Innovation And Democratic Participation In Mediterranean Universities Between Possibilities And Limits (I.03), p. 1055
Experiences Of Innovative Teaching In Higher Education Through Students' Narratives: Life Skills, Participation, And Democratic Agency Between Constraints And Opportunities (I.05), p. 1073

MASTROPASQUA, Anna Chiara
Educational Emergencies As Transformative Opportunities: Teachers' Perspectives From An Ethnographic Study (B.07), p. 236

MASTROPIETRO, Alessia
Hiding And Seeking The Italian Colonial Past: An Analysis Of Images Inserted In History Textbooks From 1950 To Present Days (G.05), p. 752

MASTROSIMONE, Daniel
Teaching as Inquiry: Philosophy for Children as a Path to the Transformation of Professional Habitus in Early Childhood and Primary Education (B.05), p. 205

MASULLO, Camilla
Music, Platforms and Democracy: Performativity, Media Literacy and the Collective Construction of Meaning (M.08), p. 1242

MASULLO, Martina
Television as Citizenship: Rai and Public Service in the Digital Media Environment (M.08), p. 1241

MASULLO, CAMILLA, Camilla
PANEL Media, Arts and Digital Democracy: Negotiating New Cultural Ecologies (M.08), p. 1240

MASULLO, MARTINA, Martina
PANEL Media, Arts and Digital Democracy: Negotiating New Cultural Ecologies (M.08), p. 1240

MATAKA, Tawanda
Cultivating Critical Thinkers for Democratic Life: Innovative Practices in Schooling (B.05), p. 209

MATARAZZO, Giacinto
Educating in the Platform Space: School, Digital Capitalism and Critical Reconstruction of the Public Sphere (M.16), p. 1293

MATARAZZO, GIACINTO, Giacinto
PANEL Digital Transformation and Democratic Regeneration: The Essential Role of Critical Education in the Age of Algorithmic Capitalism (M.16), p. 1289

MATEI, Liviu
Can Universities Help to Solve the Crisis in Democracy? (I.01), p. 1041

MATEI, LIVIU, Liviu
PANEL Can Universities Help to Solve the Crisis in Democracy? (I.01), p. 1040

MATERA, Federica
Embracing Plurality: Rethinking Migrant Identities and Educational Practice through a Complex Epistemology (G.05), p. 749

MATEU, Borja
Digital Platforms in Education: Between Support and Work Intensification for Teachers (M.14), p. 1286
Platformization and Datafication in Spanish Primary Education: A Comparative Political-Institutional Analysis (M.14), p. 1284

MATIĆ BOJIĆ, Jelena
Youth Political Disengagement and Socio-Political Attitudes: Findings from a Croatian National Study of Political Literacy (B.01), p. 158
Understanding Youth Political Disengagement: Perspectives of Final-Year Secondary School Students (B.12), p. 282

MATTACCHIONE, Maria Chiara
An approach to Children's and Young Adult Literature Didactics: texts, dialogue and cooperative learning. (B.06), p. 224

MATTEI, Luca
Gender And Discrimination In Educational Processes: Invisible Vulnerabilities And Protective Resources (D.13), p. 497

MATTEO, Miriam
Youth Social Innovation as a Process of Commoning in the Inner Areas of Basilicata: A Multi-Sited Ethnography (E.12), p. 598

MATTIASSI, Alan
Beyond Civic Content: Serious Games As Emotionally Mediated Environments For Democratic Learning (M.09), p. 1251
COTS Board Games and AI as Emotional and Cognitive Ecosystems for Democratic Citizenship: A Teacher's Professional Development Program (M.09), p. 1246
When Intention Isn't Enough. Validating a Recognition-of-Harm Game Mechanic to Address Social Complexity In Applied Game Design. (M.09), p. 1250

MATTOS, Vitor Davi Pompeu de
Children, Bodies and Algorithms: Democratic Explorations of Artificial Intelligence in Early Childhood (M.06), p. 1225

MATTOZZI, Alvise
Family Capital and Disinformation: Resilience Grounded on Trust and Comparative Thinking. Results from the Erasmus+ Project DRONE (M.07), p. 1232

MAUCERI, Sergio
Innovative Teaching and Life Skills in Higher Education: A Pilot Study at Sapienza University of Rome (I.05), p. 1071

MAULINI, Claudia
Life Project and Ageing with Disability: Pedagogical Perspectives for Quality of Life (F.01), p. 610

MAULINI, CLAUDIA, Claudia
PANEL Ageing with Disability, Life Projects and Democratic Citizenship: Rethinking Special Pedagogy for Older Adults (F.01), p. 606

MAURI, Diletta
Democracy in the Early Years of Life: The Contribution of Social Work to Building Educating Communities within the Integrated 0–6 System (B.03), p. 179

MAURINI, CLAUDIA, Claudia
PANEL Financial Education, Gender and Democratic Empowerment: Rethinking Equity in Economic Learning (G.09), p. 783

MAUTI, Giulia
"Giving Voice" to Aging: Narrative as a Pedagogical Practice of Democratic Citizenship (F.01), p. 609

MAZARA, Antonina
Effects of a Matched Savings Program to Tackle School Dropout in Italy (D.03), p. 426

MAZZA, Barbara
The Role of Digital and Virtual Technologies to Rethink Inclusion in Sports Education (I.03), p. 1059

MAZZA, BARBARA, Barbara
PANEL Democratic Participation, Commons and Inclusion in Education (E.12), p. 593
PANEL Educating to Participate. Educational Innovation in University Systems as a Tool for Inclusion and Democratic Participation (I.03), p. 1054

MAZZACCARA, Elena
Challenge-Based Learning in Practice: A First-Person Reflection in Higher Education (B.02), p. 170

MAZZANTI, Massimiliano
Democratic Governance And Workforce Learning In the Twin Transition: A Configurational Analysis Of Italian Manufacturing Cooperatives (H.06), p. 943
Lifelong Learning and Self-Employment for the Twin and Just Transition (H.06), p. 938

MAZZEO, Agata
Reinventing Futures. Encounters and engagements in a favela complex in Rio de Janeiro, Brazil (L.08), p. 1171

MAZZONI, Petra
Online Information-Seeking And Voting Decisions In Swiss Direct Democracy: Evidence From A Swiss Popular Vote (M.07), p. 1234

MAZZUCA, Jessica
Teaching and Inclusion: Finding a Balance Between Empathy and Artificial Intelligence (F.09), p. 694

MCCABE, Kevin
Navigating Digital Barriers: Implications for Inclusion into Lifelong Learning. (E.07), p. 564

MCPHERSON, Charlotte
Uncertain Times, Uncertain Places: Exploring Policies And Place In Post 16 Transitioning (H.03), p. 928

MEIJER, Paulien C.
Digitally Mediated Unplanned Controversy in the Classroom (M.10), p. 1257

MELACARNE, Claudio
Culturally Responsive Teaching For Promoting Transformative And Democratic Learning In Higher Education (C.02), p. 353

MELCHIORI, Francesco Maria
Teacher Self-Efficacy and Educational Continuity in Hospital Schooling: Professional and Organizational Contexts (C.01), p. 345

MELCHIORI, FRANCESCO MARIA, Francesco Maria
PANEL Continuity, Pedagogical Care, and Educational Justice in Hospital and Home Instruction (C.01), p. 342

MELLACE, Caterina
Networking: Policies, Strategies and Tools to Combat Gender Based Violence (G.07), p. 773

MELLONI, Benedetta
Una Costellazione Luminosa: Cooperative Learning And Expressive Languages To Foster Critical, Creative, And Caring Thinking in Primary School. (B.05), p. 198
The Role of Teaching Staff in Fostering Inclusive, Intercultural Education: Insights on the Impact of Migrant Backgrounds (C.02), p. 356
Finance through Play:
A Comparative Study of Play-Based Financial Education in Early Childhood (G.09), p. 791

MELNYK, Sergii
Factors of Access to Vocational Education and Training to Vulnerable and Involuntary Migrants: Migrants' Perspective (H.09), p. 956

MENDOZA, Manuela
From Diversity to Democratic Competence: Teaching for Democracy in Unequal Societies (B.05), p. 195
Habitus Disruption and Relational Justice: Working-Class Parents in Middle-Class Schools (G.02), p. 726

MENDOZA, MANUELA, Manuela
PANEL The Global Right and Education: Hegemony, Social Justice, and the Post-Liberal Turn (A.03), p. 65

MENDUNI, Claudia
Language Education and Bi-Plurilingual Students Labelled as Disabled: An Intersectional Action Research Study (G.12), p. 831

MENICAGLI, Dario
CapitanAVIS: A Randomised Pilot Study on Gamification, Blood Donation Awareness and Pro-Social Attitudes in Primary School Children (A.09), p. 106

MENICHETTI, Laura
Play for Older Adults with Disabilities, through the Lens of Local Actors and the Scientific Community: An Exploratory Study (F.01), p. 612

MENOTTO, Paola
From Local Communities to Global Challenges: Community Learning and Youth Participation in Cross-Border Alpine Territories (B.09), p. 247

MENTORE, Lucia
Mapping Of Centers For Professional Development Of Teachers And Educational Innovation In Italian Universities (I.06), p. 1079

MENTORE, LUCIA, Lucia
PANEL New Social, Professional and Educational contexts: Rethinking the Italian University System (I.06), p. 1077

MEO, Milena
Beyond Normalization: The Radical Right's "Fifth Wave" and the Populist Construction of the Gender Threat (G.14), p. 846

MEO, ANALÍA, Analía
PANEL The Global Right and Education: Hegemony, Social Justice, and the Post-Liberal Turn (A.03), p. 65

MEO, MILENA, Milena
PANEL Gender Representations And Democracy: Violence, Media And Cultural Resistance (G.11), p. 815

MERIALDO, Giovanna
Roma Design Experience: A Systemic Challenge-Based Learning Model for Active Citizenship and Social Innovation in Design Education (B.02), p. 172

MERICO, MAURIZIO, Maurizio
PANEL Nurturing Inclusivity: Care Practices and the Transformation of Higher Education (F.08), p. 674

MERINO CABELLO, Carmen
Building a European Consortium for Intercultural Prison Education: The SPARK Erasmus+ Project (B.02), p. 167
Decolonising healthcare communication: Intercultural training for providers in the Intercomsalud Project (G.05), p. 753

MESSINA DAHLBERG, Giulia
Widening Participation or Narrowing the Path? Intersectional and Decolonial Readings of Supplementary Higher Education Policies for Migrant Academics in Sweden (G.13), p. 837

MESSINA DAHLBERG, GIULIA, Giulia
PANEL Intersectionality in Educational Research: Epistemologies and Methodologies favouring a Democratization of Postmigrant Societies (G.13), p. 835

MESSINEO, Francesca
'Feeling on a Mission'. Motivations and Educational Choices of Social Work Students with Migrant Backgrounds in Italy (H.19), p. 1015

MESSINEO, FRANCESCA, Francesca
PANEL University Students with Migrant Backgrounds: Rethinking Educational Justice and Democratic Inclusion (H.19), p. 1010

METASTASIO, Renata
Digitalization in Early Childhood: A Quantitative Study on Parental and Professional Mediation Strategies in the 0-6 Context (M.01), p. 1176

MIAN, Stephanie
Steps towards sustainable schools: Understanding the relation between children's Values and their Environmental Orientations (B.16), p. 322

MIATTO, Enrico
Life Project and Ageing with Disability: Pedagogical Perspectives for Quality of Life (F.01), p. 610

MIATTO, ENRICO, Enrico
PANEL Ageing with Disability, Life Projects and Democratic Citizenship: Rethinking Special Pedagogy for Older Adults (F.01), p. 606

MICCICHÈ, Agnese
Educational Networks and Educational Poverty in Catania: Social Network Analysis and Community-Facing Digital Mapping (B.14), p. 310
Socio-Educational Interventions in At-Risk Neighborhoods of Catania: A Detection Strategy (D.04), p. 439

MICELI, Simona
Imagining Otherwise: Intercultural Belongingness and Future Expectations of Children of Migration in Italian Tertiary Education (H.19), p. 1011

MICELI, Valeria
Learning For Democracy And Democracy For Learning: Financial Education As A Transformative Practice In Teacher Training (G.09), p. 787

MICHELA, Bastianelli
Valuing Non-Linear Professional Identities in Lifelong Learning Systems: Skills Recognition, Continuing Training, and Dual Learning under Italian Decree No. 115/2024 (H.01), p. 897

MICHELA, Mariotto
The Daily Emotional Impact of Online Hate Speech in Adolescence: The Role of Migrant Background (B.01), p. 155

MICHIELS, Maxime
When Inequalities Foster Critique Stance. Political Socialisation in Unequal Schooling System (D.07), p. 456

MICHIELS, MAXIME, Maxime
PANEL Minorities Political Socialisation At School: Educational Inequalities And Critical Stances (D.07), p. 454

MICONI, Andrea
Mapping the Pedagogical Ecology of Democracy: Media, Civic Learning, and Citizen Agency (M.07), p. 1236

MIELE, Francesco
Learning to Live with Robots: Social Robotics and Response-ability in Dementia Care Practices (L.07), p. 1163

MIGLIOLI, Enrica
Dialogic Teaching in STEM Education: Supporting Conceptual Progression from Preschool to Secondary School (B.06), p. 220

MIGNONE, Claudia
Reinventing Futures. Encounters and engagements in a favela complex in Rio de Janeiro, Brazil (L.08), p. 1171

MIGNOSI, Elena
An Innovative and Holistic Approach in The Magic of Knowledge – The Night of the Little Explorers: Embodied Cognition, Dynamic Learning, and the School as an Experiential Archipelago (B.05), p. 207

MIKKELSEN, Hanne Eikefet
Neighbourhood conditions and educational opportunities in a Norwegian low-SES neighbourhood: A Freirean perspective (D.17), p. 531

MILANA, Marcella
Reconceptualising the relationship between Adult Learning and Education (ALE) and Global Citizenship Education (GCE) (H.02), p. 915

MILANA, MARCELLA, Marcella
PANEL Adult Learning as Democratic Renewal: Empowering Citizenship and Envisioning Alternative Futures (H.02), p. 906

MILANI, Marta
Performing Transensus: Navigating Neoliberal Constraints and Decolonial Horizons in the INTRACOMP Project (G.05), p. 748

MILARDI, Fabiana
Educating the Imaginary: Narrative, Childhood, and Symbolic Disarmament in Peace-Building Processes (A.14), p. 151

MILASI, Davide
Between Visibility and Invisibility: Digital Identities and Social Media Practices Across Generations (H.22), p. 1037

MILITSOPOULOS, Christos
Graduate Students' Views on Infrastructure and Teaching Stuff in Greek Secondary Education System (A.11), p. 123

MILLEFIORINI, ANDREA, Andrea
PANEL Civic Education Between Formal And Substantive Democracy (E.04), p. 550

MILLOT, Glen
Community-Engaged Research and Learning in Higher Education: The TOGETHERNESS Project (I.08), p. 1090

MILOCCO, Fabio
Systematic Barriers to Unaccompanied Minors' Educational Rights: A Bottom-Up Case Study from Friuli Venezia Giulia (Italy) (H.15), p. 990

MIN, Reuchamps
Formal Civic Education and Democratic Education Through Direct Experience Within the School Place : a Productive Tension or Virtuous Interplay? (E.04), p. 557

MINICHINI, Ciro
The Laboratori del Sapere as an Exercise in Research–Training (C.04), p. 379

MIRANDA, Sergio
Project-Based Learning As A Motivation-Supporting Strategy (B.11), p. 274

MITTERHOFER, Johanna
Constructing Heritage Language Education through Policy: A Comparative Macro-Level Analysis across South Tyrol and the cantons of Bern and Lucerne (H.15), p. 991

MIZZI, Emanuel
Powerful Financial Knowledge as Epistemic Justice: Rethinking Financial Education For Democratic Empowerment (G.09), p. 784

MLYN, Eric
Civic Engagement And Democratic Renewal: American Higher Education And Liberal Democracy (I.01), p. 1043

MO COSTABELLA, Luca
Promoting Tertiary Education Through Asset Building: Impact Evaluation of the Percorsi Programme (D.03), p. 428

MOBILIO, Veronica
Measuring and Building Data Literacy in Schools: A Multilevel Perspective from EVIDALI and Città dell'Educazione (B.08), p. 242
Exploring the Impact of SCAFFOLD Cards on Teachers' Design Practices for Competence-Based Education: A Mixed-Methods Study (C.06), p. 387

MOBILIO, VERONICA, Veronica
PANEL Tracing Inequalities to Foster Democratic Education: The Value of Longitudinal Data (D.14), p. 508

MOISO, Valentina
From the “Segregated School” to the “International School”: Counter-narratives to Challenge Stigma and Inform Policies (H.15), p. 989

MOLINARI, Beba
School Self-Evaluation Data in 'Scuola in Chiaro (Open School)' Platform between Rigor and Participation: the Students’ Perspective (A.11), p. 126

MOLÈ, Maria Alessandra
Adaptation Strategies For Navigating Complexity: An Empirical Research Among Working Students at Roma Tre University (I.08), p. 1087

MONITTOLA, Gianpiero
Queering Educational Spaces: The Intersection of Futures Studies and Challenge-Based Learning for Active Democratic Citizenship (B.02), p. 172

MONOPOLI, Mario
Resisting Gentrification and Privatization of Public Green Spaces Through Participative Democratic Practice: The Case of Ex Mercati Generali in Rome (M.05), p. 1221

MONTAGNINI, Alice
Socio-Educational Cooperatives and Schools in the Digital Age: Local Partnerships to Address Contemporary Challenges (M.10), p. 1255

MONTALBETTI, Katia
School Segregation: Beyond Numbers. From Theoretical Perspectives to an Empirical Exploration of Desegregation Strategies (D.17), p. 530

MONTALTO, Federica
Mutual Aid Groups And Autobiographical Practices For The Well-being Of Educators (H.02), p. 911

MONTANARI, Maria Giulia
Understanding Students with Migrant Backgrounds: Educational Pathways, Institutional Barriers, and Governance Proposals for a More Inclusive University (H.19), p. 1012

MONTANARI, MIRCA, Mirca
PANEL Psychopedagogical Perspectives on Motivational Processes and Participation in Contemporary Learning Environments (B.11), p. 270

MONTANARI, SIBILLA, Sibilla
PANEL Learning Communities as Transformative Environments: Bridging Local Action and Global Challenges (B.09), p. 246

MONTANO, Luigina Jessica
Missed Opportunities And Barriers To Participation In Incentivised Saving Programmes Among Middle-to-low-income Families In Italy (D.03), p. 423

MONTECCHIANI, Sofia
The Inclusion of Deaf People in the Italian School System: Historical, Educational, and Democratic Perspectives (F.03), p. 626

MONTEFIORE, Giulia
Data Use in Italian Schools: A Qualitative Analysis of Data Use Processes and Attitudes Towards Data Beyond National assessments (B.08), p. 244

MOOG, Petra Regina
Democratic Territories Are Made, Not Given – Pedagogical Interior Architecture in Educational Spaces (D.11), p. 483
Learning Democracy by Shaping Space: Children’s Co-Creation and Collective Decision-Making in a Primary School (D.11), p. 482
School Building as Democratic Governance: A Multi-Actor Framework for Participatory Educational Space (D.11), p. 484
Democracy Needs Space: Porosity and Participation in Educational Landscapes (L.06), p. 1151

MOOG, PETRA REGINA, Petra Regina
PANEL Schools as Democratic Territories: Spatial Justice, Participation and Co-Governance Across the Whole School-Building Process (D.11), p. 482

MORALLI, Melissa
Imagining Possible Futures After the Flood: Participatory Artistic Practices for Climate Justice and Social Inclusion (H.13), p. 976

MOREAU, Marie-Pierre
'Now You See Me, Now You Don’t’? The In/visibility, Mis/recognition and Intersectionality of Carers in UK Academia (F.08), p. 675

MORELLI, GILDA, Gilda
PANEL Digital Transformation and Democratic Regeneration: The Essential Role of Critical Education in the Age of Algorithmic Capitalism (M.16), p. 1289

MORENO, Ainara
PANEL Unpacking The Platformisation And Datification Of Education: Processes, Actors, Positionings and contexts (M.14), p. 1278
Asking to Think: Designing and Validating a Scenario-Based Survey on Datafication in Spanish Primary Education (M.14), p. 1279

MORESCHINI, Iacopo
Mapping Teachers’ Attitudes Towards School–Family Relationships: Social Determinants and Links to Work-Related Well-Being (C.07), p. 408
Self-Efficacy and Organizational Levers in Italian Teaching: Profiles, Resources, and Professional Outcomes (C.07), p. 400

MORESCHINI, IACOPO, Iacopo
PANEL Teachers and Principals in Contemporary Education Systems: Working Conditions, Professional Dynamics and Effectiveness (C.07), p. 390

MORETTA, Tania
Practices of Care and Inclusion in Higher Education: the CABES Questionnaire as a Tool for Institutional Listening (F.08), p. 678

MORETTI, Giovanni
University Academic Tutoring Services As Spaces For The Democratic Participation And The Empowerment Of Student Tutors (I.13), p. 1113

MORETTI, Veronica
From Comics to Health: a Qualitative Comparative Study between Italy and Chile within Medical Education (G.16), p. 860

MORETTI, VERONICA, Veronica
PANEL Challenging Educational Inequality Through Alternative: Thinking In Comics Visual Narrative and Hip Hop Pedagogical Frameworks (G.16), p. 855

MORGANTE, Tiziana Rita
Archives for Peace: Using Historical Sources to Foster Nonviolence Education in Primary Schools (A.08), p. 94

MORI, Sara
INDIRE-Training Courses for the Specialisation of Support Teachers: Participants’ Final Feedback (F.06), p. 647

MORI, SARA, Sara
PANEL Learning Together, Participating Fully: Inclusion and Difference as Educational Resources (F.06), p. 642

MORINI, Arianna Lodovica
Quality in Family Childcare Services. An Empirical Study (A.14), p. 145
Educational Leadership, Teachers’ Motivation And Pathways To The Profession In Democratic Schools (C.07), p. 408

MORNATI, Silvia
Art Therapy For Supporting Ethnic Identity With Roma Minors. Discussion Of A Case In The City Of Milan, Italy (H.13), p. 974

MOROSINI, Matilda
Life Skills Education and Democratic Classroom Practices: Teachers’ Experiences of Implementing the Life Skills Training Programme in Primary Schools (B.05), p. 212

MORREALE, Domenico
A Framework For An AI-Supported Design Of Game-Based Learning Units Aimed At Enhancing Prosocial Behaviour And Recognition Of The Others (A.09), p. 107

MORRONE, Elena
No Country for a Woman’s Consent? Using Grey Areas to Explore Italy’s Legal Debate on Sexual Violence (G.14), p. 850

MORSELLI, Daniele
When Open Classrooms Close: Contradictions, Staff Mobility, and Expansive Learning in a Kindergarten Change Laboratory (E.13), p. 599

MORZILLO, Pasqualina
Developing Climate Change Awareness Within the Context of Global Citizenship Education. The Venice Lagoon as a Laboratory: a Case Study (L.02), p. 1130

MOSTACCIO, Fabio
Between Invisibility and Political Conflict. The Representation of Violence against LGBTQ+ People in the Italian Press (G.14), p. 847
The Italian LGBTQ+ Anti-Discrimination Centers As Places for Learning Democracy (G.14), p. 854

MOSTRUCCHIO, Rosanna
Dialogic Teaching in STEM Education: Supporting Conceptual Progression from Preschool to Secondary School (B.06), p. 220

MOTTERLE, Tatiana Motterle
Teaching Politically: Against the Myth of Neutral Education (I.13), p. 1115

MOYANO DÁVILA, Camila
"I'm Desperately Seeking The Answer, Please Help ;) <3": Emerging Knowledge In A Sociomaterial Analysis Of A Facebook Group Of Special Education Teachers (L.05), p. 1145

MUGNANO, Silvia
Understanding Students with Migrant Backgrounds: Educational Pathways, Institutional Barriers, and Governance Proposals for a More Inclusive University (H.19), p. 1012

MULAS, Francesca
Understading Each Other's Own Noise: Exchanging Knowledge About Music Between Generations (E.08), p. 572

MULÈ, Paolina
Generative Agency, Capability, and Well-Being in inclusive teaching practices (F.09), p. 696

MURGIA, Emiliana
Using, Not Being Used: Toward a Convivial Pedagogy of AI with Adolescents (M.02), p. 1188

MURPHY, Linda
Rethinking Space in Inclusive Assessment: Neurodivergence and the Structural Limits of Supports in Assessment Practices in Higher Education (F.02), p. 621

MURRAY, Lynne
Closing the Gap: Dialogic Book-Sharing as a Tool for Developmental Equity in Low-Middle Income Countries (B.15), p. 317

MURRAY, Thomas
Adult Education And Democratic Learning: Listening To Learner Voice (E.07), p. 563

MURRAY, LYNNE, Lynne
PANEL Shared And Dialogic Reading Aloud And Its Equitable Benefits (B.15), p. 313

MURRAY, THOMAS, Thomas
PANEL Learner Voice for Democratic Learning (E.07), p. 561

MUSARÒ, Pierluigi
Imagining Possible Futures After the Flood: Participatory Artistic Practices for Climate Justice and Social Inclusion (H.13), p. 976

MUSCHITIELLO, Angela
Adopted Adolescents Living Outside Birth Families: Democratic Identity Literacy as a Protective Factor in Schooling (D.13), p. 501
Guidelines to Promote the Right to Education for Pupils Who Have Been Adopted 2023. Resources, Challenges, Proposals (D.13), p. 506

MUSSI, Alessandra
Invisible Barriers And Gender Segregation. Voices In Dialogue From A Study On Promoting Female Participation In STEM Fields (G.01), p. 723

MUSTICA, Carmelo
From Teacher Mediation To Student Agency: The PAIDEIA Model For Critical Integration Of AI (M.03), p. 1192

MUSTO, Elisa
Interpreting Conspiracy: A Systematic and Bibliometric Analysis of Social Sciences Approaches (M.19), p. 1306

MÄKI, Ville Johannes
Citizen Science as a Bridge Between Science Education and Democracy Education (E.12), p. 594

MÄKI-HAKOLA, Hanne
Strengthening Professional Identity and Well Being in Professional Teacher Education: Insights from Finland (C.03), p. 361

MÄKI-HAKOLA, HANNE, Hanne
PANEL Reimagining the Teaching Profession: Well-being, Identity and Community in Transforming Educational Fields (C.03), p. 359

N

NAGEL, Ilka
Navigating the AI Turn in Teacher Education: Compliance, Control or Creative Renewal? (I.12), p. 1103
Rethinking Democratic Bildung: Teacher Educators' Perspectives on Generative AI (M.04), p. 1210

NANETTI, Sara
Family Centers and Active Ageing: Action research between good practices and local capacity building (H.01), p. 902

NANNI, SILVIA, Silvia
PANEL Alphabets of Peace As Transformative Devices (A.02), p. 60

NANNIZZI, Elisabetta
The System Of Responsibilities Democracy Is Not Taught; It Is Lived In Mutual Care. (L.01), p. 1120

NANOV, Plamen
The Territorial Dimension of Vet: Multilevel Governance and Spatial Disparities in Four European Countries (H.09), p. 951

NARDI, Andrea
Reading School through Data: Reflex as a Tool for Democratic Governance and Systemic Innovation (B.08), p. 240
School Libraries and Democratic Learning Environments: Evidence from a National Italian Survey (B.12), p. 285
School Libraries as Community Hubs: Challenges and Enabling Conditions (B.13), p. 302

NARDI, ANDREA, Andrea
PANEL Knowledge, Data, and Democracy: Towards Systemic Innovation in School (INDIRE) (B.08), p. 240

NATALI, Lorenzo
AI as Agents to Think With: A Constructionist Framework for AI usage (M.03), p. 1197

NATALI, Sabrina
Human and Artificial Intelligence Compared in Higher Education Assessment: a Standard Research on Semi-structured Tests and Potential Biases (D.05), p. 443

NATALINI, Alessandra
Outdoor Education and Digital Technologies: Promoting Metacognition and Motivation in Students through Hybrid Learning Environments (B.11), p. 272

NATALINI, Fulvio
Developing Democratic Competencies Through Service-learning: Evidence from Six Case Studies in Ukrainian Universities (B.10), p. 267

NATOLI, Gabriella
To Be Neet Or Not To Be Neet ... Little Women Living In Disadvantaged Metropolitan Contexts Tell Us Another Story (H.11), p. 961

NAVARRO LALANDA, Sara
Redefining Music Listening Practices in the Platform Society (M.08), p. 1244

NAVARRO-RÚPEREZ, Miriam
Pedagogical Spaces Without Barriers: Analising Responses of educators about questionnaire on Inclusive Science Free-choice Spaces for Children in Spain (D.08), p. 468

NEGRI, Sonia
Self-Disclosure and Classroom Climate: A Narrative Intervention in Primary School Classes Including Adopted Children (D.13), p. 499

NELEMS, Rebeccah
Democratizing Assessment Practices in Higher Education: A Student–Faculty Collaboration on Alternative Assessment at Athabasca University, Canada (I.02), p. 1052

NENCIONI, Paola
The 4+2 Education Pathway as a Multilevel Governance Framework: A Design-Based Analysis of a Cascade Professional Support Initiative (A.11), p. 121

NERI, Federico
Empowering Young Patients: co-designing a Charter for the Right to Participation of Hospitalised Children (B.12), p. 286
Youth Hubs as Community Learning Ecosystems: Student Voice, Community Spaces and Democratic Participation (B.13), p. 293
Building Educational Communities in Fragile Territories. Local Policies and the Multi-Level Governance of Early School Leaving (D.00), p. 417

NETTLES, Michael
The Development of Computer Adaptive Learning and Assessment: Toward Increasing Student Success and Intercultural and Social Tolerance (H.15), p. 991

NEUT, Pablo
Analysing School Gentrification in Barcelona: Operating Mechanisms and Implications for Public Policy (D.15), p. 519
Elective Belonging and the Gentrifier Habitus: School Choice, Moral Dilemmas, and Urban Inequality (D.15), p. 517

NEVES, Ana
Reconfigurations of the Teaching Vocation: Engagement, Well-Being and Professional Regimes from the Perspective of School Leadership (C.03), p. 366

NEVIANI, Marco
An Experimental Activity In The Chemistry Laboratory For In-service Science Teacher Training (L.08), p. 1169

NGUYEN, Nicole
Fighting for the Future of Higher Education in Chicago (I.07), p. 1084

NICCHIARELLI, ROBERTA, Roberta
PANEL Digital Transformation and Democratic Regeneration: The Essential Role of Critical Education in the Age of Algorithmic Capitalism (M.16), p. 1289

NICOLETTI, Michele
Empowering Educators as Agents of Change: A Transnational Ecosystem for Transformative and Democratic Schooling (B.07), p. 229

NICOTRA, Sara Alfia
A Phenomenological Investigation Into The Perception Of Loneliness In Deaf Adults (F.03), p. 624

NICOTRA, GABRIELE, Gabriele
PANEL Democracy in the Infosphere: Educational Strategies for Active Citizenship (M.05), p. 1217

NIGRIS, Elisabetta
Life Skills Education and Democratic Classroom Practices: Teachers' Experiences of Implementing the Life Skills Training Programme in Primary Schools (B.05), p. 212

NIKOUNEJAD, Sepideh
Enhancing Intellectual Capital through Intercultural Urban Education: A Migration Study in Verona, Italy (H.18), p. 1005

NISIPEANU, Gabriela
Co-designing Service Learning Ecosystems: Institutional Reflexivity and Student Empowerment through University–Community Collaboration (B.14), p. 308

NOBILE, Giuseppe
AI Literacy as Democratic Education: Reconstructing Citizenship in the Age of Disinformation (M.04), p. 1214

NOCENZI, Mariella
Operationalising Intersectionality through Transdisciplinary Research: Methodological Reflections from the INTERGEN Project (G.12), p. 824

NODARI, Rosalba
Linguistic Discrimination and Intersectional Inequality in Education (G.12), p. 833

NOEMI, Di Brango
The Daily Emotional Impact of Online Hate Speech in Adolescence: The Role of Migrant Background (B.01), p. 155

NONJON, MAGALI, Magali
PANEL When Research Becomes Policy Instrument: Academic Knowledge in Educational Governance and Possibilities for Resistance (A.12), p. 127

NOTTI, Alessia
Artificial Intelligence and School: Pedagogical, Ethical, and Democratic Challenges in Contemporary Education (M.04), p. 1209

NOVARA, Cinzia
Photovoice and Participatory Democracy: Promoting Agency and Empowerment in the University Community (B.02), p. 164
Educational Poverty and Protective Factors in Adoptive Families: The Role of Family Digital Mediation in AI-Based Contexts (D.13), p. 502

NOÈ, Serena
Words That Care: Creative Reading and Emotional Education in Pediatric Contexts – The "Gentle Fairy Tales" Project (C.01), p. 348

NTOUSI, Ioulia
Our Carnival!: Children Learning and Living Democracy Through Being Involved in Local Authority Decision Making (E.09), p. 581

NUR, Rahma
Racialized Teachers and Educators in Italy: Barriers, Experiences, and Implications for Inclusive Education (C.02), p. 355

O

O'SHEA, Sarah
(Re)assembling The Belief In The University 'Game': First-In-Family Students' Perceptions Of The Value Of Higher Education (D.06), p. 449

OBERLE, Monika
Structured Discourse Workshops as a Tool for Fostering Democratic Competencies in Schools (B.05), p. 211
Education for Democracy in the Civics Classroom – Effects of Teacher Training Courses and Classroom Interventions (C.07), p. 402

OBERTI, Marco
Researching an Elite Institution from Within: A Reflexive Perspective on Sciences Po Paris (A.12), p. 133

OBERTI, MARCO, Marco
PANEL Privatization of Education, Segregation and Inequalities (A.10), p. 109

OCCHINI, Laura
Multiple Ignorances and Low Performers: The Elephant in the Classroom and the Erosion of Democratic Competence (D.04), p. 435
Intersectional Body Shaming. A Tool For Quantifying A Relational Phenomenon (G.12), p. 823

ODAK, Iva
Educational Poverty, Capitals, and Symbolic Violence: Attitudes toward Sociocultural Diversity in Croatian Upper Secondary Schools and Implications for Democracy (D.04), p. 441

ODELLA, Francesca
Challenge-Based Learning as a Catalyst for Social Innovation and Agency (B.02), p. 171
Implementing Challenge-Based Learning: Transdisciplinary Tools for EU Socio-Political Transitions (I.05), p. 1076

OECHSNER, Susanne
Caring For Responsible Academic Practice In Times Of Generative AI (L.07), p. 1162

OLIMPICO, Ilaria
Third Narrative, Joint Grief, and Shared Future: Symbolic Disarmament in Israel–Palestine (A.02), p. 61

OLIVIERI, Diana
The AAT Model in Hospital Schools as a Generative Pedagogical Approach (C.01), p. 342

OLSSON, Liselott Mariett
Toddler's Narrative Commons in Aesthetic Literacy Events: Democracy as a Way of Life in Early Childhood Education and Care (E.09), p. 579

OOSTERHEERT, Ida
Digitally Mediated Unplanned Controversy in the Classroom (M.10), p. 1257

ORIZIO, Enrico
School Segregation: Beyond Numbers. From Theoretical Perspectives to an Empirical Exploration of Desegregation Strategies (D.17), p. 530

ORLANDINI, Lorenza
Service Learning as a Pedagogical Approach to Foster Democratic Citizenship and Critical Thinking (B.05), p. 208
Schools as Community Hubs: A Systemic Approach to Well-being and Inclusion in Tuscany (B.13), p. 303

ORO, Alessandro
An Exploratory Analysis of Factors Affecting the Research-based Teacher Professional Development Model: Reflections on a Case Study (C.04), p. 374
Research-Based Professional Development to Contrast Educational Poverty and Cultural Disadvantage: An Exploratory Triangulation of Stated and Perceived Teaching Practices (C.04), p. 375

ORSI, Marco
The System Of Responsibilities Democracy Is Not Taught; It Is Lived In Mutual Care. (L.01), p. 1120

ORTIZ, Cristóbal
It Depends on Where You Look From: The Joint Influence of Residential Neighborhoods and Schools' Surrounding Areas on School Choice (D.15), p. 516

ORTOLEVA, Sara
Self-Disclosure and Classroom Climate: A Narrative Intervention in Primary School Classes Including Adopted Children (D.13), p. 499

OYARZÚN, Juan de Dios
Making Futures in Industrial Territories: Youth Transitions between Opportunity and Social Reproduction (H.03), p. 918
"I'm Desperately Seeking The Answer, Please Help ;) <3": Emerging Knowledge In A Sociomaterial Analysis Of A Facebook Group Of Special Education Teachers (L.05), p. 1145

OYARZÚN, JUAN DE DIOS, Juan de Dios
PANEL Assembled Youths: Complex Biographies and Educational Trajectories For Uncertain Futures (H.03), p. 917

OZDEN, Mervé
Intersectional Inequality Regimes and Reasonable Accommodations: Family Presuppositions and Special Education Pathways in French-speaking Belgium (D.12), p. 491
Intersectionality and Educational Inequalities From Critical Literature Review to an Ecosystem of Epistemological Gestures (G.12), p. 826

OZDEN, MERVÉ, Mervé
PANEL The Encounter Between Educational Institutions and Families in the 21st century: Educational Inequalities, New Conflicts and Social Changes (D.12), p. 490

O`BRIEN, Niamh
From Passive Recipients to Co-creators: Learners' Voices Shaping Education for Sustainable Development (ESD) in Irish Higher Education Institutions (HEIs) (E.07), p. 561

O`BYRNE, Carol
From Passive Recipients to Co-creators: Learners' Voices Shaping Education for Sustainable Development (ESD) in Irish Higher Education Institutions (HEIs) (E.07), p. 561

P

PACCA, Angela
Understanding Peer Effects in Educational Choices: Insights from a Qualitative Meta-analysis of the Literature (H.20), p. 1023

PACETTI, Elena
Co-designing Inclusion: A Participatory Model for Evaluation and Empowerment in El Salvador, Palestine, and Cameroon (A.05), p. 74
When Violence Goes Viral: Upper Secondary Teachers and the Democratic Work of Controversy (M.10), p. 1254

PACETTI, ELENA, Elena
PANEL Education, Democracy and Resistance in Occupied Palestine (A.05), p. 73

PADALINO, Luca
The Teacher's Gaze in Shared Reading Aloud Logbooks: An Analytical Model of Classroom Observation Practices (B.15), p. 315

PAGANI, Valentina
From Learning for Democracy to Democracy for Learning: Rethinking School Through Student Voice (B.12), p. 280
From Lecturing to Active Learning? Teaching Practices and Professional Self-Efficacy among Italian Teachers (C.07), p. 398
"Schools in the World, the World in Schools" Integrating International Student Mobility and Civic Education: Insights from a Pilot Project in Secondary Schools (E.00), p. 536
Problematizing School-to-Work Programs through Student Voice (H.00), p. 894
Reproducing or Challenging Inequality? Migrant-Background Students Navigating Access to Higher Education in Italy (H.15), p. 995

PAGANI, VALENTINA, Valentina
PANEL Reimagining Democracy in Schools: Pedagogical and Organisational Pathways to Participatory Renewal (B.12), p. 276

PAGANO, UMBERTO, Umberto
PANEL Teachers' Emotions, Agency and Professional Capacity for Inclusion within the Education–Democracy Nexus (F.09), p. 679

PAGANUZZI, Chiara
From Learning for Democracy to Democracy for Learning: Rethinking School Through Student Voice (B.12), p. 280

PAGANUZZI, Chiara Dina
Beyond Representative Participation: Organisational and Pedagogical Configurations of School Democracy (B.12), p. 287
Who Owns the Camera? Student Voice, Visual Power and the Politics of Participation in Schools (G.03), p. 737

PAGELLI, Eliya
Dialogical Processes and the Co-Design of Porous Educational Landscapes in Higher Education (L.06), p. 1155

PAGIN, Paola
Scuola Dell'Infanzia As An Educational Interstice: Documentary Action Research On The Italian Early Childhood Curriculum (F.06), p. 651

PAGNOTTA, Gabriella
Towards a History of School Leadership Professionalism. The Case Study of Giancarlo Cerini, Primary School Headteacher in Italy in the 1980s (C.07), p. 397

PAGÈS, Marcel
Middle-Classes Facing Desegregation and Diversity in Schools: The Ambivalences of Social Mixing Policies in Catalonia (D.15), p. 521
The Desired, The Saviour And The Intruder: Public Schools' Perceptions And Logics Of Action Under Urban Gentrification (D.15), p. 520

PAGÈS, MARCEL, Marcel
PANEL Urban Education, Gentrification and School Segregation: Implications for Education and Social Justice (D.15), p. 516

PAIANO, ANNA PAOLA, Anna Paola
PANEL Alphabets of Peace As Transformative Devices (A.02), p. 60

PALEARDI, Federico
PCTO Between Policy Frames and Local Constraints: Host Organisations, Coordination Gaps, and Stratified Opportunities (H.00), p. 890

PALIOTTA, Achille
The Spread of Disinformation and Conspiracy Theories on Social Media (M.14), p. 1288

PALLADINI, Federica Ines
Reproducing or Challenging Inequality? Migrant-Background Students Navigating Access to Higher Education in Italy (H.15), p. 995

PALLADINO, Benedetta Emanuela
The Daily Emotional Impact of Online Hate Speech in Adolescence: The Role of Migrant Background (B.01), p. 155

PALLADINO, Enrico
Beyond Compensatory Inclusion: Parents' Perspectives on School And Social Participation Among Neurodivergent Children In Italy (F.07), p. 671

PALLADINO, Noemi
Teacher Professionalism In Italian Secondary Schools: Between Teacher Education Policies and Transformations Of School Work (C.03), p. 362

PALLICCIA, Eleonora
Caring for Others in Late Childhood: Self-Regulation, Reward Sensitivity, and Cultural Values as Predictors of Prosocial Behavior in Rural Schools. (B.01), p. 160

PALMA, Davide
Counter-Narratives And Climate Activism: Radical Perspectives And Practices Of Transformative Education (B.16), p. 328

PALMA-AMESTOY, Carlos
Some Insights on Recognition and Higher Education: From Bourdieu's Field-Centred Approach to Honneth's Normative Perspective (G.02), p. 730

PALMA-AMESTOY, CARLOS, Carlos
PANEL Is University Paying Off? Upwardly Mobile Students and the Meaning of Meritocratic Striving (D.06), p. 448

PALMERIO, Laura
Emotional Demands, Professional Agency And The Democratic Sustainability Of Inclusion: Evidence From TALIS 2024 Italian Data (F.09), p. 687

PALMIERI, Marco
Expertise Under Pressure: Experts' Self-Representation, Lexicometric Media Narratives, and Public Recognition in the Digital Infodemic (M.12), p. 1268

PALMIERO, Fabiola
Critical Issues and Inclusive Perspectives to Promote the Participation of People with Disabilities and Neurodiversities in Educational Contexts (A.11), p. 116
Gamification Inclusive Teaching Methods And Participatory Democracy (A.11), p. 118

PALMITESSA, Angela
The Thickness of the Border. Landscape Design as Peace Infrastructure (L.06), p. 1157

PALOU, Arnau
Libraries as Educational Commons for Democratic Culture and Inclusive Learning (E.09), p. 577

PALU, Riina
Orchestrating Democratic CBL For Climate Resilience: Institutional Design And An AI-Enabled Research Agenda (I.03), p. 1057

PALUMBO, Mauro
PANEL Framing School-to-Work Programs: Evaluation, Voice and Social Justice (H.00), p. 890

PALUMBO, MAURO, Mauro
PANEL Can Universities Help to Solve the Crisis in Democracy? (I.01), p. 1040

PANCHERI, Paolo
Student Surveys and School Evaluation for Improvement: a Provincial Analysis and a Case Study from Trentino (A.11), p. 124

PANCIROLI, Chiara
Teaching-as-Activism: Memory, Situated Co-creation, Re-thinking of Democracy (I.04), p. 1067

PANDOLFINI, Valeria
Re-Framing 'Successful' Educational Trajectories And Subjectivities – The Role Of Structural, Discursive, And Contextual Factors In Shaping Educational Achievements (H.03), p. 917

PANE, Sara
Communicating Europe in the Post-Digital Era: Youth Participation, Europeanization and Civic Agency (M.05), p. 1219

PANIZZA, Folco
CapitanAVIS: A Randomised Pilot Study on Gamification, Blood Donation Awareness and Pro-Social Attitudes in Primary School Children (A.09), p. 106

PANTALEO, Liboria
Weaving New Linguistic Patterns And Spaces As A Community (B.06), p. 218

PANTALONE, Marta
Mental Health in Contemporary Academia: Persistent Challenges and Emerging Frameworks from a Case study (I.02), p. 1048

PANTANO, Giuseppe
Beyond the Score: Embodied Music Learning and Neurodivergence as an Epistemic Resource (F.07), p. 673
An Empirical Study of Circle Singing as a Methodology to Promote Inclusion and Enhance Teacher Competences in Higher Education (F.09), p. 695

PANTAZIDIS, Stelios
Children as Commoners Beyond the Limits of Critical Pedagogy (E.02), p. 544
Connecting Local Practices of Educational Commons with Systemic Transformation: The LibCommon case (E.09), p. 574

PANTAZIDIS, STELIOS, Stelios
PANEL Spaces of Commons in Education: Learning Democracy through Practices of Togetherness (E.09), p. 573

PANZA, Michelangelo
Physics Educators Challenging the 'Myth of Neutrality': a Comparative Case Study (I.04), p. 1063

PANZAVOLTA, Silvia
Reading School through Data: Reflex as a Tool for Democratic Governance and Systemic Innovation (B.08), p. 240
Schools as Community Hubs: A Systemic Approach to Well-being and Inclusion in Tuscany (B.13), p. 303
Outdoor Education and Service Learning as Responses to Educational Poverty in Socio-Economically Disadvantaged School Contexts (D.04), p. 440

PANZAVOLTA, SILVIA, Silvia
PANEL Knowledge, Data, and Democracy: Towards Systemic Innovation in School (INDIRE) (B.08), p. 240

PAOLI, Elena Sofia
Rethinking Artificial Intelligence in Education: Playful Inquiry, Aesthetic Dimension, and Democratic Participation (M.06), p. 1227

PAOLI, ELENA SOFIA, Elena Sofia
PANEL Facing AI Challenges in a Democratic and Socio-Constructivist Perspective: Imaginaries, Agency and Explorative Experiences with a Reggio Emilia-Inspired Approach (M.06), p. 1223

PAOLINO, Chiara
New Ways Of Learning Inclusion: Dance-based Methodologies To Foster Reflective Ways To Think About Diversity (H.13), p. 979

PAOLONE, Anselmo
Education to Co-authorship Between AI Equity and Academic Autonomy (I.12), p. 1104

PAPADIMITRIOU, Peri
Practising Micro-Democracy in Transnational Higher Education: Participation, Inclusion and Academic Freedom within a Non-Western Institutional Context (I.04), p. 1060

PAPAGNO, Susanna
Italian Adolescents in Residential Care: Educational Poverty and Protective Factors (D.13), p. 507

PAPANASTASIOU, Emmy
Our Carnival!: Children Learning and Living Democracy Through Being Involved in Local Authority Decision Making (E.09), p. 581

PAPPÁMIKAIL, Lia
A Profession Under Strain: Short-term Policy Fixes and Long-term Planning Gaps in Portugal's Teacher Workforce (C.03), p. 365
Imagining the Future School: Pre-Service Teachers' Narratives on Professional Role and Identity (C.03), p. 364

PAPPÁMIKAIL, LIA, Lia
PANEL Reimagining the Teaching Profession: Well-being, Identity and Community in Transforming Educational Fields (C.03), p. 359

PARADISO, Samira
Music as a Tool for Self-Regulation and Learning: A Music Therapy Research-Intervention for Youths with Autism, SLD, ADHD, and SEN (M.18), p. 1300

PARCERISA, Lluís
Co-design and Technology-Mediated Personalization: Teachers' Participation in the Development of Digital Learning Strategies (M.14), p. 1280
Platformization and Datafication in Spanish Primary Education: A Comparative Political-Institutional Analysis (M.14), p. 1284

PARENTE, Giuliana
After Upper Secondary School: An Analysis of Students' Aspirations in Lombardy (H.03), p. 925

PARIGI, Laura
Rethinking "Impact" in Teacher Professional Development: A Scoping Review Protocol and Conceptual Map (C.06), p. 386
Beyond Marginality - Governance and Educational Innovation in Small Schools in Inner Areas (D.16), p. 524

PARIGI, LAURA, Laura
PANEL Dialogic Teaching in Education: Practices, Languages, and Conditions for Democratic Learning (B.06), p. 216
PANEL Rethinking Teacher Professional Development Impact: Conceptual, Methodological, and Policy Issues (C.06), p. 380

PARISI, Stefania
Digital Gender-Based Violence and News Media Representation: Non-Consensual Dissemination of Intimate Images in Italian Newspapers (G.14), p. 849

PARISI, Tania
Meritocracy, Inclusion, and the Boundaries of Fairness in Schooling: Evidence from a Survey Experiment in Italy (F.10), p. 704

PARKER, Lana
Echoes, Shadows: How Capitalism Has Drained Space and Time of Sensorial Engagement and Degraded Democracy (M.19), p. 1309

PARMA, Andrea
When Disadvantage Concentrates: Students' Achievements, Teaching Practices, and Segregation Dynamics in Milan (D.10), p. 480
Gentrifying Neighbourhoods and Schools Composition. Diverse Outcomes in a TraNsforming City (D.15), p. 520

PARODI, Leonardo
Materialist Civism as an Evaluative Paradigm for Youth Political Activation: The Rizomi Experience (D.05), p. 444
Building Indicators of Youth Political Activation: Design and Initial Validation of the Rizomi Questionnaire (H.11), p. 960

PARRELLO, Santa
Returning Research Findings in School-based Psychological Research: Participatory and Generative Practices (A.08), p. 99

PARRICCHI, Monica
Family Economic Socialization as a Key to Equitable Financial Education in Italian Primary Schools (G.09), p. 783
Integrated Educational Partnerships In School-based Financial Education (G.09), p. 786

PARZANI, Giulia
Nietzsche's Great Health and subjective well-being: Autobiographical writing as self-care (C.01), p. 346

PASANISI, Benedetto
Beyond Reproduction: Educational Discontinuity and Multiple Contingencies in Youth Trajectories (H.20), p. 1018
When (Over)Use Becomes Risk: Smartphone Practices and Digital Vulnerability Among Young People (M.13), p. 1274

PASANISI, BENEDETTO, Benedetto
PANEL Youth and Generations in the Contemporary Era: Exploring Social Change (H.20), p. 1017

PASCALI, Michelangelo
Meaning and Specificity of Criminology Teaching in Penitentiary Settings (H.17), p. 998

PASCUZZI, Emanuela
Learning on the Margins: Educational Inequalities, Dropout Risk, and School Well-Being in Rome's Sixth Municipality (D.00), p. 419

PASCUZZI, EMANUELA, Emanuela
PANEL Rethinking the University: Public Engagement, Academic Autonomy and Transformative Knowledge Practices (I.08), p. 1087

PASINI, Annalisa
Learning Democratic Citizenship Through A European Homelessness Count Service-Learning Project (B.10), p. 266

PASQUALETTO, Daniela
Addressing Educational Poverty in Adoption Pathways: Associative Networks, Social Capital, and Educational Justice (D.13), p. 503
Life Planning in Aging with Disability between Assistance and Caring Relationships (F.01), p. 613

PASQUAZI, Valerio
Roma Design Experience: A Systemic Challenge-Based Learning Model for Active Citizenship and Social Innovation in Design Education (B.02), p. 172

PASSALACQUA, Franco
Assessing Learning: Teachers' Assessment Cultures Across Subject Areas and School Levels (C.07), p. 406
Peer Tutoring in a Neighbourhood-Based Service and Teacher Education: Boundaries, Alliances, and Learning Pathways to Counter Early School Leaving (D.08), p. 462

PASSERON KITROSER, Ezequiel
Negotiating Digital Platforms in Spanish Primary Education: Tensions Between Operational Efficiency, Pedagogical Meaning and Institutional Sovereignty (M.14), p. 1281

PASTA, Stefano
Future Teachers in Contested Times: Science-Related Populism, Epistemic Trust, and Science Education (L.08), p. 1172
Hate Speech as an "Ambiguous but Useful" Category: Postdigital Intercultures and Civic Agency in Platformized Societies (M.07), p. 1239

PASTORE, Chiara
Reading Aloud as Pedagogical Care in Hospital Schooling : a teaching proposal for secondary school beyond literacy (C.01), p. 347

PASTORE, Patrizio
The Museum as a Meaning-Making Device: Adult Learning and Anticipatory Citizenship in Complex and Global Societies (H.04), p. 933

PASTORE, Sara
Literacies Reimagined: Reconceptualizing Critical Digital Literacy Through Art-based Postdigital Encounters (M.07), p. 1231

PASTORE, PATRIZIO, Patrizio
PANEL Becoming Anticipatory Citizens: Adult Learning for Deep Democracy in Complex, Embodied and Pluriversal Societies (H.04), p. 930

PASTORI, Giulia
From Learning for Democracy to Democracy for Learning: Rethinking School Through Student Voice (B.12), p. 280
From Lecturing to Active Learning? Teaching Practices and Professional Self-Efficacy among Italian Teachers (C.07), p. 398
"Schools in the World, the World in Schools" Integrating International Student Mobility and Civic Education: Insights from a Pilot Project in Secondary Schools (E.00), p. 536
Reproducing or Challenging Inequality? Migrant-Background Students Navigating Access to Higher Education in Italy (H.15), p. 995

PASTORI, GIULIA, Giulia
PANEL Reimagining Democracy in Schools: Pedagogical and Organisational Pathways to Participatory Renewal (B.12), p. 276

PATERNA, Valentina
Dialogic Teaching in STEM Education: Supporting Conceptual Progression from Preschool to Secondary School (B.06), p. 220

PATFIELD, Sally
(Re)assembling The Belief In The University 'Game': First-In-Family Students' Perceptions Of The Value Of Higher Education (D.06), p. 449

PAVESI, Nicoletta
Family Centers and Active Ageing: Action research between good practices and local capacity building (H.01), p. 902

PAVIE, Alice
Researching an Elite Institution from Within: A Reflexive Perspective on Sciences Po Paris (A.12), p. 133

PAŽUR, Monika
Democracy, Education, and Centralization in a Post-Socialist Context: Theoretical Triangulation and First Findings from Croatia (E.04), p. 551

PECHTELIDIS, Yannis
Connecting Local Practices of Educational Commons with Systemic Transformation: The LibCommon case (E.09), p. 574

PECHTELIDIS, YANNIS, Yannis
PANEL Spaces of Commons in Education: Learning Democracy through Practices of Togetherness (E.09), p. 573

PEDANI, Valentina
Patrimoni in valigia: Schools as Community Hubs for Democratic and Inclusive Learning Ecosystems (B.13), p. 297

PEDICONI, Maria Gabriella
Building Interpersonal Trust in Digital Contexts to Enhance Democratic Engagement. The Role of Gender (B.03), p. 175
DIGITAL TRUST. What about the Otherness in Digital Agency? (M.10), p. 1256

PEDONE, Alessandra
Continuing Training, Self-Employment, and Inclusive Democracy in Italy: Ecosystem Integration and Policy Innovation (H.06), p. 936
Opacity and Subject Formation in AI-Mediated Adult Learning (M.11), p. 1262

PEDONE, ALESSANDRA, Alessandra
PANEL Continuing Training for Self-Employed Workers: Lifelong Learning and Inclusive Democracy (H.06), p. 936

PEDRINI, Lorenzo
Being Active Or Being Performative? An Ethnographic Exploration In How High School Shapes the Decent Sustainable Citizen (E.01), p. 539

PEDRINI, LORENZO, Lorenzo
PANEL Bringing Elias Back To School (And Beyond): Figurational And Processual Perspectives On Education In Troubled Times (E.01), p. 538

PELA, Paola
Life Project in Ageing with Disabilities (AWD): The Role of Animal-Assisted Interventions (AAI) (F.01), p. 611

PELATHE, Julie
Research-Based Support in a Cité éducative: Navigating Uncertainties and the Demands of Public Commission (A.12), p. 127

PELIZZARI, Federica
Future Teachers in Contested Times: Science-Related Populism, Epistemic Trust, and Science Education (L.08), p. 1172

PELLE, Lucia
Frames of Injustice: How Italian Journalism Shapes Democratic Learning on Gang Rape (G.11), p. 815

PELLEGRINI, Sara
The Excessive Object Of Ageing With Disability: Crisis Of Pedagogical Models Of Development And Reframing Of The Life Project (F.01), p. 606

PELLETTIERI, Francesco
Materialist Civism as an Evaluative Paradigm for Youth Political Activation: The Rizomi Experience (D.05), p. 444
Building Indicators of Youth Political Activation: Design and Initial Validation of the Rizomi Questionnaire (H.11), p. 960

PELLICIARI, Chiara
Cultural Heritage, School, Museum: Educational Practices To Promote Active Citizenship And Democratic Participation (E.04), p. 559
Bridging Formal and Non-Formal Learning as Educational Commons: The Integration of the Delivery Museum and Scuola Diffusa in Reggio Emilia (E.09), p. 575

PENDERI, Efthymia
Our Carnival!: Children Learning and Living Democracy Through Being Involved in Local Authority Decision Making (E.09), p. 581

PENNA, Assunta
Learning Femininity Online: Female Dating Strategy and the Reproduction of Sexist Stereotypes in Digital Cultures (G.14), p. 851

PENNACCHIOTTI, Claudia
Toward Positive Peace through Open Science: Transformative Education in Research Infrastructures - the FOSSR case (L.01), p. 1122

PENNACCHIOTTI, CLAUDIA, Claudia
PANEL Building Peaceful, Just, and Democratic Societies through Transformative Education (L.01), p. 1118

PENNAZIO, Valentina
Intersectional Co-Design and Social Robotics: Reframing Work Preparation for Autistic Adolescents (G.12), p. 829

PENNISI, Paola
A Phenomenological Investigation Into The Perception Of Loneliness In Deaf Adults (F.03), p. 624

PENSAVALLE, Carlo Andrea
COTS Board Games and AI as Emotional and Cognitive Ecosystems for Democratic Citizenship: A Teacher's Professional Development Program (M.09), p. 1246
From Uncertainty to Agency: AI-Supported Playful Learning for Critical Technoscientific Citizenship (M.09), p. 1248
Transparent Games, Opaque Algorithms: Board Games, AI, and Ludoliteracy for Critical Technoscientific Education (M.09), p. 1252
Self-Regulation, Motivational Design and Wellbeing: From Psychological Regulation to Game-Based Contexts for Human Flourishing (M.19), p. 1307

PENSAVALLE, CARLO ANDREA, Carlo Andrea
PANEL Navigating Complexity: Game Design, Emotions, and AI for Democratic Citizenship Education (M.09), p. 1246

PENTUCCI, Maila
Beyond Devolution: Encouraging Co-agency as a Political Act (I.04), p. 1062
Student's alienation. An intersectional lens (I.04), p. 1069

PENTUCCI, MAILA, Maila
PANEL Higher Education Teaching Practices as Micro-spaces of Democracy and Resistance. What Does it Mean to be 'Political'? (I.04), p. 1060

PERAZZOLO, Monica
Building Inclusive Agency through Teacher Collaboration: Classroom and Special Education Teachers in Italian Schools (F.09), p. 683
Teacher Agency and Inclusion: Constraints and Strategies in High Complexity Schools (F.09), p. 686
Teachers' Emotions and Professional Agency in Data-Informed School Governance (F.09), p. 685

PERCIAVALLE, Valentina
Inclusive Scholarly Ecologies: Reimagining the School within the Autism Spectrum through Best Practices and Systemic Habilitative Innovation' (F.07), p. 659

PERES, Andre
Children, Bodies and Algorithms: Democratic Explorations of Artificial Intelligence in Early Childhood (M.06), p. 1225

PERETTI, Barbara
Scuola Dell'Infanzia As An Educational Interstice: Documentary Action Research On The Italian Early Childhood Curriculum (F.06), p. 651

PERINELLI, Enrico
Links between Positivity and Students' Perceptions of Peer Climate at School: A Daily Diary Study in Early Adolescents (B.01), p. 159

PERNTHALER, Sara
Constructing Heritage Language Education through Policy: A Comparative Macro-Level Analysis across South Tyrol and the cantons of Bern and Lucerne (H.15), p. 991

PERONDI, Luciano
Visual Organization and Cognitive Load in Digital Mathematics Instruction: An Experimental Study in Lower Secondary School (B.04), p. 185

PERONDI, LUCIANO, Luciano
PANEL Democratic Access to Scientific Knowledge through Graphic Reasoning and Visuo-Quantitative Literacy (B.04), p. 185

PERRONE, Francesco
From Grammar Reflection To Active Citizenship: The Educational Impact Of Valency Grammar In Italian Schools. (B.05), p. 213

PERSECHINI, Daniela
Progetto di Vita e Relazione di Cura Per L'anziano (F.01), p. 610

PERSICO, Greta
From Male Shortage to Teacher Diversity: An Opportunity to Challenge the Mainstream Curriculum in Education? (C.02), p. 357
Biozine: Narrating Ecological Relationships through a Collective Fanzine (L.02), p. 1133

PERSICO, GRETA, Greta
PANEL Can the Children Speak? Ethical Conundrums in Fostering Young People's Participation in Research and Education (G.03), p. 735
PANEL Ecological Narratives and Biodiverse Education: Reimagining Worlds Through Critical Pedagogy (L.02), p. 1126

PERSINI, Céline
The Evolution Of School Justice Analyses Of Pupils From The First Generation Of Immigration In Marseille (H.07), p. 947

PERSSON, Sofia
Widening Participation or Narrowing the Path? Intersectional and Decolonial Readings of Supplementary Higher Education Policies for Migrant Academics in Sweden (G.13), p. 837

PERUZZO, Francesca
Cripping Disparities of Support: Reconfiguring Disability, Support, and Participation in Higher Education (F.11), p. 706
More-Than-Human Education Governance and AI: Analytical Tools For Policy (L.05), p. 1144

PERUZZO, FRANCESCA, Francesca
PANEL Living together, Co-Governing, Becoming: More-than-Human Futures for Democracy in Education (L.05), p. 1142

PESTELLINI, Francesca
School Libraries and Democratic Learning Environments: Evidence from a National Italian Survey (B.12), p. 285
School Libraries as Community Hubs: Challenges and Enabling Conditions (B.13), p. 302

PETKUTĖ, Rūta
When Democratic Education itself Becomes Instrumental: Democratic and Economic Utility in the Neoliberal University (I.12), p. 1105

PETRAGLIA, Francesco
Hiding And Seeking The Italian Colonial Past: An Analysis Of Images Inserted In History Textbooks From 1950 To Present Days (G.05), p. 752

PETRETTO, Emanuele
COTS Board Games and AI as Emotional and Cognitive Ecosystems for Democratic Citizenship: A Teacher's Professional Development Program (M.09), p. 1246

PETRIK, Flora
Social Mobility as Subjectivation: Bourdieu and Butler in Dialogue (G.02), p. 729

PETRIK, FLORA, Flora
PANEL Is University Paying Off? Upwardly Mobile Students and the Meaning of Meritocratic Striving (D.06), p. 448
PANEL Bourdieu and Beyond: Connecting Critical Theories to Rethink Educational Inequalities (G.02), p. 726
PANEL Organising As Workers In Higher Education: In, Against And Beyond The University (I.07), p. 1083

PETRINI, Martina
Liberating the Gaze: Bodily Difference in Sport and the Pedagogical Challenge of Inclusion (F.04), p. 635

PETROSELLI, Benedetta
From Teacher Mediation To Student Agency: The PAIDEIA Model For Critical Integration Of AI (M.03), p. 1192

PETROSINO, Martina
Self-Disclosure and Classroom Climate: A Narrative Intervention in Primary School Classes Including Adopted Children (D.13), p. 499

PETTENATI, Maria Chiara
Nature-based Solutions (NBS) as Climate Adaptation Measures: A Green Privilege for Some Schools? (B.09), p. 246
Beyond Teacher Expertise: Project Scaffolding and the Meaning of "Impact" in eTwinning Professional Development (C.06), p. 385
Exploring the Impact of SCAFFOLD Cards on Teachers' Design Practices for Competence-Based Education: A Mixed-Methods Study (C.06), p. 387
Formative Assessment as a Lever For Teacher Professional Development: Evidence From The Italian Teacher Self-Assessment Framework (C.06), p. 389

PETTIGNANO, Marina
Online Information-Seeking And Voting Decisions In Swiss Direct Democracy: Evidence From A Swiss Popular Vote (M.07), p. 1234

PETTINARI, Emanuela
Art and Resistance (A.05), p. 76
Education: a Tool for Peace in Times of Genocide (A.14), p. 152

PEZZANO, TEODORA, Teodora
PANEL Democracy Education and A.I. in the Geopolitical Disorder. A Proposal for a New Democratic Citizenship (M.04), p. 1206

PEZZOLI, Silvia
University Presses at the Crossroads: Open Access, Neoliberal Governance and the Future of Academic Freedom (I.12), p. 1109

PEZZOTTI, Antonella
Discussion as a tool for STEAM learning in ECEC. Reflections and examples from the Scuola Bambini Bicocca (B.06), p. 221

PHAM XUAN, Robert
Safety, belonging and voice as democratic infrastructure: A Stepwise Intersectional Method for School Development to Achieve SDG 4 (G.13), p. 836

PHAM XUAN, ROBERT, Robert
PANEL Intersectionality in Educational Research: Epistemologies and Methodologies favouring a Democratization of Postmigrant Societies (G.13), p. 835

PIACENTE, Angela
Dialogic Teaching in STEM Education: Supporting Conceptual Progression from Preschool to Secondary School (B.06), p. 220

PIACENZA, Susanna
Generative Artificial Intelligence and Formative Assessment: Designing Learning Pathways for Cognitive and Metacognitive Growth (B.08), p. 241

PIAZZA, Anna Rita
Beyond Formal Participation: Enacting Agency through Assemblies and Decision-Making in the Co-Design of School Spaces (E.11), p. 587

PIAZZA, Roberta
Can Universities Help to Solve the Crisis in Democracy? (I.01), p. 1041

PIAZZA, ROBERTA, Roberta
PANEL Can Universities Help to Solve the Crisis in Democracy? (I.01), p. 1040

PICAZO SANCHEZ, Laura
Student Engagement and Civic Consciousness of Future Communicative Mediators: A Pilot Study in a Spanish University (I.02), p. 1050

PICCIOLI, Maria Sole
Empowering Young Patients: co-designing a Charter for the Right to Participation of Hospitalised Children (B.12), p. 286
Youth Hubs as Community Learning Ecosystems: Student Voice, Community Spaces and Democratic Participation (B.13), p. 293
Building Educational Communities in Fragile Territories. Local Policies and the Multi-Level Governance of Early School Leaving (D.00), p. 417
Estimating the Cost of Compulsory Education: Household Expenditure, Perceived Barriers, and Policy Implications (D.03), p. 421

PICCIOLI, Marianna
Disability Studies and Democratic Schooling (F.10), p. 703
The Illusion of Inclusion: Deciphering the Ableist and Performative Apparatus within the New Italian National Guidelines 2025 (F.10), p. 699

PICCIOLI, MARIA SOLA, Maria Sola
PANEL Reimagining Democracy in Schools: Pedagogical and Organisational Pathways to Participatory Renewal (B.12), p. 276

PICCIOLI, MARIANNA, Marianna
PANEL The Realm of Ableist Meritocracy: Unmasking Practices of Pseudo-Inclusion Within the Italian Education System (F.10), p. 697

PICCITTO, Giorgio
How Teachers Evaluate Their Work: A Multidimensional Analysis of Italian Teachers' Job Satisfaction (C.07), p. 396

PICCOLO, Emanuela
Performing Transensus: Navigating Neoliberal Constraints and Decolonial Horizons in the INTRACOMP Project (G.05), p. 748

PICHLHÖFER, Alexander
From Waste to Workshop: Upcycling as a Porous Infrastructure for Democratic Engineering Education (L.06), p. 1154

PIER, René
Democratic Territories Are Made, Not Given – Pedagogical Interior Architecture in Educational Spaces (D.11), p. 483

PIERI, Michelle
"Classi In Rete": A Form Of Extended Schooling To Support Teachers' Collaboration And Technological Skills (B.09), p. 258

PIETRAVALLE, Teresa
Preventing Peer Violence in Schools: the Applying Safe Behaviours Participatory Approach with Vulnerable Adolescents (B.16), p. 319

PIETROLUCCI, Andrea
School Admission Priority Rules Across Countries: Diffusion Patterns and Segregation Effects (D.14), p. 514

PIFFERO, Elena
PANEL Unschooling, Democracy and Caring Citizenship (G.20), p. 885
Citizenship at the Margin of Schooling: An Autoethnography of Unschooling, Assessment, and Democratic Recognition (G.20), p. 885

PILOZZI, Antonella
Addressing the gender issue in STEM Education (G.01), p. 722
Expertise Under Pressure: Experts' Self-Representation, Lexicometric Media Narratives, and Public Recognition in the Digital Infodemic (M.12), p. 1268

PINNA, Gabriele
Teachers' Professional Wellbeing in Italy: A Critical Literature Review and Policy Proposals (C.03), p. 359
Moral Work and Emotional Labour in Marginal Schools: Teachers' Engagement in Italian Vocational Education (C.08), p. 414

PINNA, Laura
Emotions In Digital Environments: Building Critical And Preventive Educational Practices In Sardinian Schools (B.03), p. 174

PINNA, GABRIELE, Gabriele
PANEL Working in Schools Today: Between Public Space, Mediatization, New Managerialism and Inclusion (C.08), p. 410

PINO, Lluis
Fostering Critical Thinking Through The "Tribunal For The Future Generations" Pedagogical Project: Project Structure, Student Development, And Impact Of Tribunal-Based Learning (I.09), p. 1095

PINTUS, Alberto
COTS Board Games and AI as Emotional and Cognitive Ecosystems for Democratic Citizenship: A Teacher's Professional Development Program (M.09), p. 1246

PIOMBO, Marco Andrea
Educational Poverty and Protective Factors in Adoptive Families: The Role of Family Digital Mediation in AI-Based Contexts (D.13), p. 502

PIOVANO, Massimo
Reconstructing Face to Enhance Intellectual Capital in Vocational Training for Asylum Seekers (H.18), p. 1004

PIOVESAN, Ilaria
Redefining Education in Marginalized Contexts: Innovative Practices in School in Catania (B.05), p. 214

PIPITONE, Manuela
Critical Dialogue with AI in Mathematics Education: Metacognition, Agency, And Teacher Mediation in a Classical High School Context (M.03), p. 1189

PIQUET, Jean-François
The Educational and Societal Value of Diversity Based on LSF (F.03), p. 626

PIRAS, Valeria
The Teacher as a Body in the Classroom: transfeminist pedagogies and Comprehensive Sexuality Education as democratic practices in Italian Secondary Schools (G.10), p. 804
Convivial Futures: Educating to Democratic Agency and Social Justice in the Age of AI (M.02), p. 1182

PIROMALLI, Leonardo
Learning on the Margins: Educational Inequalities, Dropout Risk, and School Well-Being in Rome's Sixth Municipality (D.00), p. 419
Who Pays for Public Education? Hidden Funding Mechanisms and Territorial Inequalities in Roman Schools (D.03), p. 427
Crossing Borders, Transforming Attitudes? A Longitudinal Study on Civic and Intercultural Dispositions Among Students in International Mobility Programs (E.00), p. 537

PIROMALLI, LEONARDO, Leonardo
PANEL Educating with and Against AI: Pedagogical Practices and Algorithmic Infrastructures (M.17), p. 1295

PIRONE, FILIPPO, Filippo
PANEL Reimagining the Teaching Profession: Well-being, Identity and Community in Transforming Educational Fields (C.03), p. 359

PIRRO, Marta
Digital Technologies and Social Robots in Heritage Education: Development of a Research Protocol (B.03), p. 183

PISANO, Aldo
Epistemic Vulnerability and AI: a new Ethical Challenge in Life-long Education (M.04), p. 1207

PISANO, ALDO, Aldo
PANEL Convivial Pedagogies for the Age of AI: Autonomy, Bias Awareness, and Democratic Non-Homogenization (M.02), p. 1180

PISANU, Francesco
Student Surveys and School Evaluation for Improvement: a Provincial Analysis and a Case Study from Trentino (A.11), p. 124
From Qualitative Evidence to Digital Narrative Tools for Equitable Youth Transitions across Education, VET, and Work (H.09), p. 955

PISCHETOLA, Magda
Automating Knowledge through Generative AI? Foregrounding More-than-human Infrastructures in Higher Education (L.05), p. 1143

PISCHETOLA, MAGDA, Magda
PANEL Higher Education Teaching Practices as Micro-spaces of Democracy and Resistance. What Does it Mean to be 'Political'? (I.04), p. 1060

PISCOPO, Antonio
Student Voice And Data Hermeneutic To Foster Collective Leadership And Therefore Educational Justice. The Monitoring, Evaluation and Learning of Teach For Italy (D.14), p. 514

PISTELLA, Jessica
Looking To The Future: A Comparison Of Adolescents' And Parents' Experiences And Opinions On Comprehensive Sexuality Education (B.01), p. 156

PISTONE, Letizia
Life Planning in Aging with Disability between Assistance and Caring Relationships (F.01), p. 613

PITZALIS, Marco
Teachers' Professional Wellbeing in Italy: A Critical Literature Review and Policy Proposals (C.03), p. 359
Teachers as Intellectuals in the Age of Platforms: Mediatization and the Redefinition of Professional Legitimacy in the Italian School System (C.08), p. 413

PITZALIS, MARCO, Marco
PANEL Reimagining the Teaching Profession: Well-being, Identity and Community in Transforming Educational Fields (C.03), p. 359

PIVORIENE, Jolanta
Bridging Knowledge and Society: Advancing the University's Third Mission (I.01), p. 1042

PIZZI, Fabrizio
Guidelines for the Right to Education of Children Outside the Birth Family (2017-2023). A Critical-Pedagogical Rereading (D.13), p. 500

PIZZIMENTI, Debora Maria
The New Feminine Mystique: a Study on the Platformization of Everyday Care (G.11), p. 817
Learning Femininity Online: Female Dating Strategy and the Reproduction of Sexist Stereotypes in Digital Cultures (G.14), p. 851

PLACIDO, Giovanna
When DIMMI MET REVERS-ED: Successful Educational Actions, Family Engagement, and the Co-Construction of Educating Communities (D.09), p. 473

PLATA, Andrea
Rethinking Youth Participation And Democracy: Lessons From The CINI Method (B.10), p. 264
Peace Education in Initial Teacher Training: Curriculum, Institutional Practices and Professional Identity Building (L.01), p. 1121
Online Information-Seeking And Voting Decisions In Swiss Direct Democracy: Evidence From A Swiss Popular Vote (M.07), p. 1234

PLOUHINEC, Julie
Community-Engaged Research and Learning in Higher Education: The TOGETHERNESS Project (I.08), p. 1090

PODDA, Carla
Promoting Peace and Citizenship Education. From School to Community. (A.14), p. 148

POLETTI, Elisa
From Classroom to Civic Action: Challenge-Based Learning and the TEACH Experience in Democratic Education (B.02), p. 167

POLETTI, Giorgio
Neurodiversity as Epistemic Justice: Cognitive Democracy and Decolonial Perspectives for Transforming Education (F.07), p. 665

POLIANDRI, Donatella
PANEL Framing School-to-Work Programs: Evaluation, Voice and Social Justice (H.00), p. 890
Building Inclusive Agency through Teacher Collaboration: Classroom and Special Education Teachers in Italian Schools (F.09), p. 683
Teacher Agency and Inclusion: Constraints and Strategies in High Complexity Schools (F.09), p. 686
Teachers' Emotions and Professional Agency in Data-Informed School Governance (F.09), p. 685
Feeling Informed? Students' Perspectives on Guidance and Choice in School-to-Work Programs in Italy (H.00), p. 893

POLIANDRI, DONATELLA, Donatella
PANEL Evaluating Education and Democracy: Approaches, Methodologies and Practices for Social Justice and Critical Literacy in the Digital Era (D.05), p. 442
PANEL Teachers' Emotions, Agency and Professional Capacity for Inclusion within the Education–Democracy Nexus (F.09), p. 679

POLIDORI, Alessandra
Land of the Future or Land of Departure? Dreams, Needs, and "Restanza" Among Students in Agrigento (B.07), p. 238
Youth Practices of Restanza in Southern Italy (B.16), p. 320

POLIDORI, Alessia
Learning To Belong? A Qualitative Critical Inquiry Into Spaces Undergoing Urban Regeneration (E.09), p. 582

POLIDORI, Sabina
Inclusion of young Roma, Sinti and Camminanti: intellectual capital and intercultural strategies (H.18), p. 1009

POLIGNANO, Daniele
Inclusion of Deaf Individuals in Hospital Settings: LIS and Deaf Culture Training as a Democratic Imperative (F.03), p. 628

POLITI, Flavia
Comparing Human and Artificial Scientific Images for Learning Enhancement (B.04), p. 190

POMPEI, Chiara
From Grammar Reflection To Active Citizenship: The Educational Impact Of Valency Grammar In Italian Schools. (B.05), p. 213

POMPONI, Milena
Hospital Education. The Overview of a Challenging Situation for Inclusive Processes. (C.01), p. 351

PONTAROLLO, Nicola
Determinants of Educational Inequality: A Systematic Framework for Understanding Socioeconomic, Demographic, and Spatial Disparities (D.03), p. 426

PONTINA, Michela
Discussion as a tool for STEAM learning in ECEC. Reflections and examples from the Scuola Bambini Bicocca (B.06), p. 221

PONTRANDOLFO, Annie
Semantic Inequality in Lifelong Guidance: Toward a Fourth Policy Level (H.14), p. 985

PONZO, Keren
Words, Poverty, and Shared Reading: Language Between Access and Inequality (B.16), p. 325

PORCU, Mariano
Measuring School-Related Economic Difficulties: Development and Validation of a Parent-Reported Scale in Italy (D.03), p. 424
Measuring School-Related Gender Bias: Insights from a New Ad Hoc Italian Survey (G.01), p. 725

PORZIO, Lucia Irene
Returning Research Findings in School-based Psychological Research: Participatory and Generative Practices (A.08), p. 99

POSTIGLIONE, Jacopo
Returning Research Findings in School-based Psychological Research: Participatory and Generative Practices (A.08), p. 99

POUPARDIN, Elsa
Instrumentalisation or democratic commitment? Local constraints and the adoption of Public Engagement in French universities (I.08), p. 1089

POY, Samuele
Grants as Bridge to University Access: The impact of an Information Intervention (D.03), p. 422

POZ, Gabriele
Systematic Barriers to Unaccompanied Minors' Educational Rights: A Bottom-Up Case Study from Friuli Venezia Giulia (Italy) (H.15), p. 990

PRATSCHKE, Jonathan
The Influence Of Secondary Schools On Academic Performance And Educational Outcomes: A Systematic Literature Review (D.10), p. 481

PRESAGHI, Fabio
Digitalization in Early Childhood: A Quantitative Study on Parental and Professional Mediation Strategies in the 0-6 Context (M.01), p. 1176

PRESICCE, Carmelo
Refusing Erasure: Gazan Women Engaging in Educational Resistance (A.05), p. 78
SPOCs for Gaza: Designing Community-Oriented Online Learning as Resistance to Scholasticide (A.05), p. 75

PRIORE, Alessandra
Indicators of Peace Education in Primary School: A Systematic Literature Review (B.03), p. 182

PROJETTI, Angelica
Factors of Access to Vocational Education and Training to Vulnerable and Involuntary Migrants: Migrants' Perspective (H.09), p. 956

PROMETTI, Chiara
Hiding And Seeking The Italian Colonial Past: An Analysis Of Images Inserted In History Textbooks From 1950 To Present Days (G.05), p. 752

PRONZATO, Riccardo
Autoethnographic Diaries in Higher Education: Subjectivity and Critical Awareness in the Age of Generative AI. (M.11), p. 1266

PROSPERI, Pamela
Representations And Pedagogical Choices In School Contexts: a Reflection Based on Picture Books. (G.13), p. 841

PSHYK, Zoryana
Community-Engaged Research and Learning in Higher Education: The TOGETHERNESS Project (I.08), p. 1090

PUTTILLI, Matteo
GEOCIVIS – Geography and Socially Acute Questions for Democratic Citizenship in Primary Education (B.02), p. 164

PUZIĆ, Saša
Educational Poverty, Capitals, and Symbolic Violence: Attitudes toward Sociocultural Diversity in Croatian Upper Secondary Schools and Implications for Democracy (D.04), p. 441

PYTLÍK, Petr
Teaching Forced Migrants in Czechia: Challenges of Diversity and Necessary Support Systems (F.12), p. 718

PÉREZ, Carmen
When Expectations Fade: Social Inequalities in Family University Expectations across Compulsory Schooling (D.12), p. 495

Q

QUADRATO, Maria Elena
Access to Healthcare Services and Democratic Inclusion of the Deaf Community (F.03), p. 623

QUADRELLI, Isabella
Building Interpersonal Trust in Digital Contexts to Enhance Democratic Engagement. The Role of Gender (B.03), p. 175
DIGITAL TRUST. What about the Otherness in Digital Agency? (M.10), p. 1256

QUARTA, Matteo
Developing Climate Change Awareness Within the Context of Global Citizenship Education. The Venice Lagoon as a Laboratory: a Case Study (L.02), p. 1130

QUARTO, Valeria
Service Learning between public and civic engagement: the case study of University of Bari Aldo Moro (B.14), p. 312

QUILABERT ARGUDO, Edgar
Accumulated Teacher Turnover: Approaching Intensified Educational Inequalities in Socially Vulnerable Schools (D.10), p. 477

QUINN, Margaret
A Place To Belong: Fostering Computer Science Identity And Social-Emotional Competencies Through Play In Rural Preschools (A.09), p. 105
Early Childhood Teaching Assistants As Partners: Centering Their Lived Experiences And Voices (B.18), p. 334

R

RAAPER, Rille
Student Politics In The UK Media: Whose Voices Are Heard, And Whose Are Left Out? (A.03), p. 66

RACCAGNI, Dalila
The School-Family Partnership for Participatory Renewal: A Collaborative Planning Initiative Between Teachers and Parents (B.20), p. 339

RACCAGNI, DALILA, Dalila
PANEL Governance, Inequalities and Educational Pathways (B.20), p. 336

RACHDI ERRACHDI, Mounia
Pedagogical Spaces Without Barriers: Analising Responses of educators about questionnaire on Inclusive Science Free-choice Spaces for Children in Spain (D.08), p. 468

RADULESCU, Camelia
Beyond Enthusiasm: Structural Barriers and Critical Tensions in SL in HE (B.14), p. 309
Co-designing Service Learning Ecosystems: Institutional Reflexivity and Student Empowerment through University–Community Collaboration (B.14), p. 308

RAFFA, Valentina
Between Invisibility and Political Conflict. The Representation of Violence against LGBTQ+ People in the Italian Press (G.14), p. 847

RAFFA, VALENTINA, Valentina
PANEL Gender Representations And Democracy: Violence, Media And Cultural Resistance (G.11), p. 815

RAFFAGHELLI, Juliana Elisa
Student Co-Research, Learning Communities And The Democratization Of Evidence In Educational Research (B.09), p. 257

RAFFETTI, Elena
School Health Education and Global Citizenship: Integrating the One-Health Approach through Place-Based and Trialogical Learning. A Case Study (B.16), p. 329

RAGOZINO, Stefania
Engendering City as a Practice of Transformative Education (L.01), p. 1123

RAGUSA, Martina
COTS Board Games and AI as Emotional and Cognitive Ecosystems for Democratic Citizenship: A Teacher's Professional Development Program (M.09), p. 1246
Integrated Educational Ecosystems for Democratic Citizenship: Tabletop Role-Playing Games and Generative AI (M.09), p. 1249

RAJ C, Mahima
Economic Insecurity and Educational Decision-making: The Study of Educational Participation among the Tribal Communities of Karnataka, India (D.03), p. 425

RALLI, ALESSANDRO, Alessandro
PANEL Democracy in the Infosphere: Educational Strategies for Active Citizenship (M.05), p. 1217

RAMBERG, Joacim
School Leadership as an Enabler of Teachers' Digital Competence for Inclusive and Democratic Support for Pupils with Special Educational Needs (C.07), p. 405

RAMOND, Quentin
Spatial Inequalities of Educational Opportunity and Political Discontent: Longitudinal Evidence from Urban Chile (A.10), p. 111
It Depends on Where You Look From: The Joint Influence of Residential Neighborhoods and Schools' Surrounding Areas on School Choice (D.15), p. 516

RAMOND, QUENTIN, Quentin
PANEL Privatization of Education, Segregation and Inequalities (A.10), p. 109

RAMOS, Francisco
Digital Platforms in Education: Between Support and Work Intensification for Teachers (M.14), p. 1286

RAMÍREZ, Eduard
Libraries as Educational Commons for Democratic Culture and Inclusive Learning (E.09), p. 577

RANCI, Costanzo
The Influence Of Secondary Schools On Academic Performance And Educational Outcomes: A Systematic Literature Review (D.10), p. 481

RANCI ORTIGOSA, Costanzo
PANEL Separated At School: Which Challenges for Policies? (Presentation of SD Special Issue suppl/2025) (A.00), p. 59
Separated At School: Which Challenges for Policies? (Presentation of SD Special Issue suppl/2025) (A.00), p. 59

RANCI ORTIGOSA, COSTANZO, Costanzo
PANEL School Segregation Effects: the Educational and Social Impacts of Concentrated Vulnerabilities in Schools (D.10), p. 475

RANGONE, Riccardo
Materialist Civism as an Evaluative Paradigm for Youth Political Activation: The Rizomi Experience (D.05), p. 444

RANIA, Nadia
Intercultural Education: Cohen-Emerique's Cultural Shock Method for Teacher Training (H.12), p. 973

RANIERI, Maria
Questioning the Machine: a Socratic Chatbot and Metacognitive Gains Among Pre-service Teachers (M.03), p. 1202

RANIERI, Sonia
Self-Disclosure and Classroom Climate: A Narrative Intervention in Primary School Classes Including Adopted Children (D.13), p. 499

RANIERI, MARIA, Maria
PANEL Reimagining Democracy in Schools: Pedagogical and Organisational Pathways to Participatory Renewal (B.12), p. 276
PANEL Beyond the Screen: Educational Mediation, Children's Rights, and Digital Citizenship in Early Childhood (M.01), p. 1175

RAPINI, Caterina
Invisible Barriers And Gender Segregation. Voices In Dialogue From A Study On Promoting Female Participation In STEM Fields (G.01), p. 723
Interstices of Possibility: Creating Democratic Spaces for Transformative Gender and Sexuality Education in Schools (G.10), p. 803
Leggere Senza Stereotipi. An illustrated bibliography to combat gender-based violence (G.10), p. 812
Starting From A Common Vocabulary As An Educational Strategy. Notes For A Glossary Of Sexual And Emotional Education (G.10), p. 809

RATTI, Stefano
From Comics to Health: a Qualitative Comparative Study between Italy and Chile within Medical Education (G.16), p. 860

RATTI, STEFANO, Stefano
PANEL Challenging Educational Inequality Through Alternative: Thinking In Comics Visual Narrative and Hip Hop Pedagogical Frameworks (G.16), p. 855

RAVINDRANATH, Sreehari
Understanding Transformative Education through Invisible Pedagogical Mindsets in Indian Classrooms (B.07), p. 230
Structured Hybridity And The Democratic Struggle Over Educational Purpose (G.02), p. 731

RAVIOLO, Paolo
TEACH-AI: A multidimensional analysis of teachers' perceptions of Artificial Intelligence across the concepts of Affordance-in-Practice, Professional Capability, and Sentiment (C.06), p. 388

RAŠOVIĆ, Ilija
Citizens' Assemblies as Assessment: Cultivating Reflexive Scientists Through Democratic Pedagogies in Doctoral STEM Education (I.09), p. 1096

RAŠOVIĆ, ILIJA, Ilija
PANEL The Democratic Turn in University STEM Education (I.09), p. 1094

RE, Andreina
The Self-Managed Orchestra: A Civic Education Project in Lower Secondary School (E.08), p. 568

RE, MARIA ROSARIA, Maria Rosaria
PANEL Psychopedagogical Perspectives on Motivational Processes and Participation in Contemporary Learning Environments (B.11), p. 270

REA, Alessandra
Promoting Women's Empowerment through Financial Literacy Education: A Design Experience in Pre-Service Teacher Education (G.09), p. 790

REBAGLIATI MEERSOHN, Gabriela
"I'm Desperately Seeking The Answer, Please Help ;) <3": Emerging Knowledge In A Sociomaterial Analysis Of A Facebook Group Of Special Education Teachers (L.05), p. 1145

REBECCHI, Filippo
The Student's Voice: A Three-Year Study in a School Undergoing Perspective Change Analysis of a School Transformation: Innovation in Learning Environments and Overcoming Sociocultural Prejudice (B.12), p. 283

REFRIGERI, Luca
Educational Inclusion and Economic Citizenship: Rethinking Life Plans for Students with Disabilities (F.06), p. 650
The Role of Teachers in Financial Education in Italian Schools. (G.09), p. 788
New Perspectives on the Italian University System (I.06), p. 1081

REFRIGERI, LUCA, Luca
PANEL Financial Education, Gender and Democratic Empowerment: Rethinking Equity in Economic Learning (G.09), p. 783
PANEL New Social, Professional and Educational contexts: Rethinking the Italian University System (I.06), p. 1077

RENZI, Edoardo
Citizenship and Democratic Principles (B.16), p. 324
Pedagogy and Generative Teaching for Democratic Participation (B.16), p. 321
Building Democratic Contexts: Participation, Engagement, and Transformation Through the TNE Method (F.09), p. 684
Active Aging in Local Communities and Participation (H.01), p. 901

REPETTO, Manuela
AI, Sociogames and Game Design: Learning Social Complexity for Critical Digital Citizenship (M.09), p. 1253

REPMAN, Elena
AI in Early Childhood Education: Ethical Governance in the Age of Moral Artificial Agents (M.06), p. 1224

REPMAN, ELENA, Elena
PANEL Facing AI Challenges in a Democratic and Socio-Constructivist Perspective: Imaginaries, Agency and Explorative Experiences with a Reggio Emilia-Inspired Approach (M.06), p. 1223

RESCA, Stefano
Socio-Educational Cooperatives and Schools in the Digital Age: Local Partnerships to Address Contemporary Challenges (M.10), p. 1255

RESEARCH GROUP, HBSC Lombardy
Teachers' Occupational Health and Organisational Support in Italian Schools: Evidence from the "4th Teachers' Living and Working Conditions" and "HBSC Teachers" Surveys (C.07), p. 399

RESPI, Chiara
Digital Precocity and Learning Outcomes: An Analysis of Italian, Mathematics, and Digital Competences (M.13), p. 1275

RESTIGLIAN, Emilia
Digital Observation In Preschool Settings: Between Ethical Complexity And Educational Innovation (B.03), p. 178
Educational Emergencies As Transformative Opportunities: Teachers' Perspectives From An Ethnographic Study (B.07), p. 236
Assessment as a Democratic Practice: a Comparison Between School and Homeschooling (G.17), p. 864
From Homeschooling to Skolé. What Can We Learn? Inquiring and Wondering Together, to Release Our School (G.17), p. 862

RESTIGLIAN, EMILIA, Emilia
PANEL Homeschooling, Democracy, and the Public Sphere: Rethinking Education through Plural Perspectives (G.17), p. 861

REVELLO, WILLIAM, William
PANEL Economic Constraints in Educational Participation and the Design of New Policies (D.03), p. 421

RICCARDI, Martina
Care-less Goverance: Hotspot Approach, Educational Exclusion, and the Politics of Care in Euro-Mediterranean Migration Policy (F.08), p. 674

RICCARDI, Veronica
PANEL Agency, Citizenship and Transformative Education for Social Justice, Democracy and Sustainability (B.16), p. 319

RICCARDI, VERONICA, Veronica
PANEL Intercultural Knowledges and Practices for Democratic Education (H.12), p. 963

RICCHIARDI, Paola
Educational Strategies for the Protection of Children in Complex Situations: Success Cases (D.13), p. 501

RICCI, Alessandro
Between Aspirations and Obligations: Identity Construction in the University Experience of Second-generation Youth (H.19), p. 1014

RICCI, Aurora
Exploring the Impact of SCAFFOLD Cards on Teachers' Design Practices for Competence-Based Education: A Mixed-Methods Study (C.06), p. 387
Narrative Practices For Preventing Social Isolation And Fostering Community Connections: Insight From The Ginkgo Erasmus+ Project (H.01), p. 905

RICCIARDI, Marilena
When They're All Special Needs: Socially Shaped Educational Need and the Limits of Compensatory Inclusion in Urban Naples (F.02), p. 620

RICCIARDI, Sara
Cultivating Scientific Citizenship through Playfulness: The third time of tinkering in Primary Science (L.08), p. 1170
Re-enacting The Complexity Of Scientific Research Practices In Higher Education Through Cinematic Narratives (L.08), p. 1168

RICHARD-BOSSEZ, Ariane
Playing Both Sides? Between Requests For Expertise And Sociological Research: Opportunities And Constraints For Education Researchers (A.12), p. 130

RICHARD-BOSSEZ, ARIANE, Ariane
PANEL When Research Becomes Policy Instrument: Academic Knowledge in Educational Governance and Possibilities for Resistance (A.12), p. 127

RICKARD, JoAnna
Minor Infrastructures: Ethics and World-Making in Early Childhood Education (L.07), p. 1161

RICOTTA, Giuseppe
PANEL Citizenship Education and International Pupil Mobility (E.00), p. 535
Reframing International Student Mobility for Democratic and Global Citizenship: Findings from Action 2 – Phase 1 of the National Research Project "Civic Education and International Student Mobility" (E.00), p. 535

RIGGIO, Eliana
Rethinking Youth Participation And Democracy: Lessons From The CINI Method (B.10), p. 264

RIGHETTI NOTTEGAR, Sofia
Crip Witches: Reclaiming Power And Knowledge From Marginalized Bodymindes (F.04), p. 634
Crip Activism as Pedagogy of Resistance: Interdependence, Care, and Collective Learning as Practices of Social Justice (F.11), p. 709

RIGHETTI NOTTEGAR, SOFIA, Sofia
PANEL Toward an Embodied Crip Pedagogy: Activism, Interdependence, and Democratic Transformation in Educational Spaces (F.11), p. 706

RIGHI, Alberto
Ecosystemic Mapping As A Democratic Research Practice: Beyond The Legitimation Of Educational Governance (A.12), p. 132
The Educating City As An Urban Learning Community: Inclusion And Cultural Tourism In The Case Study Of Palma De Mallorca (B.09), p. 251

RIGONI, Paola
Reinventing Language as a Tool of Nonviolent Practice in Various Educational Settings (A.02), p. 64

RIJO, Joseph Thomas
Understanding Transformative Education through Invisible Pedagogical Mindsets in Indian Classrooms (B.07), p. 230
Structured Hybridity And The Democratic Struggle Over Educational Purpose (G.02), p. 731

RINALDI, Angela
Safeguarding as a Response to Distorted Public Narratives on UMMs and a Foundation for Safe Integration Pathways (H.18), p. 1001

RINALDI, Lina
CapitanAVIS: A Randomised Pilot Study on Gamification, Blood Donation Awareness and Pro-Social Attitudes in Primary School Children (A.09), p. 106

RINALDI, Patrizia
The Complexity of the Scholastic Inclusion of Students with a Migrant Background: a Comparison between Italy and Spain (H.18), p. 1002

RINALDI, PATRIZIA, Patrizia
PANEL The Enhancement of the Intellectual Capital of Young Migrants as an Inclusion Strategy (H.18), p. 1001

RINI, Stefano
Cultivating Scientific Citizenship through Playfulness: The third time of tinkering in Primary Science (L.08), p. 1170

RIONERO, Maria Grazia
Initial Training of Socio-Pedagogical Educators: Motivation to attend L-19 Bachelor's and Competence Self-Evaluation (B.18), p. 332

RISI, Elisabetta
Performing Data Citizenship: Theatre-Based Pedagogies for Critical Data Literacy in Democratic Education (B.08), p. 243
Mapping the Pedagogical Ecology of Democracy: Media, Civic Learning, and Citizen Agency (M.07), p. 1236
Autoethnographic Diaries in Higher Education: Subjectivity and Critical Awareness in the Age of Generative AI. (M.11), p. 1266

RIVERA, Marianela
Democratic connectivism through dialogues in Collaborative Online International Learning (COIL): An empirical case study at Italian and US Universities (B.06), p. 222
Community-Based Experiential Learning for Democratic Education: Promoting Transformative Learning Through City as Text in Higher Education (B.07), p. 239

RIVERA-VARGAS, Pablo
PANEL Unpacking The Platformisation And Datification Of Education: Processes, Actors, Positionings and contexts (M.14), p. 1278
Asking to Think: Designing and Validating a Scenario-Based Survey on Datafication in Spanish Primary Education (M.14), p. 1279

RIVERO, Ivana
How Play Develops Beauty, Skills, and Belonging (A.09), p. 108

RIVETTA, Maria Serena
Preparing Competent Early Childhood Educators: Evaluating Quality In Online Pedagogy Laboratory (I.13), p. 1111

RIVOLTELLA, Pier Cesare
Teaching-as-Activism: Memory, Situated Co-creation, Re-thinking of Democracy (I.04), p. 1067

RIZZA, Giuseppe
Student Surveys and School Evaluation for Improvement: a Provincial Analysis and a Case Study from Trentino (A.11), p. 124
From Qualitative Evidence to Digital Narrative Tools for Equitable Youth Transitions across Education, VET, and Work (H.09), p. 955

RIZZI, Federica
From School to Citizenship: The Role of Education and Social Origin in Shaping Civic Engagement (D.04), p. 436
Educational Inequality in Italy: Persistent Gaps or Emerging Convergence? An Intertemporal Analysis Using OECD PISA Data (D.14), p. 509

RIZZIATO, Erica
Learning To Learn Within Research Infrastructures: Transformative Training For Community Building In FOSSR (A.06), p. 89

RIZZO, Alessandro
Addressing the gender issue in STEM Education (G.01), p. 722

RIZZO, Amalia
An Empirical Study of Circle Singing as a Methodology to Promote Inclusion and Enhance Teacher Competences in Higher Education (F.09), p. 695
Between Equity And Participation: A Research On International Vocational Training Contexts For Young People With Fragile X Syndrome (H.09), p. 952

RIZZO, Amalia Lavinia
From Study Skills to Learning to Learn: Evidence-Informed Approaches to Inclusion in Lower Secondary Schools (A.06), p. 86
Teacher Professional Development For The Use Of Evidence-Informed Teaching Strategies: A Quasi-Experimental Study In Primary School (A.06), p. 88
Quality in Family Childcare Services. An Empirical Study (A.14), p. 145
An approach to Children's and Young Adult Literature Didactics: texts, dialogue and cooperative learning. (B.06), p. 224
Narrative Construction Of Teacher Identity And University Tutoring: A Case Study In The Primary Education Sciences Degree Program (C.04), p. 376
Between Regulatory Reform And Living Practice: The NUPE 2 Project As An Investigation Into Inclusion And Equity In Primary Schools (F.06), p. 657
Beyond the Score: Embodied Music Learning and Neurodivergence as an Epistemic Resource (F.07), p. 673

ROBASTO, Daniela
Human and Artificial Intelligence Compared in Higher Education Assessment: a Standard Research on Semi-structured Tests and Potential Biases (D.05), p. 443

ROBBIO, Emma
The Asylum And Migration Fund In Italian Education, Training And Guidance Policies For Migrant Background Youth: Legislation, Programming, Governance, Socio Educational Impacts (H.18), p. 1007

ROBIN, Jésabel
Constructing Heritage Language Education through Policy: A Comparative Macro-Level Analysis across South Tyrol and the cantons of Bern and Lucerne (H.15), p. 991

ROCA SAMON, Núria
Accumulated Teacher Turnover: Approaching Intensified Educational Inequalities in Socially Vulnerable Schools (D.10), p. 477

ROCCHI, Giulia
Preparing Competent Early Childhood Educators: Evaluating Quality In Online Pedagogy Laboratory (I.13), p. 1111
The PhD Research as a Democratic Device: a Quantitative-Qualitative Survey (I.13), p. 1110

RODRIGUEZ ANAIZ, Paulina
Meritocracy From The Top: Elite Students' Perspectives On The Distribution Of Higher Education Opportunities In The UK (D.06), p. 448

RODRIGUEZ EUGENIO, Nayra
Sabir: a Codesign Process To Foster Inquiry Based-Learning In The Mediterranean (B.05), p. 194

ROGERS, Chris
Children, Bodies and Algorithms: Democratic Explorations of Artificial Intelligence in Early Childhood (M.06), p. 1225

ROJAHN, Pia
Solidarity instead of Neutrality (I.07), p. 1085

ROJAS, Carlos
'Pressure From Above' and Problematisations of Pupils and Their Families As Disruptive for Equal Access to Educational Support and Driving New Educational Inequalities (D.12), p. 490
The Segregation of Multilingual Classroom Assistance in Special Education (H.15), p. 987

ROMAGNO, Giuseppe
Flowcharts As Visuo-Operational Tools For Algorithm Thinking Development (B.04), p. 189

ROMANO, Alessandra
Emotional Intelligence and Democratization Processes: the Contribution of Intersectional Research in the PoEmS Project (G.12), p. 828
Epistemic Inequality In Transformative Research With Women with Endometriosis: The Construction Of A Methodological Framework Based On Intersectionality Perspectives (G.12), p. 825

ROMANO, Fortunata
Ageing With Disabilities Between Ageism And Ableism: Towards A Special Pedagogy Of Double Vulnerability (F.01), p. 614

ROMANO, Generoso
Critical Issues and Inclusive Perspectives to Promote the Participation of People with Disabilities and Neurodiversities in Educational Contexts (A.11), p. 116

ROMANO, Livia
Women and teaching between Sicily and America. The lesson of rural teacher Josephine Delva between the 19th and 20th centuries (G.08), p. 779

ROMANO, ALESSANDRA, Alessandra
PANEL Intersectional Methodologies: Approaches, Methods and Tools for Research in Educational and Organisational Contexts (G.12), p. 823

ROMANOVSKA, Alina
Art-based Education as a Model of Social Inclusion in Latvia (H.13), p. 976

ROMANOVSKA, Alīna
Place, Art, and Community: Building Social Cohesion through the Cultural Commons (D.17), p. 532

ROMANOVSKA, ALĪNA, Alīna
PANEL Rethinking Educational Inequalities and Democratic Practices (D.17), p. 527

ROMANÒ, Sara
Meritocracy, Inclusion, and the Boundaries of Fairness in Schooling: Evidence from a Survey Experiment in Italy (F.10), p. 704

ROMITI, Sara
Building Inclusive Agency through Teacher Collaboration: Classroom and Special Education Teachers in Italian Schools (F.09), p. 683
Teacher Agency and Inclusion: Constraints and Strategies in High Complexity Schools (F.09), p. 686
Teachers' Emotions and Professional Agency in Data-Informed School Governance (F.09), p. 685

ROMITO, Marco
'I Need to Learn How to Talk': Sociolinguistic Reflections on Habitus and Doxa in First-generation University Students Narratives (G.02), p. 734

ROMITO, MARCO, Marco
PANEL Beyond Compensatory Inclusion: Disability, Neurodiversity and Spatialized Inequalities in Education (F.02), p. 615
PANEL Uncertain Futures, Structured Inequalities: Habitus, Time and Transformation in Education (G.19), p. 878

RONDONOTTI, Marco
Human-Centred AI and Collective Learning in Socio-Educational Communities: Insights from the TEACH-AI Project (B.09), p. 260
TEACH-AI: A multidimensional analysis of teachers' perceptions of Artificial Intelligence across the concepts of Affordance-in-Practice, Professional Capability, and Sentiment (C.06), p. 388

ROSA, Alessandra
Rethinking "Impact" in Teacher Professional Development: A Scoping Review Protocol and Conceptual Map (C.06), p. 386

ROSA, Alessia
Roots and Permeable Boundaries: the 0–6 Integrated System Between Community, Space, and Educational Continuity (B.13), p. 292
Land Art as a Pedagogical Language for Sustainability in Early Childhood Education: Place, Community, and Embodied Learning (L.06), p. 1158

ROSA, ALESSANDRA, Alessandra
PANEL Rethinking Teacher Professional Development Impact: Conceptual, Methodological, and Policy Issues (C.06), p. 380

ROSATI, Agnese
PANEL Agency, Citizenship and Transformative Education for Social Justice, Democracy and Sustainability (B.16), p. 319
Citizenship and Democratic Principles (B.16), p. 324
Pedagogy and Generative Teaching for Democratic Participation (B.16), p. 321
Words, Poverty, and Shared Reading: Language Between Access and Inequality (B.16), p. 325
Active Aging in Local Communities and Participation (H.01), p. 901

ROSCIANI, Elena
Women Teachers With Disabilities And Intersectional Methodologies: A Case-study In Educational Contexts (G.12), p. 832

ROSNATI, Rosa
Self-Disclosure and Classroom Climate: A Narrative Intervention in Primary School Classes Including Adopted Children (D.13), p. 499

ROSSETTI, Francesco
Experiential Financial Education. Assessing the Effectiveness of a Banca d'Italia Museum Exhibition (G.09), p. 785

ROSSETTI, Massimo
"Wood Snoezelen". From Research, To Project, To Start-up: A Multisensory Environment With Untreated Wood For Inclusive Schools As Community Hub (B.13), p. 300

ROSSI, Franca
Digitalization in Early Childhood: A Quantitative Study on Parental and Professional Mediation Strategies in the 0-6 Context (M.01), p. 1176

ROSSI, Franca Ida
School Health Education and Global Citizenship: Integrating the One-Health Approach through Place-Based and Trialogical Learning. A Case Study (B.16), p. 329

ROSSI, Luciana
Authentic Tasks in Higher Education: Towards an Interdisciplinary Model for Competency-Based Design and Assessment (I.13), p. 1113

ROSSI, Pier Giuseppe
Beyond Devolution: Encouraging Co-agency as a Political Act (I.04), p. 1062
Student's alienation. An intersectional lens (I.04), p. 1069

ROSSI, Silvia
Building Democratic Contexts: Participation, Engagement, and Transformation Through the TNE Method (F.09), p. 684

ROSSI, PIER GIUSEPPE, Pier Giuseppe
PANEL Higher Education Teaching Practices as Micro-spaces of Democracy and Resistance. What Does it Mean to be 'Political'? (I.04), p. 1060

ROSSI-DORIA, Marco
Roundtable. Beyond Early School Leaving: Educational Justice, New Forms of Citizenship and Policy Recommendations (D.00), p. 420

ROSSIGNOL-BRUNET, Mathieu
Researching an Elite Institution from Within: A Reflexive Perspective on Sciences Po Paris (A.12), p. 133

ROSU, Maria Magdalena
Empowering Teaching Communities against Health Misinformation. (M.12), p. 1271

ROTTINO, Fabio Massimo
Aspirations and University Attendance Among Immigrant Students in Italy: A Longitudinal Perspective (H.19), p. 1010

ROVA, Silvia
Developing Climate Change Awareness Within the Context of Global Citizenship Education. The Venice Lagoon as a Laboratory: a Case Study (L.02), p. 1130

ROVERSELLI, Carla
Elsa Conci: the Work of a Woman in Politics for the Emancipation of Women (G.18), p. 870

ROYCHOUDHURY, Sudeshna
Understanding Transformative Education through Invisible Pedagogical Mindsets in Indian Classrooms (B.07), p. 230

ROYER, Olivier
Political Capabilities and Environmental Justice Among Socially and Economically Marginalised Youth in Québec (E.02), p. 545

RUBAT DU MÉRAC, Emiliane
Integrating The Capability Approach Into Quality Evaluation Paradigms: From Self And Teacher Evaluation To Quality Signals In The Italian IeFP (H.09), p. 953

RUBINI, Ludovica
Learning to Live with Robots: Social Robotics and Response-ability in Dementia Care Practices (L.07), p. 1163

RUBINI, LUDOVICA, Ludovica
PANEL Rethinking Care and Learning Within the Posthuman Turn (L.07), p. 1160

RUBINO, Francesco
Student Surveys and School Evaluation for Improvement: a Provincial Analysis and a Case Study from Trentino (A.11), p. 124

RUFFINO, Roberto
Citizenship Education and International Pupil Mobility: Theoretical Links (E.00), p. 537

RUGGERI, Dimitri
AI As Policy Instrument: Technocracy, Data, And Democratic Legitimacy In Public Administration (A.13), p. 138
Poetry Therapy As Convivial Pedagogy In The Age Of AI: Autonomy, Bias Awareness, And Democratic Plurality (M.18), p. 1301

RUGGIERI, Dario
When Play Becomes an Act of Resistance: Informal Education and Democratic Agency in Aida Camp (A.05), p. 79

RUIBAL SILVA, Águeda
Educational Practices and Policies to promote Inclusion in schools of children living outside their birth families (Adoption - Foster Care) (D.13), p. 498

RUSIGNUOLO, Silvia
When DIMMI MET REVERS-ED: Successful Educational Actions, Family Engagement, and the Co-Construction of Educating Communities (D.09), p. 473

RUSSO, Corrado
From Platform Extractivism to More-than-Human Co-Governance: Ecosystemic Third Mission, Teacher Agency and Territorial Cohesion in Southern Salento (Italy) (L.05), p. 1142

RUSSO, Francesca
Digitalization in Early Childhood: A Quantitative Study on Parental and Professional Mediation Strategies in the 0-6 Context (M.01), p. 1176

RUSSO, Giovanna
Paralympic Sport and Inclusive Governance: Practices and Perspectives of Local Actors in Italian Pilot Study (E.12), p. 597

RUSSO, Maria Beatrice
'Ex Silens' ad 'sensorium'. Donnarumma and the Democratic Negotiation of Perception: Towards Art as an Epistemological and Pedagogical Environment (M.08), p. 1243

RUSSO, Noemi
The Role of Teachers in Financial Education in Italian Schools. (G.09), p. 788
Mapping Of Centers For Professional Development Of Teachers And Educational Innovation In Italian Universities (I.06), p. 1079

RUSSO, MARIA BEATRICE, Maria Beatrice
PANEL Media, Arts and Digital Democracy: Negotiating New Cultural Ecologies (M.08), p. 1240

RUSSO, NOEMI, Noemi
PANEL New Social, Professional and Educational contexts: Rethinking the Italian University System (I.06), p. 1077

RÖNNBERG, Linda
Investing in School Health Services: Illusio and Market Commitment in the Neoliberal Welfare State (G.19), p. 882

S

SACCHELLA, Alessandro
Service Learning and Teacher Training: Analysis of a Blended Learning Experience (B.10), p. 268

SACCHETTI, Silvia
Broadeining Access To Basic Music Education: The Trentino Experience (E.08), p. 571

SACCÀ, Flaminia
Naming Femicide, Reproducing Bias: Media Representations of Ilaria Sula's Case and Their Democratic Implications (G.11), p. 818

SACCÀ, FLAMINIA, Flaminia
PANEL Learning For Democracy: Recognising and Deconstructing Sexist Stereotypes for a More Equal Society (G.14), p. 846

SACERDOTE, Lisa
Having No Voice, Being Non-Citizens: The Political Dimension Of Community Service Learning Between Intersectionality And Social Innovation (I.04), p. 1061

SAGHBINI, Jean-Pierre
Sabir: a Codesign Process To Foster Inquiry Based-Learning In The Mediterranean (B.05), p. 194

SAILIS, Giulia
Links between Positivity and Students' Perceptions of Peer Climate at School: A Daily Diary Study in Early Adolescents (B.01), p. 159

SAINI, Shilpi
Structured Hybridity And The Democratic Struggle Over Educational Purpose (G.02), p. 731

SALERNI, Anna
Narrating Neurodiversity. A Phenomenological Inquiry into the Lived Experiences of Pre-service Educators (F.07), p. 667

SALERNI, ANNA, Anna
PANEL Neurodiversity, Education, and Social Justice (F.07), p. 658

SALERNO, Vincenzo
Systematic Barriers to Unaccompanied Minors' Educational Rights: A Bottom-Up Case Study from Friuli Venezia Giulia (Italy) (H.15), p. 990

SALIER, Silvia
Missed Opportunities And Barriers To Participation In Incentivised Saving Programmes Among Middle-to-low-income Families In Italy (D.03), p. 423

SALINARO, Marta
Reconfiguring Political Participation: Youth Activism as Decolonial Pedagogy through the Lens of Doing Society (E.02), p. 548
Problematising Education for Sustainable Development: Critical and Decolonial Approaches to Rethink Teacher Professionalism (L.02), p. 1131

SALMI, Sara
Performing Transensus: Navigating Neoliberal Constraints and Decolonial Horizons in the INTRACOMP Project (G.05), p. 748

SALVATI, Armida
Service Learning between public and civic engagement: the case study of University of Bari Aldo Moro (B.14), p. 312

SALVATORE, Ioverno
The Daily Emotional Impact of Online Hate Speech in Adolescence: The Role of Migrant Background (B.01), p. 155

SALVATORI, Tommaso
Roma Design Experience: A Systemic Challenge-Based Learning Model for Active Citizenship and Social Innovation in Design Education (B.02), p. 172

SAMALUK, Barbara
'We Are Here': How Migrants Defy the Logic of Invisibility and Become Agents of Change (H.07), p. 946

SAMMARRO, Maria
Rules that Liberate: Play as a Transformative Experience in Prison (H.21), p. 1028

SAMOYLOV, Dmitry
Play for Older Adults with Disabilities, through the Lens of Local Actors and the Scientific Community: An Exploratory Study (F.01), p. 612

SANDRELLI, Stefano
Sabir: a Codesign Process To Foster Inquiry Based-Learning In The Mediterranean (B.05), p. 194

SANDRI, Patrizia
Communicative Accessibility And Social Justice: Co-evolution and Neurodiversity in Primary School (F.07), p. 669

SANGALETTI, Maria
Mapping Changes: The Theatre of the Oppressed as a Transformative and Emergent Practice in a Nonviolent Training Pathway. (A.08), p. 98

SANKALAITĖ, SIMONA, Simona
PANEL Reversing Educational Inequalities: Successful Interventions for Democratic Learning (D.09), p. 469

SANSONE, Nadia
Governing AI Interaction: Metacognitive Profiles, Self-Assessment, and Peer Feedback in a rAIse-Structured E-tivity (M.03), p. 1201
Metacognitive AI Literacy Across Contexts: Empirical Evidence from the rAIse Framework (M.03), p. 1198

SANSONE, NADIA, Nadia
PANEL Critical Dialogue with AI in Schools: Metacognition, Agency, and Democratic Learning (M.03), p. 1189

SANSÒ, STEFANIA, Stefania
PANEL Adult Education and Lifelong Learning: Toward a Culture of Inclusion (H.01), p. 895

SANTAGATI, Mariagrazia
Racialized Teachers and Educators in Italy: Barriers, Experiences, and Implications for Inclusive Education (C.02), p. 355
Teaching Mathematics in Primary School: Teachers' Profiles, Attitudes, and Early Educational Inequalities (C.07), p. 407
Participatory Action Research in a Multicultural After-School Centre: the case of the DREAM project (H.07), p. 949

SANTAGATI, MARIAGRAZIA, Mariagrazia
PANEL Ethno-racial Diversity and Other Biographical Traits in Educational Professions: Possible Challenges for Democratic Education (C.02), p. 352

SANTAMBROGIO, Ale Blue
Speaking between Accountability and Protection: Ethical and Methodological Challenges in Participatory Research with LGBTIQ Adolescents (G.03), p. 739
Intersections of Invisibility: A Quantitative Analysis of the Trans* BPOC Community's School Experiences in Europe (G.06), p. 768

SANTAMBROGIO, ALE BLUE, Ale Blue
PANEL Can the Children Speak? Ethical Conundrums in Fostering Young People's Participation in Research and Education (G.03), p. 735

SANTANA-ARMAS, Francisco
When Expectations Fade: Social Inequalities in Family University Expectations across Compulsory Schooling (D.12), p. 495

SANTILLI, Ilaria
Representations And Pedagogical Choices In School Contexts: a Reflection Based on Picture Books. (G.13), p. 841
Margins, Vulnerability, and Transformation: Philoctetes and bell hooks as a Pedagogical Laboratory for Positive Peace (L.01), p. 1119

SANTILLI, Tommaso
International Cooperation For Inclusion And Empowerment: A Participatory Research Framework For Inclusive Education In Emergency (A.05), p. 81

SANTINI, Sara
Promoting Social Inclusion of Migrants and Refugees and High-quality Care of Older Adults through an Original Eldercare Training implemented in Four European Countries (H.06), p. 939

SANTINI, Silvano Junior
Human-in-the-Loop AI-Generated Flashcards: A Convivial Framework for Ethical Integration and Professional Autonomy in Emergency Medicine (M.02), p. 1186

SANTONETTI, Luca
The "Teate Solidale" Project: An Inclusive School Model Against Educational Poverty In Chieti – A Case Study (D.04), p. 432
Educational poverty in Abruzzo and Implemented counter-practices (D.16), p. 523

SANTOS-PASTOR, María Luisa
Beyond Enthusiasm: Structural Barriers and Critical Tensions in SL in HE (B.14), p. 309

SANZ DE LA ROSA, Andrea
Building a European Consortium for Intercultural Prison Education: The SPARK Erasmus+ Project (B.02), p. 167
Decolonising healthcare communication: Intercultural training for providers in the Intercomsalud Project (G.05), p. 753

SARA (1, 2) Ricciardi
PANEL Scientific Citizenship at the Boundaries: Re-Enacting Science Practices for Democratic Futures (L.08), p. 1167

SARACCO, Alberto
Logic-Constrained Prompt Learning for Euclidean Geometry Education (M.02), p. 1187

SARACENI, Elisa
From Teacher Mediation To Student Agency: The PAIDEIA Model For Critical Integration Of AI (M.03), p. 1192

SARRACINO, Fernando
Deconstructing the Algorithmic Paradox: Co-writing and Critical AI Literacy in Early Primary Education (E.04), p. 555
Designing as a Framework for Educating for Choice (E.04), p. 553
Inclusive Citizenship and the Ecology of Relationship: Educating for Otherness through the Cinematic Medium (E.04), p. 558
Our "Daily" Bread: Educating for Critical Thinking between Information Fragments and AI (I.04), p. 1065

SARTOR, Filippo
Universities as Agents of Social Innovation through Public Engagement Projects (I.08), p. 1093

SARWER, Amna
Uncertain Times, Uncertain Places: Exploring Policies And Place In Post 16 Transitioning (H.03), p. 928

SASSI, Iride
Bridging Formal and Non-Formal Learning as Educational Commons: The Integration of the Delivery Museum and Scuola Diffusa in Reggio Emilia (E.09), p. 575

SASSO, Clementina
Addressing the gender issue in STEM Education (G.01), p. 722

SAVASTIO, Pietro
Why Abnormal? Contemporary Relevance Of The French institutionalist Movement Against Asylum Custody (F.04), p. 633

SBREGLIA, Nadia
From Training To Transformation: the Ispra Experience For Organizational Culture Change Through A Gender Lens (I.09), p. 1097

SCALA, Giovanna
Critical Issues and Inclusive Perspectives to Promote the Participation of People with Disabilities and Neurodiversities in Educational Contexts (A.11), p. 116
Gamification Inclusive Teaching Methods And Participatory Democracy (A.11), p. 118

SCALCIONE, Vincenzo Nunzio
Democratic Citizenship and Cultural Heritage Education: Social Impact Assessment for the AI Era (M.04), p. 1211

SCANDONE, Berenice
Inequalities in Educational Pathways: The Role of Lower Secondary School Composition in Upper Secondary School Choice (D.10), p. 475
The Influence Of Secondary Schools On Academic Performance And Educational Outcomes: A Systematic Literature Review (D.10), p. 481

SCANDONE, BERENICE, Berenice
PANEL Migrant-background Youth in Education: the Role of Policy and Practice in (Re)producing and Challenging Inequalities (H.15), p. 986
PANEL Youth, Transitions and Educational Inequalities: Pathways, Identities and Practices (H.22), p. 1031

SCANDRETT, Eurig
Learning Palestine Solidarity: The Jewish National Fund as pedagogical case study (A.05), p. 82

SCANFERLA, Beatrice
Articulating Narrative Problems in AAC: Logical–Mathematical Representation in Word Problems and Story Problems through Symbols and Spatial Relations (B.04), p. 191

SCANFERLA, BEATRICE, Beatrice
PANEL Democratic Access to Scientific Knowledge through Graphic Reasoning and Visuo-Quantitative Literacy (B.04), p. 185

SCANNAVINI, Katia
Roundtable. Beyond Early School Leaving: Educational Justice, New Forms of Citizenship and Policy Recommendations (D.00), p. 420

SCARCELLI, COSIMO MARCO, Cosimo Marco
PANEL Gender and Sexuality Education as Democratic Practice: Bodies, Relations, and Intimate Citizenship (G.10), p. 793

SCARDIGNO, Anna Fausta
Spectatorship, Bodies And Digital Hate: Observing Online Hate Speech And Its Implications For Media Education (M.07), p. 1229

SCARDIGNO, Anna Fuasta
Between Devaluation And Self-Determination: Migrant And Refugee Women Confronting The Recognition Of University Degrees In Italy And Greece (B.20), p. 338

SCARDIGNO, ANNA FAUSTA, Anna Fausta
PANEL Nurturing Inclusivity: Care Practices and the Transformation of Higher Education (F.08), p. 674

SCARDIGNO, ANNAFAUSTA, AnnaFausta
PANEL Can Universities Help to Solve the Crisis in Democracy? (I.01), p. 1040

SCARPINI, Mariangela
"Rise! – Voices and Bodies of Democracy": when a Performance Becomes a Pretext for Discussion at School (B.06), p. 226
Counteracting the Normalization of Dissident Identities: Pedagogical Reflections Emerging From Neuroqueerness (F.02), p. 617

SCARPOCCHI, Cristina
Transcalarity and AI: The Techno-Aesthetic Experience as a Socio-Educational Practice for Sustainability Education (M.17), p. 1297

SCAVARDA, ALICE, Alice
PANEL Toward an Embodied Crip Pedagogy: Activism, Interdependence, and Democratic Transformation in Educational Spaces (F.11), p. 706

SCHEPISI, Michael
Enhancing Organization Well-Being Through Intergenerational Learning: Insights From The Agemil Project (H.02), p. 909
Intergenerational Learning Between Strategic Recognition And Resource Allocation Constraints: evidence from the Agemil project (H.21), p. 1027

SCHIAFFONATI, Viola
The Embedding Model: Integrating Meta-technoscientific Competences in STEM Education (I.09), p. 1094

SCHIAVO, Fabrizio
Algorithmic Citizenship in Ageing: Artificial Intelligence, Cognitive Delegation and the Democratic Rights of Older Persons with Disabilities (F.01), p. 608

SCHIAVONE, Alessio
Teacher Professional Development For The Use Of Evidence-Informed Teaching Strategies: A Quasi-Experimental Study In Primary School (A.06), p. 88
Quality in Family Childcare Services. An Empirical Study (A.14), p. 145

SCHIR, Francesca
Democracy in the Early Years of Life: The Contribution of Social Work to Building Educating Communities within the Integrated 0–6 System (B.03), p. 179

SCHNEPPER, Anna
Changing Schools from within: Levers for Transformation Based on a Case Study from Germany (B.12), p. 289
Visualizing the Unthinkable: The Depiction of the Holocaust in Comics (G.16), p. 859

SCHUBERTH, Florian
Post-Occupancy Evaluation for Learning Environments (POELE): A formative assessment tool (D.11), p. 486

SCHUBIGER, Patricia
Constructing Heritage Language Education through Policy: A Comparative Macro-Level Analysis across South Tyrol and the cantons of Bern and Lucerne (H.15), p. 991

SCHUSTER, Kai
Post-Occupancy Evaluation for Learning Environments (POELE): A formative assessment tool (D.11), p. 486

SCHWADERER, Carla
Beyond Eurocentric School Design: Climate, Architecture, and Learning from East Africa (G.18), p. 865

SCHWERMANN, Anna
Achievement and Achievement Differences in Primary Education: Inequality-critical Reflections on a Discourse Analysis of Educational Policy (F.10), p. 701

SCIPIONE, Lucia
Fostering Learning to Learn in Preschool and Primary Education: An Investigation of Teachers' Conceptions, Practices, and Professional Needs (A.06), p. 90
Teacher Self-Efficacy and Affective Dimensions to Support the Professional Development of Inclusive Teachers: An Exploratory Study (F.09), p. 682

SCORSINO, Andrea
Resisting Gentrification and Privatization of Public Green Spaces Through Participative Democratic Practice: The Case of Ex Mercati Generali in Rome (M.05), p. 1221

SCRIVO, Eleonora
Monitoring School Guidance to Tackle Social Inequalities: Evidence from Italian Schools (H.22), p. 1033

SCRIVO, ELEONORA, Eleonora
PANEL Lifelong Guidance Against Social Inequalities: Toward Integrated Policies (H.14), p. 980

SCROCCARO, Alessandra
Challenge-Based Learning as a Catalyst for Social Innovation and Agency (B.02), p. 171
Implementing Challenge-Based Learning: Transdisciplinary Tools for EU Socio-Political Transitions (I.05), p. 1076

SCUCCIMARRA, Riccardo
The Role of Innovation Studies in the Knowledge Society: Shared Responsibility, Inclusive Citizenship, and Community Empowerment (H.01), p. 896

SEBASTANI, Riccardo
Teachers' Self-Efficacy and Emotional Intelligence: Exploring the Implementation of Self-Regulated Learning Strategies in Inclusive Classrooms (B.11), p. 273

SEBASTIANI, Riccardo
The Excessive Object Of Ageing With Disability: Crisis Of Pedagogical Models Of Development And Reframing Of The Life Project (F.01), p. 606

SEBASTIANO, Ludovica
Children as Social Actors in Heritage Education Practices: Co-construction of Knowledge in Real-World Labs (E.09), p. 583

SECHI, Arianna
Ecofeminist Youth Fiction as an Educational Tool for Social and Environmental Change (G.08), p. 780

SEEDAT-KHAN, Mariam
Violence, trauma and Black African women's navigation of Higher Education (D.04), p. 438

SEGOUAT, Jeremie
The Educational and Societal Value of Diversity Based on LSF (F.03), p. 626

SEITZ, Simone
School Cultures And Teachers' Professionalization: Research-Based Reflections On Complex Relations (C.06), p. 381
Children as Social Actors in Heritage Education Practices: Co-construction of Knowledge in Real-World Labs (E.09), p. 583
Achievement and Achievement Differences in Primary Education: Inequality-critical Reflections on a Discourse Analysis of Educational Policy (F.10), p. 701

SELLERI, Federica
Creative Coding for Inclusive Making: Building Transformative Learning Communities Through Digital Fabrication, Mathematical Thinking, and Sustainable Design (B.09), p. 261
Co-designing STEAM Activities: A Participatory Framework for Teachers' Professional Development Through Action Research and Maker Culture (C.04), p. 370

SELLERI, Marta
Queer Pedagogy and Children's Literature: Intersectional and Decolonial Readings (G.06), p. 766

SELMI, Giulia
Drawing the Right to the City Comics and Creative Methods at the Intersection of Teaching and Research on Gender, Sexism and Urban Safety. (G.16), p. 857

SELMI, Sara
Alliances and Boundaries: Networking Between School, Family and Healthcare Team in Hospital Schooling and Home Education (C.01), p. 350

SELMI, GIULIA, Giulia
PANEL Gender and Sexuality Education as Democratic Practice: Bodies, Relations, and Intimate Citizenship (G.10), p. 793

SELVA, Donatella
University Presses at the Crossroads: Open Access, Neoliberal Governance and the Future of Academic Freedom (I.12), p. 1109

SEMKEN, Fynn Thjorben
Caring For Responsible Academic Practice In Times Of Generative AI (L.07), p. 1162

SERINI, MIRIAM, Miriam
PANEL Beyond Compensatory Inclusion: Disability, Neurodiversity and Spatialized Inequalities in Education (F.02), p. 615

SERRAINO, Riccardo
School Health Education and Global Citizenship: Integrating the One-Health Approach through Place-Based and Trialogical Learning. A Case Study (B.16), p. 329

SERRELLI, Emanuele
A Change Laboratory Experience with Practitioners Working with Severely Marginalized Populations in Varese (E.13), p. 601
Collaborative Learning Experiences for Building an Urban Social Context for Adolescents (H.02), p. 912

SERVETA, Souzana Maria
Linguistic Discrimination and Intersectional Inequality in Education (G.12), p. 833

SETTE, Stefania
Links between Positivity and Students' Perceptions of Peer Climate at School: A Daily Diary Study in Early Adolescents (B.01), p. 159

SETTI, Marianna
The Role Of Music In The Education Of Children And Young People: Towards The Promotion Of A Conscious Culture And Citizenship (E.08), p. 569

SGOBBA, Enrica
Between Devaluation And Self-Determination: Migrant And Refugee Women Confronting The Recognition Of University Degrees In Italy And Greece (B.20), p. 338
Spectatorship, Bodies And Digital Hate: Observing Online Hate Speech And Its Implications For Media Education (M.07), p. 1229

SHEHADEH ERSHEAD, Maysoun
Caring Literacy as Institutional Practice: Empathetic Inquiry, Reflective Authority, and De-Escalation in Arab School Leadership (G.04), p. 741

SHEL, Tammy
PANEL Caring Literacy Education: Transforming Hatred and Violence in Divided Societies (G.04), p. 741

SHEL (ABOODY), Tammy
Caring Literacy in Education - Toward an Emancipatory Rhetoric Beyond Fear and Violent Patriarchal Domination (G.04), p. 742

SIBILIO, Raffaele
Territorial Networks for Lifelong Learning: Organizational Dynamics and Governance Challenges in the Campania Region (H.01), p. 903
Platformisation and Datafication in Hybrid Schooling: Rethinking Governance, Inequality and Democratic Agency (M.14), p. 1285

SICLARI, Paolo
Identity in Contemporary Adolescents: The Impact of Social and Digital Change (H.20), p. 1025
Artificial Intelligence as Political Infrastructure: Democratic Education and Algorithmic Awareness Among Secondary School Teachers Between Calabria and Sicily (M.17), p. 1298

SIFANNO, Luigi
Access to Healthcare Services and Democratic Inclusion of the Deaf Community (F.03), p. 623

SIGILLO, Bruna
School as a Common Good: A Porous Plant Nursery linking Archaeology, Nature and Collaborative Art in Taranto (L.06), p. 1157

SIGNORELLI, Alessia
Intentionality as Praxis: Resisting Epistemic Injustice in Democratic Education (I.04), p. 1068

SIGNORINI, Virginia
Stored in the Body: Embodiment, Power and Transformative Learning in Adult Education (B.07), p. 231

SIINO, Marianna
The Educative Community and Educational Commons: a Processual Analysis of Change in a Context of Urban Vulnerability (E.09), p. 580

SILVA, LILIANA, Liliana
PANEL Citizenship, Social Justice and Playful Learning for Economic Awareness and Social Change (A.09), p. 104

SIMONE, Maria Grazia
Teacher Motivation and Participation in Inclusive Learning Environments: A Survey of Specialist Support Teachers (B.11), p. 275

SIMONELLA, Zenia
Understanding Students with Migrant Backgrounds: Educational Pathways, Institutional Barriers, and Governance Proposals for a More Inclusive University (H.19), p. 1012

SIMONELLA, ZENIA, Zenia
PANEL Is There a Role for Arts-based Education in Tackling Educational Poverty and Social Exclusion? (H.13), p. 974

SIONI, Anna
Beyond Civic Content: Serious Games As Emotionally Mediated Environments For Democratic Learning (M.09), p. 1251

SISTI, Laura
Graphic Neutralization As A Tool For Democratic Access To STEM Knowledge: Empirical Evidence And Implications For Early Childhood Materials (B.04), p. 187

SITÀ, Chiara
Reconceptualizing Social Intervention with Children and Families from Individual and Reactive to Systemic and Participatory. A Change Lab (E.13), p. 602
Speaking between Accountability and Protection: Ethical and Methodological Challenges in Participatory Research with LGBTIQ Adolescents (G.03), p. 739

SKULTE, Ilva
Place, Art, and Community: Building Social Cohesion through the Cultural Commons (D.17), p. 532

SKULTE, ILVA, Ilva
PANEL Rethinking Educational Inequalities and Democratic Practices (D.17), p. 527

SMOLANDER, Nina
Strengthening Professional Identity and Well Being in Professional Teacher Education: Insights from Finland (C.03), p. 361

SOBIERAJ, Areta
Countering Stereotypes and Educational Segregation in Schools: The Gender Equality Charter Mark (G.14), p. 852

SOKOLOVÁ, Štefánia
Teachers as Border Guards? Narrative Framing of Ukrainian Refugees in Czech Schools (F.12), p. 715

SOKOLOVÁ, ŠTEFÁNIA, Štefánia
PANEL Inclusion Beyond Crisis: Navigating Diversity, Inequality, and Social Justice in the Schooling of Ukrainian Refugee Students in the Czech Republic (F.12), p. 713

SOLDI, Michela
When DIMMI MET REVERS-ED: Successful Educational Actions, Family Engagement, and the Co-Construction of Educating Communities (D.09), p. 473

SOLIMAN, Mahmoud
Reframing Education Systems in Settler Colonial Contexts: Lessons from Area C, West Bank (A.05), p. 75

SOLIMENE, Marco
“What Do We Do With Them?” Discovering The Roma In Icelandic Elementary Schools (D.07), p. 454

SOLINAS, Maria Giuliana
COTS Board Games and AI as Emotional and Cognitive Ecosystems for Democratic Citizenship: A Teacher's Professional Development Program (M.09), p. 1246
Self-Regulation, Motivational Design and Wellbeing: From Psychological Regulation to Game-Based Contexts for Human Flourishing (M.19), p. 1307

SOLINAS, MARIA GIULIANA, Maria Giuliana
PANEL Navigating Complexity: Game Design, Emotions, and AI for Democratic Citizenship Education (M.09), p. 1246

SOMMARUGA, Francesca
Teachers with Disabilities between Discrimination and Counter-Narrative: Activism Practices and the Redefinition of Professional Identity (C.02), p. 354
Participatory Action Research in a Multicultural After-School Centre: the case of the DREAM project (H.07), p. 949

SONOWAL, Rupa Rani
Economic Insecurity and Educational Decision-making: The Study of Educational Participation among the Tribal Communities of Karnataka, India (D.03), p. 425

SONZOGNI, Barbara
Co-designing Service Learning Ecosystems: Institutional Reflexivity and Student Empowerment through University–Community Collaboration (B.14), p. 308
Gender Education and Intimate Citizenship: Youth Representations of Democracy in Educational Settings (G.10), p. 798

SOPRANI, Marcello
Social Recognition, Professional Development, Career and Evaluation of Teachers, The Views of Lombard Teachers and Experts (C.07), p. 391

SORBA, Elena
Performing Data Citizenship: Theatre-Based Pedagogies for Critical Data Literacy in Democratic Education (B.08), p. 243

SORCE, Lucia
Changing School to Change City (B.16), p. 323

SORIA, Claudia
Linguistic Discrimination and Intersectional Inequality in Education (G.12), p. 833

SORIANI, Alessandro
Co-designing Inclusion: A Participatory Model for Evaluation and Empowerment in El Salvador, Palestine, and Cameroon (A.05), p. 74
When Violence Goes Viral: Upper Secondary Teachers and the Democratic Work of Controversy (M.10), p. 1254

SORIANI, ALESSANDRO, Alessandro
PANEL Navigating the Controversial. Media Practices and Educational Challenges in the Digital Age (M.10), p. 1254

SORONDO, Juana
New Right Narratives on Teachers' Role in Education in Argentina: Symbolic Convergences, Negotiations and Tensions in Secondary Education Policies (A.03), p. 69

SORTINO, Angela Daniela
Art as a Generative Encounter: Educational Practices in Early Childhood and Infant Education and Media Education (M.01), p. 1175
Digital Citizenship at School: A Digital Civic Education Curriculum for Upper Secondary Education (M.07), p. 1235

SORTINO, DANIELA ANGELA, Daniela Angela
PANEL Learning for Democracy: Media Education and Civic Agency in Times of Disinformation (M.07), p. 1228

SOTTOCORNO, Maddalena
Invisible Barriers And Gender Segregation. Voices In Dialogue From A Study On Promoting Female Participation In STEM Fields (G.01), p. 723

SOVETOVA, Anar
Convergent Tasks As A Means Of Integrating Biological, Mathematical And Digital Knowledge: A Systematic Approach And Monitoring Of Achievements (B.02), p. 162

SOZIO, Alessia
Virtual Museums as Pedagogical Infrastructures for Inclusion and Democratic Participation in Later Life (F.01), p. 607

SPADA, Eleonora
An Innovative and Holistic Approach in The Magic of Knowledge – The Night of the Little Explorers: Embodied Cognition, Dynamic Learning, and the School as an Experiential Archipelago (B.05), p. 207

SPADAFORA, GIUSEPPE, Giuseppe
PANEL Democracy Education and A.I. in the Geopolitical Disorder. A Proposal for a New Democratic Citizenship (M.04), p. 1206

SPAGNOLO, Erica
Female Teachers in Fascist Italy: Women's Work, Agency and Emancipation in an Authoritarian Context (G.18), p. 867

SPAGNOLO, ERICA, Erica
PANEL Women's Work and Emancipatory Pathways (G.18), p. 865

SPALLONE, Fiorella
The Role of Innovation Studies in the Knowledge Society: Shared Responsibility, Inclusive Citizenship, and Community Empowerment (H.01), p. 896

SPAMPINATO, Marco
Measuring Parental Play Attitudes in Early Childhood: What an Imperfect Quasi-Experimental Design Can Still Tell Us (A.14), p. 148

SPANO', Emanuela
Teachers' Professional Wellbeing in Italy: A Critical Literature Review and Policy Proposals (C.03), p. 359

SPARIOSU, Ana Maria
Learning Democracy on the Move: Itinerant Education and Mobile Community Life at LiberSchool (G.17), p. 863

SPEROLINI, Lucrezia
The Prison Classroom as Contested Space: Negotiating Institution, Education and Identity in Higher Education in Prison (H.17), p. 999

SPERONI, Alberto
Educating for Peace in Times of War: Transformative Education in the Movimento di Cooperazione Educativa and Its Journal (L.01), p. 1125

SPICOLA, Carmela
Female Educational Expansion Without Convergence in STEM: Persistent Gender Segregation in Italian Higher Education (G.01), p. 724

SPIGOLA, Claudia
Technical and Vocational Education and Training Quality: Empirical Evidence from IFTS Programmes (H.22), p. 1032

SPINA, Claudia
“Giving Voice” to Aging: Narrative as a Pedagogical Practice of Democratic Citizenship (F.01), p. 609

SPINELLO, Andrea Orazio
Toward Positive Peace through Open Science: Transformative Education in Research Infrastructures - the FOSSR case (L.01), p. 1122

SPOSETTI, Patrizia
Didactics of Discussion and Professional Development of Teachers. A Research-training Path in Primary School (B.06), p. 217

STANZIONE, Irene
The Impact of the EbISS Program for Learning to Study in a Lifelong Learning Perspective (F.06), p. 648
Problematizing School-to-Work Programs through Student Voice (H.00), p. 894
Rethinking University Starting From Professional Contexts: Pedagogical Supervision As An Indicator Of A Training Mismatch (I.06), p. 1077

STARA, Flavia
Democratic connectivism through dialogues in Collaborative Online International Learning (COIL): An empirical case study at Italian and US Universities (B.06), p. 222

STASULANE, Anita
Art-based Education as a Model of Social Inclusion in Latvia (H.13), p. 976

STEFANOVIC, Jelena
The Paradox of Institutionalized Care: Habitus, Reflexivity and the Limits of Transformation (G.02), p. 732
The Tension Between Integration and Everyday School Practices: The (Re)Production of Inequality in Italian Lower Secondary Education (H.15), p. 992

STILLO, Lisa
Beyond Academic Hegemony: Undercommons, Popular Education, and Decoloniality (G.05), p. 757

STILLO, LISA, Lisa
PANEL Educational Professionals, Teacher Education and Organisational Well-Being (B.18), p. 330
PANEL Intercultural Knowledges and Practices for Democratic Education (H.12), p. 963

STOLFI, Melissa
Medical Communication and Social Media: the Role of Experts as “Science Influencers” (M.12), p. 1270

STOLFI, MELISSA, Melissa
PANEL Science Communication and Scientific Information: actors, practices, and strategies in the Digital Era (M.12), p. 1267

STORAI, Francesca
The 4+2 Education Pathway as a Multilevel Governance Framework: A Design-Based Analysis of a Cascade Professional Support Initiative (A.11), p. 121
INDIRE-Training Courses for the Specialisation of Support Teachers: Participants’ Final Feedback (F.06), p. 647

STORAI, FRANCESCA, Francesca
PANEL Learning Together, Participating Fully: Inclusion and Difference as Educational Resources (F.06), p. 642

STORTONE, Stefano
School Participatory Budgeting: Rethinking Democratic Governance (B.12), p. 288

STOUMPOU, Stavroula
Learning Together in Public School: Conviviality and the Pedagogy of the Commons (E.09), p. 578
Fostering the Ecological Self Through a Place-based Council of All Beings in Environmental Education (L.02), p. 1126

STRANIERO, Alessandra
Ableism, Ur-Fascism, Media-Social Control and Pseudo-Inclusive Practices. First outcomes of an Exploratory Survey (F.04), p. 637

STRANIERO, Alessandra Maria
Deconstructing Ableism in Teacher Education: Reflexivity, Habitus, and Representations of Disability (F.10), p. 697

STRANIERO, ALESSANDRA MARIA, Alessandra Maria
PANEL In Praise of the Margin. The Representation of “Other Bodies” Between Disabling Devices and Practices of Self-Determination (F.04), p. 633

STRIANO, MAURA, Maura
PANEL Childhood and Democracy in the Digital Age: Building the Foundations of Active Citizenship (B.03), p. 174

STRINGER, Cristina
PANEL Learning to Learn for Democracy, Empowerment and Equity (A.06), p. 86

STRINGHER, Cristina
Quality of Ecec Settings, Services and Systems: Theory and Measurement Challenges in Italy. (A.14), p. 146
Wellbeing in Schools: Lessons from the Italian National Evaluation System. (A.14), p. 150

STRINGHER, CRISTINA, Cristina
PANEL School Evaluation For Improvement, Equity, Inclusion And Well being (A.11), p. 116
PANEL Citizenship, social justice and quality in education since early childhood (A.14), p. 145

STROLLO, Maria Rosaria
Protecting Children from the Risks of Algorithmic Bias and Amplified Discrimination of AI Through Educational Strategies and Debiasing Techniques (B.03), p. 181

STRONGOLI, Raffaella Carmen
Research-Training Professional Trajectories: Self-Assessment and Metaphors as Reflective and Transformative Devices (C.06), p. 383
Immanent Relationality and Ecodidactics: A Heuristic Research on Material Latencies and Subjective Assemblages in the Short Story "The Veldt" (L.03), p. 1136

STROUHAL, Martin
Does Democracy Require Humanistic Education? (B.05), p. 201

STROZZA, Salvatore
Aspirations and University Attendance Among Immigrant Students in Italy: A Longitudinal Perspective (H.19), p. 1010
Educational Aspirations and Family Formation Desires among Native and Migrant-background Adolescents Living in Italy (H.20), p. 1021

STROZZI, Alessia
Participatory Conservation as a Deep Living Democracy Experience: Appling Strategic Foresight to the Conservation of Dissonant Heritage (H.04), p. 935

STUPAK, Oksana
Echoes of Home : How Czech Parental Attitudes Towards Ukrainians in Czech Society Shape Peer Relations Between Czech and Ukrainian Students (F.12), p. 717
Navigating the Gap: Sociological Perspectives on the Inclusion of Refugee Students in Czech Schools (F.12), p. 714
“Finding My Place at School”: Pupil Perspectives on the Inclusion of Ukrainian Students in Czech Classrooms (F.12), p. 713

SULIS, Isabella
Measuring School-Related Economic Difficulties: Development and Validation of a Parent-Reported Scale in Italy (D.03), p. 424
Measuring School-Related Gender Bias: Insights from a New Ad Hoc Italian Survey (G.01), p. 725

SULTANOVA, Mariana
A Comparative Longitudinal Study of Inequalities in Bulgaria: Evidence from Selected Cohorts and Successful School Activities Demonstrating Stable and Improving Outcomes (D.09), p. 469

SULTANOVA, MARIANA, Mariana
PANEL Reversing Educational Inequalities: Successful Interventions for Democratic Learning (D.09), p. 469

SURIAN, Alessio
Mediations and Epistemic Agency in Higher Education at the Amazonian Triple Border (H.12), p. 966

SURIANO, Vittoria
Pedagogy Of Nonviolence Between Theory And Practice: The Significance Of "Energia Per i Diritti Umani" (A.08), p. 101

SUSCA, Emanuela
Educational Poverty, Symbolic Violence, and Democratic Fragility: A Gramsci–Bourdieu Perspective (D.04), p. 431

SUSCA, EMANUELA, Emanuela
PANEL Educational Poverty, Symbolic Violence and Democratic Fragility (D.04), p. 430

SVOBODOVÁ, Hana
Teaching Forced Migrants in Czechia: Challenges of Diversity and Necessary Support Systems (F.12), p. 718

SVORAI, Moran
Democracy and the Freedom of Expression of Teachers: The Case of Israel (G.04), p. 743

SWÄRD, Anna Maria
Systematic Quality Work As A Tool For Improving Equity? A Study On Local Educational Authorities In A Decentralized School System (A.11), p. 119

SZECSI, Tunde
Democratic connectivism through dialogues in Collaborative Online International Learning (COIL): An empirical case study at Italian and US Universities (B.06), p. 222
Community-Based Experiential Learning for Democratic Education: Promoting Transformative Learning Through City as Text in Higher Education (B.07), p. 239

SZKLARSKI, Bohdan
Civic Forgetting and Civic Amnesia as Elements of Consolidation of New Democratic Elites (E.04), p. 556

SZPUNAR, Giordana
Didactics of Discussion and Professional Development of Teachers. A Research-training Path in Primary School (B.06), p. 217
Multicultural Attitudes and (De)Motivating Teaching Styles in Primary School: A Study with In-Service and Pre-Service Teachers (B.18), p. 331

SÁNCHEZ ANTOLÍN, Pablo
Platformization and Datafication in Spanish Primary Education: A Comparative Political-Institutional Analysis (M.14), p. 1284

T

TABACCHI, Alessia
Protective and Resilience Factors in Alternative and Foster Care: Focusing on the Training of Caregivers and Teachers (D.13), p. 504
A Change Laboratory Experience with Practitioners Working with Severely Marginalized Populations in Varese (E.13), p. 601
Collaborative Learning Experiences for Building an Urban Social Context for Adolescents (H.02), p. 912

TABACCHI, ALESSIA, Alessia
PANEL The Multidimensionality of Educational Poverty on the Lives of Children Living Outside Their Birth Families. A Focus on Protective Factors (D.13), p. 497

TABEGNA, Desiree
Experiences Of Innovative Teaching In Higher Education Through Students' Narratives: Life Skills, Participation, And Democratic Agency Between Constraints And Opportunities (I.05), p. 1073

TABILO PRIETO, Ismael
"I'm Desperately Seeking The Answer, Please Help ;) <3": Emerging Knowledge In A Sociomaterial Analysis Of A Facebook Group Of Special Education Teachers (L.05), p. 1145

TADDEI, Arianna
International Cooperation For Inclusion And Empowerment: A Participatory Research Framework For Inclusive Education In Emergency (A.05), p. 81
Ecosystemic Mapping As A Democratic Research Practice: Beyond The Legitimation Of Educational Governance (A.12), p. 132
The Educating City As An Urban Learning Community: Inclusion And Cultural Tourism In The Case Study Of Palma De Mallorca (B.09), p. 251
Women Teachers With Disabilities And Intersectional Methodologies: A Case-study In Educational Contexts (G.12), p. 832
Challenging Gender-based Violence Against Women With Disabilities: Narrative Practices and Peer Counselling from an Intersectional Perspective (G.18), p. 874

TADDEI, ARIANNA, Arianna
PANEL Education, Democracy and Resistance in Occupied Palestine (A.05), p. 73

TADDEI, LUCIANA, Luciana
PANEL Building Peaceful, Just, and Democratic Societies through Transformative Education (L.01), p. 1118

TAFURI, Giovanni
Gamification Inclusive Teaching Methods And Participatory Democracy (A.11), p. 118

TAGLIABUE, Claudio
From Classroom to Civic Action: Challenge-Based Learning and the TEACH Experience in Democratic Education (B.02), p. 167

TAGLIAFERRI, Lucia
The Student's Voice: A Three-Year Study in a School Undergoing Perspective Change Analysis of a School Transformation: Innovation in Learning Environments and Overcoming Sociocultural Prejudice (B.12), p. 283

TAHBOUB, Rawan
Digital Bridges for Civic Peace: Virtual Exchange as a Catalyst for Pan-Palestinian Democratic Education (A.05), p. 80

TAJIC, Denis
The Segregation of Multilingual Classroom Assistance in Special Education (H.15), p. 987

TALARICO, Melania
From Prompt to Story: Generative AI, Digital Storytelling, And AI Literacy With Undergraduate Students (M.19), p. 1308

TAMANINI, Chiara
Cultivating Democratic Agency in Primary School: the MiniGiunta project in Rovereto Municipality (B.05), p. 201
The "A Suon di Parole" Tournament: Evaluation of a Success (B.05), p. 196

TAMANINI, CHIARA, Chiara
PANEL Democratic Education and Critical Thinking: Innovative Practices in School (B.05), p. 194

TANEVSKA, ANA, Ana
PANEL Organising As Workers In Higher Education: In, Against And Beyond The University (I.07), p. 1083

TANTARI, Leonardo
Ableism, Ur-Fascism, Media-Social Control and Pseudo-Inclusive Practices. First outcomes of an Exploratory Survey (F.04), p. 637
Disabled Bodies in Cinematic Representations: A Critical Cbservatory to Shed Light on Our Own Views (F.04), p. 641

TARABINI, Aina
Roots and Leaves: Rethinking the Relationship Between Habitus and Identity (G.02), p. 733
The Affective Field of Schooling: Rethinking Bourdieu through Care (G.02), p. 728

TARABINI, AINA, Aina
PANEL The Global Right and Education: Hegemony, Social Justice, and the Post-Liberal Turn (A.03), p. 65
PANEL Bourdieu and Beyond: Connecting Critical Theories to Rethink Educational Inequalities (G.02), p. 726
PANEL Assembled Youths: Complex Biographies and Educational Trajectories For Uncertain Futures (H.03), p. 917

TARCHI, Christian
Financial Thinking for Reflective Citizenship in Primary School (G.09), p. 792

TAROZZI, Massimiliano
Reconceptualising the relationship between Adult Learning and Education (ALE) and Global Citizenship Education (GCE) (H.02), p. 915

TASQUIER, GIULIA, Giulia
PANEL Scientific Citizenship at the Boundaries: Re-Enacting Science Practices for Democratic Futures (L.08), p. 1167

TASSINARI, Maria Elena
Between Inclusion and Neurodiversity: Future Educators' Conceptions in an AI-Mediated Educational Context (F.07), p. 672
Predictive Governance in Higher Education: Early Intervention, Critical Taxonomy, and the Tension between Institutional Care and Neoliberal Rationality (I.12), p. 1106

TAURINO, Daniele
Reopening History: Capitini's Intergenerational Antifascism and Nonviolent Pedagogy for Democratic Civic Education (A.08), p. 92

TAVIANI, Silvia
To Be Neet Or Not To Be Neet ... Little Women Living In Disadvantaged Metropolitan Contexts Tell Us Another Story (H.11), p. 961

TAYAPBERGENOVA, Anar
Convergent Tasks As A Means Of Integrating Biological, Mathematical And Digital Knowledge: A Systematic Approach And Monitoring Of Achievements (B.02), p. 162

TELLINI, Marcello
The RETI Project: Actors' Perspectives on a Community Educational Pact in Porto Torres (B.09), p. 250

TEMPERINI, Marco
Designing AI to Avoid Cognitive Delegation: A Metacognitive Tutoring Model for Critical AI Literacy in Secondary Education (M.03), p. 1195

TENUZZO, Emanuela
Building Capable Schools: Enhancing Teachers' Professional Capacity for Inclusion through a National Evidence-Based Training Network (F.09), p. 681

TERMES, Andreu
Analysing School Gentrification in Barcelona: Operating Mechanisms and Implications for Public Policy (D.15), p. 519

TERZI, Roberta
Educating For The Future: Anticipatory Needs Analysis As A Democratic Practice (H.04), p. 931

TERZI, ROBERTA, Roberta
PANEL Becoming Anticipatory Citizens: Adult Learning for Deep Democracy in Complex, Embodied and Pluriversal Societies (H.04), p. 930

TESELLI, Anna
Enhancing Organization Well-Being Through Intergenerational Learning: Insights From The Agemil Project (H.02), p. 909

THOMPSON, Hannah
A Place To Belong: Fostering Computer Science Identity And Social-Emotional Competencies Through Play In Rural Preschools (A.09), p. 105
Shifting Educator Perspectives On Challenging Behavior Through A Research–Practice Partnership In Rural Early Childhood Settings (B.09), p. 256
Early Childhood Teaching Assistants As Partners: Centering Their Lived Experiences And Voices (B.18), p. 334

THROSSELL, Katharine
Learning Detachment and Democracy: Understanding Students' Emotional Responses to Climate and Citizenship Education with Elias (E.01), p. 542

TIANO, Antonella
Civic Education and New Frontiers of Education in the Age of AI (M.04), p. 1215

TIELSCH, Karin Katharina
Beyond the Ivory Tower: Porous Educational Landscapes as Democratic Practice at TU Wien (L.06), p. 1152

TIELSCH, KATHARINA, Katharina
PANEL Porous Educational Landscapes: Interdisciplinary Approaches to Democratic Spaces (L.06), p. 1151

TIMRAZ, Mohammed
Art and Resistance (A.05), p. 76

TIRABASSI, Gloria
Sabir: a Codesign Process To Foster Inquiry Based-Learning In The Mediterranean (B.05), p. 194

TIROCCHI, Simona
Artificial Intelligence as a Sociological Object for Student Reflexivity: A Classroom Laboratory on Knowledge, Bias and Digital Mediation (M.03), p. 1199
AI, Sociogames and Game Design: Learning Social Complexity for Critical Digital Citizenship (M.09), p. 1253

TOBIA, Valentina
Teachers' Working Conditions And Perceived Effectiveness In Heterogeneous Classrooms: Evidence From A Factorial Survey Experiment (C.07), p. 403

TOCI, Valentina
Reading School through Data: Reflex as a Tool for Democratic Governance and Systemic Innovation (B.08), p. 240

TOFFIN, Etienne
Community-Engaged Research and Learning in Higher Education: The TOGETHERNESS Project (I.08), p. 1090

TOLENTINO, Laura
Beyond Enthusiasm: Structural Barriers and Critical Tensions in SL in HE (B.14), p. 309
Teaching Styles and Didactic Innovation: Differentiated Trajectories in the Development of Cognitive, Relational, and Socio-Emotional Competences within Lifelong Learning (I.05), p. 1075

TOMAŠEGOVIĆ, Nikola
Democracy, Education, and Centralization in a Post-Socialist Context: Theoretical Triangulation and First Findings from Croatia (E.04), p. 551

TOMBOLATO, Monica
Science Education for Democracy: Unveiling Epistemological and Learning Constraints to Enhance the Didactic Efficacy of Scientific Visual Representations (B.04), p. 193

TOMBOLATO, MONICA, Monica
PANEL Democratic Access to Scientific Knowledge through Graphic Reasoning and Visuo-Quantitative Literacy (B.04), p. 185

TOMEI, Alessia
Between Regulatory Reform And Living Practice: The NUPE 2 Project As An Investigation Into Inclusion And Equity In Primary Schools (F.06), p. 657
Between Equity And Participation: A Research On International Vocational Training Contexts For Young People With Fragile X Syndrome (H.09), p. 952

TOMEI, GABRIELE, Gabriele
PANEL Evaluating Education and Democracy: Approaches, Methodologies and Practices for Social Justice and Critical Literacy in the Digital Era (D.05), p. 442

TOMLINSON, Mark
Closing the Gap: Dialogic Book-Sharing as a Tool for Developmental Equity in Low-Middle Income Countries (B.15), p. 317

TOMOVA, Nina
A Comparative Longitudinal Study of Inequalities in Bulgaria: Evidence from Selected Cohorts and Successful School Activities Demonstrating Stable and Improving Outcomes (D.09), p. 469

TONETTI, Agata
"Wood Snoezelen". From Research, To Project, To Start-up: A Multisensory Environment With Untreated Wood For Inclusive Schools As Community Hub (B.13), p. 300

TONEVA, Silvia
Perspectives On Adult Education Through Flexible Validation Options (H.21), p. 1028

TONGIANI, Maria Giulia
Reflexivity, Respect, and Classroom Diagrams: Methodological Insights for Exploring Student Perspectives on Student–Teacher Relationships (G.03), p. 735

TONINI CHIVINDA, Neusa
When DIMMI MET REVERS-ED: Successful Educational Actions, Family Engagement, and the Co-Construction of Educating Communities (D.09), p. 473

TONOLLI, Linda
Family Capital and Disinformation: Resilience Grounded on Trust and Comparative Thinking. Results from the Erasmus+ Project DRONE (M.07), p. 1232

TORPEDINE, Floriana
Addressing the gender issue in STEM Education (G.01), p. 722

TORRANI, Paola
When They're All Special Needs: Socially Shaped Educational Need and the Limits of Compensatory Inclusion in Urban Naples (F.02), p. 620

TORRENT-FONT, Albert
Student Participation And School Democracy: A Theoretical-Conceptual Contribution From Practice In Five Secondary Schools In Spain (D.08), p. 460

TORRES-OLAVE, Betzabè
Physics Educators Challenging the 'Myth of Neutrality': a Comparative Case Study (I.04), p. 1063

TORRESANI, Sofia
When Play Becomes an Act of Resistance: Informal Education and Democratic Agency in Aida Camp (A.05), p. 79
Learning to Learn in the School-to-University Transition: Educational Counselling as a Context for Observing and Supporting Strategic Autonomy (A.06), p. 87
Observing Learning to Learn in Higher Education: Perceived Study Strategy Gaps and Educational Support in Initial Teacher Education (A.06), p. 90
Predictive Governance in Higher Education: Early Intervention, Critical Taxonomy, and the Tension between Institutional Care and Neoliberal Rationality (I.12), p. 1106

TORRI, Aurora
Professional Development And Collegial Culture: The Potential Of Peer Observation Of Teaching For Rethinking The Mission Of University Teaching (I.06), p. 1080

TORTI, Carlo
School Health Education and Global Citizenship: Integrating the One-Health Approach through Place-Based and Trialogical Learning. A Case Study (B.16), p. 329

TOSCANO, Daniele
Expertise Under Pressure: Experts' Self-Representation, Lexicometric Media Narratives, and Public Recognition in the Digital Infodemic (M.12), p. 1268

TOSI, Alexandra
Beyond Teacher Expertise: Project Scaffolding and the Meaning of "Impact" in eTwinning Professional Development (C.06), p. 385
Exploring the Impact of SCAFFOLD Cards on Teachers' Design Practices for Competence-Based Education: A Mixed-Methods Study (C.06), p. 387

TOUSIJN, WILLEM, Willem
PANEL Which (Democratic) Professionalism in Neoliberal Times? (A.13), p. 137

TRAMONTANA, Antonio
Between Invisibility and Political Conflict. The Representation of Violence against LGBTQ+ People in the Italian Press (G.14), p. 847
Beyond Normalization: The Radical Right's "Fifth Wave" and the Populist Construction of the Gender Threat (G.14), p. 846

TRAVAGLINI, Alessia
A Framework For An AI-Supported Design Of Game-Based Learning Units Aimed At Enhancing Prosocial Behaviour And Recognition Of The Others (A.09), p. 107
Training Teachers in Shared Reflexivity Through the Authentic Inclusive Task: a Research-based Training Path in a Comprehensive Institute in Rome (F.06), p. 649

TRAVERSETTI, Marianna
Observing Learning to Learn in Higher Education: Perceived Study Strategy Gaps and Educational Support in Initial Teacher Education (A.06), p. 90
Teacher Professional Development For The Use Of Evidence-Informed Teaching Strategies: A Quasi-Experimental Study In Primary School (A.06), p. 88
The Impact of the EbISS Program for Learning to Study in a Lifelong Learning Perspective (F.06), p. 648

TREBISACCE, GIOVANBATTISTA, Giovanbattista
PANEL Opacity, Subjectivity, and Pedagogy in Algorithmic Times (M.11), p. 1261

TRIFUOGGI, Mario
The Influence Of Secondary Schools On Academic Performance And Educational Outcomes: A Systematic Literature Review (D.10), p. 481

TRIIVENTI, Moris
Unequal Classrooms: The Joint Effects of Ability Peer Effect and Socioeconomic Composition on Academic Track Enrollment (D.14), p. 510

TRINCHERO, Roberto
Generative Artificial Intelligence and Formative Assessment: Designing Learning Pathways for Cognitive and Metacognitive Growth (B.08), p. 241

TRINCHESE, Geremia
Playful Activism in Youth Citizenship and New Forms of Political Participation Among Pre-Teens (M.05), p. 1217

TRIPALDI, Mariella
Evaluating Professional Identity Of Teachers: Emerging Issues For Teacher Education (C.04), p. 377

TRIPI, Maura
Challenging Adultcentrism through Pedagogical "Counter-Movements": the Case of the Closlieu Setting within a Public Montessori Primary School (B.12), p. 279

TRISCIUZZI, Maria Teresa
Wild Girls and Living Worlds. Ecofeminist Imaginaries of Childhood in Hayao Miyazaki's Cinema (G.08), p. 777

TRIVELLI DÍAZ, Carolina
Searching for Whole-School Approaches in Early Childhood Education and Care (ECEC) Gender Education (G.10), p. 813

TRIVIGNO, Alessia
Challenging Adultcentrism through Pedagogical "Counter-Movements": the Case of the Closlieu Setting within a Public Montessori Primary School (B.12), p. 279

TRUFFELLI, Elisa
Rethinking “Impact” in Teacher Professional Development: A Scoping Review Protocol and Conceptual Map (C.06), p. 386
Problematizing School-to-Work Programs through Student Voice (H.00), p. 894

TRUFFELLI, ELISA, Elisa
PANEL Rethinking Teacher Professional Development Impact: Conceptual, Methodological, and Policy Issues (C.06), p. 380

TRUSCELLI, Giordana
Algorithmic Conviviality Against Digital Oppression (M.02), p. 1184

TSEVRENI, Irida
Fostering the Ecological Self Through a Place-based Council of All Beings in Environmental Education (L.02), p. 1126

TUBERTINI, Elena
Speaking between Accountability and Protection: Ethical and Methodological Challenges in Participatory Research with LGBTIQ Adolescents (G.03), p. 739

TUDISCA, Valentina
Open Knowledge, Transformative Education And Textbooks (L.01), p. 1118

TUDISCA, VALENTINA, Valentina
PANEL Building Peaceful, Just, and Democratic Societies through Transformative Education (L.01), p. 1118

TURANO, Alessandro
Artificial Intelligence And Convivial Pedagogies: Rethinking Democratic Education In Algorithmic Learning Environments (M.11), p. 1263

TURRINI, Stafano
Queering Educational Spaces: The Intersection of Futures Studies and Challenge-Based Learning for Active Democratic Citizenship (B.02), p. 172

TUSINI, Stefania
Contexts, Mechanisms and Effects in Service Learning Programs: A Realistic Evaluation (B.14), p. 311

TUSINI, STEFANIA, Stefania
PANEL Service Learning As A Strategy For Institutional Reflexivity And Student Empowerment (B.14), p. 306

TYTKO, Karolina
How Can Mathematics Education Help With The Problem Of Social Injustice (B.04), p. 186

TZANKOVA, Iana Ivanova
Intergenerational Participation in School and Civil Society: Two Implementations of the IPARD Approach (B.10), p. 265

TØMTE, Catherine Edelhard
Navigating the AI Turn in Teacher Education: Compliance, Control or Creative Renewal? (I.12), p. 1103
Shaping the Role of Artificial Intelligence in Higher Education: Policy Directions in Italy and Norway (I.12), p. 1101

TØMTE, Cathrine E.
Rethinking Democratic Bildung: Teacher Educators’ Perspectives on Generative AI (M.04), p. 1210

TØMTE, CATHERINE EDELHARD, Catherine Edelhard
PANEL Whose University is it? Neoliberal Governance: The Challenge to Academic Freedom, Equity, and Critical Thinking (I.12), p. 1100

TŪTLYS, Vidmantas
Peace Education In The Discourse Of Education Policy Of Lithuania (A.08), p. 98
Factors of Access to Vocational Education and Training to Vulnerable and Involuntary Migrants: Migrants' Perspective (H.09), p. 956

U

UBERTI, Erika
Teaching Mathematics in Primary School: Teachers’ Profiles, Attitudes, and Early Educational Inequalities (C.07), p. 407

UBERTI, Teodora
Better Environment, Better Teaching: The Power of Teachers' Networks (C.07), p. 396

UGOLINI, Francesco Claudio
A Framework For An AI-Supported Design Of Game-Based Learning Units Aimed At Enhancing Prosocial Behaviour And Recognition Of The Others (A.09), p. 107
Training Teachers in Shared Reflexivity Through the Authentic Inclusive Task: a Research-based Training Path in a Comprehensive Institute in Rome (F.06), p. 649

UGOLINI, Lorenzo
Data, Science and Information in the Pandemic: Data-Driven Journalism as a Space for Science Communication (M.12), p. 1269

UMBRO, Matteo
A Participatory Renewal Pathway In Schools: Student Voices From An Intercultural Peer Mentoring Project (B.12), p. 276
Care Work or Democratic Practice? Women’s Teaching Work in Freire’s Thought (G.18), p. 868

UNGUREANU, Elena
Co-designing Service Learning Ecosystems: Institutional Reflexivity and Student Empowerment through University–Community Collaboration (B.14), p. 308

URBANO, Cláudia
Imagining the Future School: Pre-Service Teachers' Narratives on Professional Role and Identity (C.03), p. 364

URICCHIO, ANTONIO, Antonio
PANEL Can Universities Help to Solve the Crisis in Democracy? (I.01), p. 1040

USALA, Cristian
Measuring School-Related Economic Difficulties: Development and Validation of a Parent-Reported Scale in Italy (D.03), p. 424
Measuring School-Related Gender Bias: Insights from a New Ad Hoc Italian Survey (G.01), p. 725

V

VACCARELLI, Alessandro
The other's history. Pedagogical reflections about Shoah and Nakba memories (A.02), p. 61

VACCARO, Lavinia Pia
Reproducing and Resisting Normativity: Queer and Decolonial Insights from a Lower Secondary School in Andalusia (G.06), p. 765

VACCARO, Silvia
Quality, Equity, and Participation in Adult Education and Training (H.09), p. 954

VACCARO, LAVINIA PIA, Lavinia Pia
PANEL Decolonizing and Queering Education: Intersections of Power, Epistemic Justice, and School Practices (G.06), p. 759

VACCHER, Flavia
Opening, Welcoming, Transforming. Small Schools as Community Architecture Labs (B.13), p. 290

VADALÀ, Giuseppe
Disability Studies and Democratic Schooling (F.10), p. 703

VADALÀ, GIUSEPPE, Giuseppe
PANEL The Realm of Ableist Meritocracy: Unmasking Practices of Pseudo-Inclusion Within the Italian Education System (F.10), p. 697

VAGELLI, Valerio
Addressing the gender issue in STEM Education (G.01), p. 722

VAGNI, David
Bloom Is Maslow: Learned Epistemic Helplessness, Neurodiversity, and the False Hierarchy Between Wellbeing and Thought (F.07), p. 662
Invisible Targets at School: Camouflaging, Cyberbullying and Overlooked Risks for Girls with Mild Autism (F.07), p. 663
Bridging or Surveilling? Conversational AI and the Future of Knowledge Gatekeeping in Higher Education (I.12), p. 1107
The Mirror-Box Bias in the Neoliberal University: Generative AI, the Crisis of Humanitas, and Critical Thinking (I.12), p. 1102

VAIA, Stefano
CD as Connection Device (E.08), p. 567

VALASTRO, Alessandra
Building Democratic Contexts: Participation, Engagement, and Transformation Through the TNE Method (F.09), p. 684

VALENTE, Adriana
Open Knowledge, Transformative Education And Textbooks (L.01), p. 1118

VALENTE, Marianna
From Study Skills to Learning to Learn: Evidence-Informed Approaches to Inclusion in Lower Secondary Schools (A.06), p. 86

VALENTE, ADRIANA, Adriana
PANEL Building Peaceful, Just, and Democratic Societies through Transformative Education (L.01), p. 1118

VALENTINA, Pagliai
Mapping Civic Education in Italy: A National Study on Student Engagement and Human Rights Education from Nursery to Upper Secondary Schools (E.04), p. 554

VALENTINI, Giulia
Beyond the Single Answer: Convivial AI Practices for Dialogic Knowledge Co-Construction in Upper Secondary Education (M.02), p. 1180
Thinking With AI in Schools: Critical Dialogue, Metacognition, And Student Agency (M.13), p. 1273

VALENTINI, Maurizio
Beyond the Single Answer: Convivial AI Practices for Dialogic Knowledge Co-Construction in Upper Secondary Education (M.02), p. 1180

VALENTINI, Piero
PANEL Citizenship Education and International Pupil Mobility (E.00), p. 535

VALENTINI, Pietro
Reframing International Student Mobility for Democratic and Global Citizenship: Findings from Action 2 – Phase 1 of the National Research Project “Civic Education and International Student Mobility” (E.00), p. 535

VALENTINI, ELENA, Elena
PANEL Educating to Participate. Educational Innovation in University Systems as a Tool for Inclusion and Democratic Participation (I.03), p. 1054

VALENTINO, GIUSEPPE, Giuseppe
PANEL Childhood and Democracy in the Digital Age: Building the Foundations of Active Citizenship (B.03), p. 174

VALENZA, Alice
The Teacher as a Body in the Classroom: transfeminist pedagogies and Comprehensive Sexuality Education as democratic practices in Italian Secondary Schools (G.10), p. 804

VALENZANO, Nicolò
Philosophy for Children in School-Work Training: Teaching critical thinking through observation and dialogue (B.05), p. 206

VALLE, Annalisa
Financial Thinking for Reflective Citizenship in Primary School (G.09), p. 792

VAN EIJK, Rik
Are Edtech Ecosystems Enablers of Growth? A Deweyan Perspective on Reciprocal Transactions Between Students and Digital Ecosystems (M.14), p. 1283

VAN GROLL, Nancy
Minor Infrastructures: Ethics and World-Making in Early Childhood Education (L.07), p. 1161

VAN WIJK, Teun
School Building as Democratic Governance: A Multi-Actor Framework for Participatory Educational Space (D.11), p. 484

VANDERHEIDEN, Elisabeth
“Sehnsucht” (Longing) as Democratic Praxis and Resource in Civic Adult Education (H.02), p. 906

VANGELISTI, MARIA IRIDE, Maria Iride
PANEL Financial Education, Gender and Democratic Empowerment: Rethinking Equity in Economic Learning (G.09), p. 783

VANNINI, Ira
Research-Based Professional Development to Contrast Educational Poverty and Cultural Disadvantage: An Exploratory Triangulation of Stated and Perceived Teaching Practices (C.04), p. 375

VANZELLA, Vania
Museums in Venice as Anticipatory Learning Spaces for Autism Inclusion (H.04), p. 932

VARGIU, Andrea
Community-Engaged Research and Learning in Higher Education: The TOGETHERNESS Project (I.08), p. 1090

VAROTTO, Elena
Populism, Affective Mediatization, and Digital Governance: Reconfiguring Leadership and Democracy in Europe (M.04), p. 1206
Affective Fandom Dynamics and Democratic Stability in European Digital Politics (M.19), p. 1305

VARRIALE, Eleononora
Neurosphere: Designing the "Autistic City" through Neurodivergent Culture and Inclusive Urbanism Outline: (F.07), p. 668

VASSILEVA, Natalia
A Comparative Longitudinal Study of Inequalities in Bulgaria: Evidence from Selected Cohorts and Successful School Activities Demonstrating Stable and Improving Outcomes (D.09), p. 469

VATRELLA, SANDRA, Sandra
PANEL Prison Education for Democracy. Tensions and Contradictions of a Transformative Space (H.17), p. 996

VAZ ALVAREZ, MARTIN, Martin
PANEL Educating to Participate. Educational Innovation in University Systems as a Tool for Inclusion and Democratic Participation (I.03), p. 1054

VECCHIARELLI, Mirko
Pedagogy Of Nonviolence Between Theory And Practice: The Significance Of "Energia Per i Diritti Umani" (A.08), p. 101

VECCHIO, Luca Piero
Teachers’ Occupational Health and Organisational Support in Italian Schools: Evidence from the “4th Teachers’ Living and Working Conditions” and “HBSC Teachers” Surveys (C.07), p. 399

VEGLIANTE, Rosa
Project-Based Learning As A Motivation-Supporting Strategy (B.11), p. 274
How Poverty in Education Impacts the NEET Phenomenon (D.08), p. 466

VELARDI, Andrea
Pain, Temporal Discontinuity, and Educational Continuity: An Ontological, Phenomenological, and Hermeneutic Perspective on Hospital and Home Schooling (C.01), p. 344

VELASCO, Veronica
Teachers’ Occupational Health and Organisational Support in Italian Schools: Evidence from the “4th Teachers’ Living and Working Conditions” and “HBSC Teachers” Surveys (C.07), p. 399

VELIČKOVÁ, Jana
Teaching Forced Migrants in Czechia: Challenges of Diversity and Necessary Support Systems (F.12), p. 718

VELLUTINO, Daniela
Addressing the gender issue in STEM Education (G.01), p. 722

VENANZI, Elisabetta
Learning Cities, Anticipatory Governance and Deep Democracy (H.04), p. 934

VENCO, Veronica
COTS Board Games and AI as Emotional and Cognitive Ecosystems for Democratic Citizenship: A Teacher's Professional Development Program (M.09), p. 1246
From Uncertainty to Agency: AI-Supported Playful Learning for Critical Technoscientific Citizenship (M.09), p. 1248

VENEZIANO LABANCA, Gennaro
From Precarity to Collective Resource: Peer-Based Infrastructures of Solidarity and Knowledge as Democratic Innovation in Neoliberal Academia (I.02), p. 1049

VENNARUCCI, Arianna
Practicing Democracy and Inclusive Education through Philosophy for Children in Primary School (F.10), p. 698

VENTURA, Rosalba
An Innovative and Holistic Approach in The Magic of Knowledge – The Night of the Little Explorers: Embodied Cognition, Dynamic Learning, and the School as an Experiential Archipelago (B.05), p. 207

VENTURELLI, Sharon
Bridging Formal and Non-Formal Learning as Educational Commons: The Integration of the Delivery Museum and Scuola Diffusa in Reggio Emilia (E.09), p. 575

VERBENA, Serena
The Daily Emotional Impact of Online Hate Speech in Adolescence: The Role of Migrant Background (B.01), p. 155

VERDUCI, Antonella
Mental Health in Contemporary Academia: Persistent Challenges and Emerging Frameworks from a Case study (I.02), p. 1048

VERGALLO, Sara
From Mathematics to Citizenship: An Educational Toolkit for Critical Data Literacy (M.07), p. 1230

VERGER, Antoni
Data Use in Italian Schools: A Qualitative Analysis of Data Use Processes and Attitudes Towards Data Beyond National assessments (B.08), p. 244

VERGOLINI, Loris
Effects of a Matched Savings Program to Tackle School Dropout in Italy (D.03), p. 426
Ethnic Gaps in Tracking Choices Within the COVID-19 Timeline (D.14), p. 513

VERHOEVEN, Marie
Formal Civic Education and Democratic Education Through Direct Experience Within the School Place : a Productive Tension or Virtuous Interplay? (E.04), p. 557

VERHOEVEN, MARIE, Marie
PANEL The Global Right and Education: Hegemony, Social Justice, and the Post-Liberal Turn (A.03), p. 65

VESPASIANI, Ludovico
Project-Based Learning As A Motivation-Supporting Strategy (B.11), p. 274
Perceived Autonomy Support Among Colleagues and Teachers' Psychological Need Satisfaction: Implications for Motivating Teaching Styles (B.18), p. 330

VETRUGNO, Caterina
Learning Communities as Infrastructures for a Just Transition: Climate Education, Youth Participation and Multi-Level Governance (B.09), p. 249

VEZZANI, Agnese
Fostering Learning to Learn in Preschool and Primary Education: An Investigation of Teachers' Conceptions, Practices, and Professional Needs (A.06), p. 90
Monitoring Inference Generation: An Exploratory Study in Paper-Based and Digital Text Comprehension. (B.02), p. 165

VEZZOLA, Nunzia
Unschooling For Democracy - Democracy For Unschooling (E.11), p. 592
Parents' Vs. State's Duties and Rights in Unschooling (G.20), p. 886

VEZZOLI, Giovanni
From Transfers to Assets: Asset Building to Reduce the Indirect Costs of Educational Participation (D.03), p. 428

VIDONI, Ornella
Systematic Barriers to Unaccompanied Minors' Educational Rights: A Bottom-Up Case Study from Friuli Venezia Giulia (Italy) (H.15), p. 990

VIGLIANO, Marie-Hélène
Fostering Critical Thinking Through The "Tribunal For The Future Generations" Pedagogical Project: Project Structure, Student Development, And Impact Of Tribunal-Based Learning (I.09), p. 1095

VIGNA, Nathalie
School Admission Priority Rules Across Countries: Diffusion Patterns and Segregation Effects (D.14), p. 514

VIGNANDO, Enrico
Maintenance of GenAI in Superdiverse Adult Education: Teachers' AI Literacy and Postdigital Practices (G.18), p. 872

VILA-SABORIT, Berta
Autonomy, Coexistence, and Participation: The Democratic Value of Peer Relationships in Nursery Schools (D.08), p. 461

VILLA, Fabrizio
Re-enacting The Complexity Of Scientific Research Practices In Higher Education Through Cinematic Narratives (L.08), p. 1168

VILLA, Mafalda
Student Participation in School Governance: A Critical Literature-Based Reflection on Democratic Spaces (B.12), p. 277

VILLA, Marta
Piloting And Evaluating Challenge-based Learning In Vocational Education A Socio-anthropological Participatory Approach (B.02), p. 163
Choral Practice and Participation between Identity and Opportunity: Two Comparative Case Studies from Lombardy and Trentino (E.08), p. 570

VILLA, Paola
Who Pays for Public Education? Hidden Funding Mechanisms and Territorial Inequalities in Roman Schools (D.03), p. 427

VILLA, MARTA, Marta
PANEL Participatory and Challenge-Based Learning for Educational Innovation, Active Citizenship and Democratic Transformation (B.02), p. 162
PANEL Music and Anthropology a Synergistic Dialogue in School Autonomy: Is It Possible to Co-construct Permanent Values of Active Citizenship? (E.08), p. 567

VILLANI, Lorenza
Imagining Possible Futures After the Flood: Participatory Artistic Practices for Climate Justice and Social Inclusion (H.13), p. 976

VILLANI, Marialuisa
Beyond Aspirations: Gender Stereotypes, Educational Expectations and STEM Choices among Italian Upper-Secondary Students (G.01), p. 721
Gendered Stratification of Risk: Long-Term NEET Trajectories in Contemporary Italy (H.11), p. 958

VILLANI, MARIALUISA, Marialuisa
PANEL Bias, Schooling, and Trajectories in STEM: How to Go Beyond the Gender Gap (G.01), p. 721
PANEL Indicators of Youth Condition Within and Beyond Education: Integrating Quantitative and Qualitative Evidence (H.11), p. 958

VILLANO, Elisabetta
The Terrestrial Condition: Promoting Transpersonal Consciousness Through The Eco-Theatre Laboratory (L.03), p. 1135

VILLANTE, Claudia
Addressing the gender issue in STEM Education (G.01), p. 722

VILLAROEL, Rocio
Co-design and Technology-Mediated Personalization: Teachers' Participation in the Development of Digital Learning Strategies (M.14), p. 1280

VINCI, Emanuela
Self-Evaluation in the Italian Vocational Education and Training: Evidence from the INVALSI Experiment (D.05), p. 446

VINCI, FIORELLA, Fiorella
PANEL Which (Democratic) Professionalism in Neoliberal Times? (A.13), p. 137

VINCIGUERRA, Maria
Tackling Misinformation Through Education. Teachers 4.0 Digital Age as a Tool for Adult Learning and Digital Awareness (M.07), p. 1231

VIOTTI, Giada
Migrant-Background Gaps in Mathematics Before Upper Secondary Tracking: Evidence from TIMSS 2023 (H.15), p. 986
Accessibility of School Buildings in Italy: A Longitudinal Analysis of Architectural Barriers from 2020 to 2025 (M.18), p. 1302

VIRZI, ALESSIA TERESA, Alessia Teresa
PANEL Building Inclusive and Democratic Schools Through Students' Psychological Resources (B.01), p. 154

VISCEGLIA, Donatella
Narrative Construction Of Teacher Identity And University Tutoring: A Case Study In The Primary Education Sciences Degree Program (C.04), p. 376
Between Regulatory Reform And Living Practice: The NUPE 2 Project As An Investigation Into Inclusion And Equity In Primary Schools (F.06), p. 657

VISENTIN, Martina
Navigating the normalization apparatus: an Autoethnographic Critique (F.02), p. 615
The Care-Free Researcher Myth: A Comparative Study (F.08), p. 676

VISENTIN, MARTINA, Martina
PANEL Nurturing Inclusivity: Care Practices and the Transformation of Higher Education (F.08), p. 674

VITERITTI, Assunta
PANEL A Passion for Education Policy: The Research Journey of Luciano Benadusi (A.01), p. 60
Multispecies Education (L.07), p. 1164

VITERITTI, ASSUNTA, Assunta
PANEL Didactic Innovation, Participatory Education and Democratic Values in Higher Education (I.13), p. 1110
PANEL Rethinking Care and Learning Within the Posthuman Turn (L.07), p. 1160

VITTORI, Francesco
Becoming Legible: Migrant Women's Situated Narratives between Skill Formation, Work and Recognition (G.05), p. 751
Dual Voices on Skills and Migration: Stakeholders and Migrants in Conversation (H.07), p. 948
Factors of Access to Vocational Education and Training to Vulnerable and Involuntary Migrants: Migrants' Perspective (H.09), p. 956

VITTORINI, Pierpaolo
Human-in-the-Loop AI-Generated Flashcards: A Convivial Framework for Ethical Integration and Professional Autonomy in Emergency Medicine (M.02), p. 1186

VIVIANI, Alessandra
Emotional Intelligence and Democratization Processes: the Contribution of Intersectional Research in the PoEmS Project (G.12), p. 828

VOINOVSKA, Emilija
Bell Hooks and the Legacy of Black Feminism. Feminist Thought and Pedagogical Reflection (G.18), p. 875

VOINOVSKA, EMILIJA, Emilija
PANEL Women's Work and Emancipatory Pathways (G.18), p. 865

VOLANTE, Louis
The Global Impact Of The Pandemic On Student Outcomes (D.14), p. 508

VOLONTÉ, Paolo
The Embedding Model: Integrating Meta-technoscientific Competences in STEM Education (I.09), p. 1094

VOLPE, Lia
What Is At Stake? The Ambivalence Of Productivity In The AI-Mediated University (L.05), p. 1147

VOS - VAN DER LINDEN, Mieke
Research And Education, An Integral Approach To Democracy (A.13), p. 137

VOUDILAKI, Sophia
Our Carnival!: Children Learning and Living Democracy Through Being Involved in Local Authority Decision Making (E.09), p. 581

VOZZO, Viviana
Towards a Digital Realism. Iris Murdoch and Digital Education (M.02), p. 1183

VYUSHKOVA, Yekaterina
Convergent Tasks As A Means Of Integrating Biological, Mathematical And Digital Knowledge: A Systematic Approach And Monitoring Of Achievements (B.02), p. 162

VÁZQUEZ PAREDES, Ma Jesús
Educational Practices and Policies to promote Inclusion in schools of children living outside their birth families (Adoption - Foster Care) (D.13), p. 498

W

WAGHID, Zayd
Decolonial Discourses and the Professional Becoming of Teachers in South Africa (G.05), p. 756

WENTZEL, Nicole
School Building as Democratic Governance: A Multi-Actor Framework for Participatory Educational Space (D.11), p. 484

WERTH, Silke
Play as Practice: Epistemologies of Embodied Intersectionality for Democratic Belonging (G.13), p. 845

WEYLAND, Beate
Beyond the School: Training Spatial Porosity Across Pedagogy, Architecture, and Nature. The Case of EDENSPACES (L.06), p. 1153

WEYLAND, Beate Christine
Edugreen Furnishings: Integrating Plants into Educational Environments (D.11), p. 485
From Treesense to Feeling with Plants: Early Insights from a Plant-Based Reflective Diary in Teacher Education (L.02), p. 1128

WEYLAND, BEATE CHRISTINE, Beate Christine
PANEL Porous Educational Landscapes: Interdisciplinary Approaches to Democratic Spaces (L.06), p. 1151

WHEELER, Lucie
Beyond Schooling (G.17), p. 864

WHYNOT, Kathy
Teaching Social Studies Education in a World on Fire: Reflexive Journaling as Democratic Method with Pre-Service Teachers (B.05), p. 197
This is the Serious Work: Teacher Joy in Culturally and Linguistically Diverse Teaching and Learning Environments (C.03), p. 367

WIJNEN, Toon
Physics Educators Challenging the 'Myth of Neutrality': a Comparative Case Study (I.04), p. 1063

WILKINSON, Ryan
Illusio and the misrecognition of belonging in Higher Education (G.02), p. 729

WILKINSON, Ryan G
De-classifying Higher Education: Temporal Fields, Shared Barriers and Imagined Futures (G.19), p. 884

WILSON-THOMAS, Juliette
Cultural Capital and Symbolic Violence in English Early Years Education Regulation (D.04), p. 434

WINCH, Chris
Uncertain Times, Uncertain Places: Exploring Policies And Place In Post 16 Transitioning (H.03), p. 928

WINTER, Mariella A.
Ceiling in Gifted Education: Toward and Intersectional Framework for Talent Development in Post-migrant Germany (G.13), p. 843

WINTON, Sue
Undoing Democracy in Education in Ontario, Canada: From Policy to Governance (A.03), p. 67

WISTUBA, Lea
Operationalizing Educational Disadvantage: Social Indices and Governance Instruments in the Startchancen Programme (A.12), p. 134
Homogeneous Educational Environments Despite 'Free' School Choice – The Influence Of School Admission Policies On The Creation Of Segregated Schools In Hamburg (D.10), p. 479

Y

YALLEW, Addisalem
STEM with a Critical Edge: A Systematic Review of Humanities-integrated Pedagogies (I.09), p. 1098

YAN, Chun Hong
Global Parents Rearing Global Children. The Role of Children's Education in Family Migration Decision-making. (H.15), p. 988

YAN, Xuedan
Student Politics In The UK Media: Whose Voices Are Heard, And Whose Are Left Out? (A.03), p. 66

YELKENCI, Aysegul
Sabir: a Codesign Process To Foster Inquiry Based-Learning In The Mediterranean (B.05), p. 194

YOUJIL CHAOUKI, Mohamed
Educational Inequalities and Precarious Migratory Status (D.12), p. 492

YURIYIVNA STUPAK, Oksana
Educational Support and Public Opinion: Experiences of Ukrainian Children and Parents in Czech lower secondary Schools (F.12), p. 716
Fictional Classmates, Real Biases: Exploring Peer Ingroup and Outgroup distinctions Through a Vignette-based experiment (F.12), p. 716
Teachers as Border Guards? Narrative Framing of Ukrainian Refugees in Czech Schools (F.12), p. 715

YURIYIVNA STUPAK, OKSANA, Oksana
PANEL Inclusion Beyond Crisis: Navigating Diversity, Inequality, and Social Justice in the Schooling of Ukrainian Refugee Students in the Czech Republic (F.12), p. 713

Z

ZACCHILLI, Elena
School Health Education and Global Citizenship: Integrating the One-Health Approach through Place-Based and Trialogical Learning. A Case Study (B.16), p. 329

ZAFETTIERI, Maddalena
Dialogic Teaching in STEM Education: Supporting Conceptual Progression from Preschool to Secondary School (B.06), p. 220
Scuola Dell'Infanzia As An Educational Interstice: Documentary Action Research On The Italian Early Childhood Curriculum (F.06), p. 651

ZAFFRAM, Lorenzo
The other's history. Pedagogical reflections about Shoah and Nakba memories (A.02), p. 61

ZAGARI, Elena
Rules that Liberate: Play as a Transformative Experience in Prison (H.21), p. 1028

ZAGREAN, Ioana
Developing Democratic Competencies Through Service-learning: Evidence from Six Case Studies in Ukrainian Universities (B.10), p. 267
Alphabets of Peace in Wartime Education: Service-Learning as a Transformative Pedagogy for Ukraine's Recovery (L.01), p. 1124

ZAMBELLI, Michela
School, Territory, and Data-Informed Alliance Against School Dropout: Identity, Meaning, and Motivational Processes Among Adolescents (B.11), p. 274

ZAMBON, Matilde
«I Study to Be a Good Father»: The Role of Higher Education in Shaping Relationships Between Children and Incarcerated Fathers (H.17), p. 997

ZAMENGO, Federico
From Local Communities to Global Challenges: Community Learning and Youth Participation in Cross-Border Alpine Territories (B.09), p. 247

ZAMPINO, Letizia
Democratizing Reproductive Knoweledge: Edutainment, Platforms, and the influ-activist doctors (L.07), p. 1164

ZAMPINO, LETIZIA, Letizia
PANEL Rethinking Care and Learning Within the Posthuman Turn (L.07), p. 1160
PANEL Pedagogies of Wellbeing: Self-Regulation, Inclusion and Learning in Diverse Educational Contexts (M.18), p. 1300

ZAMPOLINI, Lydia
AI-Supported School Visions: Multi-Agent Systems and Teacher Agency in Small and Rural Schools (M.03), p. 1204

ZANAZZI, Silvia
Between Inclusion and Neurodiversity: Future Educators' Conceptions in an AI-Mediated Educational Context (F.07), p. 672
Narrating Neurodiversity. A Phenomenological Inquiry into the Lived Experiences of Pre-service Educators (F.07), p. 667
Shaping the Role of Artificial Intelligence in Higher Education: Policy Directions in Italy and Norway (I.12), p. 1101

ZANAZZI, SILVIA, Silvia
PANEL Neurodiversity, Education, and Social Justice (F.07), p. 658
PANEL Whose University is it? Neoliberal Governance: The Challenge to Academic Freedom, Equity, and Critical Thinking (I.12), p. 1100

ZANELLA, Susanna
An Empirical Study of Circle Singing as a Methodology to Promote Inclusion and Enhance Teacher Competences in Higher Education (F.09), p. 695

ZANELLA CAVALLERO, Susanna
Beyond the Score: Embodied Music Learning and Neurodivergence as an Epistemic Resource (F.07), p. 673

ZANETTI, Federica
Disarming Education: Transformative Pedagogy, University Public Engagement, and Practices of Active Citizenship (A.08), p. 95

ZANETTI, FEDERICA, Federica
PANEL Nonviolent Education and Demilitarization of Schools: Practices, Tools, and Pedagogical Perspectives Towards Universalist Humanism (A.08), p. 92

ZANGA, Giulietta
Better Environment, Better Teaching: The Power of Teachers' Networks (C.07), p. 396

ZANINI, Nadir
Using Longitudinal Data to Monitor the True Dynamics of Educational Inequalities (D.14), p. 510

ZANOCCOLI, Chiara
Beyond Marginality - Governance and Educational Innovation in Small Schools in Inner Areas (D.16), p. 524

ZANOLIN, Giacomo
GEOCIVIS – Geography and Socially Acute Questions for Democratic Citizenship in Primary Education (B.02), p. 164

ZAPPA, Cristiano
The PhD Research as a Democratic Device: a Quantitative-Qualitative Survey (I.13), p. 1110

ZAPPOLI, Sergio
An Experimental Activity In The Chemistry Laboratory For In-service Science Teacher Training (L.08), p. 1169

ZAQUINI, Lisa
"Lo Spettacolo Siamo Noi": Evaluating the Effects of a Philosophy and Theatre Program in Middle Schools (H.13), p. 977

ZASSO, Simone
Links between Positivity and Students' Perceptions of Peer Climate at School: A Daily Diary Study in Early Adolescents (B.01), p. 159

ZASSO, SIMONE, Simone
PANEL Building Inclusive and Democratic Schools Through Students' Psychological Resources (B.01), p. 154

ZAVATTA, Giacomo
Evaluating Professional Identity Of Teachers: Emerging Issues For Teacher Education (C.04), p. 377

ZEBA, Mattia
Fostering Democratic Resilience through Civic Education: Insights from the Role-Play "In Search of the Lost Past" (B.05), p. 198

ZECCA, Eleonora
Governing Skills Through Quality: Knowledge, Data Infrastructures And The Politics of European VET Coordination (A.12), p. 135

ZECCA, Emy
Lifelong Learning and Self-Employment for the Twin and Just Transition (H.06), p. 938

ZECCA, Luisa
Having No Voice, Being Non-Citizens: The Political Dimension Of Community Service Learning Between Intersectionality And Social Innovation (I.04), p. 1061

ZECCA, LUISA, Luisa
PANEL Dialogic Teaching in Education: Practices, Languages, and Conditions for Democratic Learning (B.06), p. 216
PANEL Practices of Freedom in Democratic Schooling: Policies, Reflections and Actions to Prevent and Counteract Early School Leaving (D.08), p. 459

ZELINKA, Jozef
Re-Framing 'Successful' Educational Trajectories And Subjectivities – The Role Of Structural, Discursive, And Contextual Factors In Shaping Educational Achievements (H.03), p. 917
Actors, Factors, And Spaces Shaping Educational Trajectories Of Young People – Contrasting The Experiences Of Migrant-Background Youth In Hamburg-Mitte And Halle(Saale), Germany (H.15), p. 993

ZEMAITAITYTE, Irena
Bridging Knowledge and Society: Advancing the University's Third Mission (I.01), p. 1042

ZHANG, Yixin
Quantum Diplomacy Games As An Emerging Dimension Of The Democratization Of Science Diplomacy (M.06), p. 1223

ZHIVAROVA, Iva
A Comparative Longitudinal Study of Inequalities in Bulgaria: Evidence from Selected Cohorts and Successful School Activities Demonstrating Stable and Improving Outcomes (D.09), p. 469

ZINGG, Irène
Constructing Heritage Language Education through Policy: A Comparative Macro-Level Analysis across South Tyrol and the cantons of Bern and Lucerne (H.15), p. 991

ZINI, Andrea
Training Future Teachers for Classroom Discussion: A Lesson-Study-Inspired Practicum within the "Talking To Learn" Project (B.06), p. 225

ZINI, Paola
Service Learning and Teacher Training: Analysis of a Blended Learning Experience (B.10), p. 268
The School-Family Partnership for Participatory Renewal: A Collaborative Planning Initiative Between Teachers and Parents (B.20), p. 339

ZINI, PAOLA, Paola
PANEL Governance, Inequalities and Educational Pathways (B.20), p. 336

ZIONI-KOREN, Vered
Classroom Power and Democracy: Jewish and Arab Teachers' Responses to School Bullying in Jerusalem (G.04), p. 745

ZITO, Emanuele
Teaching Physics to Neurodivergent Student: Which Methodologies Foster Effective Learning? (F.07), p. 661

ZOLETTO, DAVIDE, Davide
PANEL Decolonial Researches between Pedagogical Horizons and Critical-Participatory Methodologies (G.05), p. 748

ZONCA, Paola
Playing Together to Build New Democratic and Inclusive Worlds: the Experience of Officina Koinè (E.11), p. 586

ZOPPI, Irene
Patrimoni in valigia: Schools as Community Hubs for Democratic and Inclusive Learning Ecosystems (B.13), p. 297

ZOROASTER, Paola
Digital Observation In Preschool Settings: Between Ethical Complexity And Educational Innovation (B.03), p. 178

ZORZI, Eleonora
From Homeschooling to Skolé. What Can We Learn? Inquiring and Wondering Together, to Release Our School (G.17), p. 862

ZORZI, Giuseppe
Empowering Educators as Agents of Change: A Transnational Ecosystem for Transformative and Democratic Schooling (B.07), p. 229
Transnational Learning Communities for Active Citizenship: Lessons from 'Schools Beyond Regions and Borders' (B.09), p. 253

ZOTTAREL, Arianna
Resisting Through Studying: Negotiations and Transformations in University Programs in Prison (H.17), p. 1000

ZOULIAS, Emmanouil
Empowering Teaching Communities against Health Misinformation. (M.12), p. 1271

ZUCCA, Gianfranco
PANEL Learning on the Margins: Early School Leaving, Educational Inequalities and the Politics of Place (D.00), p. 417
Introduction. Education, Territory and Democracy: Why Early School Leaving Is a Political Issue (D.00), p. 418
Who Pays for Public Education? Hidden Funding Mechanisms and Territorial Inequalities in Roman Schools (D.03), p. 427

ZUCCA, Valentina Rossella
Shot-Reverse Shot: Schools as Territorial Hubs, Territories as Learning Ecosystems (B.13), p. 301

ZUCCALA, Amir
Between Inclusion and Representation. Politics, Power and Agency in the Italian Deaf Community (F.03), p. 625

ZUCCARO, Antonella
The 4+2 Education Pathway as a Multilevel Governance Framework: A Design-Based Analysis of a Cascade Professional Support Initiative (A.11), p. 121

ZUCCHERMAGLIO, Cristina
The Functions of Professional Teams in Addressing the Challenges of Reception Work with Young Migrants (B.09), p. 252

ZUCCHETTO, Giulia
The System Of Responsibilities Democracy Is Not Taught; It Is Lived In Mutual Care. (L.01), p. 1120

ZUCCOLI, Franca
The “Rinnovata”: the Shared Construction of a School as a Driver of Social Transformation (B.13), p. 294
The Shared Construction of a Diffused University Museum as a Participatory Device (I.01), p. 1044

ZUFFIANÒ, Antonio
The Daily Emotional Impact of Online Hate Speech in Adolescence: The Role of Migrant Background (B.01), p. 155

ZUNINO, Mattia
Contesting War Narratives from the Margins The Italian Peace Movement Between Platform Logics and Information Disorder (M.14), p. 1287

ZYLFIU, Haxhere
Collaborative Research Approaches – Opportunities for the Practical Implementation of Recommendations (A.12), p. 130

Ö

ÖZTÜRK, NAZIME, Nazime
PANEL Learning Communities as Transformative Environments: Bridging Local Action and Global Challenges (B.09), p. 246

Ď

ĎULÍKOVÁ, Lenka
Echoes of Home : How Czech Parental Attitudes Towards Ukrainians in Czech Society Shape Peer Relations Between Czech and Ukrainian Students (F.12), p. 717
Educational Support and Public Opinion: Experiences of Ukrainian Children and Parents in Czech lower secondary Schools (F.12), p. 716
Fictional Classmates, Real Biases: Exploring Peer Ingroup and Outgroup distinctions Through a Vignette-based experiment (F.12), p. 716
Navigating the Gap: Sociological Perspectives on the Inclusion of Refugee Students in Czech Schools (F.12), p. 714
Teachers as Border Guards? Narrative Framing of Ukrainian Refugees in Czech Schools (F.12), p. 715
“Finding My Place at School”: Pupil Perspectives on the Inclusion of Ukrainian Students in Czech Classrooms (F.12), p. 713

ĎULÍKOVÁ, LENKA, Lenka
PANEL Inclusion Beyond Crisis: Navigating Diversity, Inequality, and Social Justice in the Schooling of Ukrainian Refugee Students in the Czech Republic (F.12), p. 713

Š

ŠABIĆ, Josip
Educational Poverty, Capitals, and Symbolic Violence: Attitudes toward Sociocultural Diversity in Croatian Upper Secondary Schools and Implications for Democracy (D.04), p. 441

ŠVADOVÁ, Tereza
Teaching Forced Migrants in Czechia: Challenges of Diversity and Necessary Support Systems (F.12), p. 718

ŠŅITŅIKOVS, Aleksejs
Learning in the Civilizing Process: A Cultural-Historical and Activity-Theoretical Perspective (E.01), p. 541

COMMITTEES

Organizational and Scientific Coordination by **Assunta Viteritti** *(Sapienza University of Rome)*

ORGANIZING COMMITTEE

Diego Amadio
Sapienza University of Rome

Giovanni Brancato
Sapienza University of Rome

Antonietta De Feo
University of Rome "Roma Tre"

Alexandra Ganev
Sapienza University of Rome

Mihaela Gavrila
Sapienza University of Rome

Orazio Giancola
Sapienza University of Rome

Nadia Girolami
Sapienza University of Rome

Isabella Iarusso
Associazione "Per Scuola Democratica"

Leonardo Piromalli
IREF – Istituto di Ricerche Educative e Formative

Veronica Riccardi
University of Rome "Roma Tre"

Ludovica Rubini
University of Trieste

Berenice Scandone
Politecnico di Milano

Lisa Stillo
University of Rome "Roma Tre"

Irene Stanzione
Sapienza University of Rome

Marco Romito
University of Milano-Bicocca

Assunta Viteritti
Sapienza University of Rome (coord.)

Letizia Zampino
University of Trento

SCIENTIFIC COMMITTEE

Anna Maria Ajello
Sapienza University of Rome

Giorgio Allulli
Independent Expert

Gianluca Argentin
University of Milano-Bicocca

Massimo Baldacci
University of Urbino "Carlo Bo"

Carlo Barone
Sciences Po Paris

Luciano Benadusi
Sapienza University of Rome

Mara Benadusi
University of Catania

Guido Benvenuto
Sapienza University of Rome

Stefano Boffo
University of Naples "Federico II"

Alessandro Cavalli
University of Pavia

Daniele Checchi
University of Milan

Andrea Ciarini
Sapienza University of Rome

Antonietta De Feo
University of Rome "Roma Tre"

Luisa De Vita
Sapienza University of Rome

Mattia Diletti
Sapienza University of Rome

Giovanni Di Lorenzo
Sapienza University of Rome

Pierpaolo D'Urso
Sapienza University of Rome

Edoardo Esposto
Sapienza University of Rome

Federica Fabrizzi
Sapienza University of Rome

Fiorella Farinelli
Independent E&T Expert

Letteria Fassari
Sapienza University of Rome

Alessandro Ferrante
University of Milano-Bicocca

Laura Franceschetti
Sapienza University of Rome

Maria Grazia Galantino
Sapienza University of Rome

Emma Galli
Sapienza University of Rome

Orazio Giancola
Sapienza University of Rome

Emiliano Grimaldi
University of Naples "Federico II"

Paolo Landri
CNR-IRISS

Bruno Losito
University of Rome "Roma Tre"

Carmelo Lombardo
Sapienza University of Rome

Susanna Mantovani
University of Milano-Bicocca

Marcella Milana
University of Verona

Pierluigi Montalbano
Sapienza University of Rome

Roberto Moscati
University of Milano-Bicocca

Orazio Niceforo
Tuttoscuola

Elisabetta Nigris
University of Milano-Bicocca

Donatella Palomba
University of Rome "Tor Vergata"

Gianluca Passarelli
Sapienza University of Rome

Mauro Palumbo
University of Genoa

Marco Pitzalis
University of Cagliari

Giuseppe Ricotta
Sapienza University of Rome

Marco Romito
University of Milano-Bicocca

Flaminia Saccà
Sapienza University of Rome

Luca Salmieri
Sapienza University of Rome

Alessandra Tarquini
Sapienza University of Rome

Silvia Tatti
Sapienza University of Rome

Lucia Valente
Sapienza University of Rome

Assunta Viteritti
Sapienza University of Rome

Beate Weyland
Free University of Bozen-Bolzano

VOLUNTEER STAFF

Sara Ahmed
Cecilia Alzani
Maura Ambu
Angelica Attianese
Sofia Brandi
Beatrice Carbè
Gaetano Chiodo
Emanuele Cuomo
Claudia Dirodi
Aglaia Farou
Alice Femminini
Mattia Fino
Annamaria Fuscà
Giulia Graziano
Alessandro Guerriero
Lucia La Cortiglia
Sara Matilde Leone
Angelica Lippolis
Claudio Luminati
Agnese Lupo
Edoardo Maresca
Beatrice Martino
Elisa Merendino
Mirko Minandri
Laura Montinaro
Noemi Palladino
Benedetto Pasanisi
Asia Pascucci
Samuele Pinza
Eleonora Sarcinelli
Sofia Torresani

Fourth International Conference of the journal "Scuola Democratica"

Learning for Democracy / Democracy for Learning

Sapienza University of Rome, Italy

September 1–4, 2026

Associazione "Per Scuola Democratica"

Via Francesco Satolli, 30 — 00165 Rome, Italy

https://www.scuolademocratica-conference.net

ISBN 979-12-985016-1-4